

The Effect of Real-World Evaluation on Self-Controlled Learning, Independence, and Self-effectiveness Among EFL Learners with Some Psychological Implications

Mohammad Awad Al-Dawoody Abdulaal^{1&2}, Iman El-Nabawi Abdelwahed Shaalan^{1&3}, Abubaker Suleiman Abdelmajid Yousif¹, Maryumah Heji Alenazi⁴, & Naglaa Fathy Mohammad Atia Abuslema⁵

¹ Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj 11942, Kingdom of Saudi Arabia

² Department of English, Faculty of Arts, Port Said University, Port Said, Egypt

³ College of Humanities, Al-Azhar University, Cairo, Egypt

⁴ Curricula and Educational Technology Department, College of Education and Arts, Northern Border University (NBU), Arar, Kingdom of Saudi Arabia

⁵ Department of Mental Health, Faculty of Education, Port Said University, Port Said, Egypt

Correspondence: 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.

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Abstract

Through authentic evaluation, the current study attempted to foster self-controlled learning, independence, and self-effectiveness among some Saudi EFL students. Sixty EFL students were chosen for this research study and split equally into an experimental group (EG) and a control group (CG). The respondents' self-controlled learning (SCL), independence (I), and self-effectiveness (SE) were then evaluated using three questionnaires before the treatment. The control group received the treatment using non-real-world evaluations, whereas the experimental group participants received instruction using real-world evaluations. Three post-tests were given to both groups after they had been taught 16 English passages to assess how the treatment had affected their capacity for self-controlled learning, independence, and self-effectiveness. The experimental group students were given an attitude survey to gauge their opinions on using real-world evaluations inside EFL classes. According to the ANCOVA results, significant differences existed between the control group and experimental group post-tests. The findings showed that the experimental group significantly outperformed the control group in the self-controlled learning, independence, and self-effectiveness post-treatment tests. The outcomes also demonstrated that the experimental group had a favorable attitude toward the use of real-world evaluation in EFL programs. The study concluded that integrating real-world evaluation into EFL instruction may benefit EFL students positively. The results of the study have some implications for EFL instructors and curriculum developers because if they take into consideration the effects of real-world evaluations, they can increase the students' self-control, autonomy, and self-effectiveness.

Keywords: self-controlled learning, independence, mental health, self-effectiveness, real-world evaluation

1. Introduction

Real-world evaluation examines students' communicative abilities, intellectual skills, and affective learning (Bates, 2015). It places a strong emphasis on curriculum goals, enhancing personal competency, and fusing instructions and evaluations. According to Barrie (2004; 2007), real-world evaluation is a kind of estimation in which test-takers are encouraged to do real-world tasks that show how they applied foundational knowledge as well as skills. All exercises given in real-world evaluation are similar to the problems that adults or professionals deal with daily.

It is believed that real-world evaluations are more realistic when they challenge students to apply their skills to new situations or to complete tasks in the real world (Alemi, Miri, & Mozafarnezhad, 2019). The concept of real-world evaluation must be carefully analyzed and studied before being used to develop a framework that is appropriate for the types of courses or subjects being assessed. Consequently, the development and use of real-world evaluations in teaching or learning require extensive planning (Alavi, Kaivanpanah, & Shabani, 2012).

Real-world tests frequently include exercises from real-world situations that spotlight learners' aptitude for solving real-world issues and thus tend to be advantageous for students. According to Little (1995), real-world evaluation can allow learners to gain knowledge and skills creatively and aid in the development of specific graduate-level skills. Teachers must develop realistic case studies to assess their students' knowledge and reading perception. According to Alavi and Taghizadeh (2014), real-world evaluation refers to a variety of evaluation

techniques that consider learners' performance, language acquisition and learning, and attitudes toward relevant classroom practices. They added that assessment focuses on measuring learning progress and achievement, while evaluation focuses on making judgments and decisions based on collected data.

A few types that fall under the category of real-world evaluation include performance reviews, portfolios, samples of writing, self-evaluations, research projects, classroom exhibitions, demonstrations, responses to readings, and peer evaluations. When done right, real evaluation can offer incalculable benefits, particularly when it comes to supplying individuals with the knowledge they need to ponder and decide. While upfront disclosure of the evaluation criteria to the students is necessary for real-world evaluation, there is also a great lot of room for transparency. But maybe the most important advantage is that it facilitates the integration of great teaching and evaluation (Yazici, 2016)

The portfolio is one example of authentic evaluation; it is described as a collection of class work that shows the exerted efforts put into it, how far they have come in their learning, and how they have reflected on the materials they have selected for the portfolio (Yi, 2017). Additionally, a portfolio gives students the chance to learn from their own writing mistakes. The revision process involves the learners, which improves their organizational and reasoning abilities. Here, reflection is extremely important since it supports students' real learning. Using portfolio evaluations, students can consider the benefits and drawbacks of their writing. In this way, portfolio evaluations function as both an evaluation tool and a tool for learning (Ma & Gao, 2010).

