

**The Effects of Dynamic Assessment on the
Writing Classroom and students' Attitude: the
experience of English Department Students**

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Abstract

The current study's goal is to determine how Dynamic Assessment (DA) affects the writing skill of students in the English department at Delta University's Faculty of Arts. Additionally, to find out how students feel about this strategy. In order to accomplish these objectives, a quasi-experimental study involving sixty freshman students was conducted. They were split into two equal groups (n=30), one for the experimental group (EG), and the other for the control group (CG). The first group received a treatment based on the Dynamic Assessment (DA) technique, whereas the other group received the traditional teaching and assessment strategy. To gauge the progress of the students, a pretest-posttest strategy was employed. In order to assess students' attitudes towards this strategy, an interview was also conducted. The study's findings revealed that the dynamic assessment (DA) had a significant impact on participants' scores, enhanced their writing skills, and showed that DA scores of the EG were often higher than those of the CG. Additionally, according to the findings of the students' interview, DA might boost the process writing abilities and writing self-assurance of EFL students. It also improved their estimate of their writing prowess as well.

Key words: Dynamic Assessment, Writing skill, IELTS task2, EFL, Attitude

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1. Introduction

Writing is viewed as a basic skill for many aspects in school, personal affairs, and business as opposed to the other primary language abilities. Additionally, as a useful talent, it enables students to make their ideas and concepts clear and tangible. Any language's writing skill is the hardest to perfect because it relies on cognitive, Sociocultural, and linguistic abilities to express meaning.

In a writing classroom, assessment serves the purpose of gathering organized data on students based on testing processes (Alemi, 2015). The major goal is to aid in the teaching and learning process. The outcome of the evaluation is regarded as significant information that may have an impact on the future of the students. But now, assessment has come to be seen as a tool that makes students anxious and nervous. The rationale is that the assessment's outcome is thought to be of great importance (Poehner, 2008).

The shifting dynamics between assessment and teaching have contributed to changes in writing assessments in recent years. The Zone of Proximal Development (ZPD) and scaffolding, which are founded on Vygotsky's principles and on which dynamic assessment (DA), which blends teaching and assessment, is based, have become the center of language instruction in place of more conventional psychological techniques. DA is a method whereby the teacher intervenes with the pupils to help them perform better during the learning process. Actually, it seeks to aid EFL students in achieving higher levels of language proficiency rather than only assessing their performance. (Etemadi& Abbasian, 2023)

In the context of TEFL writing classes, dynamic assessment (DA) has been regarded as one of the most well-liked alternative assessments. The major goal of DA is to mediate and provide direction to the students throughout the testing or measurement procedure. Since the focus of this assessment is on the interaction between testing and instruction, it has been regarded as an alternative. In this instance, the assessment is a component of the teaching and learning process, and its primary function is to address issues that arise in the classroom. (Mauldin& Ardianti, 2017)

According to Nakanishi's (2007) argument, revision is a key component of writing intervention and must be encouraged in order for writers to alter their initial draughts. Different typologies for the writing process and its revision have been proposed. Reordering, addition, distribution, deletion, consolidation, substitution, and permutation are a few examples of the revision writing kinds, according to Min (2008).

However, the literature lacks studies linking revision methods used by EFL students in their writing with DA-oriented mediations. In order to accomplish this, and depending on the model of Min (2008), this study made an effort to comprehend the process of teachers' involvement (facilitative /authoritative) and students' growth in the forms and feature of writing revision. In accordance with the feasibility principles, the study concentrated on the primary three kinds as well as the permutation to determine DA intervention, investigating the efficacy of each on the writing revision forms (i.e., permutation, deletion, substitution, and addition) and capability among the EFL students. Lastly, an effort has been made to concentrate on subjecting the reviewed texts of students to careful and thorough inspection to determine the influence of teacher interference on the students' revision forms and carefully examine whether the variations made in response to teachers' feedback caused some improvement in the students' writing skill.

