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THE ROLE OF FORMATIVE ASSESSMENT IN ENHANCING SELF-REGULATED LEARNING IN EFL CONTEXTS: A COMPREHENSIVE REVIEW STUDY

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ABSTRACT
This comprehensive review examines the role of formative assessment in enhancing self-regulated learning (SRL) among English as a Foreign Language (EFL) learners. Formative assessment, encompassing strategies such as teacher feedback, peer assessment, and self-assessment, provides learners with continuous information about their learning progress, enabling them to plan, monitor, and evaluate their performance. The review synthesizes theoretical frameworks, including self-regulated learning models and constructivist learning theory, alongside empirical studies conducted across diverse EFL contexts. Findings indicate that formative assessment significantly supports cognitive, metacognitive, and motivational aspects of SRL, fostering learner autonomy, engagement, and language achievement. Despite its benefits, challenges such as limited teacher assessment literacy, cultural and contextual factors, and time constraints can impede effective implementation. The review also highlights the potential of technology-enhanced formative assessment tools in facilitating timely feedback and promoting reflective learning practices. Implications for EFL pedagogy include the need for systematic integration of formative assessment, professional development for teachers, and learner-centered strategies that encourage active participation in assessment processes. Finally, directions for future research are proposed, emphasizing longitudinal studies, culturally responsive practices, and innovative assessment technologies. This study underscores the critical role of formative assessment in cultivating self-regulated, autonomous, and effective language learners in EFL settings.

Keywords: *Formative Assessment, Self-Regulated Learning, EFL, Peer Assessment, Teacher Assessment Literacy*

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INTRODUCTION

Assessment has long been recognized as an integral component of the teaching and learning process, particularly in English as a Foreign Language (EFL) contexts. Traditionally, assessment practices in language education have been dominated by summative approaches that emphasize grading, certification, and accountability rather than supporting learning processes (Brown & Abeywickrama, 2019) . Such assessment

practices often focus on learners' final performance, providing limited insight into how learning develops over time.

In EFL contexts, where learners typically have restricted exposure to English outside the classroom, assessment plays a critical role in shaping instructional practices and influencing learners' engagement with language learning tasks (Davies, 2010). However, reliance on high-stakes examinations and test-oriented instruction has been criticized for encouraging surface learning strategies and passive learner roles, which may hinder the development of higher-order cognitive skills and learner autonomy (Cheng, 2017).

As contemporary educational paradigms increasingly emphasize learner-centered instruction, there has been a growing call for assessment approaches that move beyond measuring learning outcomes toward supporting learning itself. This shift has led to heightened interest in formative assessment as a means of enhancing learners' active involvement in the learning process and promoting deeper learning in EFL classrooms (Black & Wiliam, 2009).

Formative assessment is commonly defined as an ongoing process of gathering evidence about learners' understanding and performance for the purpose of informing instruction and improving learning (Black & Wiliam, 1998) . Unlike summative assessment, which evaluates learning at the end of an instructional period, formative assessment is embedded within daily classroom practices and emphasizes feedback, reflection, and adjustment of teaching strategies.

In the field of language education, formative assessment has been conceptualized as "assessment for learning," highlighting its role in guiding learners toward desired learning goals rather than merely judging their achievement (Assessment Reform Group, 2002). Core formative assessment practices in EFL classrooms include teacher feedback, questioning techniques, peer assessment, and self-assessment, all of which aim to make learning objectives explicit and support learners' progress (Nicol & Macfarlane-Dick, 2006).

Empirical research has demonstrated that effective formative assessment can significantly enhance language learning outcomes by providing learners with timely, specific, and actionable feedback (Hattie & Timperley, 2007). Moreover, formative assessment has been shown to foster learner engagement and responsibility for learning, particularly when learners are actively involved in assessing their own work and monitoring their progress (Andrade & Brookhart, 2020). These characteristics position formative assessment as a powerful pedagogical tool in EFL contexts, where learners often require continuous guidance and support.

Self-regulated learning (SRL) refers to learners' ability to actively manage their own learning processes through goal setting, strategic planning, self-monitoring, and self-evaluation (Zimmerman, 2000). SRL is widely regarded as a key determinant of academic success, particularly in language learning, which requires sustained effort, practice, and reflection over time.