The autonomy of the learners can be increased by using real-world evaluation in various circumstances. The independent pursuit of information is known as learner autonomy. The capacity and skill to take on more control and accountability for their education (Gholami & Biria, 2018). Being independent of the input of their instructors, self-independent learners plan and oversee their educational activities, set learning objectives, and use methods of evaluation. Autonomous learners make decisions about their language acquisition without the guidance of their instructors and are responsible and initiative-taking (Schmenk, 2005). This independence helps them learn more successfully than they would if they constantly depended on their instructors. Increasing students' ability for self-reflection and decreasing their dependency on teachers helps them learn from both achievements and failures.

Students must become much more active, involved, and responsible to improve their language learning and build communicative abilities without the aid of an instructor. This is so that one can utilize the language for a variety of communicative reasons, which is the primary goal of learning a foreign language (Yi, 2017). Individual pupils are responsible for choosing to study (Schmenk, 2005). This brief description makes it apparent that student independence refers to a self-directed learning process in which learners set their learning objectives, make their learning plans, take on more accountability for their education, and assess their performance.

The self-efficacy of EFL students can also be increased by real-world evaluation. Self-efficacy, according to Moafian and Ghanizadeh (2009), refers to students' belief in their ability to conduct tasks successfully. Rastegar and Memarpour (2009) add quality to the aforementioned definition: of how pupils evaluate their academic competence. As an affective variable, self-efficacy affects our decisions, behaviors, and attempts when coping with challenges (Hsieh & Kang, 2010). It affects how tense we become while performing duties. As a result, the level of self-efficacy affects the behavioral decisions one makes. Self-efficacy is seen to be a more accurate predictor of performance and success than other relevant aspects as far as students with high levels place more effort and are much more determined than learners with lower levels. The capacity for emotional responsiveness is influenced by self-efficacy. People with low self-efficacy may overestimate how demanding and difficult a situation is when they are faced with it. As a result, people could feel more stressed and anxious, which might make them less motivated to work through the problems (Eslami & Fatahi, 2008).

Additionally, implementing real-world evaluation in EFL situations helps enhance learning self-regulation. According to Bandura (1986), self-control means selecting a goal for oneself and engaging in behavioral and intellectual learning processes that lead to objective attainment. Learning that results from students' self-generated behaviors that are systematically concentrated on the attainment of their learning goals is pointed to as self-control (Rahimi & Abedini, 2009; Ismail, Nikpoo, & Prasad, 2023).

Both personally directed learning styles, such as instruction discovery, and social styles, such as seeking help from peers or instructors, are respected by self-regulated learning (Fathi, Greenier, & Derakhshan, 2021; Ismail et al., 2023). Academic success and lifelong learning are enhanced when students can self-regulate (Hsieh & Kang, 2010). To strengthen their academic knowledge, students can improve their study habits, their learning capacities, and their application of learning methodologies with the use of self-regulation (Eslami & Fatahi, 2008).

In light of the significance of the described factors, this study endeavored to probe the impacts of real evaluation on Saudi EFL students' autonomy, self-efficacy, and self-regulated learning. Additionally, it takes into account factors connected to language learning's psychological components. Additionally, this study can benefit EFL students, teachers, and material developers.

2. Review of Literature

2.1 Theoretical Framework

An organized method of acquiring information is evaluation. It is an essential part of the learning-teaching process that helps teachers evaluate their instructional tactics and provides them with the information they need on the progress of the pupils. According to Feryok (2012), evaluation refers to all kinds of activities and processes employed to help people (such as tests, observations, and quizzes). Teachers should periodically evaluate their students to monitor their progress and determine how well they can understand essential concepts.

The ideal strategy to define real-world evaluation is to incorporate activities that are replicas of the actual professional environment (Hanjani

& Li, 2014). Students get the opportunity to practice teamwork, critical thinking, and practical critical thinking skills through meaningful evaluation. Since deep learning is encouraged by real-world evaluation, students have the opportunity to study alongside their peers from a sociocultural perspective (Jackson, & Burch, 2017). This point of view is connected to the Theory of Social Development stating that genuine classroom evaluations usually incorporate abilities like teamwork and problem-solving (Barnett, 2019).

