

Analysing the Effectiveness of Self, Peer, and Teacher's Assessment in Developing Self-Regulated Learning among EFL Learners

Sana Qadir* and Musarat Yasmin**

Abstract

Over the past two decades, self-regulation has captured the attention of researchers in language learning. It is an acknowledged fact that self-regulated learners' performance surpasses those who are not self-regulated. In an educational context, assessment is one of the major factors which increase or decrease the level of self-regulation. The present study explores the role of three types of assessment, namely self-assessment (SA), peer-assessment (PA), and teacher-assessment (TA), in English language learning of Pakistani learners and to find out the attitude of the learners toward the most suitable type of assessment for the development of self-regulated learning (SRL) features among learners. Following a quantitative approach, the data for the study were collected from a sample of 99 bachelor-level students through pre and post-tests and questionnaires. The data were analyzed through SPSS version 16.0. The authors found that the PA proved to be the most suitable for English language learning. The learners' perception also showed that they found the PA quite useful in fostering self-regulation. This study brings more enlightenment to the effective use of assessment techniques to improve learners' SRL abilities.

Keywords: Self-regulation, assessment techniques, language learning, teacher-assessment, peer-assessment; self-assessment

* M.Phil Scholar, Department of English, University of Gujrat.

** Associate Professor, Department of English, University of Gujrat, Email: Musarat.yasmin@uog.edu.pk.

Introduction

Owing to globalization, a few languages have surpassed the regional boundaries and attained lingua franca status to meet the global communication needs. One of such languages is English, of which teaching to EFL learners in a way to foster self-regulation is the focus of the present study. English language teaching in Pakistan has gained attention due to its widespread application in daily life (Yasmin & Naseem, 2019). The paper of Sjogren, Zumbrunn, Broda, Bae & Deutsch (2022) focuses on students' participation in Afterschool Programs and its connection with adolescent developmental trends. Interest, as a motivational state that contributes to learning, is intricately linked to self-regulation. The study identifies five forms of engagement: affective, behavioral, cognitive, social, and global. SRL aligns with the multidimensional nature of cognitive, affective, and behavioral processes. Therefore, engagement is a valid indicator of positive youth development. This finding supports previous research on self-regulated learning, which suggests that it is linked to perceived competence and expectations for success, both of which are important for positive development. Afterschool activities improve students' learning and development and including self-regulation instruction can enhance engagement in afterschool curriculum.

In most educational institutes, English is taught through traditional methods, which are not giving the desired results. Most English language classrooms are teacher-centred, where the participation of students is very limited. In addition, the teacher's dominance can be observed in the methods through which the learners' ability is assessed (Yasmin & Sohail, 2018). Jonsson, Lundahl and Holmgren (2015) observed that teachers may prioritize assessment practices, such as discussing criteria, planning new learning situations, and providing feedback, over involving learners in the assessment process. The class environment may become teacher-centred, and learners may miss the chance to actively participate in their assessment and self-regulate their learning. So, proper attention to students' learning is not the primary issue. The real problem for the students is ineffective English language learning to result from the set assessment patterns. This study aims to improve learning environments in Pakistani educational institutes through empirical evidence.

Self-regulation can be viewed as a process that provides the required resources to the individuals to achieve their targets. Previous researchers like Sierens, Vansteenkiste, Goossens, Soenens and Dochy (2009), Oates (2019) and Zimmerman (2000) demonstrated the positive impact of self-regulation on academic achievements. According to Yasmin and Naseem (2019), self-regulated learners are confident and intrinsically motivated to learn. Hallberg and Olsson (2017) view self-regulation as crucial for achieving higher educational goals. Butler and Winne (1995) suggested a

strong connection between self-regulation and assessment feedback. Their ideas revolutionized in-class assessment and SRL for learning.

Fareed, Jawed and Awan (2018) argued that Pakistani EFL learners' inefficiency in English is due to monotonous assessment methods and the discouraging state of gaining proficiency. Policymakers suggest abolishing English as the medium to reduce failures and improve comprehension. Using SRL research can improve the efficiency of the educational system. This research work will benefit students and teachers struggling with English language learning by providing an alternative assessment method. This study suggests ways to internally motivate students and enhance English learning.

