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Effects of Dynamic Assessment (DA) Models (Interventionist and Interactionist) on EFL Learners' Reading Comprehension and Reading Motivation

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ABSTRACT

Objective: The effects of interventionist and interactionist dynamic assessment (DA) on reading motivation (RM) and Reading comprehension (RC) of Iranian EFL learners were inspected in this study.

Methods: Ninety-nine volunteers were originally chosen for the study, and they were then divided into three equal groups of thirty students each—two experimental groups (EGs) and one control group (CG). Second, each of the three groups' participants received an administration of the RC and RM pre-tests. Third, one EG was taught 10 reading passages via interventionist DA. The interventionist DA method was used to evaluate this group. Interactionist DA was used to treat the second EG. Interactionist DA processes were used to assess the group's respondents and provide the necessary assistance. In this class, assistance and intervention were provided through student-assessor interactions. Without any DA, a traditional instruction was used to teach the CG. Following the instruction of all texts to all groups, the aforementioned post-tests were given to them in order to assess how the treatment affected their performance.

Results: There were substantial differences between the EGs' and the CG's post-test performances, with the EGs doing better, according to the findings of the one-way ANOVA test and the Post-hoc Scheffe test.

Conclusions: Overall, the results showed that both DA models improved the RC and RM of Iranian EFL learners in an equivalent way. Lastly, an explanation of the study's implications and results was given.

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Introduction

One of the four key competencies in learning the English language is RC. According to Cain et al. (2004) and Paris (2005), it is the process of bringing language, word reading, word knowledge, and fluency together to create meaning through the coordination of several intricate processes. RC is defined as the process of deriving meaning from text by Pourhosein Gilakjani and Sabouri (2016), Joffe et al. (2007), and McGrew and Wendling (2010). Understanding a text is the goal, not deriving meaning from words or phrases on their own. Ahmadi et al. (2012) emphasize that because RC lays the groundwork for a considerable amount of learning in EFL learners, it is one of the important components in language acquisition.

One of the most important things to support learners' RC is motivation. Both performance and comprehension of one's RC are aided by motivation. Guthrie and Wigfield (2000) define RM as the massive amount of motivation that students should take into account, regardless of how they feel about reading. For instance, students who read for enjoyment and use captivating strategies to enhance their comprehension are highly motivated readers. These types of learners often view reading as an important part of their everyday lives, encounter difficulties when reading, and are probably proficient readers. Additionally, according to Lin et al. (2012), RM is an individual's goal, concept, and interest in relation to the reading's title, action, and outcomes.

Additionally, Grabe and Stoller (2002) assert that RM boosts learners' RC and is crucial for them. It is crucial that students be able to read and comprehend texts with ease and efficiency. Therefore, in order to comprehend written texts more fully, all EFL learners must enhance their RM. Seymour and Walsh (2006) assert that learners' RC actions are influenced by their motivation. Many people are unaware of its crucial function in RC, despite the fact that it plays a big part in language learning. RM facilitates faster reading for EFL students. Wang (2008) and Rosenfeld et al. (2001), who contend that language learners should improve their reading skills to enhance their understanding of written materials, have also backed this.

DA which moves away from conventional psychological techniques and toward Vygotsky's concepts of The Zone of Proximal Development (ZPD) and scaffolding, can have a positive impact on the factors previously discussed (Haywood & Lidz, 2007). DA is a method wherein the instructor uses intervention to help the students perform better during the learning process.

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Actually, its goal is to assist EFL learners in reaching greater levels of language competency rather than only test them (Naeini & Duvall, 2012).

Determining the type of intervention that can raise students' performance is, thus, the goal of DA. In this context, learners are defined as individuals who can improve their performances in response to instruction that is appropriate and based on DA procedures. The instructor's job is to support the learners' abilities, provide them with constructive feedback, control their behavior, and provide meditation in order to help them develop their new cognitive and learning skills (Haywood & Lidz, 2007). In this way, DA mainly depends on the premise that students can alter the way they learn by providing them with a substantial change from evaluating their fixed cognitive abilities through traditional measures to a better understanding of their abilities through a variety of instructional-based assessments. Because of this, DA emphasizes evaluations as process-oriented rather than product-oriented like traditional assessments do (Fahmi et al., 2020).