Shawer, Gilmore, and Joseph (2008) explored the qualities of real-world evaluations, which involve learners in peer cooperation in a social learning environment. Both problem-oriented learning and learner-based pedagogy are utilized in this situation to facilitate learning. The constructivist methodology has not just been a creation of Vygotsky; it had an impact on the development of class evaluations for the twenty-first century and the implementation of real-world evaluations in the classroom.

According to Peacock (1997), real-world evaluation is a sort of estimation in which test takers are expected to conduct real-world tasks that reveal significant implementations of foundational abilities and information. As a result, real-world evaluations are projects that push students to apply the core of their knowledge and skills in the actual world in a meaningful way. According to the aforementioned point of view, Cano and Ion (2016) set a connection between accurate judgment and genuine judgment. To receive a real-world evaluation from the instructors, students should exhibit learning outcomes in the form of real-world skills; these skills should not only be acquired in the classrooms; they must also be employed in everyday life.

The culmination of learning processes, adjustments, and the development of learning tasks and activities can all be assessed using real-world evaluation during the learning process (Will, 2018). These outcomes fall under the psychomotor and cognitive domains. This is in line with the assertion of Cheng, Rogers, and Hu (2004) that real evaluations place high importance on examining the processes and the outcomes concurrently. As a result, rather than relying solely on the results, the whole performance of the students in the learning task sequences may be evaluated objectively.

According to Lee and Coniam (2013), real-world evaluation during the learning processes can measure and audit every single aspect of learning outcomes. This agrees with Javaherbakhsh's (2010) argument that real evaluations give great value to evaluating both the process and the results at the same time. Therefore, the complete performance of students in the learning task sequences may be assessed objectively, and not just centered on the learning outcomes.

According to Wiewiora and Kowalkiewicz (2018), real-world evaluation in practice has the following characteristics: it is inseparable from classroom instruction and learning; it is a reflection of the real world; it is holistic and comprehensive; and it covers multiple domains (e.g., knowledge, skills, and values). In real-world evaluations, a student's performance is reflected and evaluated using real-world situations and assignments (Sheldon, Ehrlich, and Wardrop, 2012). Attempt to encourage learners to apply new academic skills and information in authentic situations to achieve a specific goal during this real-world evaluation. Since they must use analyses and syntheses in addition to memorization and skills, students are the basic agents in the learning process (Herrington & Herrington, 1998).

Real-world evaluation refers to a kind of evaluation that involves a process for compiling a variety of data that could provide a broad outline of student learning progress. The implementation of learning outlines the development of learned information as well as the completion of the learning and teaching processes. One of the things that regulates the quality of training is to conduct continuing, regular evaluations. According to Zilvinskis (2015), the educational setting is an external factor in affecting the learning outcomes whereas the evaluation system is a critical component of teaching and learning. Education professionals must carefully conduct evaluations of student learning as they have an impact on learners' attitudes and the learning methods employed.

Asserting that evaluation is an essential part of teaching and learning and that the evaluation model should be in compatibility with the instructional method used in the class; Chinn and Malhotra (2002) agreed with the aforementioned point of view. The evaluation strategy employed to determine whether learning goals were reached must be in line with how learning is conducted. Through real-world evaluation, the knowledge, and skills that students have learned are assessed. The characteristics of evaluation activities include ongoing, coupled, and able to be utilized as an estimation. They can also be employed as formative or summative evaluations.

According to Trajtemberg and Yiakoumetti (2011), real-world evaluation entails the instructor obtaining information on the development and success of learning using several techniques that can demonstrate that the learning aim has been correctly understood and achieved. Chen (2011) adds that true evaluation, as opposed to traditional tests, which focus on the memorization of facts and other surface information, helps teachers to assess higher-level thinking. The learning process and development can be legitimately evaluated by teachers. Thus, real-world evaluation is the process of acquiring, summarizing, and using information on the learning outcomes of learners while applying evaluation, ongoing execution, and real, accurate, and trustworthy evidence as a kind of accountability (Khalil, 1985). A teacher must choose the evaluation technique(s) that, in addition to being in line with the learning outcomes, best demonstrate the knowledge, values, and skills acquired by the target students. Many trustworthy evaluation techniques are used in classrooms today. Based on Azarnoosh (2013)'s definition of real-world evaluation, there are eight main types: (1) oral interviews, (2) retelling, (3) writing samples, (4) exhibitions and projects, (5) demonstrations and experiments, (6) constructed response items, (7) teacher observation, (8) portfolios.