Assessment is considered a systematic set of information collected and analysed to improve students' learning. Assessment is vital to make the entire setting meaningful in the learning process. Boud (1990) stated that assessment enhances academic productivity and categorizes students by proficiency. Usually, it is divided into two types, i.e., summative and formative assessment. Summative assessments evaluate students comprehensively at the end of term to determine their grade placement. Formative assessment evaluates ongoing learning and aids in self-regulation (Maki, 2002). According to Nicol and Macfarlane-Dick (2006), in higher education, the main purpose of formative assessment is to enhance the self-regulatory skills of learners. Formative assessment is usually performed through self, peer, and teacher assessment. Self-assessment in a language class is the self-evaluation of an individual's language ability, i.e., the utility of his specific language abilities, his language deployment in different settings, or how he uses various language styles (Mousavi, 2012). Kostons et al. (2012) conducted a study on the student of secondary school level to devise a model for task-selection accuracy and SA skills. The researchers found an improvement in students' ability to SA after utilising a model to perform a task. Contrary to self-assessment, peer assessment is a technique that focuses on an individual's attention towards the learning process in terms of quality and effectiveness among peers with equal abilities (Topping, 1998). Many studies have been conducted on the role of fellow assessments in the learning process, e.g., Panadero & Brown (2017) surveyed to assess the significance of TA from teachers' point of view as they decide on implementing a suitable type of assessment in class. Researchers found teachers' positive attitude toward peer assessment as they occasionally practised it in their classes. Half of them believed students assessed their peers accurately. As for the third type of assessment, teacher assessment, it is teacher-centred, with all the decisions in the teacher's hands. In short, the teacher is all-in-all in gauging students' learning (Heron, 1992). This type of assessment is also known as a traditional assessment, which aims to divide the learners into two categories, i.e., those who have learned and those who have not. This type of assessment classifies the learners into different grades per their knowledge proficiency (Stiggins, 2001).

It is quite evident from the studies mentioned above that self-evaluation is one of the important factors that positively affects learners' academic performance and self-regulatory skills. Nonetheless, researchers like Brown and Harris (2013) worked on the students' self-assessment, pointed out some serious issues in terms of quality evaluation of work, and recommended some suggestions to make the process reliable and valid. Moreover, they presented some points which must be followed to make learners' self-evaluation ability more useful, valid, and reliable. First, students should be involved while making assessment criteria. Second, students should be trained to follow the set criteria. Third, teacher and fellow evaluation should intervene to make the students more accurate in their self-evaluation and grading, as well as rewards for accurate evaluation also improved self-evaluation. Furthermore, these points were kept in view to recommend certain changes by Brown and Harris (2014) in the curriculum for self-evaluation as an important constituent of self-regulation.

Peer role in assessment was also studied in improving learners' performance and motivation. Ritonga et al. (2022) examined the effects of PA on developing Iranian EFL learners' reading comprehension, reading motivation, and vocabulary learning. They found PA effective in all three variables as a treatment group with PA outperformed control group in comprehension, motivation, and vocabulary building.

Many researchers (Brown & Harris, 2013; Yasmin & Sohail, 2018a; Yasmin & Sohail, 2018b; Yasmin and Naseem, 2019; Ritonga et al. 2022) have devoted their attention to self-regulated learning and the ways this target can be achieved. Moreover, studies on various types of assessment have also been noted. In the Pakistani context, self and peer assessment types are not given much attention, and self-regulated learning is also considered a bookish thing. This research project differs from previous research based on the following points. First, different works have been done on SRL and its relation to different assessment types. Still, this research attempts to establish a relationship between SRL and assessment by comparing self, peer and teacher assessments. Second, the concept of SRL in Pakistani EFL learners has not been paid attention to. So, this project will highlight the utility and the significance of SRL through the previously mentioned three different types of formative assessment. Third, the learners are the most significant part of any learning environment. The study also includes learners' attitudes towards SRL developed through self, peer, and teacher assessment. And last, this work will also investigate the most effective type of assessment for SRL.

In Pakistan, most of the classrooms are teacher-centred, where new teaching and assessment techniques are almost absent (Yasmin, 2022; Yasmin et al., 2020). The monotonous techniques of teaching and assessment are prevailing in the education sector (Kalair et al., 2013; Yasmin & Yasmeen, 2021). Hence, there is a dire need to inspire the

existing non-productive system of education with novel ways and methods of teaching and evaluation to grab the interest of learners. In the scenario's background, this research is a guide to implement some new ways of assessment and to study its impact on the Pakistani EFL learners.

Research Questions

This study will explore the following research questions:

- 1) What are the roles of self, peer and teacher assessment in English language learning?
- 2) What are the learners' perceptions about the effectiveness of self, peer and teacher assessment in developing self-regulation?

