

# How Teachers' Assessment Practices Support Students' Self-Regulation in English Language Development

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The current literature has highlighted that self-regulated learning (SRL) is a significant factor contributing to student learning. In language education, SRL potentially allows learners to articulate their learning goals, collect learning evidence, interpret this evidence, reflect on the feedback, and take further actions to close the learning gaps to the intended goals (Andrade et al., 2019; 2017; Cao; 2023; Xiao & Yang, 2019). However, how this potential can be afforded through teachers' assessment practices in exam-dominated contexts, such as in Vietnam, remains under-explored. This paper fills this gap by examining how teachers' assessment practices can support students' SRL strategies in their English language development. Qualitative analysis from 88 student reflection papers and 14 focus interviews with students who are pre-service teachers at two public teacher training universities reveals contrasting findings. Students whose teachers used formative assessment, including giving feedback, and clarifying clear learning goals toward language development, tended to become more self-regulated learners. For students whose teachers predominantly employed testing practices focusing on form, the results were less favorable. Therefore, this study suggests that integrating formative assessment strategies into language education can effectively foster self-regulated learning among students, ultimately enhancing their English language proficiency.

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