Planning to involve students in the evaluation process while focusing on what went well and what should be changed is pretty advisable. Self- and peer evaluation can benefit students. Learners can benefit from one another's opinions and improve their analytical, synthetic, and critical thinking skills through this type of review. Other proposed techniques include performance activities that are often indistinguishable during instruction and help teachers and learners understand what they learned and what measures should be taken. Journals and graphic organization are two unique forms of real-world evaluation that prioritize assisting learners in becoming more independent and self-directed

(Ghalib & Al-Hattami, 2015).

2.2 Empirical Background and Previous Analyses

Taki and Heidari (2011) examined the effectiveness of portfolio-centered evaluation as a sort of real-world evaluation in EFL corpora. The study involved forty Iranian EFL students. For the CG and EG conditions, they were divided into groups of 20 each. Essays were written by the EG on five specified topics from their coursebook. Each student's writing was analyzed by two raters who evaluated it for ideas, organization, word choice, sentence flow, and writing regulations. Before receiving fresh corrections, students had one more chance to revise their papers. The teacher was the only one to revise the CG pupils' one piece of writing. A questionnaire was submitted to the participants to assess their self-reflection. The results of the study revealed that portfolio-based writing evaluations improve writing and language development. Additionally, it showed that almost all learners are content with this evaluation method.

Roohani and Taheri (2015) investigated the value of portfolio evaluation in enhancing the expository writing abilities of EFL students. The pre-and post-tests were expository writing exercises, and the experimental and control groups consisted of 44 EFL students from two different educational institutions. While the control group students got training utilizing traditional techniques of learning and evaluation, the experimental group students were instructed using evaluation approaches. The results showed that the experimental group participants performed better than the control group subjects in terms of their expository writing skills in general and the sub-skills of attention and support in particular. However, there were no significant variations in the two groups' performance in terms of vocabulary and writing mechanics.

Liu and Chu (2010) researched the use of real-world evaluation in EFL-speaking courses. The study's participants were a teacher of English and 28 students from a junior high school. The descriptive qualitative approach was used in this study to analyze the data, which was derived from observations and document analysis. The study's conclusions show that teachers used a range of methods, including value evaluation and knowledge evaluation to gauge their students' speaking prowess. The study's conclusions state that real-world evaluation must be used to examine learners' other language acquisition capabilities in addition to speaking skills.

In speaking lessons, Sahyi and Zaim (2017) investigated the use of real-world evaluations. A descriptive qualitative method was employed in the investigation. The data was gathered through questionnaires and direct interviews with subject matter experts. 43 eighth-grade students participated in the poll, with three English teachers' teaching and learning methods used as examples. The results showed that a precise evaluation was necessary to gauge language learners' aptitude for acquiring languages, particularly English.

Mintah (2003) conducted a study to ascertain how frequently real-world evaluation was applied in English language classrooms. In this study, the issue was resolved statistically, and 95 instructors participated in the study. The findings showed that the participating teachers recognized the importance of real-world evaluation and had even made an effort to use it to enhance casual classroom observations. However, when it comes to using formal evaluations, most respondents used the traditional evaluation more frequently.

Students taking online English literature classes may be able to increase their reading comprehension thanks to real-world evaluation (Abdolrezapour & Tavakoli, 2012). The case study type used in this study required the use of a qualitative technique. The research data (semi-structured) was gathered through interviews and online class observations. Instructors of English education were specifically targeted for participation in this study. Using the results of the in-class observations, the lecturer utilized real-world evaluation in online learning for English literary subjects. The instructor used Zoom Meetings as a learning tool, along with text-based teaching methods and sporadic journal references. samples of responses to learners' literary works prepared as part of a presenting activity were used to illustrate how employing real evaluations improved students' reading abilities.

According to the literature studies, students can improve their English language acquisition by employing real-world evaluations. The review of the literature also shows that there is a dearth of experimental research on the efficiency of employing realistic evaluation in enhancing autonomy, self-effectiveness, and self-regulated learning in EFL learners. Hence, the purpose of this research study was to determine how well realistic evaluation supported EFL students' autonomy, self-controlled learning, and self-effectiveness. To attain this aim, the following research inquiries were put forth:

Q1. Is EFL learners' self-controlled learning fostered by employing real-world evaluation?

Q2. Is

EFL learners' self-effectiveness enhanced by using real-world evaluation?

Q3. Is EFL learners' independence fostered by using real-world evaluation?

Depending on the previous research queries, three null hypotheses are suggested:

H01. EFL students' self-controlled learning is not fostered by employing real-world evaluation.

H02. EFL students' self-effectiveness is not promoted by using real-world evaluation.