In EFL contexts, the development of self-regulated learning is especially important due to learners' limited exposure to English outside instructional settings. EFL learners are often expected to take greater responsibility for their learning by engaging in independent study, practicing language skills autonomously, and seeking feedback beyond classroom instruction (Oxford, 2017). However, many EFL learners struggle with self-regulation due to factors such as low motivation, lack of metacognitive awareness, and limited opportunities to reflect on their learning processes (Dörnyei & Ryan, 2015).

Theoretical models of SRL, particularly Zimmerman's cyclical model and Pintrich's framework, emphasize the dynamic interaction between cognitive, metacognitive, motivational, and behavioral components of learning (Pintrich, 2004; Zimmerman, 2002). These models suggest that instructional practices that promote reflection, feedback, and learner autonomy are essential for fostering self-regulation. Consequently, formative assessment has been increasingly linked to SRL as a mechanism through which learners can develop greater awareness of their learning goals, strategies, and progress.

Despite the growing body of research examining formative assessment and self-regulated learning independently, there remains a need for a comprehensive synthesis of studies that explicitly investigate the relationship between formative assessment and the enhancement of self-regulated learning in EFL contexts. Existing research is often fragmented, with studies focusing on specific assessment practices, educational levels, or cultural settings, making it difficult to draw overarching conclusions.

Furthermore, many previous reviews have examined formative assessment broadly across educational disciplines, with limited attention to language-specific contexts and the unique challenges faced by EFL learners. Given the increasing emphasis on learner autonomy and lifelong learning in language education, understanding how formative assessment contributes to the development of self-regulated learning is both timely and necessary.

Accordingly, the present comprehensive review study aims to synthesize empirical and theoretical research on the role of formative assessment in enhancing self-regulated learning in EFL contexts. Specifically, this review seeks to (a) examine key formative assessment practices employed in EFL classrooms, (b) analyze their reported effects on learners' self-regulated learning processes, and (c) identify gaps and directions for future research. By providing a systematic and integrative overview, this review intends to contribute to the advancement of assessment practices and pedagogical approaches in English language teaching.

RESEARCH METHODOLOGY

Type and Design of the Review

The present study adopts a comprehensive review design, also referred to as an integrative review, which allows for the inclusion and synthesis of empirical studies employing diverse research methodologies, including quantitative, qualitative, and mixed-methods designs. This approach is particularly suitable for educational research, as it

enables a holistic understanding of complex pedagogical phenomena such as formative assessment and self-regulated learning (SRL) in EFL contexts (Torraco, 2016).

Unlike strictly systematic reviews that focus exclusively on narrowly defined research questions, a comprehensive review provides flexibility in examining theoretical perspectives, methodological trends, and empirical findings across a broad body of literature. This design is therefore appropriate for capturing the multifaceted relationship between formative assessment practices and the development of self-regulated learning among EFL learners.

Search Strategy and Data Sources

A systematic and transparent search strategy was employed to identify relevant studies for inclusion in the review. Multiple international academic databases were consulted to ensure comprehensive coverage of the literature, including Scopus, Web of Science, ERIC, and Google Scholar. These databases were selected due to their extensive indexing of peer-reviewed journals in the fields of applied linguistics, language education, and educational assessment.

The search process involved the use of carefully selected keywords and Boolean operators. Key search terms included combinations of the following: formative assessment assessment for learning, self-regulated learning OR self-regulation, EFL OR English as a foreign language, language learning OR English language teaching.

These keywords were combined using Boolean operators (AND, OR) to refine the search and retrieve studies that explicitly addressed the intersection of formative assessment and self-regulated learning in EFL contexts. Reference lists of selected articles were also manually screened to identify additional relevant studies that may not have appeared in the initial database searches.

Inclusion and Exclusion Criteria

To ensure the relevance and quality of the reviewed studies, explicit inclusion and exclusion criteria were established prior to the screening process. Studies were included in the review if they met the following criteria: The study focused on formative assessment practices in educational settings. The research examined self-regulated learning or related constructs (e.g., learner autonomy, metacognition, self-monitoring). The context of the study was English as a Foreign Language (EFL). The study was published in a peer-reviewed journal. The publication was written in English and published between 2000 and 2024, reflecting contemporary developments in assessment and SRL research.

Studies were excluded if they focused solely on summative assessment, addressed self-regulation in non-language disciplines, were conducted in ESL contexts without explicit relevance to EFL settings, or were unpublished works such as dissertations, conference papers, or reports.