The core of the evaluation process in DA is mediated assistance, a particularly specialized sort of feedback. There are two ways to present the mediation: as a cake or a sandwich. Three steps make up the conventional sandwich format: pre-test, mediation (teaching), and post-test. This means that test-takers are required to complete pre-test activities before receiving teaching (which may be preplanned or tailored to each test-taker's needs based on their performance during the original test) and a series of post-tests. Because instruction typically occurs between the pre-test and post-test phases of the test administration, this DA structure is known as a "sandwich." Instruction in the sandwich style can be delivered to test takers in either individual or group settings to help them progress. (Hessamy & Ghaderi, 2014)

To put it simply, traditional assessment does not pinpoint areas of strength and potential strength. Only the knowledge and abilities the person has acquired via earlier experiences are evaluated. It doesn't assist students in reaching their full potential. Furthermore, in order to forecast students' learning capacities, a static assessment does not diagnose evaluations and does not examine students' responsiveness. Teachers and students must work together to accomplish assessment activities in order to get a full picture of each student's abilities. Dynamic assessment can be used to expand students' independent performance to levels they could not achieve on their own. (Hasan& Hussein, 2022)

Some DA researchers represent this new interaction by switching the terms mediator and learner for examiner and examinee. The mediator provides the learner with support in the form of cues, leading questions, clues, and explanations. In this approach, DA researchers can comprehend a person's current abilities as well as their prospective future abilities, and more crucially, they can assist the person in realizing that future. Since it integrates the pedagogical approach to assessment, understanding learners' skills, instruction, and supporting learner growth, DA proposes a different way of thinking about testing or assessments than any other traditional assessments (Mauldin &Ardianti, 2017). These components play a significant role in helping the students' grasp of the writing craft. Therefore, this study attempts to determine the role of DA in the process of assessment and teaching EFL writing tasks.

2. Review of Literature

Teaching writing is not a simple task when done statistically, and it appears that the dynamic assessment (DA) method has a lot of promise for doing so. Numerous studies have been conducted in this field due to the significance and efficiency of DA in teaching English skills. (e.g., Ajideh& Nourdad, 2012; Shabani, 2018; Etemadi& Abbasian, 2023).

Mauldin and Ardianti (2017), for instance, investigate how DA can help students in Indonesian classrooms improve their writing abilities. In an Indonesian public university, the research was

conducted using a quasi-experimental design. Thirty second-year English diploma students took part in the study. They were split into two groups: CG and EG. The first group received traditional treatment whereas the other received it utilizing the DA technique. Both a pretest and a posttest were used to collect the data. After that, SPSS was used to tabulate the data. Its importance was verified using the descriptive analysis. The findings indicate that DA significantly enhanced the writing skills of the EG due to the conduction of DA approach.

Moreover, the experimental study by Etemadi and Abbasian (2023) examined the efficiency of the interference models in fostering the writing revision types of EFL students in the form of two EGs and one CG. For diagnostic and accomplishment reasons, they created example essays, but in the meantime, each EG received a set of DA-focused interferences, while CG were exposed to the conventional non-dynamic of writing feedback forms. The quantitative analyses revealed specific findings: There were: 1) notable differences between the three groups in favor of DA treatments; 2) notable distinctions between the facilitative and authoritative DA modalities; 3) notable variations regarding substitution, deletion, and addition.

Furthermore, Zhang and Compornolle (2016) created a dynamic pretest-mediation-retest evaluation to gauge how well university students could acquire Chinese as a second language (L2). The findings of their study demonstrated the learners' notable successes as a result of mediation and the value of dynamic evaluation in assessing learning capacity. Research on the creation and deployment of a dynamic reading comprehension task for second language learners in the classroom was done by Davin et al. (2014). In their study, scores were computed for each individual student and the teacher used pre-scripted mediation suggestions throughout the exercise. The assignment should be employed as a teaching tool in second language classes, the authors stated.

