

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

DYNAMIC ASSESSMENT OF ELT STUDENTS' SPEAKING SKILLS

Ph.D DISSERTATION

By

Burçak YILMAZ YAKIŞIK

Ankara
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KABUL VE ONAY

Burak YILMAZ YAKIŐIK'ın "Dynamic Assessment of ELT Students' Speaking Skills" baŐlıklı tezi 30 Mayıs 2012 tarihinde, jürimiz tarafından Doktora Tezi olarak kabul edilmistir.

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ÖZET

İNGİLİZCE ÖĞRETMENLİĞİ HAZIRLIK SINIFI ÖĞRENCİLERİNİN SÖZLÜ ANLATIM BECERİLERİNİ DİNAMİK ÖLÇME

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Bu çalışmanın amacı, temeli Vygotsky'nin sosyo-kültürel teorisine dayanan 'dinamik ölçme' yaklaşımının İngilizce Öğretmenliği hazırlık sınıfı öğrencilerinin sözlü anlatım becerilerine olan etkisini araştırmaktır. Vygotsky'nin teorisinin temel noktası, öğrencinin gelişimini anlayabilmenin sonuca odaklanmaktan çok sürece bakılarak mümkün olduğudur. Diğer bir deyişle 'gelişim süreci' bir bireyin gelecekteki performansının da habercisi olmaktadır. Bu çalışma dinamik ölçme konusunu Vygotsky'nin sosyo-kültürel ve yakınsal gelişim alanı teorisi ışığında incelemektedir.

Bu çalışmada, öğrencilerin sözlü anlatımda kullandığı dilbilimsel yapıların doğruluğu, dinamik ölçme uygulamalarında ihtiyaç duyulan geribildirim tekniklerinin miktarı, kalitesi ve kullanılan bu geribildirim tiplerine öğrencinin karşılık verebilme yetisi ve bunlara ek olarak, öğrencilerin söz konusu ölçme yaklaşımıyla ilgili görüşleri incelenmiştir. Dolayısıyla, çalışmada hem nitel hem de nicel veri toplama yöntemleri kullanılmıştır. Gazi Üniversitesi Yabancı Diller Yüksekokulu İngilizce Öğretmenliği bölümünde iki grup hazırlık öğrencileri rastlantısal olarak seçilmiştir. Öncelikle hem kontrol hem de deney grubu öğrencilerine kişisel bilgilerini toplamak amacıyla kısa bir anket uygulanmıştır. Bu anketin amacı, öğrencilerin mezun oldukları lise türünü belirlemek, öğrencinin sözlü anlatım becerilerini geliştirmeye olan ilgilerini ve daha

önce konuşma sınavına girip girmediklerini ortaya çıkarmaktır. Öğrencilerin gelişimleri, hikaye anlatımı gereci kullanarak, iyileştirme programından önce ve sonra hem geleneksel hem de dinamik ölçme uygulamalarıyla ölçülmüştür. Son dinamik ölçme uygulamasından iki hafta sonra deney grubuna transfer testi uygulanmış ve gelişimin tamamlanıp tamamlanmadığına bakılmıştır. Hikaye anlatımı gereci olarak öğrencilere basitleştirilmemiş haber metinleri verilmiştir ve öğrencilerin metinlerdeki olay örüntüsünü aktarırken yabancı dil geçmiş zaman kiplerini kullanarak uygun olan fiil öbeğini kullanması hedeflenmiştir. Tüm sınav uygulamalarının araştırmacı tarafından ses kaydı yapılmıştır. Elde edilen veriler, Mann Whitney U Testi ve Wilcoxon İşaret Testi ile analiz edilmiştir. Veri analizi, iyileştirme programından önce uygulanan geleneksel ve dinamik ölçmede kontrol grubu ve deney grubu arasında anlamlı bir fark olmadığını, fakat iyileştirme programı sonrasında uygulanan hem geleneksel hem de dinamik ölçmede kontrol grubu ve deney grubu arasında anlamlı bir fark olduğunu göstermiştir. Deney grubu, gelişim düzeylerini transfer testine taşıyabilmiş ve sınavlarda kullanılan dilbilimsel yapıların kontrolünü farklı bir uygulamada geribildirim desteğine ihtiyaç duymadan büyük ölçüde sağlayabilmişlerdir.

Değerlendirme ve eğitim sürecinin sonunda yöntemin etkililiğini anlamak için niceliksel veri elde etmek adına deney grubuna Öğrenci Değerlendirme Formu uygulanmıştır. Sonuçlar, öğrencilerin dinamik ölçme yaklaşımının sözlü anlatım becerilerine olumlu yönde etkisi olduğunu düşündüklerini, motivasyonlarını artırmaya olumlu yönde etkisi olduğunu ve müfredata bağlı farklı konuşma sınavlarında da kendilerine daha çok güvendiklerini ortaya koymuştur.

Anahtar kelimeler: Vygotsky, sosyo-kültürel teori, yakınsal gelişim alanı, dinamik değerlendirme, sözlü anlatım becerileri

ABSTRACT

This dissertation offers an alternative way of testing oral skills by integrating assessment and instruction into a single unit. Improvement of oral narrations of English Language Teaching (ELT) students is the main focus of the study. Therefore, it has been hypothesized that the target group will develop their speaking abilities through ‘Dynamic Assessment’ (DA) procedures and the ‘Enrichment Program’.

