

<p>CONTRASTIVE ANALYSIS OF THE MORPHOLOGICAL STRUCTURE</p>		<p>Morphology</p> <p>Keywords: RCA, AM, FLA, PBA, SS-E, curriculum, morphology, teaching, assessment, etc.</p>
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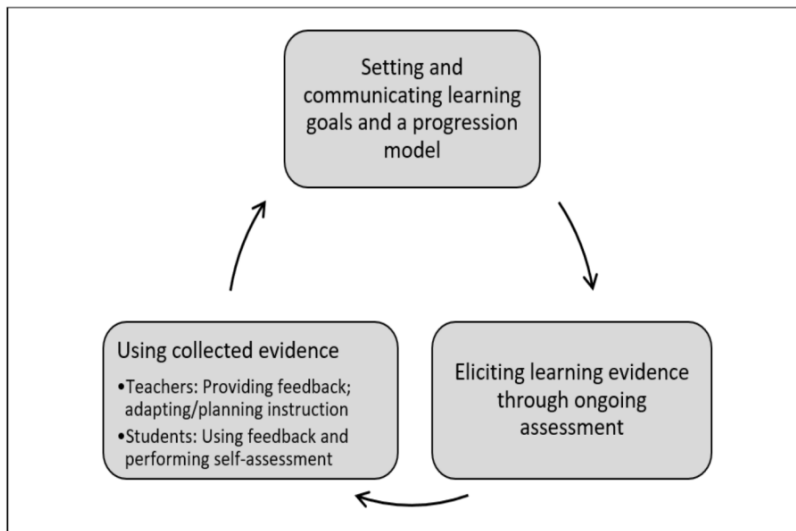
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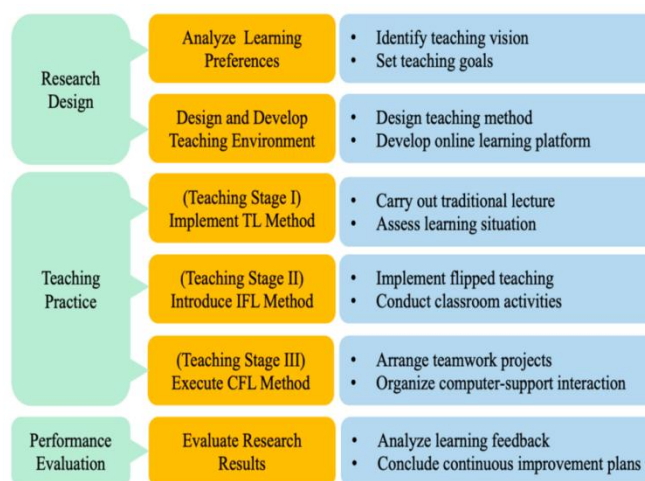
Abstract

Teachers have spent a lot of time researching the best and most accurate ways to evaluate pupils since there are so many different ways to assess tasks and because doing so can have an impact on the students. According to Heydarnejad, Tagavipour, Patra, and Farid Khafaga (2022) only a few empirical studies have attempted to determine how performance-based assessment (PBA) can affect reading comprehension (RCA), academic motivation (AM), foreign language anxiety (FLA), and students' self-efficacy despite the significant role that PBA plays in influencing second language learning processes (SS-E).

INTRODUCTION

Teaching and assessment are two aspects of the same process, in educational environments. Assessments are impacted by how teachers teach, how implicitly and explicitly. In other words, the type of evaluation is related to the methods of instruction and the techniques used. The construction of curriculum, instruction, and evaluation in all disciplines of study, including EFL, must take into account practical approaches in light of these tight links. Years of traditional assessment use in the assessment field came with a number of disadvantages. Alternatives were presented in response to the traditional assessment's several shortcomings (Xu et al., 2022; Yan, 2021). (Yan and Brown, 2017). According to Wu et al. (2021), the performance of the learner should be taken into account in a social environment that was overlooked in the conventional assessment. In a similar line, Kone (2021) thought that collaboration among students should be used to gauge their success. (Heydarnejad et al., 2022)





■ S-E is another form from a student which relate to an individual's belief in their ability to carry out the required behaviors and produce specific performance outcomes. (Bandura 1982 f.122) . To better understand this, S-E reflects the belief in the ability to exercise control over one's motivation, behavior and social environment.

■ This makes us understand that academic S-E relate to one's belief in the ability to successfully perform pro-academic self regulatorly behaviors, the degree to which students metagocognitively, motivationally, and behaviorally regulate their learning process.

■ The impact of S-E of the students has an impact on the choise of the students tasks and their involvement in their fulfillment. According to Lai and Hwang, appropriate students show appropriate attitudes toward learning and attribute their unsuccessful achievements to lower effort rather than lower ability. (Heydarnejad et al., 2022)

Below are the research questions in the current study:

- *RQ1: Does PBA have any appreciable impact on RCA for EFL learners?*
- *RQ2: Does PBA have a substantial impact on the AM of EFL students?*
- *RQ3: Does PBA significantly impact the FLA of EFL learners?*
- *RQ4: Does PBA significantly after the S-E beliefs of EFL learners?*

The following null hypotheses could be developed in light of the study questions:

- *Ho1: PBA has no appreciable impact on the RCA of EFL students.*
- *Ho2: PBA has no appreciable impact on the AM of EFL learners.*
- *Ho3: PBA has no appreciable impact on the FLA of EFL learners.*
- *Ho4: PBA does not significantly change the S-E beliefs of EFL learners.*

(Heydarnejad et al., 2022)

- **Assessment that is based on performance (PBA)**

The behaviorist presumption that macro skills should be assessed separately and in order is where TA first emerged. In this sense, closed questions with a single possible response were used

to gauge the progress of the students. PBA is backed by the social-constructivist theory, which noted that assessment is incorporated into all teaching and learning processes. (“The Impacts of Performance-Based Assessment on Reading Comprehension Achievement, Academic Motivation, Foreign Language Anxiety, and Students’ Self-Efficacy | Language Testing in Asia | Full Text,” n.d.)

According to the social constructivist approach, assessment should be planned around real-world tasks that allow for student reflection and feedback. The other linked theoretical underpinning for PBA dates back to Vygotsky’s sociocultural theory, which views learning as a social process and emphasizes the value of interpersonal communication and social media in advancing learning. (Heydarnejad et al., 2022)

- Over the years, TA has had the upper hand in assessing students’ skills while placing an undue emphasis on learning outcomes to the point where it negates true learning competency.
- Multiple-choice assessments, fill-in-the-blank exercises, true-false matching, questions requiring only a few words, and information recall are all common components of TA. The benefits of performance-based evaluation, on the other hand, lie in its potential and potential for producing significant changes to the learning process if the emphasis is placed on active engagement in learning. In other words, performance evaluation focused on watching and assessing how well students are doing in and during actual tasks. (Heydarnejad et al., 2022)

CONCLUSION

Overall, the results of this study showed that PBA among EFL learners has a positive impact on RCA, AM, FLA, and S-E. Every participant in the zone, including decisionmakers, curriculum designers, materialbuilders, and teachers, should be aware of and respect teaching and assessment because they have a substantial impact on every detail of the L2 learning process. The results of this investigation showed that PBA could accelerate RCA. Also it was determined that the used assessment, particularly in higher education, could have an impact on learners’ psychological and cognitive linked components, such as AM, foreign language learning anxiety, S-E and consequently their academic accomplishment. (Heydarnejad et al., 2022)

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