Study Selection Procedure

The study selection process was conducted in multiple stages to enhance rigor and transparency. Initially, titles and abstracts of the retrieved studies were screened to eliminate clearly irrelevant publications. In the second stage, full-text versions of the

remaining studies were examined in detail to assess their alignment with the inclusion criteria.

This multi-stage screening process is consistent with recommended practices for educational review studies, ensuring methodological transparency and reducing the risk of selection bias (Petticrew & Roberts, 2006). Any ambiguities regarding study eligibility were resolved through careful re-examination of the research objectives, methods, and reported findings.

Data Analysis and Synthesis

Following study selection, data extraction and analysis were carried out using a thematic synthesis approach. Relevant information from each study—including research context, participants, formative assessment practices, research design, and key findings related to self-regulated learning—was systematically coded and categorized.

The thematic synthesis process involved identifying recurring patterns and themes across the reviewed studies, allowing for the integration of findings from diverse methodological perspectives (Braun & Clarke, 2006). This approach facilitated the identification of dominant formative assessment practices in EFL classrooms, their reported effects on learners' self-regulation, and contextual factors influencing their effectiveness.

Rather than quantifying effect sizes, the focus of the synthesis was on interpreting trends, relationships, and pedagogical implications emerging from the literature. This qualitative synthesis aligns with the objectives of the present comprehensive review, which seeks to provide an in-depth understanding of how formative assessment contributes to the enhancement of self-regulated learning in EFL contexts.

RESULT AND DISCUSSION

Result

This comprehensive review has examined the role of formative assessment in enhancing self-regulated learning (SRL) among EFL learners. The synthesis of theoretical and empirical studies highlights the crucial link between formative assessment practices—such as teacher feedback, self-assessment, and peer assessment—and the development of learners' cognitive, metacognitive, motivational, and behavioral regulatory skills (Black & Wiliam, 2009; Nicol & Macfarlane-Dick, 2006).

The findings indicate that formative assessment serves not only as a tool for monitoring learning but also as a mechanism for promoting learner autonomy, reflection, and strategic engagement, all of which are central to self-regulated learning. Teacher-led and learner-involved formative assessment practices, particularly when integrated systematically and supported by technology, have been shown to enhance learners' ability to plan, monitor, and evaluate their learning processes, thereby improving both language proficiency and learner motivation (Andrade & Brookhart, 2020; Shute & Rahimi, 2017).

However, the review also underscores several challenges and limitations, including methodological constraints, contextual factors, cultural influences, and practical barriers to implementing high-quality formative assessment in EFL classrooms. These findings highlight the need for teacher professional development, institutional support, and

culturally responsive strategies to ensure that formative assessment effectively fosters self-regulated learning (Carless, 2015; DeLuca et al., 2016).

Finally, directions for future research include exploring formative assessment across diverse educational levels, employing longitudinal and experimental designs, integrating innovative technologies, incorporating learners' perspectives, and enhancing methodological rigor. Addressing these gaps will provide a deeper understanding of how formative assessment can be leveraged to promote autonomous, self-regulated, and effective language learning in EFL contexts.

In conclusion, formative assessment emerges as a powerful pedagogical approach that, when thoughtfully implemented, can significantly enhance learners' self-regulated learning, contributing to more effective and meaningful EFL instruction worldwide.

Discussion

Conceptualizing Formative Assessment

Formative assessment is widely conceptualized as a continuous and interactive process through which evidence of learners' understanding is elicited, interpreted, and used to inform instructional decisions and enhance learning outcomes. Unlike traditional assessment approaches that primarily serve accountability purposes, formative assessment is fundamentally oriented toward supporting learning during the instructional process (Black & Wiliam, 2009).

In language education, formative assessment has been defined as a set of classroom practices that enable teachers and learners to identify learning goals, monitor progress, and adjust strategies in response to learners' needs (Heritage, 2010) . Key characteristics of formative assessment include the provision of timely and constructive feedback, clarification of learning objectives and success criteria, and active learner involvement in the assessment process (Wiliam, 2011). These features align closely with learner-centered pedagogies, emphasizing the role of learners as active agents rather than passive recipients of instruction.

