

# The Effects of Achievement-Based Assessment on Reading Proficiency, Academic Impulse, Language Apprehension, and Learners' Self-Perceptions

Mohammad Awad Al-Dawoody Abdulaal\*

Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj 11942, Kingdom of Saudi Arabia;

Department of English, Faculty of Arts, Port Said University, Port Said, Egypt

Iman El-Nabawi Abdelwahed Shaalan

Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj 11942, Kingdom of Saudi Arabia;

College of Humanities, Al-Azhar University, Cairo, Egypt

Mohammad Saied Ahmed Aly

Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj 11942, Kingdom of Saudi Arabia

Ahmed Mahmoud Ahmed Khalifa

King Saud University, CFY, KSA;

Faculty of Education, Matrouh University, Egypt

Ali Mohamed

Department of English Language and Literature, University of Bahrain, Bahrain

Naglaa Fathy Mohammad Atia Abuslema

Mental Health Department, Faculty of Education, Port Said University, Egypt

**Abstract**—The different sorts of assessment assignments have an impact on both the learners' psychological health and the learning process. Educationalists have spent years trying to identify and put into practice accurate and practical methods for effectively assessing students. Few research studies have tried to investigate how achievement-centered evaluation impacts reading perception, learning impulse, language apprehension, and students' self-confidence assessment despite the significant impact achievement-based has on second language learning. The current study set out to fill this gap in the literature by evaluating how achievement-based assessment affected the development of reading comprehension, academic impulse, language apprehension, and one's self-confidence. To attain the study goal, 66 intermediate EFL students were randomly split into two groups: an experimental group (EG) and a control group (CG). The students in the CG (N=31) received the conventional assessment over the course of this study (12 sessions). The learners in the (EG) (N = 35), received an achievement-based assessment. The One-Way MANOVA Test showed that students in the experimental group did better than those in the control group. The findings also demonstrated how important the role achievement-based assessment played in promoting reading comprehension, academic impulse, language apprehension, and self-confidence. The results of this study may have repercussions that are advantageous to language learners, teachers, curriculum designers, and policymakers presenting chances for further achievement-based practices.

**Index Terms**—reading comprehension, academic impulse, language apprehension, self-confidence, achievement-based evaluation

## I. INTRODUCTION

In educational settings, teaching and assessment are two facets of the same process. The implicit and explicit teaching strategies used by teachers have an impact on assessments. That is, the type of evaluation depends on the

---

\* Corresponding Author

strategies and methods of education. Such tight connections necessitate that educational, linguistic, and psychological research takes into account pragmatic strategies when developing curricula, teaching, and assessment in all branches of knowledge, comprising the EFL context. Traditional evaluation methods have been utilized for years in the assessment field, but they have several demerits. In response to the conventional assessment's numerous shortcomings, alternatives were presented (Jayaraman, 2017; Frey, 2014; Ishii, 2018). According to Erzen (2017), students' achievement must be considered in a social context that was disregarded in the traditional evaluation. Grohe and Weber (2016) believed that cooperation among EFL learners should be employed to evaluate and assess their success. Achievement-based assessment places more emphasis on the process of learning than the product of learning, in contrast to traditional assessment, which only looks at the latter.

Reading perception is the process of deducing a text's suggested meaning through a variety of meaning-generating techniques (Gibson, 1994). The methods used to assess reading perception are closely similar to those used to teach reading (Kwon & Linderholm, 2013). There are some research articles that support the idea that multiple choice, matching, and true/false items on traditional standardized objective tests are inappropriate and invalid for assessing learners' academic abilities (Kouvdou & Tzagari, 2018; Al-Mahrooqi, 2017). In the area of education, the achievement-based assessment was used to make up for the limitations of conventional reading comprehension examinations.

In addition to the type of assessment, psychological factors may also have an impact on the assessment process and the outcomes of language learning (Gottfried, 2008; Hudley, 2008). Academic impulse stands out among psychological factors since it helps learners to function and succeed academically in a supportive and enhancing way (Liem & McNerney, 2022; Wentzel, 2022). Motivation is typically thought of as a stimulating force that molds people's conduct (Kwon & Linderholm, 2013). In the world of education, student impulse is linked to their involvement in the learning process (Hudley, 2008). In other words, academic impulse relates to students' initial motivation to begin and continue the drawn-out and tiresome learning process (Flynn, 2020). Hennebry-Leung and Gao (2022) defined language learners' academic impulse in the context of language acquisition as the degree of their motivation and involvement in the learning process.

Apprehension is one of the most prevalent negative feelings among students when it comes to student-related constructs (Ibrahim, 2022; Ryan, 2019), especially for students learning foreign languages (Cakici, 2016; De Costa, 2015). Apprehension is a subjective feeling of fear and anxiety that causes sweating, hyperventilation, and a rapid heartbeat (Hirschkop, 2019). Sparks and Ganschow (2007) claimed that people experience anxiety when they feel helpless in the face of a potential threat. This definition of language apprehension encompasses self-perception, attitudes, and behaviors encountered in learning classrooms as well as situation-specific anxiety (Szyszka, 2016; Ibrahim, 2022; Ryan, 2019).

Another construct that is assigned to students is self-confidence, which refers to one's belief in his/her competence to conduct tasks essential to accomplish specified performance attainments" (Dalen, 2002). That is, self-confidence refers to the skill to exercise some dominance over one's motivations and societal milieu. According to earlier research, Self-confidence is connected to psychologically healthy traits like L2 grit, students' academic success (Fang, 2020), critical thinking (Osborne, 2018), and interpersonal and intrapersonal interactions (Jacklen, 2012). Academic self-confidence is defined as "one's confidence in his/her ability to engage in self-regulatory activities, the extent to which students are intrinsically motivated, and behaviorally govern their learning plan" (Fang, 2020, p. 34). Learners' self-confidence affects their decision to choose tasks and their commitment to finishing them (Osborne, 2018). Effective learners, according to Dalen (2002), exhibit positive attitudes toward the learning process and relate their lack of success to less effort not to the lack of competence.