Research Methodology

Following a quantitative approach, two methods were employed to address the questions. Students underwent an intervention with various assessments, and their perceptions were surveyed. A sample of 99 students of BS English from a postgraduate college of Punjab was selected through a non-proportional stratified sampling, and the students were divided into three equal groups as Perry (2005) suggests following the non-proportional sampling if one is interested in comparing the groups or strata. Each study group was provided with a unique assessment type, i.e., one study group was given the self-assessment treatment, the second one received the peer assessment treatment, and the third one received the teacher assessment treatment. After division, a pre-test was conducted to find the initial state of participants and to ensure to have homogeneous groups. Later, self and peer groups were trained to assess their own and fellows' work. The training was given to the students because they were unaware of the assessment and evaluation criteria. Four tests were taken during the term and were assessed according to the groups. The participants of self-assessment assessed their work, whereas members of peer assessment assessed one another's work. However, the work of the teacher-assessment group was assessed by the teacher. At the end of the term, there was a post-test and three types of questionnaires to record learners' perceptions about assessment types for the development of self-regulated learning were given to the students to check their attitudes towards each type of assessment. The questionnaires incorporated Zimmerman's (2000) and Pintrich's (2004) SRL model's features, i.e. motivation, planning, responsibility, confidence, self-monitoring and independence. Moreover, the major components of their models have been linked with the types of assessment to understand and figure out which assessment type is more suitable for developing self-regulated learning.

The data collected through the mentioned tools were analyzed using SPSS. The pre-test and post-test data were analyzed and the results of SA, PA, and TA groups were compared. A paired sample t-test was used to compare the results of both tests. Pre and post-test mean scores were calculated with standard deviation. An independent sample t-test was used for pair-wise group comparison. The pre and post-test results of SA, PA, and TA were compared and presented with figures. Similarly, the data gathered through questionnaires were analysed from mean scores and standard deviation of learners' perception about the effect of SA, PA and TA on self-regulated learning. Then, the Post-Hoc Tukey HSD test was used to compare the mean scores of SA, PA, and TA groups. The percentages of different SRL features were calculated for the comparative analysis responses of the participants of SA, PA and TA groups.

Results

Results of both methods showed that assessment affects learner's self-regulation in a varied way. Learner performance improved significantly in peer-assessment, followed by teacher-assessment and minor improvement in self-assessment. Learners' questionnaire responses supported the assessment results.

Self-Assessment

Pre and post-tests of the self-assessment group were conducted to determine the impact of the assessment technique on learners' English language learning. The results of the tests showed a slight improvement regarding learners' performance in their post-tests, as shown in the following table.

Table 1

Effect of Self-Assessment Technique on English Language Learning

		<i>M</i>	<i>n</i>	<i>SD</i>	<i>SEM</i>
Pair 1	Pre-test	11.4848	33	2.30653	.40152
	Post-test	11.8182	33	2.39080	.41618

Results in table 1 show that the group that received the SA treatment had the mean scores of their pre-test 11.4848 ($SD=2.30$) and post-test 11.8182 ($SD=2.39$) respectively. The correlation between pre and post-test is .946. The results of the mean score of pre and post-test showed a slight improvement in the English language learning of the SA group. Paired sample t-test was applied to compare the results of the pre and post-test of the self-assessment group and it showed learners' improvement in the post-test result, which is 0.33333. With the gained mean score of pre and post-test as .333 and with $SD .777$, the p value (.019) showed that there is a significant difference between the pre and post-test results. It can be observed from the results that the participants of the SA group performed well in their post-test. Although the SA group showed a slight

improvement in their post-test, it can be inferred that the SA technique worked positively, and it is helpful for Pakistani EFL learners to learn the English language effectively.

Peer-Assessment

Similar to the SA, PA group also went through the same procedure and the numeric analysis of the pre and post-tests of this group is given in the following table.

Table 2

Effect of Peer-Assessment Technique on English Language Learning

		<i>M</i>	<i>n</i>	<i>SD</i>	<i>SEM</i>
Pair 1	Pre-test	11.5758	33	2.44988	.42647
	Post-test	12.9091	33	2.62635	.45719

Table 2 presents the results of the group that was treated with the PA technique. The mean scores of pre and post-test of the PA group are 11.5758 ($SD = 2.44988$) and 12.9091 ($SD = 2.62635$) respectively. The pre and post-test showed .834 correlation value and their significant difference is .000. The significant amount of improvement of the PA group in their post-test indicates that the PA technique played a positive and productive role in the English language learning of Pakistani EFL learners. However, to find out the amount of difference between the pre and post-test means paired sample t-test is applied. The findings of the paired sample t-test showed that they have gained 1.33333 mean scores with SD 1.47196. A clear increase in mean scores of post-tests can be observed here. The students performed well in their post-test. With the p -value (.000.), the results showed that there is a significant difference between the results of both tests. It shows that the PA technique has a greater positive impact on English language learning and the learners learn through peer collaboration.