Additionally, Hessamy and Ghaderi (2014) investigated how dynamic evaluation affected EFL students' vocabulary development. Fifty EFL students in the intermediate level participated in an experimental study. Pre-, mediation, and post-tests were given to the

experimental group, but not to the control group. In terms of test performance and vocabulary learning, the experimental group dramatically outperformed the control group. Hessamy and Ghaderi concluded that adding DA as a supplement to standard testing improves learners' test results and vocabulary acquisition.

Moreover, Kheradmand and Razmjoo (2017) investigated how interactionist DA affected the educational writing of two students studying linguistics and English literature. The connections between the instructor (mediator) and students in writing tasks were examined in this qualitative study, and the findings showed that the use of various types of mediation was effective in encouraging students' writing. Additionally, the evaluation of the two students revealed that elements including the mediator's function, the students' attentiveness, and their activity were critical in dictating mediation.

Birhan (2017) conducted an experimental study method to examine how dynamic assessment affects writing performance. A questionnaire, a focused group discussion, pretests, and posttests were employed in the research. The results showed that DA helped learners improve their writing abilities since they could create sentences with improved text structure. In addition, they employed a variety of cogent techniques, appropriate punctuation, and dictions in their works. In actuality, the DA tactics had altered their perception of writing abilities and involvement in writing assessment.

Khorami and Derakhshi (2019) applied study on DA to EFL students' writing performance and found that DA group had enhanced writing skill.

Regarding students' attitudes toward DA, Ebadi and Saeedian (2019) looked at learners' attitudes towards the DA technique in vocabulary knowledge development in relation to students' attitudes towards DA. Six English language learners participated in 15 DA sessions for this study. At the final instruction session, the researchers performed a post-study and semi-structured interview to learn more about their perspectives on these sessions and DA. The study's findings demonstrated that participants had a favorable view towards

DA and thought it was successful in imparting English language proficiency.

In a different study, Taheri and Dastjerdi (2016) employed 35 low intermediate Iranian EFL students to investigate the impact of DA on students' writing abilities as well as their attitudes towards DA and offering feedback during the writing process. The study's findings showed that DA significantly affected the pupils' writing abilities. In the second phase of the study, learners' views about the DA prompting technique were ascertained using a Persian questionnaire. The outcomes of this section demonstrated that students' views towards this methodology were favorable.

The impact of DA on Iranian adult EFL learners' intrinsic motivation was examined by Zoghi and Malmeer (2013). The experimental and control groups were randomly assigned to the study's participants. In this study, the researchers used a non-dynamic approach for the control group and a model of DA for reading comprehension in the experimental group. After the start of the treatment, the students were given an intrinsic motivation questionnaire to complete in order to determine their level of intrinsic motivation. A considerable difference between the intrinsic motivation of students in the experimental group and the control group was shown by the analysis of the data that had been collected. According to the study's findings, when a dynamic evaluation process is used, there is a considerable difference in students' intrinsic motivation, and it has a favorable impact on this motivation. In actuality, the experimental group's students were more driven and less stressed during the test.

In conclusion, the preceding review demonstrated that DA has improved writing instruction. Along with this, it is also obvious that DA may be effectively integrated into teaching writing, providing feedback, and enhancing the linguistic accuracy of EFL learners' writing skills.

3. Context of the Problem

Few studies have been done to investigate and determine the impact of interventionist DA method on Egyptian EFL students' writing revision styles, as well as the processes inside such

interventions, according to a review of the literature and studies undertaken on DA and writing skill. As is clear, teachers' verbal behavior in the context of language instruction is crucial in order to support learning. However, Egyptian writing educators haven't thought about using a formal oral/verbal framework to support or intervene in these situations.