Studying the elements influencing assessment's successful implementation is important because of the significant role assessments play in the success of education. However, there is a paucity of research on efficient and standard evaluation, particularly in the context of EFL. More research is therefore required to close this gap. Achievement-based assessment is one of the helpful evaluations that might raise students' academic progress. Although there have been a few empirical research on the impact of achievement-based assessment on reading perception, academic impulse, language apprehension, and self-confidence, none have attempted to simultaneously examine these variables in an EFL environment. To fill in this linguistic gap, the current study sets the following questions:

1. What is the effect of achievement-based assessment on reading comprehension?
2. What is the effect of achievement-based assessment on academic impulse?
3. What is the effect of achievement-based assessment on language apprehension?
4. What is the effect of achievement-based assessment on a learner's self-confidence?

## II. LITERATURE REVIEW

### A. *The Achievement-Based Assessment*

The behavioristic premise that micro-abilities can be estimated progressively is where teaching assessment got its start (Lucas, 2016). In this sense, a closed question with one acceptable response was employed to assess the development of the students. The constructivist approach, which highlights how assessment is interjected with all of the teaching and learning procedures, supports achievement-based evaluation. According to societal constructivism, assessments must be created using authentic tasks that include learners' feedback and self-evaluation (Stanley, 2021a).

The sociocultural theories that describe instruction as a societal scheme and stress the value of social interaction are the second linked theoretical foundation for achievement-based evaluation (Stanley, 2021b; Stanley, 2021c; Abdulaal, Abuslema, Hal, Amer, & Altohami, 2023).

Over time, traditional assessment has dominated skill evaluation for students, placing an undue focus on learning results to the point where they contradict real learning competency (Alvestad, 2000). MCQ exams, true-false questions, matching questions, and memory questions are frequently used in traditional assessments. An achievement-based evaluation, on the other hand, has the ability and potential to have a substantial impact on the acquisition process where the active engagement of the students is stressed (Lucas, 2016). In other words, achievement assessment focuses on seeing and assessing learners' performance in activity and action (Stanley, 2021a).

According to Stanley (2021b), achievement-based assessment requires learners to use their knowledge and abilities from a variety of disciplines in order to complete the necessary tasks. Along the same lines, Alvestad (2000) described achievement-based assessment as a motivating technique for getting students to use their prior knowledge and skills to complete a task. achievement-based assessment is made to place students in situations where they can practice higher-order thinking abilities such as evaluating and synthesizing (Herrera et al, 2013). Additionally, the achievement-based assessment may reveal how the students understood the subject matter and provide valuable insight into the students' genuine competencies (Stanley, 2021b).

### *B. Academic Impulse*

The importance of academic impulse in a learner's psychological health and behavior cannot be overstated. This concept relates to students' interest in academic courses, which shapes their conduct, emotions toward the learning process, and efforts when faced with challenges (Rosen, 2005). Academic impulse was divided into two categories by Brophy (1983): state impulse and trait impulse. According to Dinkmeyer (1995a), academic impulse describes a learner's propensity towards a certain subject. The general attitude that learners have toward the learning process is referred to as trait impulse (Dinkmeyer, 1995b). According to Clair (2010), state impulse is dynamic and subject to change, but trait impulse is rigid. The static impulse can be influenced by a variety of elements, including the classroom environment, the course material, the instructor's personality, and their interactions with their students (Standing, 1961).

The main hypothesis used to explain academic impulse is the self-determination theory, which Viglione (1990) introduced in 1985. Intrinsic impulse, extrinsic impulse, and motivation were the three parts of the motivation construct that self-determination theory postulated. Extrinsic motivation refers to the actions taken to obtain a reward or stay away from a penalty. Steven (2007) defined three types of extrinsic motivation in this regard: introjected regulation, identified regulation, and integrated regulation. Inherent inspiration and an inherent desire to engage in an activity led to intrinsic motivation. On the contrary, the absence of impulse to engage in an activity or the learning process is referred to as motivation. Students' internal and external motives have an impact on their academic impulses (Fauzan, 2016). When students are extremely motivated, they continue with the learning procedures with vigor instead of stopping (Gottfried, 2008). Even in the face of challenges that students may confront while learning, academic impulse protects them.

Numerous recent research studies have demonstrated the importance of instructors' closeness (Liem & McInerney, 2022), personality attributes (Hudley, 2008), confirmation (Wentzel, 2022), and teaching style (Flynn, 2020) in enhancing academic impulse among students. Additionally, Henneby and Gao (2022) discovered that EFL teachers' communication styles helped promote academic impulse and involvement in their students. Henneby and Gao (2022) demonstrated in a different study that the success of performance-based evaluation projects was significantly influenced by the motivational and emotional states of the learners. Similar to this line of research, Gottfried (2008) looked at the relationship between emotional intelligence and academic impulse and how they affect students' well-being. Their results confirmed that these two variables had a significant association.

### *C. Foreign Language Apprehension*

According to Arnold (2007), foreign language apprehension is a circumstance-specific phenomenon brought on by foreign language acquisition in an official setting, particularly when one's own perception of one's communicative proficiency in the target language is low. Abdulaal et al. (2022) presented three components of foreign language anxiety in a similar vein (i.e., communicative fear, test apprehension, and fear of assessment). The first component, communicative fear, deals with issues with oral communication, listening comprehension, or social anxiety. The second factor is brought on by a dread of failing an exam. The third component deals with anxiety about how other people may see you and your behavior in certain situations.

Attentional Control Theory explains why anxiety prevents students from achieving academically (Chen, 2022). The Processing Efficiency Theory (PET), developed by Matsuoaka (2015) is the foundation of ACT and shows how apprehension reduces attentional dominance by taking in the threat-related stimulus. Students' nervousness can be brought on by both internal and external factors. According to the Attentional Control Theory, worried students may have performed poorly because of their high levels of concern and low self-confidence (Molnar & Crnjak, 2018). Various sources can cause FLA. Molnar and Crnjak (2018) claimed that anxiety in learners may be brought on by their perceptions of their linguistic aptitude, their personality features, the experiences they have been exposed to in the classroom, and their levels of difficulty. Chen (2022) described the learner, the instructor, and the instructional practices

as the basic sources of language apprehension from a different angle. According to Matsuoka (2015), anxiety among students may have several root reasons, including their personality types (introversion vs. extroversion). Academic anxiety, according to Arnold (2007), refers to several anxiety types that students may encounter in the academic setting. He contends that student anxiety—such as test anxiety, math anxiety, anxiety about learning a foreign language, and anxiety about science—hinders their ability to learn.

