University of Hormozgan

Iranian Journal of Educational Research

Print ISSN: 1735 - 563X Online ISSN: 2980 - 874X

Homepage: http://ijer.hormozgan.ac.ir

Educational and Behavioral Research Center

The Practicality of Dynamic Assessment in Reading Comprehension Strategies and Reading Motivation: Mirroring ESP Students' Attitudes

Fatemeh Sharifi[1], **Mehrdad Sepehri**[2]✉, **Sajad Shafiee**[3]

1. Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

2. Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran, m.sepehri@iaushk.ac.ir

3. Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Article Info

Article type:

Research Article

Article history:

Received 28 Feb. 2024

Received in revised form 1 Apr. 2024

Accepted 25 Jun. 2024

Published online 01 Dec. 2024

Keywords:

Attitude, Dynamic Assessment, Metacognitive Reading Comprehension Strategies, Reading Motivation

ABSTRACT

Objective: This study investigated the effects of dynamic assessment (DA) on Iranian ESP university students' reading comprehension strategies and motivation. Furthermore, the views of Iranian ESP university students concerning DA were examined.

Methods: This study employed a quasi-experimental methodology to recruit 80 Ph.D. students as the sample. The participants were separated into two groups: control (CG) and experimental (EG). Then, two questionnaires about metacognitive strategies and reading motivation (RM) were delivered to them. Following that, the sandwich style of DA was used to educate the EG to read psychological materials while the CG was trained in the traditional manner. After teaching 13 texts to the groups, the aforesaid questionnaires were administered again, together with the attitude questionnaire, to determine the impact of the intervention and to better comprehend the participants' opinions regarding the use of DA.

Results: The findings of the ANCOVA test showed that the EG outperformed the CG on the two post-tests of reading comprehension techniques and motivation. Furthermore, the findings of the one-sample t-test demonstrated that Iranian ESP university students had positive attitudes regarding DA.

Conclusions: The study highlights that dynamic assessment (DA) effectively improves reading comprehension strategies and motivation among Iranian ESP students, with the experimental group outperforming the control group. Participants also expressed positive attitudes toward DA, emphasizing its potential as a valuable instructional method.

Cite this article: Sharifi, F., Sepehri, M. & Shafiee, S. (2024). The practicality of dynamic assessment in reading comprehension strategies and reading motivation: mirroring ESP students' attitudes. *Iranian Journal of Educational Research*, 3 (4), 385-404.

DOI: https://doi.org/10.22034/3.4.385

© The Author(s).

Publisher: University of Hormozgan.

DOI: https://doi.org/10.22034/3.4.385

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Introduction

Assessment is an inescapable component of education since it may influence learning and teaching, and when done authentically, it can give constructive feedback and adjustments to improve the teaching/learning process. Assessments may also be encouraging and inspiring when students are energetically engaged in the process of learning (Alderson and Banerjee, 2001).

One assessment model is DA that is a substitute evaluation that emphasizes process and improves students' responsibility for their own learning (Crick & Yu, 2008). DA is a technique in which the instructor uses intervention to help pupils perform better in the learning process. Actually, it attempts to help EFL learners attain better levels of language competency rather of simply assessing them (Etemadi & Abbasian, 2023). DA gives fresh perspectives on evaluation and identifies places where the student may develop. DA is described as the interactions among examiners and students aimed at measuring the amount of students' modifiability as well as the methods for inducing and maintaining cognitive functioning and positive changes (Lumettu & Runtuwene, 2018). In DA, the contact between the instructor and the learner predicts the learners' future growth (Ghonsooly & Hassanzadeh, 2019). In this sort of assessment, the connections amongst instructors and students are critical, as it captures the gap between actual knowledge and prospective knowledge that students are able of obtaining.

DA is defined as a cooperative strategy that integrates testing and teaching in a single educational session with the goal of improving learning by supplying proper sorts of mediations in the form of prompts and hints. Overall, DA relies on the interaction amongst a language practitioner and L2 pupils (Poehner and Lantolf, 2013). Through this dynamic involvement, the practitioners work as the interveners, providing the learners with the support they must accomplish a task. Based on Elliot (2003), Vygotsky is the "theoretical forefather" of DA, and his concept of the Zone of Proximal Development (ZPD) is central to DA. Teachers in DA operate as promoters, providing instant feedback on the whole task method (Xiaoxiao & Yan, 2010).