One kind of DA is the Feuerstein Interactionist Model, often known as the interactionist model. It is a dialectical approach to language training that combines evaluation and instruction (Poehner, 2008). The foundation of this approach is a qualitative interpretation of ZPD that emphasizes working with the mediator to help students accomplish tasks they are unable to complete on their own and advance their skills via interactions (Feuerstein & Feuerstein, 2001). According to Poehner (2008), this teaching approach places an emphasis on methods for students to find out more information since its goals are to help students become more proficient language learners and focus on addressing pertinent problems.

The other kind of DA is the interventionist model, commonly known as the Brown Interventionist Model. It compares a learner's potential to predetermined scores and is based on the number of prompts required to acquire the appropriate answer (Gutierrez, 2000). In this arrangement, students must get a specific amount of tips. The two models differ as a result. Poehner (2008) asserts that the teacher's instruction implies mediation in the interventionist DA model, which concludes with a precise answer. In this paradigm, students receive the necessary guidance if they are unable to complete a task effectively.

In light of the significance of the aforementioned DA models, this study aims to investigate how they affect the development of Iranian EFL learners, namely RC and RM. The successful investigation of DA implementation and L2 English RC and RM is shown by the incorporation of

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DA in L2 contexts (Naeini & Duvall, 2012; Hamavandi et al., 2017). Since RC and RM belong to the same domain and are related skills, this serves as one argument in favor of choosing them as the study's dependent variables. The second reason stems from the correlation between RM and RC; individuals with higher RM are likely to possess more RC ability.

Several causes contributed to the emergence of DA. Grigorenko (2009) claims that the primary motivation for the creation of DA was the incapacity of conventional tests to measure learners' cognitive growth at different stages while accounting for cultural background influences. Another key justification was the need to concentrate on students' present as well as future talents. Sternberg and Grigorenko (2002) claim that the primary distinction between DA and other techniques is its early focus on the examiner's mediating function and the past, present, and future capacities of the learners. Finding learning potentials and favoring process over outcome are two other benefits of DA (Nassaji & Swain, 2000). It is asserted that DA promotes educational equity by offering mediation to students who are having problems (Poehner, 2011). According to Shrestha and Coffin (2012), DA helps students feel less anxious and more supported. Furthermore, unlike other systems that only offer input at the conclusion, DA provides feedback throughout the evaluation process. Furthermore, Harding et al. (2015) assert that DA provides insightful information for diagnostic reasons.

DA uses several models. Lantolf and Poehner (2004) suggested the names interventionist and interactionist DA based on the kind of mediation. Standardized kinds of help are used by interventionist DA to collect quantitative data that is used to compare students' abilities before and after intervention and to forecast how well they will do on examinations in the future. It takes into account scores as an "index of speed of learning" (Brown & Ferrara, 1985, p 300) and as the degree of assistance required for a learner to successfully accomplish a desired objective (Poehner, 2009). The "sandwich" and "cake" techniques are two interventional DA strategies that were first presented by Sternberg and Grigorenko (2002). Because the sandwich format uses pretest, mediation, and post-test design, it is roughly comparable to classic experimental research methodology. This method involves "sandwiching" mediation or therapy between a pre- and post-test. The examinees' results on the pre- and post-tests are compared to ascertain the degree of improvement (Poehner, 2005). On the other hand, under the layer-cake style, the teacher's intervention during the test delivery is included in the evaluation. Under this style, the test taker's

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performance is moderated by the teacher if they are unable to answer an issue properly. The teacher steps in and provides pre-selected and tailored hints. During the intervention procedure, his capacity for learning is assessed in the interim. Until the examinee completes the pre-established task, feedback is provided (Poehner, 2008).

Vygotsky's method for comprehending learning and development and how they relate to one another is called the ZPD. It shares a tight relationship with the well-known concepts of internalization and mediation (Ahmadi Safa & Beheshti, 2018). This idea holds those social behaviors, cultural objects, and activities continually mediate humans. Individuals may also be mediated when working alone. In this situation, individuals internalize the knowledge they have gained from their prior interactions with the outside world, leading to the emergence of new cognitive functioning as a result of those interactions. As a result, they are able to self-mediate or self-regulate, eliminating the need for the external environment as a mediational tool (Antón, 2009). An indication of internalization is a person's autonomous performance. On the other hand, a person demonstrates those sorts of talents that still constitute the next proximal stage of development while they are unable to function independently (Lantolf & Thorne, 2006).