In addition, certain research studies in the field of EFL focus on the analysis of skill-centered apprehension and its function in language acquisition. Examples of recent studies on anxiety include those on speaking (Hennebry-Leung & Gao, 2022), listening (Arnold, 2007), reading (Matsuoka, 2015), and writing (Chen, 2022). These investigations verified that FLA impairs language skills or learning.

#### *D. Self-Confidence*

According to Fang (2020), self-confidence makes people aware of their capacity to conduct suitable actions with the aim of reaching a desirable outcome. Self-confidence beliefs have an impact on how people act, think, and employ methods in the face of various difficulties (Greene, 2017). Martin's (2017) social-cognitive theory offers a theoretical basis for views of skills that emphasize the influence of self-referent phenomena and embrace an agentic perspective of individuality. Self-confidence was described by Mikkola (2019) as the belief that one may successfully conduct or exhibit behavior or a series of behaviors in a particular circumstance. This agentic socio-cognitive perspective identifies intentionality, foresight, self-reactivity, and self-reflectiveness as the fundamental components of personal agency (Nguyen, 2019).

According to Oettingen (1995), intention influences future behavior, but the realization of goals for the future requires more than just intentionality. Fruitful execution of plans requires the ability to inspire and control the execution of desired actions in addition to the intentional capacity to create decisions and action plans. Self-regulatory processes are how metacognitive skills are displayed (Nguyen, 2019). A key component of Greene's (2017) agentic socio-cognitive theory is the emphasis on an individual's capacity for self-reflection.

Numerous studies have been done in order to determine whether students' learning has improved as a result of the use of self-confidence skills. Oettingen (1995) demonstrated the benefit of students' self-confidence in flipped courses. In addition, Greene (2017) came to the conclusion that the relationship between academic self-confidence and achievement is impacted by expectancy-value beliefs. The results of Olivier also came to the conclusion that student self-confidence beliefs and classroom participation had a good impact on their academic performance. Abdulaal et al. (2022) recently attempted to examine the impact that the flipped class has on self-confidence. They discovered that when using the flipped classroom activities, the female students in the EG improved more than their male colleagues. Nguyen (2019), following the same line of inquiry, came to the conclusion that self-confidence and L2 learners' grit are related.

When considered as a whole, the literature on the benefits of achievement-based assessment is thriving; however, there does not appear to be enough data to determine the extent of its impact on improving reading perception, impulse, and apprehension associated with learning a foreign language, and learners' self-confidence. The purpose of the current study is to investigate this research point in the context of EFL.

### III. METHODS

A pretest-posttest quasi-experimental design is employed in this study, which is quantitative in nature. The actions performed are described in detail in the sections that follow.

#### *A. Participants*

Out of 142 EFL learners, 66 participants (36 females and 30 males) were selected to participate in this study depending on the scores of the Harvard Placement Test. The participant's level of English language skill was intermediate. With an age range of 17 to 22, there were 35 participants (20 females and 15 males) in the experimental group and 31 learners (16 females and 15 males) in the control group, all from different socioeconomic backgrounds. The students granted informed consent to take part in this study.

#### *B. Instrumentations*

##### *Harvard Placement Test*

In order to evaluate the participants' level of language competency, the Harvard Placement Test was used. Scores for the Harvard Placement Test range from 0.1 to 0.8.5. English language competence is seen as being at an intermediate level when the score falls between 0.3 and 0.7. The Harvard Quick Placement Test's reliability in the current study was 0.78.

##### *Motivation Scale*

The Motivation Scale (Abdulaal et al., 2022) was used to gauge academic impulse. The self-determination theory served as the foundation for the development of this instrument, which has some dimensions, such as inner motivation and accomplishments. This measure has 26 items and uses a Likert scale. This scale's total scores range from 26 to 193. According to Nguyen (2019), the validity and reliability of this scale were satisfactory. The Cronbach's alpha results in

this study, which are 0.87, show significant dependability.

#### *Scale of Foreign Language Apprehension*

Horwitz's (1986) Scale of Foreign Language Apprehension was used to assess the learners' apprehension level in their foreign language classroom. This scale consists of 32 items on a 5-point Likert scale. It measures the severity of communicative fear, exam apprehension, fear of a poor assessment, and foreign language apprehension. In this research study, the reliability of the Scale of Foreign Language Apprehension, as determined by Cronbach's alpha (ranging from 0.72 to 0.88), was significant.

#### *Self-Confidence Scale*

The self-confidence Scale (Heydarnejad, Tagavipour, Patra, & Khafaga, 2022) was used to measure the extent of learners' views about their achievement and performance. There are seven statements on this scale, numbered from strongly disagree. Cronbach's alpha, which measures the reliability of a scale, was 0.98.

### *C. Procedures*

In the current study, a quasi-experimental design was employed, and non-random criteria were used to divide the participants into groups. Using the Harvard Placement Test, the student's level of language proficiency was precisely determined. To keep the students in this project, the cut score (0.4 – 0.6) was taken into consideration (showing an intermediate level). Both groups received a pretest prior to the treatment being given.

One of the authors who has been the teacher for the experimental and control groups provided the teaching following the pretest. Both experimental and control groups used Strategic Reading 2 (Richards, 2012) to teach reading skills. With the exception of the experimental group students, who were exposed to achievement-based assessment, learners in the two study groups were given these materials. The control group, on the other hand, has been subjected to conventional evaluation. Engaging students in all learning activities served as the main guiding concept in establishing the direction of teaching in achievement-based assessment. Classes were viewed as a fun and educational experience.