DA is based on L.S Vygotsky’s socio-cultural theory of cognitive development. Its basic principle is that learners’ cognitive development is fully understood by tracking their processes of development. Therefore, it is believed that assessments should reveal the underlying causes of learners’ poor performances and actions should be taken to remediate these underlying problems to foster development. DA is also based on the notion of ZPD ‘Zone of Proximal Development’, which means that the assessment procedure is built on mediator-learner dialogues. This collaborative work is thought to reduce the reliability by some critics; however, in DA, it is aimed that the mediation the examiner supplies changes the focus of the assessment from learners’ success or failure, but the amount and quality of mediation they require and to what extent the learners can respond to the mediation offered. DA is distinguished from other forms of assessment in that the mediator and the learners engage in the mediational and reciprocating moves, that is interactive moves, of which learning is the natural result. The learning can be monitored if the learners have internalized the knowledge through mediation, and can use this knowledge in other assessment contexts without mediation.

In the light of theoretical foundations of DA, learners’ test scores were not the concern of this study, but their development was attempted to be promoted. This dissertation investigated the effects of dynamic assessment on improving ELT learners’

oral skills at School of Foreign Languages, Gazi University. It compared both the control and the experimental groups' results of non-dynamic assessments and dynamic assessments before and after the treatment called the enrichment program. The test type used in the assessment procedures was 'Retelling Story Test' type in which learners were provided with authentic news stories and expected to narrate the event in the story.

At the beginning of the study, subjects were delivered a questionnaire which aimed to obtain personal information. Then pre- non-dynamic and pre- dynamic assessments were carried out in both groups. Non-dynamic assessment (NDA) was used to evaluate learners' independent performance and DA was used to reveal the specific areas that needed further improvement. The enrichment program followed the pre test sessions, and it was only applied to the experimental group. During this program, learners were offered tasks that assisted them to overcome their problems. After the enrichment program, the initial assessments were repeated in both groups and the extent of their developments was evaluated. At the end of the whole procedure, a student evaluation form was delivered to the experimental group to get their opinions regarding the dynamic assessment procedures and the enrichment program. The statistical data were analyzed by Mann Whitney U- Test and Wilcoxon Sign Test.

The results of the study indicate that interactions in the ZPD helped the mediator to understand the learners' linguistic competence and helped the learners to overcome their linguistic problems. The qualitative data obtained from the student evaluation form revealed that learners found the assessment procedure beneficial.

Key Words: Vygotsky, socio-cultural theory, zone of proximal development, dynamic assessment, oral production skills

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LIST OF ABBREVIATIONS

DA: dynamic assessment	1
ZPD: zone of proximal development.....	2
SCT: socio-cultural theory of cognitive development, proposed by L.S. Vygotsky.....	8
SLA: second language acquisition.....	21
L2: second language.....	22
NDA: non-dynamic assessment	51
LPA: learning potential assessment.....	59
GPA: graduated prompt approach.....	61
SCM: structural cognitive modifiability.....	64
MLE: mediated learning experience.....	65
LPAD: learning potential assessment device.....	70
IE: instrumental enrichment.....	71
TA: transfer assessment	95
SEF: Student Evaluation Form.....	95

CHAPTER I

INTRODUCTION

1.0 Introduction

In this chapter, background to the study, aim of the study, statement of the problem, hypothesis, methodology, scope of the study and assumptions and limitations of the study are explained.

1.1 Background to the Study

Product oriented testing is one of the most widely used testing methods in today's educational environments, including the field of foreign language learning. The basic idea behind testing students is to monitor how much the students have progressed on a specific subject after teaching them for a certain amount of time. It is also widely encountered situation to hear a teacher saying that s/he does not understand why some students perform very well in the class but cannot get high grades from the tests. At this point, DA (dynamic assessment) in language learning, which applies Vygotsky's sociocultural theory into assessment, might offer new insights to assessment in the language classroom.

Vygotsky's theory basically suggests that if we want to understand learning and development, we have to focus on process instead of product. According to Lantolf and Thorne (2006), Vygotsky argued that "the only appropriate way of understanding and explaining forms of human mental functioning is by studying the process, and not the outcome of development" (p.28). This is the key point which distinguishes dynamic assessment from traditional forms of assessment.

DA (Dynamic assessment) according to Vygotsky's sociocultural theory suggests that instruction and assessment should be unified. It is grounded in Vygotskian

concept of the Zone of Proximal Development (ZPD) and prescribes mediated teacher-learner dialog during the assessment procedure. DA has been a valuable diagnostic tool primarily in psychological research and, as a later development, in educational research focused on teaching/learning different school subjects (e.g. mathematics, physics). However, language educators have only recently begun to examine the pedagogical applications of DA (e.g. Lantolf & Poehner 2004, Poehner 2005).

Based on the ZPD, the real focus should be on what students can achieve with the help of the teacher or peers during the class activities because what is achieved with the help of others shows the potential progress for achievement without any help. That is, if students are able to achieve a task with others today, this shows that they will be able to achieve it by themselves in near future because being able to achieve it with others proves that the internalization process has already begun. More formally, DA can be defined as an approach to assessment that ‘takes into account the results of an intervention’, the purpose of which is to help the individual not just to perform better on the assessment but to develop greater ability in the subject matter. (Sternberg and Grigorenko, 2002, p.vii).