The researcher has found, from working as an English instructor, that the problem of EFL students that the traditional assessment strategies don't offer information that is useful for planning for the future, due to the lack of feedback from the examiner to the test – taker. The feedback learners receive is often just the score of the test. In other words, focus in traditional assessment on product of assessment rather than learning process. The researcher finds that there is a need to make classroom assessment based on the essential characteristics of dynamic assessment such as interaction, collaboration, open - ended questions and generation information about the responsiveness of the learners to intervention. Assessment has an impact on learner s' emotions and their motivation. Analyzing whether ones' assessment framework is traditional or not is necessary to understanding how learners might feel in the process of learning.

In conclusion, a brief review of the research in the field of dynamic assessment, particularly those conducted in educational settings, demonstrates the value of this strategy in assisting students in achieving higher levels of learning.

However, there hasn't been much research done about training EFL writers how to use dynamic assessment as a mediator. This study sought to employ a dynamic approach to teaching and measuring writing competence by Egyptian EFL students in accordance with earlier studies in DA and to broaden the scope of its applications.

4. Research Questions

The following questions can be used to summarize the study problem:

1. What is the effect of dynamic assessment on EFL students' writing skill?

2. What is the students' attitude toward DA approach in EFL writing classroom?

5. Hypotheses:

The following hypotheses could be stated:

- There is no statistically significant difference between the mean scores of the EG which are taught by dynamic assessment strategy and the mean scores of the CG which are taught by the conventional method in the writing post-tests.
- There is no statistically significant difference between the mean scores of the EG in the pre and post applications of the writing test.

6. Importance of the Study:

The present study is expected to be of value for:

- EFL teachers who want to effectively teach writing to university students using alternate evaluation methods.
- EFL teachers to collect data on how well their students comprehend the writing process.
- University students, as it helps them feel less anxious about English language exams, especially the writing assignments.
- A university student, as it aids in their academic development and improves their long-term memory. It encourages them to participate in the educational process.
- The incorporation of such cutting-edge methodologies in the instruction and evaluation of EFL writing talent by curriculum developers.

7. Delimitations:

- Faculty of Arts, English department Students, at Delta University.
- The academic year 2022-2023- Spring semester.
- Grammar & Essay2 course.

8. Definition of Terms:

Dynamic Assessment:

One alternative test that has recently gotten a lot of interest in science education and language evaluation. In order for educators to conduct assessments or measurements at that time, this assessment attempts to provide mediation or guidance to students during the

assessment process. Safa & Beheshti, (2018). Therefore, a substantial interaction in the DA attempts to look into the issues that come up during the assessment. Gilani et al. (2021). It therefore enables learners to perform to the best of their abilities during continuing assessment.

Writing Skill:

Genç-Ersoy & Göl-Dede, (2022) define writing skill as a flexible tool to reach the goals through methods of learning and teaching. By fusing vocabulary with subject matter knowledge, conveying emotions and thoughts into written form, organizing thoughts, and acting as a learning mediator, written language is utilized to build interpersonal contact.

Writing Attitude:

Writing attitude is described as "an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy" Graham et al. (2007, p. 518). In other words, Learners put more effort into the activity of writing when they have a more positive attitude towards it.

9. Method:

A mixed technique approach was used to address the research questions. Data from the delivery of a pretest and a posttest are included in the study's quantitative component. With mediations being the independent factors and tests being the dependent variables, the study's goal is to identify variability and change in participants' writing performance as it is reflected in the answers to test questions and generally across tests. In addition, an interview was conducted with students to learn more about their attitudes towards DA and how it affected their writing abilities.

A. Participants:

They were sixty freshmen students from the English department in the faculty of Arts. They were assigned to study "Grammar&Essay2" course during the spring semester of the 2022–2023 academic year. They were in two separate courses, one of which had 30 students and was randomly allocated as CG; the other class had 30 students and was designated as the EG. The candidates in CG

received traditional instruction in class while the other group was exposed to DA.