The experimental group was asked to assess their own achievement development as they went along. The students in the control group received regular teaching because reading comprehension was the main focus of this study, and neither their books nor any supplemental materials were added to them. For the experimental group, however, several alterations or supplementary sections based on the achievement-based assessment underlying theory were introduced to the texts. Additionally, the reading assignments in the experimental group were changed to provide students the chance to participate in various peer or group activities.

The present study's researchers designed an exam to analyze the students' reading apprehension abilities both before and after the therapy in order to evaluate the students' reading abilities. Three sections were included in this assessment to evaluate vocabulary, syntax, and inferential reading perception skills. The test questions are taken from Strategic Reading 2 (Richards, 2012). There were 25 items in the first session, which assessed vocabulary knowledge. The first 10 items required the learners to select the word that most closely matched the meaning of the sentence's phrases in bold. In the second set of ten items, the students were given some terms and instructed to select the appropriate definition from among four possibilities. The third component (5 items) consisted of a text that needed the relevant words to be filled in by the students. The reading passages in the learners' textbooks served as the source for all of the vocabulary words utilized in the assessment.

A 28-item Grammar Test was included in the following section. In the first section (8 items), students had to arrange words that had been scrambled. In the second section (8 items), the students had to finish the sentences by using the relevant word forms that were enclosed in parentheses. The third section (12 items) was intended to evaluate the learners' understanding and allow them to correct any mistakes. All grammatical constructions assessed were taken from the books of the students.

Expert judgment was used to examine the items' face and content validity. Thus, the items were assessed by three psychometricians and three English instructors. Some items were changed as a result of their feedback. Following this, a sample of 44 college students who represented the target population took the exam to determine the test-retest reliability. The same test was given to the same subject again after two months in order to assess the reliability of the results over time. The exam was found to have a strong test-retest reliability ( $r = 0.83$   $p < 0.05$ ) based on the Pearson Correlation Coefficient values.

Additionally, the experimental group was required to fill in a knowledge chart and a self-evaluation checklist after each reading session. The learners had to fill out a chart with three columns of knowledge chart. The self-evaluation checklist, which has three elements, was created in order to measure the learners' pre-, during-, and post-reading techniques. Students in the experimental group are invited to evaluate their own development and reflect on the reading methods they have used. Each student's portfolio was created to hold the knowledge diagram and self-evaluation checklist after completion.

Each participant's portfolio was read by the teacher, who also provided feedback. The students were aware of where they stood in regard to their instruction objectives so they could assess their development, spot comprehension misunderstandings, and take corrective action. Additionally, some knowledge of solutions for the future was given to the students. Other techniques used for the experimental group included journaling, thinking aloud, and exchanging experiences with peers. There was no treatment given to the control group participants. A post-test was conducted to assess the impact of the treatment on the control and experimental groups at the end of the treatment. The intended

reading exam, motivation scale, EFL apprehension questionnaire, and self-confidence scale were all included in the posttest.

#### IV. RESULTS

One-way MANOVA was employed to compare the pretest and posttest scores of the experimental group and the control group with regard to reading perception, academic motivation, language apprehension, and self-confidence. This statistical test is applied when there are two paired dependent research variables and one independent variable (i.e., the achievement-based assessment). Before using MANOVA, its underlying presumptions (such as normality, sample size, outliers, linearity, and homogeneity of regression) were verified.

The speaking pretest results for the experimental and control groups are compared in Tables 1 & 2. Table 1 displays the pretest mean EG and CG scores of reading perception, academic motivation, language apprehension, and self-confidence. With the exception of foreign language apprehension, there were barely any variations among the mean scores of the two groups (for which the mean scores of the experimental group were higher than the control group). Referring to the MANOVA table below, the researcher had to determine whether the differences were significant or not (See Table 2).

TABLE 1  
EXPERIMENTAL AND CONTROL GROUPS' SCORES OF THE PRETEST

Pretest	Groups	Mean	Std. deviation	N
Reading Comprehension	Ex. G	12.822	1.973	35
	Con.G	12.690	1.330	31
	Aver.	12.758	1.684	
Academic Impulse	Exp.G	69.400	19.24	35
	Con.G	71.152	25.85	31
	Aver	70.251	23.74	
FL Apprehension	Exp.G	66.656	11.96	35
	Con.G	68.001	21.85	31
	Aver	67.431	17.96	
Self-confidence	Exp.G	23.244	1.808	35
	Con.G	21.167	1.773	31
	Aver	22.206	1.786	

TABLE 2  
RESULTS OF A MANOVA COMPARING EXPERIMENTAL AND CONTROL GROUPS ON THE READING COMPREHENSION, ACADEMIC IMPULSE, FOREIGN LANGUAGE APPREHENSION, AND SELF-CONFIDENCE PRETESTS

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial eta squared
Groups	Pillai's Trace	.069	1.67	3.00	84.00	0.134	.068
	Wilks' Lambda	0.821	1.67	3.00	84.00	0.134	.068
	Hotelling's Trace	.076	1.67	3.00	84.00	0.134	.068
	Roy's Largest Root	.076	1.67	3.00	84.00	0.134	.068

Wilk's Lambda is the statistic equation that is most frequently reported, hence the value for this statistic is presented here (0.931). The corresponding Sig. value for Wilk's Lambda was determined (0.175), which is greater than the p-value (i.e.,  $0.175 > .05$ ). It demonstrates that, in terms of the dependent variables, the experimental and control groups were not statistically different on their pretest. The results of comparable data analysis techniques conducted for the reading perception, motivation, FL apprehension, and self-confidence posttest scores of the two groups are presented below. The treatment given to the experimental group could be held responsible for any potential alterations on the posttest.

As shown in Table 3, taking reading perception into account, participants in the EG scored higher than those in the CG ( $M = 18.143$ ;  $SD = 2.461$ ). In terms of academic impulse, the EG outperformed the CG on the posttest ( $M = 100.321$ ;  $SD = 21.701$ ). As for FL apprehension, the experimental group excelled over the control group on the posttest ( $M = 52.443$ ;  $SD = 11.543$ ). Like FL apprehension, the EG outperformed the CG on the self-confidence posttest ( $M = 24.525$ ;  $SD = 2.123$ ).