It also brings instruction and assessment together. What teachers generally do in language courses is to assess students’ actual development after a period of instruction, and to decide on the potential development by looking at the results. However, according to Vygotsky, this process should be the other way around because “the potential development varies independently of actual development, meaning that the latter, in and of itself, cannot be used to predict the former” (Lantolf and Thorne, 2006, p.328).

In essence, this study takes an in depth look at the issue of dynamic assessment from the standpoint of Vygotsky’s sociocultural theory.

1.2 Aim of the Study

Studies employing DA in the field reveal the fundamental effect on expansion of learner's potential ability. Pointing Fuch et al.'s (2008) and Kozulin and Grab's (2001) studies, Ableeva (2008) mentions that 'learners with similar pretest scores show 'different ability to learn and use new text comprehension strategies' (p.8). Similarly, in Poehner's (2005) study, learners of French show progress in time regarding their oral performances. However, DA research in the field so recent that it is not very clear how DA impacts the measurement and assessment of such skills.

This study aims to monitor learners' progress incorporating DA into their instruction. The oral performance regarding the accurate use of narrative tenses through story telling technique is studied.

Moreover, the study focuses on theoretical and methodological issues at the intersection of language pedagogy and sociocultural theory of Vygotsky. More specifically the study seeks to remedy the current lack of diagnostic assessment in language instruction and the development of speaking abilities of ELT students in Gazi University Preparatory School.

As mentioned above, the study aims to investigate the effects of dynamic assessment on improving speaking skills of Gazi University ELT prep class students having English classes at the upper-intermediate level. Then it aims to reveal the difference between the results of traditional tests of speaking skills and dynamic assessment procedures.

1.3 Statement of the Problem

As mentioned earlier, when people are assessed, great effort is made to assure that the assessment procedure is the same for everyone, and any interaction or assistance

during the assessment itself is seen as unfair or even cheating. Dynamic Assessment (DA) takes a very different stance, arguing that important information about a person's abilities can be learned by offering assistance during the assessment itself.

Furthermore, static assessment focuses on the outcome of students' past development. Students are given little or no feedback on the quality of their performance until assessment is complete. On the other hand, DA foregrounds future development; the examiner intervenes in the assessment process and a specific form of feedback (mediated assistance) is provided and this is the heart of the assessment process. Then, we can say that looking at the instant performance and deciding on the achievement of any particular student not only gives us an incomplete picture of that student's performance, it also misleads us about the future actions we plan to do based on the results of the current test.

Students are traditionally used to taking summative tests which indicate their levels of knowledge. Similarly, the prospective English teachers have undergone a multiple-choice test which determines their university and faculty where they are going to study. These multiple-choice oriented learners go to universities where they are provided with a comprehensive training program, which necessitates competency at productive skills. More than half of the teacher trainees at Gazi University Faculty of Education English Language Teaching Department study at the preparatory class for one year. The program requires the students to use speaking skills effectively. Nevertheless, the problem with these students is that they are not competent enough to speak in L2 because they do not have the opportunity to practice speaking skills at traditional school environment. What is more, they voluntarily focus on the university entrance exam, which is a multiple-choice exam. Therefore, during the training program they resist and reject using the language productively in classrooms. What is more,

affective problems are added to this situation. They often do not feel self-esteem at speaking courses, which also result in test anxiety. Traditional tests, which assess student's actual development in a restricted time, lead to test anxiety while DA, which not only assesses student's actual development but also promotes future development. Hence, the traditional tests, which are also called non-dynamic tests, are not hypothesized to promote students' development.

The situation at the university entrance exam and in the phase of preparation for this exam reflects only one dimension of the problem. This is one side of the coin. The other side of the coin is that the tests at preparatory classes, and the style we implement them only detects students' errors at specific areas and do not illuminate the sources of poor performance. The examinee is left alone with the target test in a restricted time, and the product is evaluated at the end of the test. However, the type of test, which we will call dynamic tests in this study, is relied on mediated dialogue and illuminates the source of poor performance that are usually hidden during traditional assessments.

Dynamic assessment is able to diagnose the specific areas where learners need improvement and allows for appropriate intervention to help learners overcome these problems. By means of interactions in DA, students will be able to not only learn their actual level of ability in one skill, but also allow the examiner to diagnose their potential level of their development in that skill, while at the same time promoting development. (Poehner, 2005)

1.4 Significance of the Study

DA is a relatively new approach to L2 assessment which has been introduced to the field of L2 research by Lantolf and Poehner (2004) and Poehner and Lantolf (2005). Since 2004, there has been a rising interest in and a growing support for the use of DA

in language assessment. Anton (2009), an L2 educator, carried out L2 university placement test among advanced learners of Spanish. He applied the writing and speaking part of the test dynamically. Poehner (2005)'s target group was the advanced learners of French, and he assessed the oral proficiency dynamically. He carried out both non-dynamic and dynamic assessments in two groups. The focus of the assessment was grammatical and lexical accuracy; the perfect aspect of French, conditional, subject verb agreement, conditionals, the appropriate use of lexicals. Therefore, in dynamic assessment procedures, he gave implicit and explicit feedback on these issues. Abbleeva (2010) tested the listening skills of advanced learners of French dynamically.