Using DA can boost the RMof EFL students. Motivation is an important aspect in helping students improve their comprehension in reading. RMrefers to the large amount of motivation that readers need evaluate while forming positive or adverse beliefs about reading (Guthrie & Wigfield, 2000). Students who read for enjoyment and use appealing techniques to reinforce their comprehension, for example, are highly motivated readers. This type of learner views reading as an important part

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

of their everyday activities, faces problems during the process of reading, and is probably to be a successful reader. Besides, RMrefers to one's own aim, concept, and attention in the action, title, and effects of the reading (Lin et al., 2012).

Motivation is essential for reading and has a direct impact on reading performance. Previous research (Akyol, 2005; Guthrie & Wigfield, 2000; Öztürk & İleri Aydemir, 2013) have shown that motivation improves reading performance. Wigfield et al. (2016) also stated that children's RM is linked to their comprehension of reading skill, since producing a novel meaning about a book involves a variety of motivating procedures. When this procedure is done intentionally, meaning-making, which is difficult for the learner, becomes more efficient (Monteiro, 2013). RM is essential in metacognitive procedures including comprehension and analysis of the core concept meant to be conveyed. At the same time, RM provides insight into the strategic abilities that kids utilize when reading.

RM is defined as an individual's own objectives, values, and beliefs about the themes, procedures, and consequences of reading (Gunobgunob-Mirasol, 2019). RM is positively correlated with reading engagement. This is due to the substantial link between reading desire and reading across time during students' learning journeys (Ro, 2013). This participation contributes to pupils' achievement, particularly in language learning. This is because motivation is one of the emotional aspects of language acquisition that has a significant impact on L2 reading ability (Ro 2016). When pupils do not struggle with reading, they have a better chance of learning any course. RMis an important component influencing kids' reading competence, academic success, and cognitive development (Wigfield & Gladstone, 2019). According to research, kids who are driven to read more, comprehend better, and have more academic achievement than those who are not motivated to read (Klauda and Guthrie, 2015). Intrinsic motivation is very important in RM. When students have intrinsic motivation, they read for pleasure and personal curiosity rather than to meet external demands or expectations (Wigfield & Guthrie, 2000). Intrinsic motivation is a stronger predictor of reading ability and academic accomplishment than extrinsic motivation (Klauda & Guthrie, 2015).

Language learning techniques have long been linked to successful language acquisition (Cohen, 2006; Hsiao and Oxford, 2002). Chamot (2005) explained the significance of tactics for two reasons: First, tactics adopted by EFL students assist teachers in understanding the metacognitive,

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

cognitive, social, and emotional processes involved in language learning. Second, techniques assist teachers in understanding the knowledge foundation of EFL learners, allowing the less successful to acquire new strategies more effectively. Swan (2008) advocated that teachers incorporate problem-oriented tactics into their classes that need deliberate attention and are not used automatically with all EFL learners without training. Metacognitive strategy is a word used in information-processing theory to describe a "executive" function. It refers to the technique that EFL learners employ to control, monitor, and evaluate their learning activities. Simply described, metacognitive techniques are the abilities, methods, thoughts, and actions that EFL learners employ to manage their cognition and learning process. Regulation of cognition entails planning before doing various activities (e.g., listening), self-monitoring the learning process and problem-solving while performing tasks, and assessing the efficiency of learners' approaches after completing tasks (Tabibian & Heidari-Shahreza, 2016).

To process information during a reading activity, cognitive and metacognitive methods must be used to aid understanding, learning, and retention. The former relates to techniques that address the process of thinking and learning itself (e.g., comprehension, memory, retrieval), whereas the latter addresses thinking about thinking and learning (e.g., planning, monitoring, and assessing) (Phakiti, 2008). Cognitive strategies are strategic alternatives for specific learning tasks that need direct modification of the learning (Brown, 2007). Oxford (2011) defines cognitive strategies as practices that "involve mental manipulations or translations of materials or tasks" to increase understanding, acquisition, or retention. In the current study, these techniques were identified as conscious mental activities throughout the reading exam, and test takers used them to carry out their mental plan during reading tests. In the literature, the metacognitive approach refers to certain regulatory or executive functions (Phakiti, 2008). Brown (2007) described metacognitive techniques as those that entail preparing for learning, thinking about the learning process while it occurs, monitoring one's production and understanding, and assessing learning once an activity is accomplished. Similarly, Phakiti (2016) defined metacognitive strategies as a series of conscious or unconscious mental or behavioral processes that are directly or indirectly connected to a certain stage of the overall process of language acquisition, usage, or testing. This study's understanding of metacognitive methods is consistent with Purpura's (1997) claims regarding metacognitive strategy utilization in reading comprehension assessments.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

The assessment process is an essential part of both learning and teaching. Without some form of evaluation, it is impossible to determine if educational goals and objectives have been fulfilled. Assessment findings can have a considerable impact on educators' and educational planners' evaluations of existing programs' efficacy, as well as their capacity to develop effective techniques to advance the future course of action (Jafarigohar, 2017).