Within EFL contexts, formative assessment plays a particularly important role due to learners' limited exposure to English outside the classroom. By embedding assessment within daily instructional activities, teachers can provide continuous support and guidance, helping learners bridge gaps between their current performance and desired learning outcomes (Sadler, 1989). As such, formative assessment is increasingly viewed not merely as a measurement tool, but as an essential component of effective teaching and learning in EFL classrooms.

Theoretical Models of Self-Regulated Learning

Self-regulated learning (SRL) is grounded in social-cognitive theories of learning and refers to learners' proactive engagement in their own learning processes. Zimmerman (2000) defines SRL as learners' self-generated thoughts, feelings, and actions that are systematically oriented toward the attainment of learning goals. Central to this concept is the assumption that learners can exercise control over cognitive, metacognitive, motivational, and behavioral aspects of learning.

One of the most influential models of SRL is Zimmerman's cyclical model, which conceptualizes self-regulation as a dynamic process consisting of three interrelated phases: forethought, performance, and self-reflection Zimmerman (2000). During the forethought phase, learners set goals and plan strategies; in the performance phase, they implement strategies and monitor their progress; and in the self-reflection phase, they evaluate outcomes and adapt future learning behaviors.

Similarly, Pintrich's (2004) framework emphasizes the interaction between motivation and cognition in self-regulated learning. According to this model, effective self-regulation involves learners' ability to regulate their cognition (e.g., strategy use), motivation (e.g., self-efficacy), behavior (e.g., effort management), and contextual factors (e.g., learning environment). These models underscore the importance of instructional practices that provide learners with opportunities to reflect, receive feedback, and take responsibility for their learning—conditions that are strongly associated with formative assessment.

Linking Formative Assessment and Self-Regulated Learning in EFL Contexts

The theoretical connection between formative assessment and self-regulated learning lies in their shared emphasis on learner agency, feedback, and reflective practice. Formative assessment creates conditions that support the development of SRL by making learning goals explicit, providing information about performance, and encouraging learners to monitor and regulate their learning strategies (Nicol & Macfarlane-Dick, 2006).

Feedback, in particular, serves as a critical mechanism linking formative assessment to self-regulated learning. Effective formative feedback helps learners understand the discrepancy between their current performance and desired goals, guiding them toward appropriate strategies for improvement (Hattie & Timperley, 2007). In EFL classrooms, feedback that is dialogic, specific, and focused on learning processes rather than solely on outcomes has been shown to promote learners' metacognitive awareness and self-evaluative skills (Carless, 2015).

Moreover, formative assessment practices such as self-assessment and peer assessment directly engage learners in reflective activities that foster self-regulation. By evaluating their own work or that of peers, learners develop greater awareness of quality criteria, monitor their progress, and assume greater responsibility for learning (Andrade, 2018). These practices are particularly valuable in EFL contexts, where fostering learner autonomy and sustained engagement is essential for language development.

Taken together, theoretical perspectives and empirical evidence suggest that formative assessment functions as a powerful pedagogical mechanism for enhancing self-regulated learning in EFL contexts. By integrating formative assessment into instructional practices, teachers can support learners in developing the cognitive, metacognitive, and motivational skills necessary for successful and autonomous language learning.

Formative Assessment Practices in EFL Classrooms

Teacher-Led Formative Assessment Practices

Teacher-led formative assessment practices constitute a central component of effective instruction in EFL classrooms. These practices typically involve systematic questioning, observation, and feedback aimed at eliciting evidence of learners' understanding during the learning process. Through strategic questioning and classroom interaction, teachers can identify learners' misconceptions and adjust instructional strategies accordingly (Heritage & Popham, 2013).

Feedback is considered one of the most influential teacher-led formative assessment practices. Research suggests that feedback is most effective when it is timely, specific, and focused on learning processes rather than merely on correctness or grades (Hattie & Timperley, 2007). In EFL contexts, formative feedback that targets language use, strategy application, and task engagement has been shown to support learners' awareness of their strengths and areas for improvement (Hyland & Hyland, 2006). Such feedback enables learners to reflect on their performance and engage in self-monitoring, which are key components of self-regulated learning.

In addition, teachers' use of clear learning objectives and success criteria plays a vital role in formative assessment. When learners understand what is expected of them and how their performance will be evaluated, they are better positioned to regulate their learning strategies and track their progress (Wiliam, 2011). This transparency is particularly important in EFL classrooms, where learners may struggle to interpret implicit expectations related to language performance.