Teacher-Assessment

As for as the TA group is concerned, it was also given pre and post-tests to assess their improvement in English language learning. The results of tests showed that the TA group performed better in their post-test. The details are given in the following table.

Table 3

Effect of the Teacher-Assessment Technique on English Language Learning

		<i>M</i>	<i>N</i>	<i>SD</i>	<i>SEM</i>
Pair 1	Pre-test	10.7576	33	2.69293	.46878
	Post-test	11.7879	33	2.86964	.49954

Table 3 shows the results of the group that were exposed to the TA technique. The TA group gained the mean scores of their pre and post-test 10.7576 ($SD = 2.69293$) and 11.7879 ($SD = 2.86964$) respectively. The correlation value was .883 with

significance value .000. These findings show improvement in the TA group in its post-test. Therefore, it can be inferred that the TA technique is helpful for Pakistani EFL learners to learn the English language. The comparison of both tests is made via a paired sample *T*-test. The gained mean scores of the tests (1.03030) ($SD = 1.35750$), the *p*-value (.000) showed the significant difference between the results of pre and post-tests. A clear rise is observed in the mean scores of post-tests of the TA group. This result shows the positive effect of the TA technique on Pakistani EFL learners' English language learning.

A pair-wise comparison of groups was conducted through *t*-test and the results showed that the mean difference between SA and PA was (1.00000) which is significant with ($P < 0.05$). However, the mean difference between the SA and the TA was (.69608), and the PA and TA is (.30392) which was not significant as ($p > 0.05$). It can be noticed that there is no significant amount of difference between the means of SA and TA groups and PA and TA groups, respectively.

An overall comparison of all the groups, with the gained mean of pre and post-test of the SA group as (.33333), PA group (1.33333) and the TA group as (1.03030), and the *p*-value of all the groups less than 0.05, is illustrated in Fig. 1. The mean scores of all groups show that the PA group obtained the highest mean difference, followed by TA and then by SA.

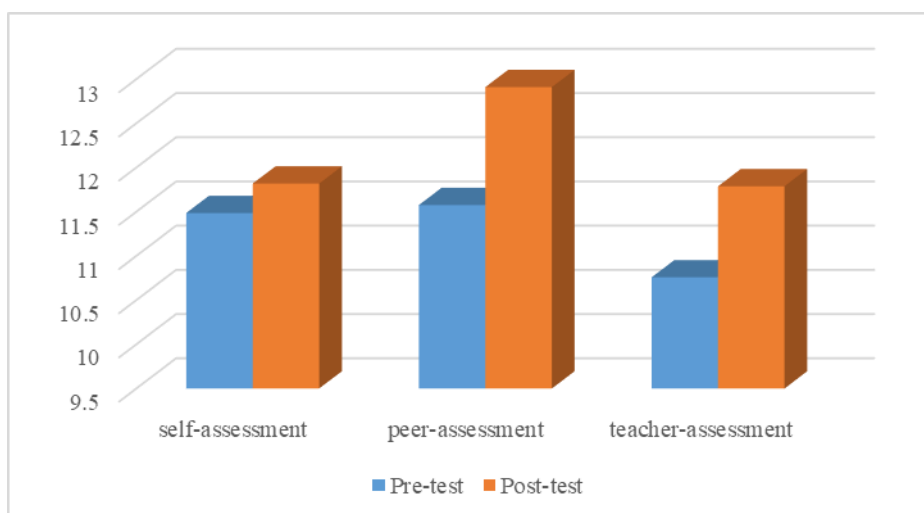


Figure 1. *The Impact of SA, PA and TA on Pakistani EFL Learners' English Language Learning*

Learners' Perception about the Effectiveness of SA, PA and TA on Self-Regulated Learning

Learners' views about the effectiveness of three types of assessments, including self, peer and teacher assessment, were measured through three questionnaires. The results showed a varying degree of students' positive perceptions towards various types. The analysis showed that PA was considered more desirable as compared to TA and SA. The mean score of the three groups clearly shows that students favoured PA and TA than SA.