One major sort of evaluation that has a significant impact on language learning and instruction is DA. According to Murphy (2008) and Poehner (2008), DA is based on Vygotsky's ZPD concept, which is presented within sociocultural theory. In practical terms, ZPD is described as the gap between what an individual can do on his or her alone and what he or she can achieve with the help of others, both in assessment and classroom learning circumstances (Kozulin et al. 2003). The zone in ZPD is defined as the difference between what a person can perform on his or her own and what he or she can do in conjunction with a more experienced person.

The purpose of DA is to shift the emphasis from the outcome of learning to the process of learning by monitoring students' reactions to teaching and feedback (Dixon et al., 2023). Learning potential can be assessed as improvements in a test-teach-retest cycle or as the amount of assistance (e.g., prompting) needed to fulfill learning objectives. In both circumstances, performance is understood in a 'ideographic' or within-individual way (Haywood & Lidz, 2007), which differs significantly from the interpretation of performance on static assessments, in which an individual's test result is compared to that of a norming population.

Some empirical research were undertaken to determine the impact of DA on the English language. Zhang (2010) studied the use of a DA software in an English writing lesson. His study concluded that the presentation of DA to EFL students via graded instructional mediation must be based on the cognitive progressing needs of EFL students in writing. He also stated that writing training and DA evaluation are connected. As a result, such a writing instruction course benefits both students' writing growth and teachers' instruction.

Siwathaworn and Wudthayagorn (2018) investigated the influence of DA on Thai EFL university students who were found to be less skilled in speaking English. Their findings indicated that DA had considerable potential and helped learners greatly enhance their speaking abilities in a variety of ways. This study and comparable studies serve as the foundation for assumptions in the current investigation, which indicate to the favorable effects of DA on speaking abilities.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Safdari and Fathi (2020) explored how DA affects the speaking accuracy and fluency of pre-intermediate EFL learners. To achieve the study's aims, 62 EFL learners were separated into two groups: experimental and control. Prior to the therapy, both groups were given a speaking pretest, and their fluency and accuracy scores were determined. Following that, the DA group got grammar and vocabulary therapy in accordance with a well-established methodology in the literature, which involves a gradual mediation from the most implicit to the most explicit feedback to mold DA's foundation. The control group got the identical vocabulary and grammatical information, but there was no step-by-step mediation. Following the therapy, both groups were given a speaking posttest, and the results were utilized to answer the study questions. Furthermore, five of the experimental group's members were interviewed to learn about their views on the usefulness of DA for improving their speaking correctness and fluency. The ANCOVA results showed that DA had a substantial influence on the participants' speaking accuracy but did not significantly increase their speaking fluency. The interviews also demonstrated that the majority of participants had good assessments of the usefulness of DA in increasing their speaking accuracy.

Al-Dawoody Abdulaal et al. (2022) investigated the impact of dynamic and diagnostic assessment (DigA) on Afghan EFL learners' speaking fluency and accuracy (SFA), learning anxiety (LA), and cognitive load (CL). To do this, 90 Afghan EFL learners were recruited and divided into two experimental groups (EGs): a DA group, a DigAG group, and a control group. Following that, the three groups were pretested on SFA, LA, and CL. Then, one EG was trained using the DA, the other EG was taught using the DigA, and the CG got general speaking education. After the instruction, all groups were given posttests of SFA, LA, and CL to assess the treatment's effects on their performance. The one-way ANOVA test showed that both EGs outperformed the CG in posttests. In fact, employing dynamic and DigA improved EFL learners' SFA and CL while reducing their LA. Although both EGs outperformed the CG, the DAG improved more than the DigAG on posttests.

Masru et al. (2023) researched the issue of DA in an Indonesian environment and determined a certain level of ability in extracting crucial data. In the initial part of the inquiry, quantitative data were gathered and analytic techniques were employed. In the second phase, a qualitative method was used to investigate learner and instructor perceptions of DA's impact on students' writing abilities. The participants were 100 students selected from the State University of Malang in

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Indonesia. The paired and independent sample t-test findings showed that the DA improves students' writing skills on a variety of levels, including content, vocabulary, language, organization, and mechanics.