H03. EFL students' independence is not fostered by employing real-world evaluation.

3. Method

3.1 Research Design

This study used a quasi-experimental approach with a pre-test, post-test, and attitude questionnaire. In this research study, there are two groups: a control group and an experimental group. Self-controlled learning, attitude, independence, and self-effectiveness were the study's

dependent variables, while real-world evaluation was its independent variable.

3.2 Participants

60 EFL students were selected from a panel of 81 students based on the results of the Oxford Quick Placement Test (OQPT). They were selected using a non-random sample technique from Prince Sattam bin Abdulaziz University, College of Science and Humanities in Saudi Arabia. The respondents varied in age from 18 to 23, and their level of English ability was intermediate. The participants' first language was Arabic, and due to gender segregation, we could only choose male learners. The target participants were split into two equally sized groups—the control group and the experimental group—at random. The sample power was rated 89% with a standard deviation of 1.4.

3.3 Instruments

3.3.1 Oxford Quick Placement Test

The OQPT was the study's initial tool of choice. Using this test, the individuals were homogenized. The researchers were better able to understand the participants when they knew the participants' levels (e.g., elementary, or intermediate).

3.3.2 Self-control Scale

The second tool for data collection was the Self-Controlled Strategies Scale (SCSS), which was developed by Kadioğlu, Uzuntiryaki, and Çapa-Aydın (2011) to assess the participants' capacity for self-control. The SCSS has six response categories: never, very seldom, occasionally, frequently, and continuously. There are a total of 29 statements and 8 dimensions in the SCSS. Results from Cronbach's alpha formula showed that the SCSS's reliability was 0.72.

3.3.3 Self-effectiveness Questionnaire

The study's extra tool was the self-effectiveness questionnaire developed by Ghonsooly and Elahi (2008). This questionnaire contained 14 items of the 5-point Likert scale with responses ranging from strongly agree (SA) to strongly disagree (SD). The value of strongly disagree (SD) is 1, and the value of strongly agree (SA) is 5. The validity of the questionnaire was checked by four English academics, and the reliability of the questionnaire was assessed using Cronbach's alpha ($r = 0.91$). The pre-test and post-test for the study made use of the aforementioned instruments.

3.3.4 Autonomy questionnaire

The researchers used a questionnaire to collect data about the learners' autonomy. The Chan et al. (2002) questionnaire was modified and revised by researchers. The survey's 30 items encompassed cognitive, social, and metacognitive abilities crucial to the students' increasing independence. The pilot research for the questionnaire included thirty students. Experts in ELT concurred that it is valid. Additionally, the questionnaire had a high level of reliability ($= 0.88$). It is important to note that the aforementioned questionnaires were used for both the study's pre-and post-tests. After giving the treatment, the impacts of using real-world evaluation on the students' autonomy, self-effectiveness, and self-controlled learning were evaluated once more.

3.3.5 Attitude Questionnaire

A questionnaire concerning attitudes toward using real-world evaluation in EFL classes was the last study tool used, and it was given to EG students. The researchers created this measuring scale by reading relevant literature on real evaluations. There were 15 five-point Likert scale items to indicate the level of agreement and disagreement, ranging from strongly disagree to strongly agree. The Cronbach's alpha values showed that this tool's reliability was 0.79.

4. Data Collection Procedure

The Oxford Quick Placement Test (OQPT) was first given to the participants to gauge their degree of proficiency with the English language for this study. 60 people were selected to represent the study groups out of a total of 81. Then, the people were divided into the CG and EG groups at random. Then, as study pre-tests, the self-effectiveness, independence, and self-control questionnaires were given to both groups. The treatment was subsequently administered to the EG participants utilizing authentic evaluations. On the other hand, students in the CG were given instructions on how to use traditional tests rather than receiving real-world training. For each group, eleven reading texts were practiced; one text was covered in each session. The concept of portfolio evaluation, its goal, and the fundamental elements of the portfolio were explained in the first session. The significance of other alternative evaluation types, such as peer evaluation, in the process of gathering portfolios was also discussed. Portfolio compilation was a crucial operation in the portfolio system. These essential and required components have to be present in the participants' portfolios. They had to finish 11 passages of reading from various genres.

The previously mentioned questionnaires were re-employed to assess how the usage of real-world evaluation had an impact on the subjects' self-effectiveness, independence, and self-control. To assess the EG participants' views regarding using real evaluations in EFL lessons, an attitude questionnaire was given to them.