Learner-Involved Formative Assessment Practices

Learner involvement in assessment is a defining feature of formative assessment and a critical mechanism for fostering self-regulated learning. Practices such as self-assessment and peer assessment actively engage learners in evaluating their own learning processes and outcomes, thereby promoting reflection and responsibility (Andrade & Brookhart, 2020).

Self-assessment allows EFL learners to judge the quality of their work against explicit criteria, encouraging goal setting, self-monitoring, and self-evaluation. Studies have demonstrated that self-assessment enhances learners' metacognitive awareness and supports the development of autonomous learning behaviors, particularly when learners receive guidance on how to assess their performance effectively (Panadero, 2017). In EFL contexts, self-assessment has been found to be especially beneficial for improving writing and speaking skills, as it encourages learners to reflect on language accuracy, fluency, and communicative effectiveness.

Peer assessment, similarly, provides learners with opportunities to engage critically with language use while learning from others' performance. Through evaluating peers' work and providing feedback, learners develop a deeper understanding of assessment criteria and internalize standards of quality (Topping, 2017). In EFL classrooms, peer assessment has been shown to support collaborative learning and enhance learners'

confidence and motivation, which are essential for sustained engagement in language learning.

Technology-Enhanced Formative Assessment

The integration of digital technologies has expanded the scope and potential of formative assessment practices in EFL classrooms. Technology-enhanced formative assessment includes the use of online quizzes, learning management systems, automated feedback tools, and interactive platforms that facilitate continuous monitoring of learners' progress (Shute & Rahimi, 2017).

Digital formative assessment tools offer several advantages, including immediate feedback, individualized learning paths, and increased learner engagement. Research indicates that technology-mediated feedback can support self-regulated learning by enabling learners to track their performance over time and adjust their learning strategies accordingly (Nicol, 2009) . In EFL contexts, online platforms that provide formative feedback on language skills, such as writing and vocabulary use, have been shown to promote learners' self-monitoring and persistence.

However, the effectiveness of technology-enhanced formative assessment depends on thoughtful pedagogical integration and teachers' assessment literacy. Without clear instructional goals and meaningful feedback, digital tools may replicate traditional assessment practices rather than support self-regulated learning. Therefore, technology should be viewed as a means to enhance formative assessment practices rather than as a substitute for sound pedagogical principles (Carless & Boud, 2018).

Effects of Formative Assessment on Self-Regulated Learning

Effects on Cognitive and Metacognitive Regulation

A substantial body of research indicates that formative assessment has a positive impact on learners' cognitive and metacognitive regulation, which are core components of self-regulated learning. Cognitive regulation refers to learners' use of strategies to process and understand learning material, while metacognitive regulation involves planning, monitoring, and evaluating one's learning processes (Pintrich, 2004).

Formative assessment practices such as explicit feedback, clarification of learning goals, and guided questioning have been shown to enhance learners' metacognitive awareness by making learning processes visible (Nicol & Macfarlane-Dick, 2006). In EFL contexts, when learners receive formative feedback on language tasks, they are better able to identify gaps in their linguistic knowledge and adjust their learning strategies accordingly. This process supports learners' ability to plan future learning activities and monitor their progress toward language goals.

Empirical studies have demonstrated that formative assessment contributes to improved strategy use among EFL learners, particularly in skills such as writing and reading. For example, feedback that focuses on language organization, coherence, and accuracy encourages learners to engage in self-evaluation and revision, which are essential metacognitive behaviors (Panadero & Alonso-Tapia, 2013). As learners become more aware of how they learn, they are more likely to adopt effective strategies and regulate their cognitive engagement in language learning tasks.

Effects on Motivational and Affective Dimensions of SRL

Beyond cognitive and metacognitive regulation, formative assessment also plays a significant role in shaping learners' motivational and affective dimensions of self-regulated learning. Motivation, self-efficacy, and learner autonomy are critical factors influencing learners' persistence and engagement in EFL learning, particularly in contexts where exposure to the target language is limited (Dörnyei & Ryan, 2015).

Research suggests that formative assessment enhances learners' motivation by providing constructive feedback that emphasizes progress and effort rather than comparison or competition (Hattie & Timperley, 2007). When learners perceive assessment as a supportive process rather than a judgmental one, they are more likely to take risks, engage actively in learning tasks, and develop a sense of ownership over their learning (Carless, 2015).