Zarei and Shishegarha (2023) investigated the impact of three DA models on L2 speaking and listening anxiety. The participants were 120 pre-intermediate Iranian English learners from a language institute in Qazvin, Iran. The students were randomly allocated to four groups (three experimental and one control). Before the therapy, the pupils' homogeneity was assessed using the Oxford Placement Test (OPT). The groups were then given listening and speaking anxiety questionnaires as pretests. During ten sessions, the first group received listening and speaking instruction using Buddof's Learning Potential Measurement Approach (LPM); the second group received Guthke's Lerntest Approach; the third group received Testing-the-Limits Approach; and the control group was taught conventionally in a teacher-led manner. Participants in the twelfth session were given the identical questionnaires as posttests. The data were examined using two one-way Analysis of Covariance techniques. After correcting for the initial differences, there were significant differences in the mean listening and speaking anxiety levels across the groups on the posttest. The experimental groups that were given the testing-the-limits and Lerntest techniques exhibited reduced levels of listening and speaking anxiety on the post-test. It was discovered that using DA models can reduce EFL learners' speaking and listening anxiety while increasing their productivity.

According to the studied research, using DA has had a favorable impact on EFL learners' language learning. The majority of studies focused on the effects of DA on English abilities and sub-skills; we were unable to discover any empirical studies on the effects of DA on Iranian university students' reading comprehension methods and motivation. As a result, our study aimed to reduce this gap by asking the following questions:

RQ1. Does applying DA develop Iranian ESP university students’ reading comprehension strategies significantly?

RQ2. Does applying DA develop Iranian ESP university students’ RM significantly?

RQ3. Do Iranian ESP university students present positive attitudes towards DA?

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Material and Methods

This study utilized a quasi-experimental (pre-test and post-test) design. It is quasi-experimental in the sense that the participants were selected by convenient sampling rather than a real random sample process.

This study included 80 Ph.D. students studying general psychology at Islamic Azad University's Najafabad Branch. They took a two-credit ESP course in which they were supposed to have enough reading competence to grasp technical materials in the field of general psychology. To ensure that they were homogenous in terms of English competence, a standardized homogeneity test, such as the Oxford Quick Placement Test (OQPT), was administered, and individuals with scores ranging from +1 to -1 standard deviation from the mean were selected. This field of study typically accepts two sets of Ph.D. students every year. The students were both male and female. They were sorted into two groups: males and females.

Data Collection Instruments

To ensure a homogenous sample of individuals, the OQPT was administered to psychology Ph.D. students enrolled in the university's ESP courses. The OQPT was used to assess the participants' overall competence. It is legitimate and reputable because it was produced by Oxford University Press. There are 60 articles in all, divided in two categories. Section one has 40 items that are evaluated for testing scenarios (five questions), cloze passages (testing prepositions, grammar, pronouns, and vocabulary-15 questions), and completion items (20 questions). Section two of the test consisted of 20 items: 10 questions on cloze passages and 10 completion type tasks. Every item was in multiple-choice style.

The second instrument used in this study was the Motivation for Reading Questionnaire (MRQ), which was adapted from Wigfield and Guthrie (1997). It included 30 items that evaluated seven components of RM: reading for grades, reading interest, reading effectiveness, reading participation, recognition for reading, the relevance of reading, and reading challenge. The MRQ employed a five-point Likert scale, which included "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." The reliability of this test was calculated using Cronbach's Alpha (r=.79). Also, a panel of English professors affirmed the MRQ's authenticity.

Mokhtari and Reichard (2002) developed a 30-item assessment to evaluate students' self-reported usage of metacognitive reading methods for academic reading. The Metacognitive Awareness of

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Reading Strategies Inventory (MARSI) was created through exploratory factor analysis of 60 items chosen based on a review of the literature identifying strategies used by skilled readers (Pearson et al., 1992; Pressley & Afflerbach, 1995;) and expert feedback. The number of items was reduced to 30 and administered to another group of pupils. The MARSI has an overall dependability rating of 0.89. The subscales had the following dependability values:.92 for global reading,.79 for issue solving, and.87 for supporting reading methods.

The expert evaluators proved validity by comparing it to the pupils' self-reported reading abilities. This questionnaire and the MRQ were used as pre- and post-tests for the study. The researcher devised an attitude questionnaire to examine ESP students' attitudes on the use of DA in ESP lectures. It had 15 items on 5-Likert ratings ranging from absolutely disagree to completely agree. In a pilot research, the questionnaire's reliability (r=.88) and validity were assessed by experts in the area.