TABLE 3  
EXPERIMENTAL AND CONTROL GROUPS' SCORES OF THE POSTTEST

Descriptive statistics				
Posttest	Groups	Mean	Std. deviation	N
Reading Perception	Exp.G	18.143	2.461	35
	Con.G	16.357	2.586	31
	Aver.	14.767		
Academic Impulse	Exp.G	100.321	21.701	35
	Con.G	90.745	22.461	31
	Aver.	95.284		
FL Apprehension	Exp.G	52.443	11.543	35
	Con.G	101.149	22.654	31
	Aver.	75.323		
Self-confidence	Exp.G	24.525	2.123	35
	Con.G	22.469	1.609	31
	Aver.	23.501		

The researcher investigated the Multivariate Analysis of Variance (MANOVA) table below to determine whether or not these differences were significant (See Table 4). The relevant Sig. value for Wilk's Lambda was 0.00, which is less than the significance level ( $0.00 < 0.05$ ). It is evident that there was a significant difference between the two groups when the p-value  $\leq$  to the significance level. In terms of reading perception, academic motivation, language apprehension, and self-confidence, the experimental and control groups were thus significantly different on their posttest. Table 5 is examined to determine which of the four dependent variables was the reason for the difference between the EG and CG.

TABLE 4  
MANOVA RESULTS COMPARING EXPERIMENTAL AND CONTROL GROUPS ON DEPENDENT VARIABLES' POSTTESTS

Effect	Value	F	Hypothesis df	Error df	Sig.	eta squared	
Groups	Pillai's Trace	0.981	156.401	3.000	81.00	0.00	0.772
	Wilks' Lambda	0.219	156.401	3.000	81.00	0.00	0.772
	Hotelling's Trace	7.518	156.401	3.000	81.00	0.00	0.772
	Ro's Largest Root	7.618	156.401	3.000	81.00	0.00	0.772

TABLE 5  
DESCRIPTIVE STATISTICAL RESULTS OF BETWEEN-SUBJECT EFFECTS FOR DEPENDENT VARIABLES IN POSTTEST

Source	Dependent in posttest	variablenessum of squares	df	Mean square	F	Sig.	eta squared
Groups	Reading perception	155.152	2	155.15	238.590	.000	0.738
	Academic Impulse	6974.891	2	6974.89	95.242	.000	0.659
	FL Apprhension	58077.83	2	58078.85	386.02	.000	0.766
	Self-confidence	97.692	2	99.68	125.59	.000	0.697
Error	Reading perception	53.061	79	0.675			
	Academic Impulse	5881.86	79	78.970			
	FL Apprhension	15937.23	79	216.572			
	Self-confidence	71.013	79	1.854			
Total	Reading perception	23245.71	89				
	Academic Impulse	787273.000	89				
	FL Apprhension	657544.000	89				
	Self-confidence	45100.000	89				
Corrected total	Reading perception	367.974	86				
	Academic Impulse	47833.898	86				
	FL Apprhension	88890.86	86				
	Self-confidence	480.000	86				

It was recommended for the researchers to select a stricter significance threshold because we are considering a number of different studies in this case to prevent type 1 errors. The most popular method for doing this is to use a Bonferroni adjustment, which involves dividing the number of analyses by the p-value (i.e., 0.05). Given that there were four dependent variables in this study, the significance level should be multiplied by four (introducing a new p-value of 0.012). If the probability value (Sig.) is less than 0.012, the results are now considered significant. The significance level for each of the four dependent variables was found to be less than 0.012. However, all p-values were above the level of significance. As a result of the given treatment, reading perception, academic impulse, language apprehension, and self-confidence considerably varied between the experimental group and control group. For reading perception, academic impulse, language apprehension, and self-confidence, respectively, partial eta squares of 0.738, 0.659, 0.766, and 0.697 are also regarded as having relatively substantial impact sizes.

V. DISCUSSION

The purpose of the current research study was to examine how achievement-based assessment affected EFL learners' reading comprehension, academic impulse, foreign language apprehension, and self-confidence. According to data analysis, achievement-based evaluation in the classroom significantly improved the reading comprehension abilities of

EFL students. As a result, when the achievement-based assessment was used to measure reading comprehension, students in the EG outscored those in the CG. Additionally, the outcomes showed that achievement-based assessment greatly affects learners' academic impulses. Furthermore, a noteworthy difference in the sense of self-confidence between the control and experimental groups in favor of achievement-based assessment was reported.

Regarding the initial research question (Does the achievement-based assessment have any impact on EFL students' reading perception?), it was confirmed that achievement-based assessment implementation might have a positive effect on the development of reading perception in EFL students. This result can be related to the features of achievement-based tests, such as the use of real-world materials for the purpose of real-life communication. As previously indicated, achievement-based assessment gives students the opportunity to practice critical thinking, self-assessment, and self-awareness. Teachers can better capture learning goals and processes thanks to the richness of performance-based evaluation in the classroom. Additionally, achievement-based assessment in the classroom paints a far sharper image of the student's learning than traditional assessment. Making decisions about current learning and upcoming activities is much simpler and more responsible in the educational setting with this clearer image.

Achievement-based assessment is also based on Stanley's (2021b) sociocultural theory, which emphasizes the importance of social interaction in learning. The special characteristics of Stanley's sociocultural theory are attributed to the fact that cooperative activities and learners' societal contact are among the fundamental criteria for creating classroom achievement-based assessments. This circumstance encourages university learners to develop their own learning styles. One of the key goals of achievement-based assessment, which is backed by Stanley's sociocultural theory, is to establish and maintain rapport while utilizing interaction. Creating safe environments and upholding cordial communication serves as an effective glue that improves learning, particularly among university students.