B. Instruments:

The current study made use of the following instruments:

1.Placement test

TOEFL ITP tests and paper based and have academic content to estimate the English language proficiency of the students. Only Written Expression and Structure were given to the students as tests for the purpose of the current study. Based on TOEFL results, Structure and Written Expression are highly reliable, with reliability coefficients of 0.90 and 0.88, respectively (Educational Testing Service, 2012).

2.The Pre and Post writing test

Pre- and post-testing was performed to gather the data. To gauge the participants' writing performance skills prior to the experiment, a pre-test was given to both EG and CG. All of the participants were familiar with the non-dynamic pre-test format. Students had 40 minutes to complete an essay on a topic chosen from Cambridge IELTS essay writing task 2 with 250 words in three paragraphs. The order of the topics was altered, which was the sole difference between this pretest and the posttest. The IELTS checklist scoring rubric was used to determine the results of the pretest and posttest. In addition, four other aspects of language were taken into consideration when determining scores: 1) the grammatical range 2) coherence and cohesiveness, 3) response to the task, and 5) lexical resource.

The study tools were tested by EFL students from the same community before being used by the researchers. Indicators of dependability for the pretest were 73, while those for the posttest were 72. They were examined by three language specialists to guarantee the validity of the pretest and posttest. The researcher and the language specialists decided to select twelve topics in order to use those with acceptable content validity.

3.Students' Interview form:

Students were interviewed on the effectiveness and efficacy of DA procedures to determine whether this approach had any constructive influence on them.

C. The treatment:

Both groups used Writing for IELTS, a course book (William, 2011). Pilot research and a quantitative stage of the investigation were both conducted as separate stages of the treatment. It had three months of treatment sessions, one meeting per week for a total of twelve 45-minute sessions, together with the principal researcher himself. EG group received authoritative and facilitative interactions, but CG only received standard, non-dynamic training.

The initial phase, which only involved EG, was led over the course of three sessions. Another aspect that could play a major role in the quality and categories of provided feedback is the literacy type. In order to familiarize the participants with the process of providing feedback, the researcher ran a feedback-training phase. Then, students moved on to the feedback phase, where they provided comments on six pieces of written coursework over the course of six sessions. Only authoritative interventions were made in these sessions for EG. The lesson concentrated on the participants' writing processes, emphasizing different sorts of revision and writing skills.

A posttest was given after each session of treatment. Additionally, during each therapy session, the raters used IELTS rubrics (2011) to analytically grade the students' writing performances (their assignments). The posttest served as an IELTS writing task 2 rubric.

10. Data Analysis and Results:

The following procedures are followed to answer the first research Question” What is the effect of dynamic assessment on teaching and assessing EFL students’ writing skill?” To determine whether there was a significant difference in each group's performance before and after the study, a series of paired-sample t-tests were employed to compare each pretest and posttest in turn. Tables 1 and 2 show the findings of the statistical analysis.

Table (1) Paired-Sample t-Test Statistics for EG.

| | M | N | SD | SE M |
|---------|----------|----------|-----------|-------------|
| pre-EG | 22.71 | 30 | 6.21894 | 1.96768 |
| post-EG | 37.2 | 30 | 2.58187 | 0.83281 |

Table (2) Paired-Sample t-Test for EG.

| | M | SD | T | Df | Significant (2-tailed) |
|----------------|----------|-----------|----------|-----------|-----------------------------------|
| Pre-EG–Post-EG | -14.30 | 3.93951 | -11.459 | 9 | .000 |

A paired-sample t-test was performed to analyze the effect of the dynamic assessment on the EFL students' process writing tasks, as shown in tables 1 and 2. Writing scores increased from the pretest ($M = 22.71$, $SD = 6.21894$) to the posttest ($M = 37.2$, $SD = 2.58187$), with a statistically significant difference ($t(9) = 11.459$, $p .005 = 0.000$ (two-tailed)). With a 95% confidence interval, the mean improvement in writing scores was 14.3. A very substantial effect size was indicated by the eta squared statistic (.93).