Procedure and Analyses

At the start of the study, an OQPT was given to 80 psychology Ph.D. students studying ESP at Islamic Azad University of Najafabad, Iran to ensure their competence level was consistent. Then, two questionnaires measuring metacognitive techniques and RM were provided to them. Afterwards, the sandwich style of DA was used to teach reading psychological materials. Lantolf and Poehner's (2011) technique to developing meditational typology was used in this study, with prefabricated mediating cues categorized hierarchically from most implicit to most explicit. The precise content of the prompts was tailored to meet the demands of the task and thus varies slightly from lesson to lesson, but they were typically organized so that the implicit end of the scale alerted learners to the presence of a problem, and the explicit end directed learners to correct the problem. The instructor was supposed to call on a student to answer the first question while keeping the other students engaged. If the learner was unable to provide the proper response, the mediator used the first mediation (the most implicit one) to assist the learner. If the pupils were still having trouble, the mediator switched the engagement to another learner who provided the second prompt. The exchange continued with many students until the proper solution was discovered. Although the instructor may give mediation in response to an individual, the interaction switched quickly between the primary and secondary interactants as one student's question, struggle, or comment paved the way for another's participation.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Following the presentation of the treatment, the metacognitive strategies questionnaire and RM questionnaire were re-administered, along with the attitude questionnaire, to determine the impact of the treatment and to learn about ESP students' attitudes toward the use of DA. The acquired data was statistically analyzed using SPSS software version 26. The data was analyzed using one-sample t-tests, independent samples t-tests, and the ANCOVA test.

Results

In this section, statistics on the DA's impact on metacognitive reading strategies and RM were examined.

Table 1. Descriptive Statistics of Both Groups on the Pre-tests

	Group	N	Mean	Std. Deviation	Std. Error Mean
Motivation	CG	40	58.35	11.39	1.80
	EG	40	60.42	14.11	2.23
Metacognitive	CG	40	51.92	8.26	1.30
	EG	40	50.27	8.49	1.34

The descriptive statistics for both groups on the metacognitive pre-tests are shown in the table above. The motivation pre-test results show CG and EG mean scores of 58.35 and 60.42, respectively. The mean scores on the metacognitive pre-test are 51.92 (CG) and 50.27 (EG).

Table 2. Inferential Statistics of Both Groups on the Pre-tests

		F	Sig.	T	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference		
Motivation		1.08	.30	-.72	78	.47	-2.07	2.86		
				-.72	74.67	.47	-2.07	2.86		
Metacognitive		.18	.66	.88	78	.38	1.65	1.87		
				.88	77.94	.38	1.65	1.87		

According to Table 2, the Sig values are more than 0.05, indicating that there was no significant difference in the metacognitive pre-tests of the two groups. According to this table, both groups employed metacognitive reading methods equally before getting therapy. Also, prior to the teaching, the groups had the same amount of motivation.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Table 3. Descriptive Statistics of Both Groups on the Metacognitive Post-test

G	Mean	Std. Deviation	N
CG	57.47	11.28	40
EG	71.17	19.32	40
Total	64.32	17.16	80

Table 3 shows the descriptive statistics of both groups for the metacognitive post-tests. The means for the CG and EG are 57.47 and 71.17, respectively. Iranian ESP students seemed to perform differently on the metacognitive post-test. This claim can be accepted or denied using an ANCOVA test in the table 4.

Table 4. Inferential Statistics of Both Groups on the Metacognitive Post-test

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	4297.86[a]	2	2148.93	8.71	.00
Intercept	4754.30	1	4754.30	19.28	.00
Pretest	544.06	1	544.06	2.20	.14
Groups	4004.34	1	4004.34	16.24	.00
Error	18979.68	77	246.48		
Total	354294.00	80			
Corrected Total	23277.55	79			

According to Table 4, Sig is.00, which is less than 0.05, indicating that the metacognitive post-tests of both groups differed significantly. The DA had a favorable influence on Iranian ESP students' metacognitive reading methods.

Table 5. Descriptive Statistics of Both Groups on the Motivation Post-test

Groups	Mean	Std. Deviation	N
CG	64.20	17.91	40
EG	72.95	22.29	40
Total	68.57	20.57	80

The table above displays the descriptive statistics for the two groups on the motivation post-tests. They performed differently on the motivational post-test. The mean CG score is 64.20, whereas the mean EG score is 72.95. This suggests that the EG performed better than the CG on the motivation post-test.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Table 6. Inferential Statistics of Both Genders on the Motivation Post-test

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	17352.75[a]	2	8676.37	41.54	.00
Intercept	24.14	1	24.14	.11	.73
Pre-test	15821.50	1	15821.50	75.75	.00
Group	825.48	1	825.48	3.95	.05
Error	16080.79	77	208.84		
Total	409636.00	80			
Corrected Total	33433.55	79			

Table 6 shows that the difference between the two groups is considerable. Table 6 shows that Sig (.00) is less than 0.05, indicating that there were significant differences between the two groups on the motivation post-test. One might infer that the therapy had a favorable effect on the EG's motivation to read.