The current findings are also consistent with earlier research on the overall effectiveness of classroom achievement-based assessment (e.g., Molnar & Crnjak, 2018). The purpose of reading instruction at all grade levels is for students to have strong reading comprehension, but achievement-based assessment research is still in its infancy and needs more thorough exploration. Greene (2017) came to the conclusion in his study that achievement-based assessment empowers students to write effectively. In achievement-based assessment, teachers at universities have actively participated in students' learning and evaluation procedures. They are prompted to consider their areas of weakness, and problem-solving exercises tailored to their requirements are recommended, which improves effective learning.

From a different angle, Oettingen (1995) supported the idea that achievement-based assessment for writing skills benefits both English teachers and students. The results of Lucas (2016) were in favor of the use of achievement-based assessment in the development of speaking abilities. To improve the learners' speaking abilities, some achievement-based assessments were included in their study. Additionally, a study conducted concluded that achievement-based assessment improved EFL students' listening comprehension (Abdulaal et al., 2022).

Concerning the second study finding, (Does the achievement-based assessment have any substantial effect on EFL students' academic impulses?), the significance of achievement-based assessment on the learners' academic impulses is defined by the achievement-based assessment goals, which were previously indicated by the self-determination theory. It implies that learners become self-determined and driven when their needs for competence, fulfillment, and autonomy are met. Achievement-based assessment goals can promote a positive sense of self-confidence and provide encouragement, which inspires college learners to act enthusiastically.

This research finding is also in line with some earlier research that shows how significantly achievement-based assessment can improve students' writing abilities and motivation (Al-Mahrooqi, 2017), create a more welcoming learning environment, which in turn increases students' self-confidence attributes and positive feelings (Cakici, 2016), self-confidence and motivation (Arakelyan, 2017), and have positive emotional states and motivation. University students can set new learning objectives by using achievement-based assessments to keep them updated on their progress. Both Erzen (2017) and Flynn (2020) contended that L2 learning is assured when the student is driven and inspired to accomplish their objectives.

The additional results of this study showed that students in the experimental group were able to control their foreign language apprehension more than their peers in the control group because of the benefits of achievement-based assessment. The third null hypothesis (achievement-based assessment does not significantly affect EFL learners' FLA) is thus rejected. It may be concluded that encouraging university learners' participation in their learning process and urging them to evaluate themselves makes them feel more confident and self-assured, which reduces their anxiety.

The underlying ACT theories also support this result (Al-Mahrooqi, 2017). According to ACT, foreign language apprehension may be a barrier to learners' advancement. According to Heydarnejad et al. (2022), a variety of factors, including instructional methods, relationships between teachers and students, assessments, and results, might cause language anxiety. In this context, Cakici (2016) noted that test anxiety significantly affects students' language abilities and academic accomplishment; as a result, the researcher advised training sessions for instructors and examiners to help them develop an understanding of how test anxiety affects the learning process. In other words, Nguyen (2019) claimed that students who experience exam anxiety lose focus and do poorly on the test. The relationship between language proficiency and test anxiety is very substantial, and language proficiency will rise as test anxiety falls. When test anxiety gets in the way of language study in this way, achievement-based assessment can help language learners calm their stress and worry.



The outcomes of this study also supported the efficacy of achievement-based assessment in boosting learners' self-confidence. The fourth null hypothesis (achievement-based assessment does not significantly affect self-confidence beliefs of EFL learners) was thus disproved. According to Molnar and Crnjak (2018), self-confidence is a significant predictor of their success. Furthermore, self-confidence is a complicated concept that influences academic impulse and the learning process (Chen, 2022). With the use of the achievement-based assessment -recommended tasks, students might strengthen their areas of weakness while still studying, which would help them develop a positive outlook. The abilities of language learners enable them to successfully navigate challenges along the way. This result is consistent with that of Arnold (2007), who came to the same conclusion that achievement-based assessment could encourage students' self-confidence in classrooms.

## VI. CONCLUSION

The results of this study illustrated that achievement-based assessment among EFL students has a positive effect on reading perception, academic impulse, foreign language apprehension, and self-confidence. The results highlight the necessity of paying closer attention to achievement-based assessment's function in L2 learning. All of the stakeholders in the area should be aware of assessment processes since they have a significant effect on how L2 learners learn. The findings showed that achievement-based assessment might encourage reading perception. Achievement-based assessment helpful tactics encourage language learners to participate in activities related to reading comprehension. In order to assist students to learn reading comprehension more successfully, implementing PBA in language classrooms is highly advised. In doing so, it is important to highlight the critical part that instructors play in implementing achievement-based assessment in L2 classrooms. Teachers must also study what achievement-based assessment practice methods are practical and effective for developing the four main abilities.

## ACKNOWLEDGEMENTS

This study is supported via funding from Prince Sattam bin Abdulaziz University project number (PSAU/2023/R/1445).