According to Feng et al. (2013), motivation in education is the willingness, need, desire, and compulsion of a student to engage in the learning process. One thing that encourages students to study a foreign language is motivation (Astuti, 2013). It is essential to the accomplishment of learning. Because they will pay attention and make good use of the time during teaching and learning in the classroom, motivated students are more likely to participate in learning activities that support their learning and help them reach the learning objective (Jones, 2009). Students' learning success would improve if many incentive tactics were used in the classroom (Mahadi & Jafari 2012). This study demonstrated how learning success may be influenced by students' motivation for their studies. Students in the low and high motivation groups in RC have distinct learning outcomes. As a result, motivation can affect how well pupils learn (Azar & Tanggaraju, 2020).

Teachers should be able to make learning interesting and fun by including the students in the teaching and learning process (Dornyei, 2001). Teachers need to be able to encourage students' RM and create a fun learning environment in this way. Students will devote all of their time to the reading task when they are highly motivated to read (Alhamdu, 2015). RC could be impacted by

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RM. Teachers must therefore create RM before assigning pupils a reading assignment that would help them succeed academically. They are able to take part in the teaching and learning process since they are receiving reading instruction (Chinappi, 2015). By selecting the best teaching resources and instructional techniques to use in the classroom, English teachers in Indonesian high schools have an impact on their students' desire for learning achievement (Astuti, 2013).

To put it another way, students who are intrinsically driven make an effort to participate in and enjoy the reading exercise that assesses their proficiency in reading foreign languages (Olmez, 2015). Without providing incentives, it forces the pupils to read (Dakhi, 2018). They will even put forth effort to understand a challenging reading piece. Extrinsic motivation refers to reading for grades, recognition, and compliments from others (McGeown, 2013). To put it another way, extrinsic RM is RM due to outside factors (Nuttal, 2016). This RM helps with future job or educational goals as well as self-development (Olmez, 2015). Students who are driven by external factors are more likely to excel academically, share what they read with their peers, and try to win over their parents (Houghton, 2015). Houghton continued by saying that extrinsic motivation in pupils might have a negative impact on their reading success (Janes, 2008). As a result, in reading, intrinsic and extrinsic motivation may be distinguished from one another (Park, 2015). Therefore, it is important that teachers comprehend how students' RM changes in order to encourage increased motivation and engagement with reading passages in their reading activities (McGeown et al, 2020).

Regarding the effects of interventionist and interactionist approaches, some empirical studies were conducted, for example, the impacts of interventionist and interactionist group-DA techniques on the development of listening comprehension in Iranian intermediate EFL learners were examined by Ahmadi Safa and Shima Beheshti (2018). That's why there were ninety intermediate EFL students in each of the two EGs and the CG. To ensure consistency in the participants' level of ability, a pre-test on listening was administered. Following that, participants from each major group were split up into two five-person subgroups and five four-person subgroups. The research' findings demonstrated that the most effective technique for enhancing intermediate EFL learners' listening comprehension was interactionist group-DA. Furthermore, the benefit was not statistically significant, even though the interventional group-DA treatment seemed to be more effective than the CG's NDA strategy.

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Using two EGs and one CG, Etemadi and Abbasian (2023) attempted to examine the impact of the interventionist DA modes (i.e., authoritative and facilitative) on the development of writing revision types in a sample of 120 advanced Iranian EFL learners. In the meanwhile, each EG was exposed to particular DA-oriented interventions, while the CG continued to receive the traditional, non-dynamic mainstream of teaching writing revision kinds. They created example essays for both diagnostic and accomplishment objectives. The results showed that: 1) there were significant differences in favor of DA-interventions among the three groups; 2) there were significant differences between the facilitative and authoritative DA modality; 3) there were significant differences regarding Addition, Substitution, and Deletion; and 4) there were no differences found between the CG and the EGs in "Permutation."

Following a review of relevant research, it was found that employing DA improved English language acquisition. Furthermore, it was shown that having a strong sense of motivation is essential for success while learning a foreign language, as stated by Hairul et al. (2012), who also noted that motivation plays a significant role in improving language acquisition. Despite its significance, EFL learners are not highly motivated to acquire the English language, and motivation has gotten less attention in these contexts. There exist several reasons for students' disinterest or insufficient desire in acquiring English language skills. These include having anxiousness, having little drive, having a restricted vocabulary, and not being interested in learning. It has also been demonstrated that anxiety hinders language acquisition. When studying a foreign language, a lot of students frequently lament their anxiety. They assert that they are mentally resistant to picking up the language.