The findings of the ANOVA test proved that there was a significant difference among the attitudes of all the groups, and the ratio of F statistics $(2, 96) = 15.620$, $p < .001$ also supports the claim. Thus, the PA group shows the most positive response as compared to SA and TA groups. In short, from the above given mean scores, it can be inferred that participants consider that the PA technique is the most suitable technique to make them self-regulated learners rather than the TA and SA groups respectively because the positive response percentage of the PA group is 66%, TA group 64% and SA group 58% respectively. To conclude the discussion, based on statistics, it can be said that PA group percentage indicates that it is the most suitable technique for developing SRL, while TA is the second most suitable way for SRL, and SA is the least of all.

Furthermore, the results of three questionnaires were compared and contrasted through the Post Hoc Tukey HSD test. It highlighted the difference of means score in multiple comparisons. Moreover, another important aspect of the use of this type of test is to determine the significant difference in multiple comparisons. Here, this test is applied to determine the mean score and to establish the significant difference among means of SA, PA and TA. In the test, firstly, the PA group was compared with SA and TA. Secondly, the comparison group was formed by comparing the SA group with PA and TA, while the third group is formed by comparing the TA group with SA and PA. Thus, the conclusion from the above results can be drawn that students considered SA as comparatively less significant for SRL development. On the other hand, though PA and TA seem very close to each other regarding their impact on developing SRL but a close observation of the results of the Post Hoc test along with one-way ANOVA results, easily reveals that PA was considered the most effective tool in fostering SRL among learners. However, most learners still like to depend on the teacher for their evaluation as compared to self-evaluation.

A Comparative Analysis of SA, PA and TA in Terms of Self-Regulated Learning Features

The results of the questionnaire showed that the SA group rated self-assessment as less desirable for promoting self-regulation as compared to the other two. Present finding correlates to the results of an earlier study that found SA problematic in terms of quality

evaluation (Brown & Harris, 2013). On the other hand, PA group scored the highest as the most suitable type of assessment to boost up SRL in the learners, followed by the TA group in fostering SRL among learners.

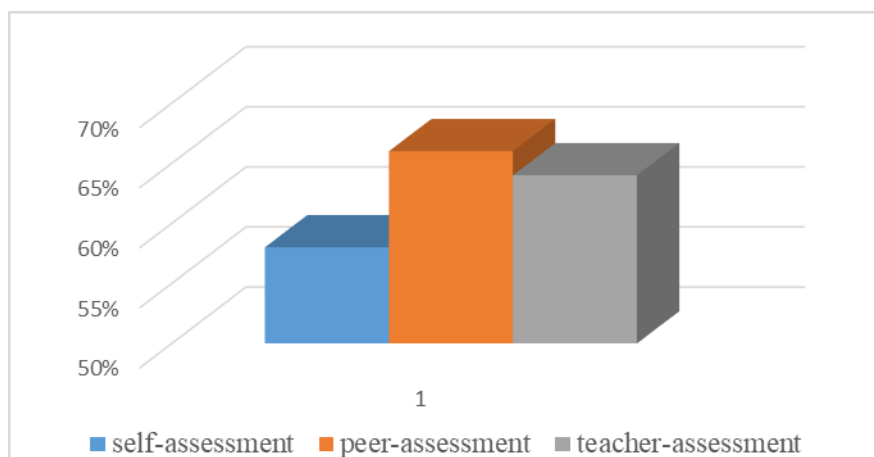


Figure 2. *Students' Response on the Role of Assessment Types in Self-Regulation Development*

Zimmerman (2000) and Pintrich (2004) believe that self-regulated learning models comprise six features, including motivation, planning, responsibility, confidence, self-monitoring and independence. Fig. 3 shows a detailed comparison among three types of assessment in terms of the SRL features. It showed learners' perception about their respective assessment method in developing motivation, planning, responsibility, confidence, self-monitoring and independence.

Motivation

The comparative graph shows that learner's motivation was reported higher in TA group as compared to SA and PA. These results contradict earlier findings of Ritonga et al. (2022) who found learners more motivated when they were provided the opportunity of PA. It also disagrees to earlier findings where peer role was found significant in developing autonomy in learners that involves learner motivation (Yasmin et al., 2020; Yasmin & Naseem, 2019). It can be inferred that Pakistani learners are accustomed to teacher assessment and any innovation would take time to impact their motivation.