All these authors argue in favor of qualitative procedure and provide examples of how students benefit from DA-based language instruction. What makes this experimental study unique is that it is the first study carried out in Turkey that indicates both the application of Dynamic assessment and the application of it in large groups.

1.5 Hypothesis and Research Questions

The main focus in this study is to enable the instructors/examiners use an alternative way of assessing students' performance as well as to enable them to integrate the instruction and assessment processes. First, it is hypothesized that the use of dynamic assessment increases the quality of the instruction and promotes learners' development. It is also hypothesized that the use of dynamic assessment for speaking abilities will help the ELT preparatory year students to realize both their actual levels and potential development. Students will feel more confident when mediated during the assessment and this will help them demonstrate a better performance when being tested alone on a similar subject.

This study attempts to address the following questions:

1. Is there a significant difference between the results of pre non-dynamic and pre dynamic assessment applications in both experimental and control groups?
2. Is there a significant difference between the results of post non-dynamic and post dynamic assessment applications between the experimental and control groups?
3. To what extent can the enrichment program foster students' oral performances?
4. To what extent can interactions during dynamic assessment actually provide an insight into students' abilities and promote development?
5. Considering the mediation learners need during the pre and post dynamic assessment sessions, is there a significant difference between two times?
6. Evaluating the whole assessment process, is there a significant development in the experimental group as opposed to the control group?
7. If learners show progress in time, are they able to maintain the same performance in a different assessment context?
8. Did the experimental group find the treatment that took place between pre and post tests beneficial?
9. Will the experimental group think that mediation during the dynamic assessment application improved their performance in speaking?

1.6 Scope of the Study

This study will be conducted at Gazi University, School of Foreign Languages. The subjects are the learners of English Language Teaching (ELT) department who study English for a year before attending the Faculty of Education. There are 100-120 students studying English at prep school every year. The students are recruited from two sections of preparatory classes, each of which consists of 18 students. The present study

only aims to assess students' speaking abilities, which are the skills students are assumed to have difficulty in. The development will be monitored in terms of accuracy while speaking, and more precisely narrative verb tenses. Speaking skills can be assessed by different types of tests. However, in this study, retelling story type is used to assess their oral narration skills.

1.7 Methodology

First, this study reviews the literature about testing oral performance; then, Vygotsky's socio-cultural theory (SCT), zone of proximal development and dynamic assessment as they will provide a basis for assessment process for ELT preparatory students. Second, all participants were asked to fill out a questionnaire concerning their L2 learning background before engaging in the whole process. This questionnaire is thought to provide insights into participants' language learning experiences and enable better organization of the intervention stage of the study.

The design of the methodology part of the study will follow Poehner's (2005) design. His study documents the incorporation of DA in an advanced French L2 university program. It should be noted that the design is taken as the lay-out of this research, but the way this study deals with the data and interprets the findings is very different as this study analyses and evaluates the quantitative data gathered from the assessments of both experimental group and control group involving 18 participants each, whereas the so-called research deals with qualitative data evaluating the performances of very limited group of learners.

The research design includes the following stages:

1. a dynamic and non-dynamic pretest;
2. an L2 enrichment program;
3. a dynamic and non-dynamic posttest;
4. a transfer assessment session.

As mentioned before, the research is an experimental one. First, non-dynamic assessment is applied to both the control group and experimental group in order to establish each individual's baseline performance. Following the non-dynamic assessment, a dynamic test will be implemented within two groups. The aim of this stage is to reveal the problem areas in a form-focused oral performance; to monitor how successful they are when they are offered hints, suggestions and prompts in DA process and to reveal how much intervention students need. The enrichment program, which is the next step in this study, is only applied to the experimental group. It involves whole group and one-to-one tutoring sessions and is focused on learners' problem areas identified during the pretest stage. The posttest repeats the initial static and dynamic assessments. Furthermore, they are applied to both the control group and the experimental group. Finally, in order to establish the extent to which participants can internalize and extend the mediation provided in the course of previous sessions, a transfer session will be conducted to the experimental group. During the dynamic and transfer sessions, the mediator will be engaged in flexible interaction with the participants, offering hints, prompts, questions, suggestions, and explanations. All five sessions take place within a one-week period and each session is audio-recorded.

1.8 Assumptions and Limitations

Vygotsky suggested the theoretical framework of dynamic assessment; however, he did not mention any methodological guidelines about using it in real educational settings. Most of the methodological realizations were suggested by scholars within the field of language learning. These scholars have taken Vygotsky's sociocultural theory as their reference point and they have applied it into the specific requirements and needs of assessment and evaluation in language learning. (Yıldırım, 2008)

From a DA perspective, good instruction involves assessment, and good assessment involves instruction. However, almost at the same breath we also have to admit that this is easier said than done. First of all, dynamic assessment is a relatively new concept in the field of language learning, and research on dynamic assessment in the language classroom is limited to a couple of studies. This prevents language teachers from having practical guidelines about how to incorporate dynamic assessment into their curricula.

Secondly, many countries around the world use standardized high-stakes language tests. Most of the students' general expectation from language teachers is to prepare learners to those high-stakes tests. Therefore, offering a new and radically different form of assessment in the classroom would take many rejections from learners and teachers.

Moreover, what is seen as a threat to test reliability in a non-dynamic test is seen as the most crucial part of the testing process in dynamic assessment. Modern educational systems are constructed on the idea of testing student knowledge objectively and reliably. Offering a process which 'violates' one of the basic principles

of the existing system naturally brings criticism, rejection and resistance with it.
(Yıldırım, 2008)

1.9 Definitions of Terms

The following terms are used throughout the study.