Additionally, it was found that there was a substantial difference between the EG pre- and posttests, and a comparison of the test means revealed that the posttest scores were noticeably higher than the pretest levels. When compared to their pretest results, the students' performance in the dynamic assessment session was much higher. The following tables display the CG results.

Table (3) Paired-Sample t-Test Statistics for CG.

| | M | N | SD | SE M |
|---------|----------|----------|-----------|-------------|
| pre-CG | 22.8769 | 30 | 4.85423 | 1.83129 |
| post-CG | 23.2796 | 30 | 4.79178 | 1.80890 |

Table (4) Paired-Sample t-Test for CG.

| | M | SD | t | Df | Significant (2-tailed) |
|----------------|----------|-----------|----------|-----------|-----------------------------------|
| Pre-CG–Post-CG | .42,859 | .53,451 | -2.123 | 6 | .079 |

Table 4 and 5 revealed that writing score changes from the pretest ($M = 22.8769$, $SD = 4.85423$) to the posttest ($M = 23.2796$, $SD = 4.79178$) were not statistically significant ($t(6) = 2.123$, $p >.005 = 0.079$ (two-tailed)). With a 95% confidence interval, the mean improvement in writing scores was 0.42,859 points. A moderate effect size was suggested by the eta squared statistic (.42). As was previously demonstrated, there is no significant difference between the CG's pre- and posttest results, indicating that the posttest results were roughly equivalent to those of the pretest.

Then, in response to the second study question “What is the students’ attitude toward DA approach in EFL writing classroom?” The next master question was asked at the completion of the DA practices.

Is DA valuable for developing your writing skill? How?

Twenty five out of thirty students said they felt satisfied since they could finally produce a well-organized essay. They felt that this strategy, particularly the teacher's mediation, helped them organize their thoughts precisely and contributed to how well their views were reflected in their papers. Three of those students further stated that they never enjoyed writing English compositions and had never completed any, but with the help of this technique, they were able to write convincingly for the first time. Five of them admitted that this strategy was a little challenging for them.

They claimed that while they could write in an organized manner, it was a little difficult. Only two students thought that this strategy had no impact on their motivation because they love to write and don't require any encouragement, even though they insisted that they could only write using this strategy.

According to the findings of the final interview, 80% of participants thought that dynamic evaluation was a novel strategy that helped them organize their thoughts and improved their writing skills.

11. Discussion:

The main aim of the current study was to determine whether DA had any significant effect on EFL Egyptian students’ writing performance. The findings revealed that regarding the effectiveness of DA interference the EG and CG were considerably dissimilar.

The results are consistent with those of studies by Zhang and Hyland (2018), Zarrinabadi and Dehkordi (2021), Shrestha and Coffin (2012), and numerous others who have found that DA can make a considerable impact to students' writing skills. Overall, this study is consistent with previous research on the application of the DA modality (Hashemnezhad& Hashemnezhad, 2018). It enthusiastically established, authoritative and helpful interferences for students that may have positive effects on L2 writing. The feature of the intervention offered to

students during the DA mediation has been greatly abridged, and participants' writing performance has improved dramatically. This study focused in particular on how teaching students how to modify an essay can improve their ability to identify and avoid problems as well as raise their overall performance level.

Overall, consistent with the vast body of research on the use of DA modalities, the rationalizations for the outcomes of this study seem to be connected to the fact that facilitative DA is more sensitive to the person's ZPD (Skipper & Douglas, 2015), and may, consequently, be a more potent and effective way to diagnose relevant instruction modalities. (Poehner, 2008). Through meaningful discussion and mediation, DA can assist instructors in giving students the right kinds of feedback and assisting them in identifying the root of their language-related issues. Additionally, by conducting a variety of individual contacts and including the entire class in secondary interactions.