Table 7. One-Sample Test of the Questionnaire

T	DF	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
51.31	14	.00	4.81	4.10	4.39

Table 7 reveals that the statistic T-value is 51.31, with df=14 and sig=0.00, which is less than 0.05. This suggests that Iranian ESP students had a positive attitude regarding utilizing DA.

Discussion

The data show that the EG outperformed the CG on the post-tests of the research, implying that employing DA had a favorable influence on Iranian ESP university students' reading comprehension methods and RM. Furthermore, the data show that Iranian ESP university students have good opinions regarding using DA in EFL classrooms. These findings match those of Sohrabi and Ahmadi Safa (2020), who indicated that using group DA can improve the oral output of EFL learners while also lowering their speaking anxiety. Furthermore, the findings are consistent with those of Ahmadpour and Asadollahfam (2018), who discovered the effectiveness of DA on the oral performance of EFL learners. It may be claimed that improved oral competence may lead to less speaking anxiety. Furthermore, this study's findings match those of Estaji (2019) and Kazemi and Tavassoli (2019), who discovered that

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]
[DOI: 10.22034/3.4.385]

using both immediate and delayed DA techniques can reduce speaking anxiety in EFL learners and enhance their oral performance.

Furthermore, the results are consistent with Masru et al. (2023), who found that the DA improved learners' writing skills on a variety of levels, including content, language, vocabulary, mechanics, and organization. The findings are consistent with Riswanto et al.'s (2023) study on the effects of DA and non-DA on productive abilities in Ethiopian EFL students. The study found that the DA group outperformed the non-DA group on speaking and writing posttests. The results also showed that the individuals in the DA group had good sentiments regarding AD. Furthermore, our findings are consistent with Rezai et al.'s (2023) research, which showed that the DA group outperformed the non-DA group on both immediate and delayed posttests. Furthermore, this study's findings are consistent with Rezapour (2023), who validated the effects of DA on the motivation of Iranian elementary-level EFL learners.

One possible explanation for the study's findings is that providing the learners with congruent, contingent prompts tailored to their ZPDs may have aided the learners in co-shaping additional awareness and knowledge, resulting in the improvement of their abilities in progress (Poehner and Infante 2017). In some ways, this explanation aligns with one of the main concepts of SCT, which states that knowledge is originally co-constructed on a social level where learners may engage with more capable individuals (Lantolf & Poehner 2014). That is, the participants gained from the conversations by co-constructing the necessary knowledge to manage the recitation tasks. Furthermore, the study's findings might be attributed to DA diagnostic capabilities (Poehner et al., 2015). That is, the contingent, progressive cues may have enabled the teacher to identify both internalized and underdeveloped language aspects (Xi & Lantolf 2021). As a result, the instructor may have had a better grasp of how to provide prompts that addressed the learners' existing knowledge gaps concerning the required linguistic qualities.

In fact, Vygotsky (1980) supports this view, suggesting that by providing learners with progressive prompts adapted to their ZPD, teachers have a valuable chance to uncover mature and immature talents. Furthermore, the study's findings can be explained by the fact that in the non-DA group, students were given direct non-dialogic cues, and their ZPDs were not taken

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

into consideration. As a result, the prompts may have been ineffective in allowing the instructor to identify and improve the kids' emerging talents (Lantolf, 2004). The DA group's dominance over the non-DA group may also be attributed to this essential assumption of SCT, which claims that excellent education relies upon extensive interactions between a teacher and learners. Because there were many contacts between the teacher and the students in DA class, with a primary focus on recitation learning, the interactions may have helped the students co-construct the necessary information and progress closer to the anticipated level of development. In the current study, in the DA group, the teacher delivered substantial interactions based on a framework that progressed from implicit to explicit. However, in the non-DA group, exchanges were used sparingly. As a result, the kids' learning may not have increased significantly over time.

Conclusion and Implication

The conclusions of this study can help teachers employ DA in their classrooms, recognize students' vulnerabilities, and give mediation if necessary. Implementing additional ZPD-based activities in EFL lessons can create possibilities for meaningful interactions between teachers and students. DA is not only valuable for teachers in providing insights into students' capacities (Harding et al., 2015), but it also helps them categorize students based on their genuine levels of skills by taking into account variances in their performances. As a result, teachers are encouraged to employ DA to improve students' talents while also reducing their worry. Students can also benefit from the findings of this study, since utilizing DA helps reduce their anxiety.