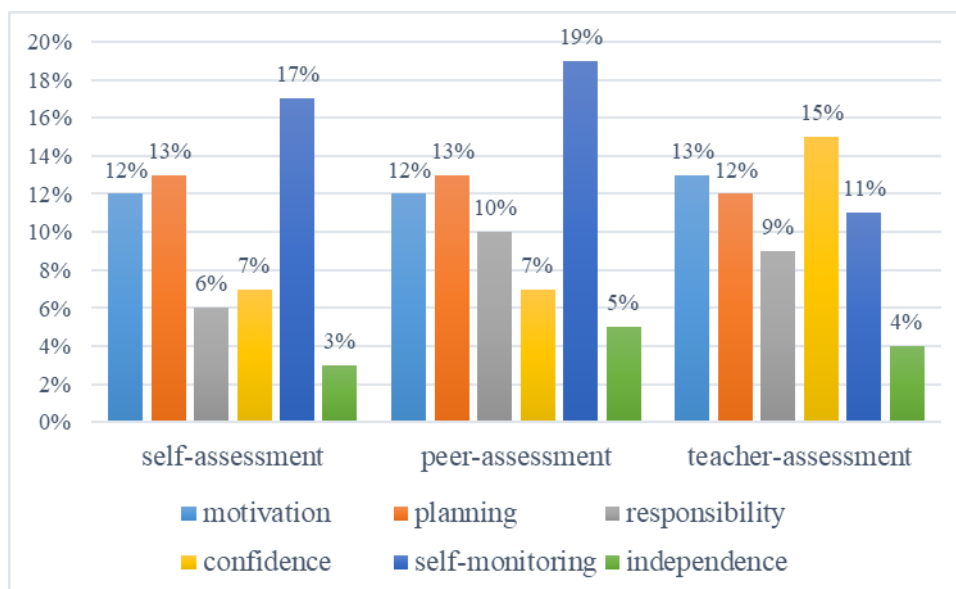


Figure 3. *Learners' Response to the Role of SRL Features*

Planning

Unlike learner motivation, learner-planning was rated higher among students of SA and PA groups as compared to TA group as illustrated in Fig. 3. The given facts demonstrate that the planning factor is more connected towards the involvement of students in the process of assessment because they learn the art of planning through their practical experience. As SA and PA comparatively involve the learners more in the assessment of their assigned tasks and the students attach more significance to learner-planning. Learner planning is one of the key elements for developing self-regulation (Yasmin et al., 2020). Hence, SA and PA are found more helpful in promoting self-regulation in Asian learners, particularly in Pakistani learners.

Responsibility

The results showed learners' higher trust in PA in developing responsibility in learners, followed by TA. It is a matter of concern to note that self-assessment, contrary to earlier studies, was reported less favourable in developing responsibility (Yasmin et al., 2020). This relates to their previous experience of TA, only that makes them completely dependent on teachers for their own learning. It infers that without a gradual shift, students would not be ready to take the responsibility for their studies. It also provides a path of shift from TA to SA through PA.

Confidence

Comparatively, the highest percentage in TA demonstrates learners consider the teachers as an authentic resource to evaluate the quality of their performed tasks. In short, learners show a tendency towards TA in terms of confidence-building factors. At present, they are not ready to trust their own capabilities and those of their peers. This finding co-relates with previous results where teacher were not found ready to trust the accuracy of PA (Panadero & Brown).

Self-monitoring

The results in Fig. 3 showed that the learners found PA as the most effective assessment technique for promoting self-monitoring, followed by SA. However, TA was reported less effective in providing learners opportunity to monitor their learning. The spike of self-monitoring in PA shows this factor gets maximum coverage in a setting where learning activities are in much control of learners rather than the teacher. Self-monitoring is considered attached to the practical involvement of the learners in the process of assessment and helps in building self-regulation in learners (Yasmin et al., 2019).

Independence

The results showed that learners rated independence quite low in comparison with other self-regulatory characteristics. Somehow, the PA group showed comparatively high agreement with the independence. The lowest percentage of the independence in the SA group is, to some extent, the consequent outcome of the overall education system prevailing in the country, because the prevailing education system is not supportive towards SA. To put this comparative analysis in a nutshell, it is observed that the general perception of Pakistani EFL learners towards the types of assessment in developing SRL is in favour of peer-assessment as the best technique, teacher assessment as a better one and self-assessment as a good one. It can be assumed that the PA technique is considered the most helpful technique for developing self-regulation among learners.

Discussion

Here, it is important to note that there is a lot of similarity in the overall score of responses in questionnaires and pre and post-test results. This similarity leads us to the notion that students' preference for PA in SRL is linked to their strong post-test performance and adequate training. Findings suggest that students' perception, performance, and assessment types may influence each other. Learners' attitudes may be influenced by post-test performance and assessment types in developing self-regulation. It should be noticed here that the performance of the SA group in their English post-test was less than the other two groups. Performance might affect their attitude. It recalls and

answers the concerns of the study of Vaessen et al. (2017) who found that higher grades were related to higher perception scores.