The findings of this study clearly suggest the need for specialized instruction on effective feedback delivery. Han and Xu (2019), for instance, focused on feedback literacy as a critical component of providing sufficient feedback in instruction. This report claims that the researcher started the course with feedback training. Forsythe and Johnson (2017) noted that the current study showed that writing skills among language students were improved by both teacher and peer feedback. This result can be attributed to the peer input in this study's training sessions. However, Murillo-Zamorano and Montanero (2017) argued that providing constructive peer feedback in just one meeting of the feedback or evaluation teaching is inadequate.

Regarding students' attitudes toward DA, The results showed that most students had favorable attitudes towards using DA to teach and assess writing at the conclusion of the twelve sessions. The findings of this study agree with those of Ebadi& Saeedian (2015). The current study also demonstrated that students who performed poorly preferred DA more than students who performed well and also acquired more favorable views towards it. To put it another way, the attitudes of the low achiever students towards DA were positive from the start and they remained the same or even improved for some by the end of the session. Alternatively, high achiever learners' attitudes were initially negative but changed throughout the course of each session. Researchers Pishghadam,

Barabadi, and Kamrood (2011) examined how DA affected high and poor achiever students differently. The study by Pishghadam et al. (2011) revealed that low achievers responded better to DA and would have benefited more from better hints and mediations. Pishghadam et al. (2011) claimed that the reasons why weak students perform poorly on statistical tests are due to specific learning difficulties or a lack of learning chances.

The findings of this section concur with Taheri and Dastjerdi (2016). Their research revealed that students' improved test scores are a direct outcome of their positive views towards DA procedures. A lot of DA practitioners agree with the conclusions of the current study. In contrast to students who had rich learning experiences, Haywood & Lidz (2007) found that students with low statistics exam scores would gain more from mediations during DA.

Studies (such as Poehner 2008) have also demonstrated that DA is more beneficial for pupils with poor test scores than for students who score highly. According to the study's findings, high achievers had less favorable opinions towards DA. They may have tremendous self-confidence, which explains this. The results of the current study and the results mentioned above may be compared, and it can be said that any method of teaching English, in this case DA, could be more effective if students have a favorable attitude towards it.

12. Limitations

The scope of the current investigation is restricted to a few elements. Firstly, this study only includes a small number of participants from a single regional comprehensive university. Furthermore, since the experiment was limited to a single semester, longer-term investigations will be needed to establish the effectiveness of DA.

It should be emphasised that a number of variables affect students' academic progress.

The other roles of DA in improving students' writing skills must therefore be determined through additional research involving a variety of other elements.

13. Implications and Recommendations

One of the most important techniques used in this study to highlight the entire writing practice process was the dynamic assessment

framework, particularly those three steps—topic selection, idea generation, macro-revision, and the associated activities—that are frequently ignored in EFL contexts. This study's process-based instructions involved a dynamic, continuing, and collaborative effort between the teacher and the student rather than a fixed, unrelated, or unilateral effort on either party's side.

Normative assessments, which were created to gauge a student's level of performance now, gave teachers input to help them plan their students' future studies and occasionally even identified where a student should be substituted based on their prior knowledge. In contrast to normative assessments, the definitive objectives of DA were to encourage improvement and to motivate students.

According to the research, students who received instruction through facilitative interference DA had more skilled writing organization procedures and spent this thought process concentrating on the story's contents. As a result, the facilitative intervention dynamic assessment assisted students in developing a more organized thought process throughout the prewriting preparation stage and helped them write in a methodical manner.

In order to create assessment and evaluation programs that are appropriate for students' writing demands, the present study's findings will be used. The results of this study may also have perceptual significance for those who prepare EFL/ESL tests and those who oversee educational administrations. Students interested in learning EFL as well as instructors, syllabus designers, curriculum planners, and materials designers might benefit from the study.

The pedagogical implications of this study also suggest that writing instruction for EFL learners, whether male and female, would benefit from DA-based teaching activities. Since each student may discover their own unique opportunity for meaningful involvements in one manner or another, it is recommended that more DA-based activities be incorporated into the EFL/ESL courses to support language development.

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