## REFERENCES

- [1] Abdulaal, M. A. A.-D., Abuslema, N. F. M. A., Hal, A. Z. M., Amer, A. A., & Altohami, W. (2023). A multimodal investigation of EFL upper-intermediate learners' conceptual metaphors of language learning with some psychological implications. *Humanities and Social Sciences Communications*, 10(1), 1-8. <https://doi.org/10.1057/s41599-023-01546-9>
- [2] Abdulaal, M. A., Sadek, S., Ageli, N., Al-Hawamdeh, B. O., & Hal, A. Z. (2022). The correlation between foreign language apprehension and foreign language gaiety and their impacts on the ideal L2 self for EFL learners. *Arab World English Journal*, 13(3), 521-535. <https://doi.org/10.24093/awej/vol13no3.34>
- [3] Al-Mahrooqi, R. (2017). Introduction: EFL assessment: Back in focus. *Second Language Learning and Teaching*, 1-6. [https://doi.org/10.1007/978-3-319-32601-6\\_1](https://doi.org/10.1007/978-3-319-32601-6_1)
- [4] Alvestad, K. (2000). Step two: Sharing knowledge about performance-based assessment. (2013). *Developing Parent and Community Understanding of Performance-Based Assessment*, 59-78. <https://doi.org/10.4324/9781315852867-10>
- [5] Arakelyan, M. H. (2017). The perception of assessment as a Multilayer dimension in the Armenian EFL classroom. *Second Language Learning and Teaching*, 119-130. [https://doi.org/10.1007/978-3-319-32601-6\\_8](https://doi.org/10.1007/978-3-319-32601-6_8)
- [6] Arnold, N. (2007). Reducing foreign language communication apprehension with computer-mediated communication: A preliminary study. *System*, 35(4), 469-486. <https://doi.org/10.1016/j.system.2007.07.002>
- [7] Cakici, D. (2016). The correlation among EFL learners' test anxiety, foreign language anxiety, and language achievement. *English Language Teaching*, 9(8), 190. <https://doi.org/10.5539/elt.v9n8p190>
- [8] Chen, Y. (2022). The influence of writing apprehension on writing process and writing performance of non-English majors. *US-China Foreign Language*, 20(9). <https://doi.org/10.17265/1539-8080/2022.09.001>
- [9] Clair, R. N. (2010). Review of Reyhner and Lockard (2009): Indigenous language revitalization: Encouragement, guidance & Lessons learned. *Language Problems and Language Planning*, 34(3), 267-269. <https://doi.org/10.1075/lplp.34.3.05stc>
- [10] Dalen, J. V. (2002). Assessment practices undermine self-confidence. *Medical Education*, 36(4), 310-311. <https://doi.org/10.1046/j.1365-2923.2002.01191.x>
- [11] De Costa, P. I. (2015). Reenvisioning language anxiety in the globalized classroom through a social imaginary lens. *Language Learning*, 65(3), 504-532. <https://doi.org/10.1111/lang.12121>
- [12] Dinkmeyer, D. (1995a). Participative management as encouragement. (2019). *Leadership by Encouragement*, 195-208. <https://doi.org/10.4324/9780429271694-11>
- [13] Dinkmeyer, D. (1995b). The psychology of encouragement. (2019). *Leadership by Encouragement*, 29-54. <https://doi.org/10.4324/9780429271694-5>
- [14] Erzen, E. (2017). The effect of anxiety on student achievement. *The Factors Effecting Student Achievement*, 75-94. [https://doi.org/10.1007/978-3-319-56083-0\\_5](https://doi.org/10.1007/978-3-319-56083-0_5)
- [15] Flynn, C. (2020). Attitude, motivation, and identity in second language learning. (2020). *Adult Minority Language Learning*, 58-86. <https://doi.org/10.21832/9781788927048-006>
- [16] Frey, B. (2014). *The language of Classroom Assessment*. *Modern Classroom Assessment*, 15-34. <https://doi.org/10.4135/9781506374536.n2>
- [17] Fang, R. (2020). *Life stability and self-confidence*. <https://doi.org/10.14711/thesis-b1585221>