Learners found TA desirable and effective in learning, indicating satisfaction with academic practices and self-regulation. This attitude reveals that Pakistani EFL learners are not accepting SA as an authentic way of assessment, and this may be due to their teacher-centred classroom background. This may contribute to a less positive response towards SA. However, one should keep the fact in mind that self and peer assessment, both, were novel for the learners. They responded more positively to peer assessment than self-assessment.

The findings suggest that Pakistani EFL learners did not embrace self-evaluation as an effective tool for fostering self-regulation. Learners may struggle to accept this assessment type due to their traditional classroom experiences. Despite its novelty, participants liked and enjoyed peer assessment. They wanted to improve their tasks to perform better when assessed by colleagues. Discovering the assessment criteria, they focused more on their work. Their increased motivation and attention to detail resulted in improved performance. Fellow feedback increased learner awareness and motivated them to improve self-regulation in writing tasks. Peer assessment is more effective as compared to self-assessment by making the learners aware of the criteria of evaluation. This familiarity with the assessment criteria would make the learners capable of paying more attention to their tasks as well as planning strategies and self-monitor their writing tasks.

This research explores the development of self-regulation in Pakistani learners through the incorporation of three types of assessment: peer assessment, teacher's assessment, and self- assessment. The study shall endeavour to achieve a class of self-motivated learners thereby breaking away from the conventional Pakistani teaching style commonly in use.

The study discovered that self-regulation can be promoted in learners through assessment methods; this assists the learners to achieve their set objectives. This finality the study underlines the rational on which an educator should involve learners in self and peer assessment processes to foster lifelong learning. But, it emphasizes the type of the assessment and feedback criteria in order to promote the collaboration and the extent of responsibilities of the learners.

The study is highly so in relation to Pakistani education whereby teaching in English phrasing is complex. That is why the work hints that applying SRL strategies can potentially enhance the effectiveness of the educational system and reduce the problem of failure and low comprehension in the context of the English-medium instruction. Thus,

the research advocates for the integration of the self-regulation activities as a part of strategy, but not as the total replacement of the current approaches. It stresses the importance of providing the professional development for teachers regarding the integration of self and peer assessment to the formative purposes.

Conclusion and Recommendations

The results indicated varied contributions of self, peer, and teacher assessments to Pakistani EFL learners' English language learning. The Peer-assessment group excelled in the post-test, demonstrating its effectiveness for English language learning, followed by teacher assessment. The self-assessment was less productive compared to the other two techniques for English language learning due to learners' lack of experience and dependence on others. Learners gave positive feedback for conventional teacher assessment, contrary to expectations. The study found that the PA technique is most effective for Pakistani EFL learners to promote SRL and better learning. The transition in assessment style should be gradual, from TA to SA via PA, for educators to foster learner-independence and self-regulation.

The study recommends integrating peer assessment in educational programs to enhance self-regulated learning among EFL learners. Training for teachers is necessary to facilitate this transition and adopt learner-centered assessment practices. Institutions should invest in developing students' self-assessment skills to complement peer and teacher assessments, fostering a comprehensive learning environment.

The study is not without limitations; being a short term assessment approach implemented for only one semester. Thus, more research is needed to examine the processes of constructing self-regulation over the long term and how self-regulation interacts with various types of assessment. Therefore, the future research with large and gender-balanced samples is recommended in order to get the more adequate picture of learners' perceptions regarding roles and types of assessment for self-regulated learning.

References

- Boud, D. (1990). Assessment and the promotion of academic values. *Studies in Higher Education, 15*, 110-113.
- Brown, G. T. L., & Harris, L.R. (2013). Student self-assessment. In J. McMillan (Ed.), *The SAGE handbook of research on classroom assessment* (pp. 367–393). SAGE.
- Butler, D. L., & Winne, P.H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research, 65*(3), 245-281.
- Fareed, M., Jawed, S., & Awan, S. (2018). Teaching English Language at SSC Level in Private Non-Elite Schools in Pakistan: Practices and Problems. *Journal of Education and Educational Development, 5*(1), 80-95.
- Hallberg, D., & Olsson, U. (2017). Self-regulated Learning in Students' Thesis Writing. *International Journal of Teaching and Education, 5*(1), 13-24.
- Heron, J. (1992). Assessment Revisited. In D. Boud (ed.), *Developing student autonomy in learning* (2nd ed. pp. 14). Nichols.
- Jonsson, A., Lundahl, C., & Holmgren, A. (2015). Evaluating a large-scale implementation of assessment for learning in Sweden. *Assessment in Education: Principles, Policy & Practice, 22*(1), 104-121.
- Kalair, A., Abas, N., & Khan, N. (2013). Lightning Interactions with Humans and Lifelines. *Journal of Lightning Research, 5*(1), 11–28.
<https://doi.org/10.2174/1652803420131029001>
- Kostons, D., Van Gog, T., & Paas, F. (2012). Training self-assessment and task-selection skills: A cognitive approach to improving self-regulated learning. *Learning and Instruction, 22*(2), 121–132.
- Maki, P. L. (2002). Developing an Assessment Plan to Learn about Student Learning. *The Journal of Academic Librarianship, 28*(1), 8-13.
- Mousavi, S. A. (2012). *An encyclopaedic dictionary of language testing*. Tehran: Rahnama. <https://doi.org/10.1016/j.stueduc.2019.02.003>
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*, 199-218.