Dynamic Assessment: DA has its roots in Vygotsky's concept of the ZPD; Luria (1961), one of Vygotsky's most influential colleagues, defines DA by contrasting 'statistical' with 'dynamic' approaches to assessment. The former, according to Luria (1961) inappropriately assumes that a person's solo performance on a test represents a complete picture of the individual's capabilities. The latter, on the other hand, displays the person's performance with assistance from someone else and the extent to which the person can benefit from this assistance not only in completing the same task or test, but in transferring this mediated performance to different tasks or tests. (Poehner & Lantolf; 2005)

Sternberg and Grigorenko (2002) define DA as a procedure whose outcome takes into account the results of an intervention. In this intervention, the examiner teaches the examinee how to perform better on individual items or on the test as a whole. The final score may be a learning score representing the difference between pretest (before learning) and posttest (after learning) scores, or it may be the score on the posttest considered alone (p. vii).

Zone of Proximal Development: Zone of proximal development (ZPD) is a concept introduced by Vygotsky (1934/1962) to capture the distance between what a child can do by himself or herself versus what he or she can do with a bit of assistance from adults (Tzuriel & Shamir, 2007).

ZPD signifies the assumption that cognitive development occurs within social interactions; in other words, it presumes that the development and mastery of cognitive skills are best accomplished within the context of assistance, scaffolding, and explicit/direct teaching. Knowledge, skills, and competencies initially are acquired externally, through interactions with more knowledgeable and experienced others, and then personified or interiorized by the child. (Poehner, 2005)

Mediated Learning Experience: MLE is a special quality of interaction between a testee/learner and a tester/mediator (Feuerstein et al., 1980). The general role of the mediator is to observe how a student approaches a problem and to explicate and remediate the difficulties experienced by a student. The role of the mediator is to measure the level of the student's functioning and to reformulate the task in such a form that the student can master the task (Kozulin, 2005; Kozulin & Garb, 2004).

Scaffolding: Scaffolding refers to an instructor (or assessor)–initiated interaction that engages the student (or the assessed) in an activity beyond the student's current skill or understanding. Scaffolding assumes both support and instruction and ongoing diagnosis of the child's progress toward the acquisition of the targeted skill or understanding. It is assumed that the support is at its maximum at the beginning of the interaction and will be withdrawn by its end (Stone, 1998).

1.10 Conclusion

This chapter deals with the skeleton of the study by mentioning the background, and aim of the study, hypothesis, research questions, significance, scope and methodology of the study. An overview of speaking skills, dynamic assessment, zone of proximal development and their implementation in second language learning will be presented in the next chapter.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

In this chapter, testing oral performance, the current situation in the speaking assessment field, techniques in testing speaking skills, Vygotsky's sociocultural theory, assessment in the zone of proximal development and dynamic assessment practices are described.

2.1 Nature of Speaking

Valette (1977) notes that 'speaking is a social skill. One can read and write in private or listen to the radio or watch television alone; however, it is rare for a person to speak without an audience of some sort. In brief, oral communication is the goal of speaking and it requires a speaker, a listener and interaction (p.119).

Analyzing this process simply and shortly, the speaker has to encode the message to be conveyed in appropriate language and the listener has to decode (interpret) it (Byrne, 1989, p.8). It seems simple at first; nonetheless, it is a complex process because learning to speak a language involves developing a number of complex skills and different types of knowledge about how and when to communicate (Burns & Joyce, 1999, p.2).

2.1.1 Sound of Speech

Luoma (2004) yields that what the speaker sounds like is an automatic reaction that the listeners have. On the basis what they hear, they make some judgements about the speaker's personality, attitudes, home region, and native/non-native speaker status (pp.9-10). She adds, 'the sound of speech is a thorny issue for language assessment as

people tend to judge native/non-native speaker status on the basis of pronunciation' (p.10). However, a standard native-like pronunciation is an issue that is open to discussion as languages have different regional varieties. Luoma (2004) states, 'a large number of students learn to pronounce in a fully comprehensible and efficient manner, but very few learners are capable of achieving a native-like standard in all respects' (p.10). A solution to this issue might be assessing comprehensibility of communicative effectiveness, which is based on comprehensibility.

Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation. The issue here is whether the focus will be on the accuracy of pronunciation or expressiveness of the speaker's use of voice. Luoma (2004) states that 'the solution depends on the purpose of the assessor' (p.11). Therefore, in designing assessment criteria, the test developers need to consider the type of information about the type of sound of speech they need.

2.1.2 Spoken Grammar

A major difference in speech and writing is that speakers do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are short phrases and clauses connected with simple conjunctions or without conjunctions with possibly a short pause between them. The grammar of these strings of idea units is simpler than that of the written language with its long sentences (Luoma, 2004, p.12). The difference between the planned and unplanned speech is worth mentioning in this case. According to Luoma (2004), there are some situations where complex grammatical features are also expected and highly valued such as lectures, speeches, conference presentations, and expert discussions where speakers represent their

institution or their profession. These situations involve planned speech. Unplanned speech, on the other hand, is spoken on the spur of the moment, often in reaction to other speakers. It generally involves short idea units and incomplete sentences. While assessing speaking, it is important to see differences between spoken-like and written-like language (p.13).