Aside from the aforementioned issue, there is a dearth of research on DA in the field of language acquisition, and additional studies are required to assist educators in using DA in the classroom. DA is an approach that aims to connect learning and appraisal while assessing students' accomplishments by including mediation into the assessment process. Many DA models have been used in EFL classrooms and have shown to be highly beneficial; however, little study has been done on how well these models affect the RC and RM of Iranian EFL learners. Thus, the current study set out to examine how developing Iranian EFL learners´ RC and RM responded to interactionist and interventionist models of DA. As a result, the following queries and theories were put forth:

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RQ1. Is there a significant difference between the effects of interventionist and interactionist DAs on Iranian EFL learners´ RC?

RQ2 Is there a significant difference between the effects of interventionist and interactionist DAs on Iranian EFL learners´ RM?

The two above questions lead to three null hypotheses correspondingly:

HO1. There is not a significant difference between the effects of interventionist and interactionist DAs on Iranian EFL learners´ RC.

HO2. There is not a significant difference between the effects of interventionist and interactionist DAs on Iranian EFL learners´ RM.

Material and Methods

Design

Since there was no random selection in this study, a quasi-experimental approach was adopted. This study focused on the variables of interventionist and DAs as the independent factors and RC and reading motivation as the dependent variables. It comprised one CG and two EGs (interventionist & interactionist evaluations). The study's control variables were the participants' age, gender, and proficiency level.

Participants

In order to conduct this study, 150 Iranian EFL learners took the Oxford Quick Placement Test (OQPT), and 90 of them were chosen to be the study's target group. The participants had an intermediate level of general English competence and were chosen from three English Language Institutes in Mashhad, Iran. They ranged in age from eighteen to thirty-three. Since the researchers could only reach male students, there were only male volunteers. In fact, the convenience sampling method was used to choose the participants based on their availability. The fact that the participants in this study were the researcher's students served as justification for the sampling strategy.

The degree of proficiency required English language learners to be selected as research participants was one of the criteria. That is, for various reasons, intermediate English language learners were favored. Initially, they demonstrated the capacity to respond to questions from both surveys and the RC test. Furthermore, the elementary students lacked the necessary knowledge to complete the reading exam and questionnaire, while the researchers were unable to obtain 90 advanced EFL

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learners to choose them as participants. The chosen individuals were split into two equal treatment groups and one control group at random. The second treatment group received training based on interactionist DA, whereas the CG received instruction based on a conventional evaluation. One of the EGs received instruction based on interventionist DA.

Instruments

This study employed the Motivation for Reading Questionnaire (MRQ), which was adapted from Wigfield and Guthrie (1997), as its second instrument. It consisted of thirty measures that evaluated reading for grades, reading curiosity, reading effectiveness, reading participation, acknowledgment for reading, reading relevance, and reading difficulty, among other seven RM elements. A five-point Likert scale, comprising "highly disagree," "disagree," "neutral," "agree," and " highly agree," was employed in the MRQ. Using Cronbach's Alpha, the researcher calculated the test's reliability (r=.83). A group of English professors also affirmed the MRQ's authenticity. In this study, the pre- and post-tests were the MRQ.

The TOEFL RC Subtest, a standardized reading skill test, was the other tool used in this study. It was used as the reading pre- and post-exam. Each of the five readings, which covered standard academic areas, required the students to read and then answer ten multiple-choice questions. This test's reliability index (r=85) was computed using the KR-21 algorithm. Three English teachers attested to the measure's validity and appropriateness.

It is important to note that in order to ensure that the instruments would be feasible to administer to the target population, a pilot group of students with similar characteristics (gender, age, and language proficiency) was given the pre- and post-tests mentioned above.

Procedure

In order to conduct this study, 90 homogeneous volunteers were initially chosen, and they were then divided into three equal groups of thirty people each—two EGs and one CG. Second, before to starting the treatment, the researchers assessed the participants' motivation and RC levels by giving them the RC and RM pre-tests. Third, the researcher used interventionist DA to teach one EG 10 reading materials (From Inside Reading Book 2).

Interactionist DA was used to treat the second EG. Participants in this group read books aloud to their teacher and fellow students. As the more experienced person in the pupils' ZPD, the instructor continuously offered scaffolding and guidance. Interactionist DA processes were used to assess

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the group's respondents and provide the necessary assistance. In this course, assistance and intervention were provided through student-assessor interactions. Before giving the students several tasks to complete using graded prompts, which increased in complexity and included leading questions, examples, and error detection, the teacher engaged with each student to identify the proper degree of mediation. The instructor made an effort to respond to the conduct in a prompt and suitable way. This method's development was extremely sensitive to the learners' ZPD.