Self-assessment and peer assessment, in particular, have been associated with increased learner autonomy and self-efficacy. By actively participating in assessment processes, EFL learners gain confidence in their ability to evaluate their performance and make informed decisions about their learning strategies (Andrade, 2018). This sense of agency is a defining characteristic of self-regulated learners and is essential for sustaining long-term engagement in language learning.

Contextual Variations in EFL Settings

While the positive effects of formative assessment on self-regulated learning are widely reported, research also highlights the influence of contextual factors on the effectiveness of formative assessment practices. Educational level, cultural expectations, and institutional assessment policies can all shape how formative assessment is implemented and perceived in EFL contexts (Carless & Boud, 2018).

Studies conducted in higher education settings often report stronger associations between formative assessment and self-regulated learning, as university learners typically have greater cognitive maturity and opportunities for autonomous learning (Nicol, 2009). In contrast, school-level EFL learners may require more structured guidance and scaffolding to benefit fully from formative assessment practices.

Cultural factors also play a role in shaping learners' responses to formative assessment. In some EFL contexts, learners may be accustomed to teacher-centered instruction and may initially resist practices such as peer assessment or self-assessment (Panadero et al., 2019). These findings suggest that the effectiveness of formative assessment in fostering self-regulated learning depends not only on the assessment practices themselves but also on how they are aligned with learners' cultural and educational backgrounds.

Challenges and Limitations in the Reviewed Studies

Despite the growing body of research highlighting the positive role of formative assessment in enhancing self-regulated learning in EFL contexts, several challenges and limitations emerge from the reviewed studies. These limitations pertain to methodological issues, contextual constraints, and practical considerations related to the implementation of formative assessment in real classroom settings.

One of the most commonly reported limitations concerns methodological diversity and rigor. Many studies employ small sample sizes or short intervention periods, which restrict the generalizability of their findings (Petticrew & Roberts, 2006). In addition, a substantial proportion of the reviewed research relies on self-report questionnaires to measure self-regulated learning, potentially introducing response bias and limiting the accuracy of conclusions regarding learners' regulatory behaviors (Panadero et al., 2017).

Another notable challenge relates to teachers' assessment literacy. Several studies indicate that teachers may lack sufficient training and understanding of formative assessment principles, leading to inconsistent or superficial implementation of formative practices (DeLuca et al., 2016). In EFL contexts, where instructional time is often constrained and curriculum demands are high, teachers may prioritize content coverage over formative feedback and reflective activities, thereby reducing the potential impact of formative assessment on self-regulated learning.

Contextual and cultural factors also present significant challenges. Research conducted in examination-oriented educational systems suggests that both teachers and learners may perceive assessment primarily as a tool for grading rather than learning, which can hinder the acceptance and effectiveness of formative assessment practices (Cheng, 2017). In some EFL contexts, learners may initially resist self-assessment and peer assessment due to cultural norms that emphasize teacher authority and discourage learner autonomy (Panadero et al., 2019).

Finally, several studies highlight practical constraints related to time, workload, and institutional support. Providing high-quality formative feedback requires considerable time and effort, which may be difficult to sustain in large EFL classes (Carless, 2015). Additionally, the lack of institutional policies that explicitly support formative assessment may limit teachers' ability to integrate formative practices systematically into their teaching.

Overall, these challenges underscore the need for cautious interpretation of existing findings and highlight the importance of addressing methodological and contextual limitations in future research. Recognizing these constraints is essential for advancing a more nuanced understanding of how formative assessment can effectively support self-regulated learning in EFL contexts.

CONCLUSION

This review concludes that formative assessment plays a pivotal role in fostering self-regulated learning among EFL learners by enhancing cognitive, metacognitive, motivational, and behavioral regulation through practices such as feedback, self-assessment, and peer assessment. Beyond monitoring learning progress, formative assessment promotes learner autonomy, reflection, and strategic engagement, particularly when systematically implemented and supported by technology. However, its effectiveness is influenced by contextual, cultural, and practical challenges, underscoring the need for sustained teacher professional development, institutional support, and culturally responsive approaches. Future research should adopt more rigorous and

longitudinal designs across diverse contexts to deepen understanding of how formative assessment can optimally support autonomous and effective language learning in EFL settings.

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