- Oates, S. (2019). The importance of autonomous, self-regulated learning in primary initial teacher training. In *Frontiers in Education* (Vol. 4, p. 102). Frontiers Media SA.
- Panadero, E., & Brown, G. T. L. (2017). Teachers' reasons for using peer assessment: Positive experience predicts use. *European Journal of Psychology of Education, 32*(1), 133-156.
- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Education Psychology Review, 16*, 385-407.
- Perry, F. L. (2005). *Research in applied linguistics: becoming a discerning consumer*. Lawrence Erlbaum Associates.
- Ritonga, M., Tazik, K., Omar, A. Dehkordi, E. S. (2022). Assessment and language improvement: the effect of peer assessment (PA) on reading comprehension, reading motivation, and vocabulary learning among EFL learners. *Langugae Testing Asia, 12*, 36. <https://doi.org/10.1186/s40468-022-00188-z>
- Sierens, E., Vansteenkiste, M., Goossens, L., Soenens, B., & Dochy, F. (2009). The synergistic relationship of perceived autonomy support and structure in the prediction of self-regulated learning. *British Journal of Educational Psychology, 79*(1), 57-68.
- Sjogren, A. L., Zumbrunn, S., Broda, M., Bae, C. L., & Deutsch, N. L. (2022). Understanding afterschool engagement: Investigating developmental outcomes for adolescents. *American Journal of community psychology, 69*(1-2), 169-182
- Stiggins, R. (2001). *Student- involved classroom assessment*. Prentice-Hall.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research, 68*, 249-276.
- Vaessen, B. E., van den Beemt, A., van de Watering, G., van Meeuwen, L. W., Lemmens, L., & den Brok, P. (2017). Students' perception of frequent assessments and its relation to motivation and grades in a statistics course: a pilot study. *Assessment & Evaluation in Higher Education, 42*(6), 872-886. <https://doi.org/10.1080/02602938.2016.1204532>
- Yasmin, M. (2022). Online chemical engineering education during COVID-19 pandemic: Lessons learned from Pakistan. *Education for Chemical Engineers, 39*, 19-30. <https://doi.org/10.1016/j.ece.2022.02.002>

- Yasmin, M., & Naseem, F. (2019). Collaborative Learning and Learner Autonomy: Beliefs, Practices and Prospects in Pakistani Engineering Universities. *IEEE Access*, 7, 71493–71499. <https://doi.org/10.1109/ACCESS.2019.2918756>
- Yasmin, M., Naseem, F., & Abas, N. (2020). Constraints to developing learner autonomy in Pakistan: university lecturers' perspectives. *Educational Research for Policy and Practice*, 19(2), 125–142. <https://doi.org/10.1007/s10671-019-09252-7>
- Yasmin, M., Naseem, F., & Masso, I.C. (2019). Teacher-directed learning to self-directed learning transition barriers in Pakistan. *Studies in Educational Evaluation*. <https://doi.org/10.1016/j.stueduc.2019.02.003>
- Yasmin, M. & Sohail, A. (2018a). Learner Autonomy: Pakistani English Teachers' Beliefs. *Bulletin of Education and Research*, 40(2), 179-194.
- Yasmin, M. & Sohail, A. (2018b). Socio-cultural barriers in promoting learner autonomy in Pakistani universities: English teachers' beliefs. *Cogent Education*, 5(1),1-12.
- Yasmin, M., & Yasmeen, A. (2021). Viability of outcome-based education in teaching English as second language to chemical engineering learners. *Education for Chemical Engineers*, 36, 100-106. <https://doi.org/10.1016/j.ece.2021.04.005>
- Zimmerman, B. J. (2000). Attaining self-regulation: A Social cognitive perspective. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-40). Academic Press.