Without the use of any DAs, the CG was instructed using a traditional approach. Before beginning to teach the texts, the instructor went over the last lesson and conducted a warm-up exercise. After completing each of the 10 reading materials that were taught to them, they were given a test on the material. Following the instruction of all texts to all groups, the aforementioned post-tests were given to them in order to assess how the treatment affected their performance .

The entire course of treatment consisted of 21 50-minute sessions. The OQPT and the RC pre-test were given in the first and second sessions, respectively. In the subsequent meeting, the RM pre-test was administered. The treatment was administered across 16 sessions, with participants from the three groups receiving the post-test of RM and RC in two of those sessions. Finally, SPSS software, version 23, was used to examine the data that had been gathered. Once the normality of the data distribution was confirmed using the Kolmogorov-Smirnov (K-S) test, One-Way ANOVA was employed to examine the gathered data.

Results

This section involves the analysis of data from the three groups' pre- and post-tests in order to determine how the therapy affected the development of the pupils as well as that of RM and RC.

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Table 1. Descriptive Scores of the Pre-tests

Variable		N	Mean	SD	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
RC	CG	30	12.5667	2.62197	.47870	11.5876	13.5457
	EG1	30	13.3667	3.31645	.60550	12.1283	14.6051
	EG2	30	12.1333	3.02556	.55239	11.0036	13.2631
	Total	90	12.6889	3.01175	.31747	12.0581	13.3197
RM	CG	30	64.9333	2.62525	.47930	63.9530	65.9136
	EG1	30	65.0333	7.85859	1.43478	62.0989	67.9678
	EG2	30	63.7667	8.89666	1.62430	60.4446	67.0887
	Total	90	64.5778	6.96375	.73404	63.1192	66.0363

The descriptive data for the three groups on the RC and RM pre-tests are shown in Table 1. The means of the three groups are nearly comparable, as can be seen. This indicates that at the start of the therapy, the RC and RM of the three groups were comparable.

Table 2. Inferential Scores of the Pre-tests

		Sum of Squares	Df	Mean Square	F	Sig.
RC	Between Groups	23.489	2	11.744	1.304	.277
	Within Groups	783.800	87	9.009		
	Total	807.289	89			
RM	Between Groups	29.756	2	14.878	.302	.740
	Within Groups	4286.200	87	49.267		
	Total	4315.956	89			

To identify any possible significant difference(s) between the pre-test results of the three groups, a One-way ANOVA test was applied in Table 2. As the threshold for comparing means, Sig value levels (.27 &.74) are higher than 0.05, indicating that the difference in means between the sample groups is not statistically significant at ($p<0.05$). In actuality, the three groups' performance on the RC and RM pre-tests was identical.

Table 3. Descriptive Scores of the Post-tests

Variable		N	Mean	SD	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
RC	CG	30	14.8667	2.89748	.52901	13.7847	15.9486
	EG1	30	17.8333	2.24505	.40989	16.9950	18.6716
	EG2	30	17.3333	2.38289	.43505	16.4435	18.2231
	Total	90	16.6778	2.81580	.29681	16.0880	17.2675
RM	CG	30	74.9333	10.76371	1.96518	70.9141	78.9526
	EG1	30	85.1000	14.35354	2.62059	79.7403	90.4597
	EG2	30	84.0000	20.27228	3.70120	76.4302	91.5698
	Total	90	81.3444	16.11766	1.69895	77.9687	84.7202

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The descriptive statistics for the three groups' results on the RM and RC post-tests are shown in Table 3. In actuality, on both post-tests, the mean scores of the two EGs are greater than those of the CG.

Table 4. Inferential Scores of the Post-tests

		Sum of Squares	Df	Mean Square	F	Sig.
RC	Between Groups	151.356	2	75.678	11.878	.000
	Within Groups	554.300	87	6.371		
	Total	705.656	89			
RM	Between Groups	1867.756	2	933.878	3.823	.026
	Within Groups	21252.567	87	244.282		
	Total	23120.322	89			

According to Table 4, there is a substantial difference between the EGs and the CG, with a strength of Sig values less than 0.05 ($p<0.05$). In actuality, the EGs did better on the RC and RM post-tests than the CG.