Furthermore, it might enhance their independence and autonomy. DA also allows for cooperative learning, in which assessors and assesses collaborate to overcome learning challenges (Poehner & Lantolf, 2013). The findings of this study also have pedagogical significance for teacher education and training programs. Workshops designed to help teachers enhance their abilities in applying DA procedures can help create more suitable learning environments.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

DA may make educators aware of the successful tactic's students need to become independent and include them into the materials they present in class. Furthermore, DA in the mediation type of interaction creates a circumstance in which the mediating agent, such as the instructor, engages in a task with a learner and gives as much mediation as necessary to support the learner's success in an activity (Davin, 2013). DA can assist teachers in using interactive activities that lead to a greater knowledge of L2 pragmatics among EFL students. Thus, introducing more ZPD-oriented activities into EFL sessions may boost their individual chances of meaningful connection.

Furthermore, materials makers can profit from the findings of this study. If they understand the importance of DA in student development, they may include these evaluations into their course materials, which will help both students and teachers greatly. In other words, they can utilize these two types of assessments to drive the design of activities. Knowing the extent to which diagnostic and DA are effective in the development of learners, testers can use these assessment types in a way that is relevant to the students' needs and levels, allowing instructors to assist students in progressing more effectively.

Test givers may also benefit from the current research because they can discover the best ways to improve not only achievement tests but also other types of tests as a means of learning more and more about the main weaknesses of students at various levels in order to assist them in overcoming their problems and performing better on subsequent tests. Finally, this study can give experimental data supporting the DA's usefulness in language teaching and learning.

Limitations and Suggestions of the Study

This research, like many others, had limitations and was unable to address all of the concerns surrounding the topic. They are as follows.

1. One disadvantage is that the study only included participants from the general psychology discipline. As a result, the findings cannot be applied to other areas of research.
2. The population was limited to 80 individuals. As a result, this is also not generalizable.
3. The education period was restricted to three months.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Given the findings and limitations, this study emphasizes the need for more investigation. To begin, it may be repeated at several universities with a greater number of participants. Students at higher or lower levels might potentially be included to have a better understanding of the DA's usefulness in English language acquisition. A future study might potentially look at the effects of DA by increasing the duration of administration and the number of treatment sessions. Furthermore, various qualitative research approaches (such as open-ended questionnaire items and interviews) can be used to learn more about how instructors and students perceive the DA. Next, researchers are asked to evaluate the impacts of DA on other language abilities and sub-skills, as well as the effects of the aforementioned evaluations on psychological factors such as motivation, self-confidence, anxiety, and so on.

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.

Funding

The authors did (not) receive support from any organization for the submitted work.

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.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

References

Ahmadpour, L. & Asadollahfam, H. (2018). The effects of dynamic assessment and gender on EFL learners' oral narrative task performance. *International Journal of Language Testing and Assessment, 1*(1), 12-24. https://doi.org/10.24815/ijolta.v1i1.9773

Crick, R. D., & Yu, G. (2008). Assessing learning dispositions: Is the effective lifelong learning inventory valid and reliable as a measurement tool? *Educational Research*, *50*(4), 387–402. https://doi.org/10.1080/ 00131880802499886

Gunobgunob-Mirasol, R. (2019). Vocabulary Size, Reading Motivation, Reading Attitudes and Reading Comprehension Performance among Filipino College Learners of English. *International Journal of Evaluation and Research in Education*, *8*(1), 64–70. https://doi.org/10.11591/ijere.v8.i1.pp64-70

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr (Eds.), *Handbook of Reading Research*. (Vol. III, pp. 403-22). Mahwah, NJ: Lawrence Erlbaum Associates.

Kozulin, A. (2003). Psychological tools and mediated learning. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp. 15-38). New York: Cambridge University Press.

Lantolf, J. Sociocultural Theory and Second and Foreign Language Learning: An Overview of Sociocultural Theory. *New Insights into Foreign Language Learning and Teaching, 9*, 13-34.

Lantolf, J., & Poehner, M.E. (2014). *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/practice Divide.* Routledge.

Lantolf, J., & Thorne, S. (2012). Sociocultural Theory and the Genesis of Second Language Development (Shanghai Foreign Language Education Press, China2012).