For the lesson, a total of 18 45-minute sessions were necessary. In the first four sessions, participants were given the Oxford Quick Placement Test (OQPT) and the questionnaires; in the following ten sessions, they received the treatment; and in the final three sessions, the subjects in the experimental and control groups were given the previously mentioned questionnaires to evaluate the treatment's impacts on their self-effectiveness, independence, and self-control. The experimental group received the attitude survey during the previous session.

5. Results

SPSS software, version 22, was used to assess the gathered data. First, the descriptive statistics were calculated. To determine how the treatment affected the subjects' sense of independence, self-control, and self-effectiveness, ANCOVA (analysis of covariance) was used. ANCOVA will be employed as the analysis is based on a quasi-experimental approach. That is, the treatment group is not randomly assigned, and the researchers attempt to statistically equate groups on one or more variables. The relevant information was acquired, and the researchers used that information to examine the findings. It should be noted that the one-sample Kolmogorov-Smirnov test indicated that the collected data were normal; as a result, ANCOVA and one-sample *t-tests* were conducted to obtain the final findings. The specifics of the results are displayed in the tables below. It seems that the experimental group outperformed the control group on the self-efficacy post-test (See Table 1).

Table 1. Descriptive statistics for the post-tests for self-effectiveness

EG & CG	M	Std. deviation	N
Control Group	25.34	5.33	30
Experimental Group	56.23	13.62	30
Total	81.57	12.12	60

The following table was subjected to the one-way ANCOVA test to see if there was a statistically significant difference between the self-effectiveness post-test findings of the experimental and control groups. As illustrated in Table 2, there was a clear significant difference between the self-effectiveness post-test findings of the two groups, as the value of Sig is 00, which is less than 0.05. The experimental group performed better than the control group on the self-effectiveness post-test.

Table 3 displays the descriptive results from the self-control post-tests for the two groups. The mean for the experimental group is 93.04, while the mean for the control group is 47.62. The EG seems to have fared better on the self-regulation post-test than the CG. The following table's one-way ANCOVA test could be used to support or refute this assertion.

There is a substantial difference between the two groups because the Sig (0.00) value is less than 0.05 (See Table 4). The experimental group outperformed the control group on the self-control post-test due to the training they had received.

According to Table 5, the mean score for the experimental group is 79.86, whereas the mean score for the control group was 45.82. It seems that the experimental group outperformed the control group on the autonomy post-test. The one-way ANCOVA test was used to assess if there was a significant difference between the two groups' independence post-test results.

Table 2. Inferential statistics of the self-effectiveness post-tests

Source	Sum of squares	Df	MS	F	Sig
Correct model	3864.81	2	1932.61	26.38	.00
Intercept	174.62	1	174.41	2.34	.11
Pre	1892.63	1	1892.77	25.90	.00
Groups	1837.77	1	1837.33	25.06	.00
Error	3961.00	55	73.53		
Total	100,069.20	60			
Correct total	7836.03	56			

Table 3. Descriptive statistics of the self-control post-tests

EG & CG	M	Std. deviation	N
Control group	37.62	11.32	30
Experimental group	53.04	27.59	30
Total	90.66	28.26	60

Table 4. Inferential statistics of the self-control post-tests

Source	Sum of squares	df	MS	F	Sig
Model	15,233.88	2	9116.91	23.47	.00
Intercept	341.61	1	241.68	.65	.31
Pre	8742.19	1	6742.10	22.44	.00
Groups	6799.10	1	6799.19	22.59	.00
Error	18,499.60	55	461.10		
Total	329,955.08	60			
Corrected total	36,733.50	56			

Table 5. Descriptive statistics of independence posttests

EG & CG	Means	Std. deviations	N
CG	46.72	6.94	30
EG	79.86	25.39	30
Total	52.06	24.45	60

Table 6 shows that Sig is less than 0.05; it indicates that there was a significant difference between the experimental group and the control group in the independence post-test results. The experimental group performed better on the independence post-test than the control group, as illustrated in the table. Table 6 demonstrates that the independence post-test results for the two groups differed significantly (Sig is 00,

less than 0.05), as shown by the value. As can be seen in the table, the experimental group performed better than the control group on the independence post-test.

The majority of the items in Table 7 have mean scores more than 4.0. This indicates that the students' perceptions of the use of real evaluations were favorable. Because every item's mean score was higher than 4.0 on the questionnaire (Table 8), all of the students agreed with every assertion.

The average score across all items is 4.35, and the standard deviation is 0.30, as can be seen. This suggests that the experimental group students had a positive view of the use of real-world evaluation in EFL lessons.

Table 9 shows that the values of t and df are less than 0.05 and that the value of Sig is 0.00. This suggests that the participants had a favorable mindset toward using real-world evaluations in EFL classes.