Table 5. Post Hoc Scheffé of the Post-tests

Dependent Variable	(I) G	(J) G	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
RC	CG	EG1	-2.96667*	.65173	.000	-4.5898	-1.3435
		EG2	-2.46667*	.65173	.001	-4.0898	-.8435
	EG1	CG	2.96667*	.65173	.000	1.3435	4.5898
		EG2	.50000	.65173	.746	-1.1231	2.1231
	EG2	CG	2.46667*	.65173	.001	.8435	4.0898
		EG1	-.50000	.65173	.746	-2.1231	1.1231
RM	CG	EG1	-10.16667*	4.03553	.047	-20.2172	-.1162
		EG2	-9.06667	4.03553	.086	-19.1172	.9838
	EG1	CG	10.16667*	4.03553	.047	.1162	20.2172
		EG2	1.10000	4.03553	.964	-8.9505	11.1505
	EG2	CG	9.06667	4.03553	.086	-.9838	19.1172
		E1	-1.10000	4.03553	.964	-11.1505	8.9505

The mean scores of each group on the RM and RC post-tests are compared in Table 5. An examination of the data in the aforementioned table revealed a substantial variance between conditions, $P< 0.05$. That is, there is a significant difference ($p<0.05$) between the CG's post-test and the ones from both EG groups. The table indicates that there is no statistically significant difference ($P>0.05$) between the EG1 and EG2 post-test results.

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Discussion

Data analysis showed that compared to traditional non-DA instruction, both DA models considerably improved L2 learners' RC and RM. Furthermore, Ahmadi Safa et al. (2016), who examined the effects of interventionist and interactionist models on the speaking abilities of Iranian EFL students, support our findings. Their findings showed that the participants' speaking abilities were much aided by both of the aforementioned models. Furthermore, our results concur with those of Malmir (2020), who confirmed the beneficial effects of both DA models on the students' pragmatic knowledge. Amir et al. (2021) corroborate our findings, showing that learner autonomy and strategy usage in RC tasks were positively impacted by interventionist and interactionist DA. The results of this study are corroborated by Vygotsky's Social Cognitive Theory (SCT), which holds that social interactions take place in cultural contexts. He believed that information does not always go from the more knowledgeable individual to the less knowledgeable one. Teaching and learning are dynamic processes that include active participation from both parties. Making corrections is a social activity where students and teachers work together and have meaningful conversations. The teacher assists pupils in recognizing their errors and rephrasing their desired responses through mediation. The instructor looks at the students' responses to the mediation they get concurrently in order to modify future instruction to the students' growing communicative abilities.

According to Sternberg and Grigorenko (2002), using DA to support language learners' RC requires a number of key components. First of all, DA is process-oriented as opposed to product-oriented and is carried out through mediation between teachers and students or between language learners. Using DA approaches involves more than just reviewing language proficiency; it also involves teaching. Third, DA enables teachers to assess how a language learner has responded to a series of mediated teaching strategies designed to improve RC.

These results could have consequences for educators, learners, and content creators. Poehner and Lantolf (2010) point out that DA has significant effects on language acquisition. DA principles can provide light on L2 learners' emotions as well as their talents. When it comes to students' psychoanalysis, DA can help them overcome anxiety-related learning barriers. The study's pedagogical implications reveal that L2 teachers can help their L2 learners and RM by using the interventionist and interactionist models of DA. Based on the ideas put out by these two

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DA kinds, language instructors can create lesson plans that strongly emphasize real-world interactions between students and teachers as well as amongst students.

By taking into account the variations in students' performance, DA is useful for instructors in helping them categorize students in accordance with their actual levels of ability in addition to giving them insights into their talents (Harding et al., 2015). It is therefore advised that educators use DA to raise students' motivation and lower their anxiety.

Due of its ability to lower FLA, DA also benefits language learners. Additionally, it may increase their independence. Additionally, cooperative learning is made possible by DA, wherein the assessor and the student collaborate to overcome learning challenges (Poehner & Lantolf, 2010). The results may potentially have consequences for those who create materials. They are able to create assignments that both support and assess students' development. In this approach, in addition to enjoying the learning process, students may gain from awareness-raising assignments and enhance their autonomy. Instructors, on the other hand, might draw advantages from the mediating tasks and incorporate them into their process of instruction and assessment.

Here's where a few recommendations and a last word are appropriate: In addition to enhancing current testing procedures, DA provides educators, students, and researchers with a plethora of opportunities for advancement. As for recommendations, it should be mentioned that in order to obtain more reliable information on the efficacy of DA models in language learning and teaching, future study can make use of various kinds of instruments, such as interviews and observations. Additionally, DA models' impacts may be assessed with a larger sample size in various educational contexts, such as colleges and high schools. This study also took into account and RM; more English language components may be covered in further research. Understanding the effects of DA in diverse habitats and cultural contexts is a very intriguing area for future research.

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Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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