Lee, I., & Mak, P. (2018). Metacognition and metacognitive instruction in second language writing classrooms. *TESOL Q.* 52, 1085–1097. doi: 10.1002/tesq.436

Lin, D., Wong, K. K., & McBride-Chang, C. (2012). Reading motivation and reading comprehension in Chinese and English among bilingual students. *Reading and Writing, 25*(3), 717–737.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Lumettu, A., & Runtuwene, T.L. (2018). Developing the students' English-speaking ability through impromptu speaking method. *Journal of Physics Conference Series, 953*(1). doi: 10.1088/1742-6596/953/1/012035.

Malmir, A., & Mazloom, P. (2021). The Impact of Group Dynamic Assessment (GDA) vs. Computerised Dynamic Assessment (C-DA) on Iranian EFL Learners' Pragmatic Comprehension. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances, 9*(1), 67-94.

Mardani, M., & Tavakoli, M. (2011). Beyond Reading Comprehension: The Effect of Adding a Dynamic Assessment Component on EFL Reading Comprehension. Journal of Language Teaching & Research, 2(3), 45-59.

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, *101*(1), 115.http://dx.doi.org/10.1037/a0013383

Phakiti, A. (2008). Construction Validation of Bachman and Palmer's model (1996) strategic competence model over time in EFL reading tests. *Language Testing, 25*(2), 237–272. https://doi.org/10.1177%2F0265532207086783

Phakiti, A. (2016). Test takers' performance appraisals, appraisal calibration, and cognitive and metacognitive strategy use. *Language Assessment Quarterly, 13*(2), 75–108. https://doi.org/10.1080/15434303.2016.1154555

Poehner, M. E. (2008). *Dynamic assessment: A Vygotskian approach to understanding and promoting L2 development.* Berlin: Springer.

Poehner, M. E., & Lantolf, J. P. (2013). Bringing the ZPD into the equation: Capturing L2 development during computerized DA(C-DA). *Language Teaching Research*, *17*(3), 323-342. https://doi.org/10.1177/1362168813482935

Poehner, M.E., & Infante, P. (2017). Mediated development: A Vygotskian approach to transforming second language learner abilities. *TESOL Quarterly, 51*(2), 332-357.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Purpura, J. E. (1999). *Learner strategy use and performance on language tests: A structural equation modeling approach.* Cambridge University Press. https://doi.org/10.1177%2F026553229801500303

Regan, V. (1998). *Contemporary approaches to second language acquisition in social context*. University College Dublin Press.

Ro, E. (2016). Exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes. *Journal of English for Academic Purposes*, *22*, 32–41. https://doi.org/10.1016/j.jeap.2016.01.006

Rosenfeld, M., Leung, S., & Oilman, P. K. (2001). *The Reading, writing, speaking, and listening tasks important for academic success at the undergraduate and graduate levels* (TOEFL Monograph Series, No. 21). Princeton, NJ: Educational Testing Service.

Safdari, M., & Fathi, J. (2020). Investigating the role of dynamic assessment on speaking accuracy and fluency of pre-intermediate EFL learners. *Cogent Education, 7*(1), 1818924, DOI: 10.1080/2331186X.2020.1818924

Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, *47*(4), 427–463. https://doi.org/10.1002/RRQ.030

Seymour, S., & Walsh, L. (2006). *Essentials of teaching academic reading.* Boston: Houghton Mifflin Harcourt.

Shrestha, P. N. (2017). Investigating the learning transfer of genre features and conceptual knowledge from an academic literacy course to business studies: Exploring the potential of dynamic assessment. *Journal of English for Academic Purposes, 25*(25), 1-17. https://doi.org/10.1016/j.jeap.2016.10.002

Siwathaworn, P., & Wudthayagorn, J. (2018). The impact of dynamic assessment on tertiary EFL students' speaking skills. *Asian J. Appl. Linguist. 5*, 142–155

Wigfield, A., & Guthrie, J. T. (2000). Engagement and motivation in reading. *Handbook of Reading Research*, *3*, 403–422.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]

Xi, J, & Lantolf, J.P. (2021). Scaffolding and the Zone of Proximal Development: A Problematic Relationship. *Journal for the Theory of Social Behaviour*, *51*(1), 25-48.

Zarei, A.A., & Shishegarha, E. (2023). The Effects of Dynamic Assessment Models on L2 Listening and Speaking Anxiety. *Scientific Quarterly Journal of Language Horizons, Alzahra University, 5*, 33-47.

[Downloaded from ijer.hormozgan.ac.ir on 2026-11-20]

[DOI: 10.22034/3.4.385]