2.1.3 Spoken Words

Harmer (1992) suggests one of the components students also need to know is the lexis of the language. Vocabulary is as important as grammar in this respect. Hence students need to be taught not only what words mean and but also how they are used (p.23). If we aim to teach students what words mean and how they are used, we need to demonstrate how words are used together with other words, in context. At this point, students comprehend that words do not exist on their own and they need other words and they depend on each other. Moreover, if students learn words in context, they are more likely to remember and retrieve them (Harmer, 1992, p.24).

However, the knowledge of how words are used covers several points such as collocation, connotation, word formation and literal and metaphorical meanings. Luoma (2004) asserts that many rating scales for speaking include descriptions of vocabulary use which generally provides evidence of the richness of one's lexicon (p.16).

Well-chosen phrases generally make descriptions and stories vivid; however, very 'simple' or 'ordinary' words are also very common in normal spoken discourse, and using these naturally in speech is a marker of highly advanced speaking skills. Moreover, there is a core of phrases and expressions that are typical for speaking, which

contribute to the listener's impression of the speaker's fluency (Luoma, 2004, p.17). She also makes the distinction between the specific words and generic words:

Some forms of written language require the use of specific words to make it clear what is being talked about. For example, a written instruction for how to adjust an office chair states: *Use the ball adjustment to move the lumbar support to a position where it supports the back.* If the same instruction were given orally in a hypothetical set of video-taped instructions, similar words might well be used, but with added visual support. In an interactive speaking situation, the same instructions would probably sound quite different. The speakers would use many generic words such as *this one / that one, the round thing, move, put, fine, and good.* The instruction-giver and the chair-user would probably exchange several turns to make sure that the task got done properly. (p.17)

There is also a message for the assessment designers. Luoma (2004) states that it may be a good idea to write descriptions of effective generic words in rating scale. Therefore, learners and raters think that use of generic words is important for the naturalness of talk (p.17). Speakers should also know words, phrases and strategies for creating time to speak. These are fillers, or hesitation markers. It should be noted that fixed conventional phrases are also used in talk as they come automatically, which saves time during speech.

2.1.4 Slips and Errors

Normal speech contains a great number of slips and errors such as mispronounced words,, mixed sounds and wrong words due to the inattention. Luoma (2004) yields that assessment designers may have to provide special training to raters to help them outgrow a possible tendency to count each 'error' that they hear (p.19).

2.1.5 Processing and Reciprocity

Processing deals with how oral communication is affected by time limitations. Speech takes under time pressure. For instance, it is usually expected that the participants respond to each other immediately, without silence between turns (Weir, 1993; Luoma, 2004). Normal time processing should be provided in language tests, which encourages (more) practice in operating under this condition in the language classroom (Weir, 1993, p.35).

Reciprocity is to do with the relation between speaker and listener. Speakers react to each other and take turns to produce the text of their speech together. This helps the speakers with the processing demands of speech, but it also has a social dimension in that their phrases and turn-taking patterns create and reflect the social relationship between them (Luoma, 2004, p. 20). The question of who has speaking rights and the sharing responsibility in the maintenance of the conversation constitute the main concern here. In a conversation, the participants should adjust vocabulary and message taking each others' reactions into account to maintain a meaningful interaction. Reciprocity conditions should be included in oral tests to have a valid test. The examinees should engage in interaction rather than merely answer questions and this is possible through paying attention to the other participant and adjusting vocabulary and message accordingly (Weir, 1993, pp.35-36).

2.2 Aims in Testing Speaking Skills

Speaking tests are developed to address some basic issues. The first aim in testing speaking is to have an idea about the learner's general level of language ability. This attempt leads an examiner to a proficiency test as the aim of the proficiency test is to

assess a person's level of language in relation to a specific use (Burns & Joyce, 1999, p.103).

The second aim is to place students into an appropriate level within an institutional or an overall course of study (Burns & Joyce, 1999, p.103). As Underhill (1989) suggests, it is better if the examiner is one of the teachers who knows the nature and syllabus of the class (p.12).

Diagnosing examinee's strengths and weaknesses is the next aim of the assessing oral performance. The examinee is supposed to use certain language elements such as linguistic structures, vocabulary, etc. Underhill (1987) points out that during the performance, examinee's specific learning difficulties can be diagnosed. Similarly, points which need remedial work can be determined (p.13).

The fourth aim to design speaking tests is to test how well the examinee has mastered the language elements or skills that have been covered on the course. The results of this test might indicate that the course contents have been learnt, and the results can also be used for future planning regarding the course (Underhill, 1987, p.13).

According to Weir (1990), while assessing speaking, the examiner should be aware of several criteria the assessment procedure should be designed in line with the aim of the speaking (p.73). He adds the test should be motivating for students supported theoretically and should be authentic.

2.3 Types of Speaking Tasks for Assessment

Luoma (2004) discusses the task types under two headings; open-ended and structured tasks (p.47). According to her, open-ended tasks typically call for a stretch of talk, which can be either a number of turns between speakers or a single long speaking turn. On the other hand, structured speaking tasks specify what the examinees should

say. In other words, they call for limited production. In the following open-ended and structures speaking task are explained in detail.