- [18] Fauzan, U. (2016). Enhancing speaking ability of EFL students through debate and peer assessment. *EFL Journal*, 1(1), 49. <https://doi.org/10.21462/eflj.v1i1.8>
- [19] Gibson, E. (1994). Reading in retrospect: Perception, cognition, or both? (1994). *An Odyssey in Learning and Perception*. <https://doi.org/10.7551/mitpress/1247.003.0041>
- [20] Gottfried, A. E. (2008). Academic motivation and the culture of schooling. *Academic Motivation and the Culture of School in Childhood and Adolescence*, 286-296. <https://doi.org/10.1093/acprof:oso/9780195326819.003.0013>
- [21] Greene, B. A. (2017). Self-efficacy. *Self-Efficacy and Future Goals in Education*, 33-49. <https://doi.org/10.4324/9781315523019-3>
- [22] Grohe, A., & Weber, A. (2016). *Learning to comprehend foreign-accented speech by means of production and listening training*. *Language Learning*, 66(S2), 187-209. <https://doi.org/10.1111/lang.12174>
- [23] Hennebry-Leung, M., & Gao, X. (2022). Conceptualizing language learning motivation. *Language Learning Motivation in a Multilingual Chinese Context*, 12-29. <https://doi.org/10.4324/9781003025122-2>
- [24] Heydarnejad, T., Tagavipour, F., Patra, I., & Farid Khafaga, A. (2022). The impacts of performance-based assessment on reading comprehension achievement, academic motivation, foreign language anxiety, and students' self-efficacy. *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00202-4>
- [25] Hirschkop, K. (2019). High anxiety, becalmed language. *Linguistic Turns*, 1890-1950, 247-270. <https://doi.org/10.1093/oso/9780198745778.003.0008>
- [26] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.
- [27] Hudley, C. (2008). Academic motivation and the culture of school. *Academic Motivation and the Culture of School in Childhood and Adolescence*, 277-285. <https://doi.org/10.1093/acprof:oso/9780195326819.003.0012>
- [28] Ibrahim, Z. (2022). English as a Lingua Franca and second language motivation. *Researching Language Learning Motivation*. <https://doi.org/10.5040/9781350166912.ch-19>
- [29] Ishii, T. (2018). Teacher learning from classroom assessment in Japan: Responsive and emergent classroom assessment in lesson study. *Teacher Learning with Classroom Assessment*, 141-160. [https://doi.org/10.1007/978-981-10-9053-0\\_8](https://doi.org/10.1007/978-981-10-9053-0_8)
- [30] Jacklen, N. (2012). *Students' self-confidence*. OECD Education statistics. <https://doi.org/10.1787/data-00732-en>
- [31] Jayaraman, S. (2017). EFL assessment: Assessment of speaking and listening. *Second Language Learning and Teaching*, 133-150. [https://doi.org/10.1007/978-3-319-32601-6\\_9](https://doi.org/10.1007/978-3-319-32601-6_9)
- [32] Kouvdou, A. & Tzagari, D. (2018). Towards an ELF-aware alternative assessment paradigm in EFL contexts. *English as a Lingua Franca for EFL Contexts*, 227-246. <https://doi.org/10.21832/9781788921770-015>
- [33] Kwon, H., & Linderholm, T. (2013). Reading speed as a constraint of the accuracy of self-perception of reading skill. *Journal of Research in Reading*, 38(2), 159-171. <https://doi.org/10.1111/1467-9817.12013>
- [34] Liem, G. A., & McInerney, D. M. (2022). Academic motivation: The universal and culturally specific. *Academic Motivation: The Universal and Culturally Specific*. <https://doi.org/10.4324/9781138609877-ree202-1>
- [35] Lucas, L. (2016). *Performance-based research assessment in higher education*. Education. <https://doi.org/10.1093/obo/9780199756810-0133>
- [36] Martin, J. J. (2017). Self-efficacy. *Oxford Scholarship Online*. <https://doi.org/10.1093/oso/9780190638054.003.0023>
- [37] Matsuoka, R. (2015). Willingness to communicate. *Foreign Language Education in Japan*, 133-145. [https://doi.org/10.1007/978-94-6300-325-4\\_9](https://doi.org/10.1007/978-94-6300-325-4_9)
- [38] Mikkola, M. (2019). Self-trust and discriminatory speech. *Trust in Epistemology*, 265-290. <https://doi.org/10.4324/9781351264884-11>
- [39] Molnar, D., & Crnjak, G. (2018). Exploring foreign language communication apprehension among the English language University students in the English language classroom setting. *European Journal of Social Science Education and Research*, 5(2), 27-39. <https://doi.org/10.2478/ejsr-2018-0031>
- [40] Nguyen, C. T. (2019). Self-trust and epistemic humility. *Humility*, 325-353. <https://doi.org/10.1093/oso/9780190864873.003.0014>
- [41] Oettingen, G. (1995). Cross-cultural perspectives on self-efficacy. *Self-Efficacy in Changing Societies*, 149-176. <https://doi.org/10.1017/cbo9780511527692.007>
- [42] Osborne, E. (2018). Assessing the decline of confidence in self-regulation. *Self-Regulation and Human Progress*. <https://doi.org/10.11126/stanford/9780804796446.003.0008>
- [43] Rosen, R. (2005). Motivation for learning American Sign Language as a foreign language. (2015). *Learning American Sign Language in High School*, 30-47. <https://doi.org/10.2307/j.ctv2rh29hg.7>
- [44] Ryan, S. (2019). Language learner motivation: What motivates motivation researchers? *The Cambridge Handbook of Language Learning*, 409-429. <https://doi.org/10.1017/9781108333603.018>
- [45] Sparks, R. L., & Ganschow, L. (2007). Is the foreign language classroom anxiety scale measuring anxiety or language skills? *Foreign Language Annals*, 40(2), 260-287. <https://doi.org/10.1111/j.1944-9720.2007.tb03201.x>
- [46] Standing, E. M. (1961). Encouragement of outside reading. *The Canadian Modern Language Review*, 17(4), 28-31. <https://doi.org/10.3138/cmlr.17.4.28>
- [47] Stanley, T. (2021a). Advantages of performance-based assessment. *Performance-Based Assessment for 21st-Century Skills*, 27-41. <https://doi.org/10.4324/9781003237129-3>
- [48] Stanley, T. (2021b). Types of performance-based assessment. *Performance-Based Assessment for 21st-Century Skills*, 43-70. <https://doi.org/10.4324/9781003237129-4>
- [49] Stanley, T. (2021c). How to teach performance-based assessment. *Performance-Based Assessment for 21st-Century Skills*, 71-81. <https://doi.org/10.4324/9781003237129-5>
- [50] Steven, S. (2007). The language policy of encouragement for Korean and Korean education during the Japanese imperialism. *Korean Language Research*, (20), 293-316. <https://doi.org/10.16876/klrc.2007..20.293>
- [51] Szyszka, M. (2016). Foreign language anxiety in the context of foreign language oral performance, language and pronunciation

- learning strategies. *Second Language Learning and Teaching*, 51-85. [https://doi.org/10.1007/978-3-319-50642-5\\_3](https://doi.org/10.1007/978-3-319-50642-5_3)
- [52] Viglione, F. (1990). Paolo Rolli and society for the encouragement of learning. *The Modern Language Review*, 8(2), 200. <https://doi.org/10.2307/3713109>
- [53] Wentzel, K. R. (2022). Peer relationships, academic motivation, and academic performance. *Peer Relationships, Academic Motivation, and Academic Performance*. <https://doi.org/10.4324/9781138609877-ree49-1>

**Mohammad Awad Al-Dawoody Abdulaal** is an associate professor of English linguistics at Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj, Kingdom of Saudi Arabia. He is also an associate professor English linguistics in the Department of English, Port Said University, Egypt.

ma.abdulaal@psau.edu.sa  
mohamed.awad@arts.psu.edu.eg  
<https://orcid.org/0000-0001-5471-5149>

**Iman El-Nabawi Abdelwahed Shaalan** is an associate professor of English linguistics at Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj, Kingdom of Saudi Arabia. She is also an associate professor of applied linguistics at College of Humanities, Al-Azhar University, Cairo, Egypt.

i.shalaan@psau.edu.sa  
<https://orcid.org/0000-0002-5411-7613>

**Mohammad Saied Ahmed Aly** is an associate professor of English literature at Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj, Kingdom of Saudi Arabia.

ms.ali@psau.edu.sa

**Ahmed Mahmoud Ahmed Khalifa** works at King Saud University, CFY, KSA. He also works at Matrouh University, Faculty of Education, Egypt.

A\_khalifah@hotmail.com  
Ec@cfy.ksu.edu.sa

**Ali Mohamed** works at Department of English Language and Literature, University of Bahrain.

ali.mohamed2@alumni.griffithuni.edu.sa  
almohammed@uob.edu.bh  
<https://orcid.org/0009-0002-5771-8630>

**Naglaa Fathy Mohammad Atia Abuslema** works at Port Said University, Faculty of Education, Mental Health Department.

drnaglaslema@yahoo.com  
nagla.mohamed@edu.psu.eg  
<https://orcid.org/0000-0002-3587-4942>