Table 6. Inferential statistics of the independence post-tests

Source	Sum of squares	Df	MS	F	Sig
Correct model	21,204.42	1	12,102.20	35.97	.00
Intercept	413.91	1	323.91	5.02	.31
Pre	3663.12	2	4633.12	13.68	.00
Groups	15,767.20	1	15,767.45	46.65	.00
Error	15,058.46	55	287.36		
Total	245,743.00	57			
Corrected total	37,262.85	56			

Table 7. Students' attitudes and values toward using real-world evaluation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
1. Real-world evaluations enhance learners to be self-guided	1	0	0	14	13	4.33
2. Real-world evaluation develops EFL learners' self-independence	2	1	4	11	10	4.02
3. Real-world evaluation develops EFL learners' self-effectiveness	2	2	1	9	14	4.36
4. Real-world evaluations decrease the sense of apprehension for EFL students	2	0	0	12	14	4.36
5. Real-world evaluations help learners to get engaged in more interactions.	1	1	0	7	17	4.62
6. Real-world evaluations bolster EFL students' learning motivation	2	1	2	10	17	4.62
7. Real-world evaluations are better than traditional evaluations	2	1	0	13	12	4.34
8. Real-world evaluations result in fruitful language learning	2	2	0	11	12	4.02
9. I want my instructors to employ real-world evaluations in my classes	1	2	2	8	15	4.56
10. Real-world evaluations assist learners to display their skills in real-life situations.	1	1	2	10	14	4.51
11. Real-world evaluations assist learners in being creative	0	0	3	14	11	4.13
12. I conceive that real-world evaluations are more attractive to us	1	3	0	14	10	4.22
13. Real-world evaluations give the learners a means to learn with their peers	1	1	0	8	18	4.65
14. real-world evaluations motivate cooperative learning among learners	1	0	3	9	15	4.37
15. Real-world evaluations can lead to more benefits in EFL classes	2	0	2	14	10	4.11

Table 8. Descriptive statistics of the one-sample test

	N	M	Std. deviation	Std. error mean
Survey	60	4.35	.30	.04

Table 9. Inferential statistics of one-sample test

Test value = 0						
	<i>T</i>	df	Sig. (2-tailed)	Mean difference	95% confidence interval of the difference	
					Lower	Upper
Survey	84.39	15	0.00	5.32	5.20	5.52

6. Discussion

The obtained data were carefully analyzed to identify the answers to the research queries, and the findings revealed a distinction between the experimental and control groups' post-test results. The experimental group students performed higher on the posttests for self-effectiveness, independence, and self-control based on the findings in the previous section. The results showed that employing real evaluations could help EFL learners develop their sense of independence, self-effectiveness, and self-control. The findings also showed that the experimental group demonstrated a favorable attitude towards real-world evaluation in EFL classrooms, which further demonstrated the usefulness of the evaluation on their language learning.

The findings of past studies support those of this investigation. Our findings are supplemented, for example, by Alavi and Taghizadeh's (2014) research on the use of real evaluations to improve learners' reading perception in online literature courses. Their research found that by demonstrating responses to learners' written literary works, employing realistic evaluation as a form of presentation activity helped enhance learners' reading skills. Furthermore, the findings of Alavi and Taghizadeh (2014) and Ismail et al. (2023) demonstrated that the portfolio evaluation, a sort of real-world evaluation, had a positive effect on the autonomy of EFL learners at the advanced and intermediate levels. Additionally, they demonstrated that portfolio evaluations had a positive influence on EFL students' writing abilities.

Additionally, the results of our study concur with those of Koh (2017) who examined the use of real-world evaluation in speaking classes. He concluded that using real evaluation was a good strategy for helping EFL students develop their speaking skills. The current findings are in agreement with Afriadi, Arifuddin, and Nuriadi (2020), who demonstrated the advantages of using real-world evaluation on the development of the speaking skills of L2 learners. The outcomes are also in line with Yazici's (2016) investigation into the viability of portfolio-centered evaluation as a real-world evaluation method in EFL settings. They discovered that portfolio-based evaluation boosted language learning and writing proficiency. Additionally, research showed that it aided learners in self-evaluation, and all subjects expressed satisfaction with this evaluation method.

The results are in line with those of Barrie (2006), Koh (2017), and Roohani and Taheri (2015), who examined the effectiveness of portfolio evaluation as a kind of real-world evaluation of EFL students' writing skills. In terms of their proficiency in drafting expository essays generally and in their sub-skills of organization and support in particular, the participants in the experimental group performed better than those in the control group. The results are also in line with Schmenk's (2005) conclusions that portfolio evaluations can accurately gauge the critical thinking and speaking skills of EFL students.