2.3.1 Open-ended Speaking Tasks

Open-ended speaking tasks can be relatively long activity, such as giving a presentation, or a short function such as making a request. Furthermore, discourse type tasks such as description, narrative, instruction, comparison, explanation, justification, prediction, and decision tasks are also open-ended ones. In addition, role-play and interview are also regarded in this category.

According to Weir (1990), interview is one of the most popular ways of testing as it allows face-to-face communication. Moreover, Madsen (1983) states the main advantage of the oral interview is it “can provide genuine sense of communication” (p. 162). As for role-plays, Luoma (2004) defines the purpose of them as “to stimulate reality” (p. 49).

2.3.2 Structured Speaking Task

Structured speaking tasks are the speaking equivalent of multiple-choice tasks. These tasks cannot assess the creative elements of speaking; however, the comparability of examinees’ performances is a strength.

Reading aloud which focuses on pronunciation, or sentence repetition are kinds of structured speaking tasks. As for reading aloud tasks, Hughes (1989) mentions that reading skills may interfere while just speaking skills are supposed to be evaluated. Nevertheless, Underhill (1987) considers reading aloud to be a task which has also various advantages. For example, it is possible to elicit the language that is necessary for evaluation.

Luoma (2004) mentions that among the structured speaking tasks, the ones which give little more freedom for the examinees to decide what to say are sentence completion and factual short-answer questions (p. 50).

2.4 Problems in Administering Speaking Tests

Bachman and Palper's (1996) test usefulness framework has been influential in language testing. Bachman and Palper (1996) argued that practicality, impact, reliability, construct validity, authenticity, and interactiveness are essential for determining test usefulness of a test while maintaining the balance of the qualities above (p.36). However, all these qualities yield to various administration problems. According to Bachman and Palmer (1996), among the qualities mentioned, practicality is the most difficult for a speaking test to achieve. They claim that "the degree of test practicality can be determined by the relationship between the resources that will be available for these activities" (p.36).

Test practicality is considered in four stages: a) design and operationalization, b) administration, c) rating, d) analysis. At each stage, the test practicality is influenced by human resources such as number of people, material resources, time and money.

As for rating in the procedure of assessing is a challenge for the examiners. It is essential to assess the performance as objectively as possible. Despite all efforts, it is probably never possible to avoid subjectivity in assessment. At this point, rating scales are considered to be helpful for assessors. As Morrow (1991) mentions, assessors have to 'have a clear idea of what is being looked for in a particular test at a particular time (p.57). Weir (1990) also argues that subjectivity will be an issue no matter how well a set of criteria have been developed (p.82). Therefore, he suggests that scoring be as standardized as possible.

Other problems in the administration of a speaking test might be reliability and validity. Henning (1987) emphasizes that the errors done in administration may decrease the reliability of a test (cited in Güneş, 2010, p.27). These errors might stem from unclear instructions, the time of the test, the interaction between the examiner and the examinee.

Recording the speaking performance might be another issue raised by Underhill (1987) and Weir (1990) as technical difficulties can lead to poor quality.

2.5 Current Views on ‘Focus on Form’

Focus on Form (FonF) is a concept in second language acquisition and language education, which is proposed by Long (1991) and which is in the context of a communicative interaction, learners’ attention while learning a foreign language is drawn to the form of specific language features. It is essential to point out that Focus on Form (FonF) should not be confused with Focus on FormS, which is limited to the explicit focus on language features. For a teaching intervention to qualify as focus on form, the learner must be aware of the meaning and use of the language features before the form is brought to their attention.

However, teaching approaches based on ‘meaning-focused instruction’ have been supported more in SLA literature (Willis and Willis, 2007). It was born in reaction to language teaching methods which emphasized the mastery of language forms (Hedge, 2000; cited in Baleghizadeh, 2010, p.119). It was the belief of advocates of the meaning-focused instruction, that learners acquire a foreign language best when their attention is focused on meaning rather than on language forms. As one of the supporters of this approach, Krashen (1982) proposed his view ‘comprehensible input’ and Krashen and Terrel (1983) became so involved in meaning-focused instruction that they

developed ‘Natural approach’, which claims that it is possible to acquire a second language within classroom context only if teachers provide learners with comprehensible input and give them support to naturally communicate with each other in a stress-free fashion.

On the other hand, language teaching experts (Ellis, 1993; Long, 1991, Richards, 1984) doubted whether meaning-focused instruction, without any emphasis on form, would be sufficient to foster success while learning a foreign language. Furthermore, studies have shown that some problems stemming from meaning focused instruction which ignores language forms. First, learners who learn a foreign language in fully communicative classes cannot gain high levels of language proficiency (Higgs & Clifford, 1982). Today, therefore, many scholars are convinced that formal grammar instruction should not be totally excluded from FL classes (Ellis, 2006). The immersion programs in Canada indicated the second problem. Recently, many English L1 learners got their education in French. They were exposed to a lot of comprehensible input in French and then they were monitored. Swain (1985) indicates that many students achieved native-like comprehension skills; however, their productive skills remain far from native-like forms. This suggests that meaning-focused instruction results in fossilization (Baleghizadeh, 2010, p.120).

The third problem with meaning-focused instruction is that it ignores the effective role of negative feedback and relies on positive evidence. For instance, in the case of immersion in Canada learners of French who only get positive evidence may never discover that the form that they produce is ungrammatical if they are not corrected. In the light of this view, Ellis and Sheen (2006) suggest that negative evidence plays a more crucial role in L2 acquisition than it does in L1, and meaning-focused instruction

which ignores this fact is not efficient enough to create successful L2 learners (Baleghizadeh, 2010, p.121).

