

**6<sup>th</sup> International Academic Conference  
on Teaching, Learning and Education**

# **Implementing Formative Assessment for Self-regulated Learning in Crisis-prompted Online Delivery of Chinese Language Teaching**

**Irene Shidong An**

Discipline of Chinese Studies, SLC, FASS  
The University of Sydney

## **Abstract**

COVID-19 pandemic has driven the adaptation of pedagogy and assessment for all language teachers across the globe. Formative assessment can be adopted to encourage students' self-regulated learning. Literature on language assessments has documented evidence for students' attitude and the facilitating role of formative assessment in supporting students' self-regulation. However, learner individual differences (ID), variability, and learner training are not given enough attention. Drawing on the framework of formative assessment for self-regulated learning, this study explores the role of formative assessment and the challenges faced by both teachers and students in adopting it as a legitimate tool for self-regulated learning during the COVID-19 online teaching. Data were collected from the upper-intermediate Chinese language courses at an Australian university via collection of artifacts (oral discussion scripts, audio recordings, LMS logs), semi-structured student interviews and documents (course syllabus, task instructions etc.). This study provides evidence regarding the roles of learner characteristics and their interaction with pedagogical interventions in supporting self-regulation. It concludes that effective formative assessment requires the whole course to orient towards encouraging more self-regulated learning. Pedagogic interventions need to take learner characteristics into consideration to create variety, flexibility and ongoing training to accommodate the dynamics of students' self-regulation. The findings prompt to a proposal of a working model for assessing the effectiveness of formative assessment for student regulated learning, in which both pedagogical interventions (integration and feedback) and learner factors (cultural background, individual contexts, readiness for self-regulation) are incorporated.

**Keywords:** formative assessment, self-regulated learning, learner individual differences, pedagogic intervention, learner training