Several positive traits that honest evaluation possesses are responsible for its effectiveness. For instance, exposing pupils to real-world scenarios through the use of realistic evaluation procedures can aid in the development of their character and talents. This indicates that if real-world evaluation is being utilized to increase students' language skills, instructors should evaluate the learners correctly using real-world samples from their everyday lives.

Additionally, the importance of real evaluation influences instructional decisions and encourages children to evaluate their work. The process is customized to the student and teaching style. Less common is the process observed when students take official, norm-referenced evaluations. When evaluation and instruction are combined, both teachers and students learn. Even though learners are more motivated, self-guided, and learning-oriented, instructors still prioritize what and how to teach. The experimental group outperformed the control group on the post-tests, which may be attributable to the aforementioned traits.

Furthermore, decision-making power was given to instructors and students through real-world evaluation. Therefore, it is our responsibility as educators to understand what makes an effective real-world evaluation. Real evaluation can be viewed as a systematic, planned collection of information that the instructor utilizes to monitor the growth of the learners' subject-specific knowledge, abilities, and values. Because real-world evaluation demands cooperation, it is the joint responsibility of both the teacher and the student to create effective teaching and learning processes (Arikunto, 2002).

In a genuine evaluation, students may always successfully demonstrate their knowledge and skills. Real-world evaluation has the following characteristics: emphasizing key conceptions, big notions, or skill-specific abilities; being straightforward to implement in a classroom or school setting; and assisting students in developing their skills and learning mastery (Moon, 2005).

Additionally, teachers and learners have reacted favorably to the introduction of real evaluation in schools (Haryono, 2009). More accurate evaluation outcomes (paper and pencil tests) can provide information on ongoing learning consequences in comparison to conventional evaluation approaches. The advantages of the accurate evaluation that has been provided can be used as justification for the results that we

have achieved.

Real-world evaluation is crucial for enhancing students' English language learning. It is an effective instructional method that can demonstrate that a person has the required knowledge and skills. Since evaluation, instruction, and learning are all intertwined in the EFL context, real-world evaluation can be used as a viable mechanism. It has a positive effect on these attributes as well as on the independence, self-effectiveness, and self-control of L2 learners' language skill progress. In reality, evaluation should be seen as a collaborative formative process that helps learners create objectives for improving their skills. The students manage their education. The goal of the evaluation and learning was to help them develop their autonomy and self-rule at the same time.

7. Conclusion

According to the findings of this study, using read evaluation techniques can provide useful information on how children learn. As the findings of this study show in Table 9, the values of t and df are less than 0.05, and the value of Sig is 0.00. This suggests that the participants had a favorable perception of using real-world evaluations in EFL classes. Students' involvement in the evaluation process and self-evaluation are considered extra chances for students to exercise their autonomy and bridge the knowledge gap between what was taught and what was learned, in addition to obtaining feedback from teachers. The researchers have developed a method for assessing and giving feedback during real-world evaluation that engages students and encourages them to be more responsible, independent, and innovative. It is important to remember that through real-world evaluation, students can be motivated to improve their English competency and other skills by providing them with the required feedback and engaging them in the process of learning.

The results of the study have some implications for EFL instructors and curriculum developers because if take into consideration the effects of real-world evaluations, they can increase the students' self-control, autonomy, and self-effectiveness. The results of this study may not apply to female students because it had male students as participants, which is one of its limitations. Only 60 students were included in our study due to several restrictions. Students from other levels were not included in this research because it only covered students at the intermediate level. As language students at higher levels are anticipated to exhibit a larger capacity for real-world evaluation and awareness of their skills, this study can be replicated with individuals who have a stronger command of the English language. Consequently, it is also conceivable to strike a comparison between the two alternate evaluation types from their perspective. A comparable study might also be conducted on a larger scale with participants of both sexes. Future studies can gather both qualitative and quantitative data to improve the reliability and validity of their findings.

List of abbreviations

EG	Experimental group
OQPT	Oxford Quick Placement Test
CG	Control group
ANOVA	Analysis of covariance
EFL	English as a Foreign Language

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Authors contributions

Dr. Mohammad Awad Al-Dawoody and Dr. Iman Shaalan were responsible for the study design and revising. Dr. Maryumah Heji Alenazi and Dr. Abubaker Yousif were responsible for data collection. Dr. Naglaa Fathy Abuslema drafted the manuscript and Dr. Al-Dawoody revised it. All authors read and approved the final manuscript. All authors contributed equally to the study.

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