Doughty and Williams (1998) yield that focus on form is not treated as something occurring ‘incidentally’, but it may be a pre-planned activity to teach certain linguistic forms communicatively. In the present study, focus on form approach is also pre-planned.

2.6 Corrective Feedback in Form Focused Instruction

Corrective feedback or negative feedback is a key concern in form-focused instruction. It takes place as a reaction to students’ output and it provides information to the learner about what is not grammatically possible in the target language. Corrective feedback occurs on the spot, in an unplanned way, and plays no role in the task design. There are several techniques that can be used to get learners to self-correct. Recasts, for example, are unobtrusive in the communication flow at minimal level as they are implicit, while others like provision metalinguistic clues are more likely to interfere with communication as they are explicit. Recasts are favoured due to their implicit nature, learners are hypothesized to acquire implicit knowledge used in communication (Tragant & Munoz, 2004, p.7).

2.7 The Foundations of Dynamic Assessment

Dynamic Assessment has its roots in the theory of mental development elaborated by the great Russian psychologist, L. S. Vygotsky. Vygotsky, whose life was unfortunately cut short by tuberculosis at the age of 38 (1896 to 1934), produced a remarkably rich body of work on the nature and development of the human mind. His

writings have become influential in psychology, general education, and even more recently in teaching and learning second and foreign languages.

In order to fully understand the relevance of DA for teaching, it will be necessary to consider the central principles of Vygotsky's theory. Vygotsky and several of his colleagues, who believed in improving the opportunities in education for students to develop to their fullest, set out to radically reform the Russian educational system. Unfortunately, the political system in power at the time did not look favorably on these reforms and therefore closed down Vygotsky's activities. However, today educators have rediscovered Vygotsky's ideas and have been attempting to implement these in various parts of the world and with various types of learners and subject matter as their primary focus (Poehner & Lantolf, 2007, p. 11).

According to Vygotsky, the source of human development resides in the environment that humans actively change and that in turn changes humans, and the natural environment for humans is comprised of society and culture (Lantolf, 2007a, p. 32). Lantolf and Thorne (2006) outline this SCT view on development as follows:

Previous research on human mental functioning assumed a unidirectional relationship between humans and nature. Innatist as well as behaviorist approaches see the relationship between human behavior and nature as unidirectional. That is, humans are the way they are either because of their biological make up or because of the environment in which they live. In the former, directionality flows from the brain to the world and in the latter from the world to the brain. The dialectical approach proposes a bidirectionality in which natural endowments form the foundation for thinking; but in the same way a person interacts within socioculturally organized activity and artifacts, elementary functions are transformed and come under the control of the person through use of external, self-generated, but culturally rooted mediation. This is the heart of what cultural-historical psychology would characterize as development (pp.22-23).

Within the SCT framework, it is argued that the development of humans is mediated by others, whether they are immediately present as in the case of parents guiding children or teachers guiding students, or displaced in time and space, as when we read texts produced by others or participate in activities such as work, organized in specific ways by a culture (Lantolf, 2007a, p. 32).

As Lantolf and Thorne (2006) point out, the SCT framework understands mediation as ‘the process through which humans deploy culturally constructed artifacts, concepts, and activities to regulate the material world or their own and each other’s social and mental activity’ (p.79). Hence, from the perspective of SCT, humans do not interact directly with the world and the environment in which they live, but they use culturally constructed artifacts created by human culture(s) over time (Lantolf, 2000, p.1). Culturally constructed artifacts include physical tools (e.g. technology, means of transportation, domestic utensils etc.) and symbolic tools (e.g. literacy, mathematics, language, etc.). (Lantolf & Thorne, 2006, p. 60). For instance, our relationship to the physical world is rarely direct but is instead mediated by the use of physical tools. If we want to dig a hole in our backyard to plant a flower, we generally do not use our hands. Instead we take up some *tool*, such as a shovel, that is suitable for digging in soil. The tool makes the task much easier and we can dig a bigger hole than we can with our hands. In the following the symbolic tools are discussed in detail within Vygotsky’s perspective.

a. Symbolic Tools

Vygotsky reasoned that in the same way that humans can build and use physical tools to mediate their relationship to and control over the physical world, humans construct and use **symbolic tools** to mediate our relationships to other humans and eventually to ourselves. Symbolic tools include such human creations as numbers,

charts, music, paintings, and above all language, in both spoken and written form. These types of tools, generally referred to as **cultural artifacts**, are not only able to direct our attention and mediate our interactions with other people, but they can also be used to direct our attention and mediate our interactions with ourselves. Owing to our ability to make tools and cultural artifacts, we are able to control our bodies, minds and the environmental forces impinging on these. The primary way we achieve this control is through our ability to **plan** our actions *symbolically* before carrying them out *physically*. Thus, when a human is motivated by some need (e.g., hunger, the need for shelter, the need to earn a living, the need to become literate, etc.), we generally first develop a plan in our minds, or even on a piece of paper, before acting on the need. The ability to use symbols instills humans with a great deal of power not only to adapt but to change our environment. One advantage of planning symbolically is that it saves resources. Another advantage is that planning allows us to anticipate risks that might arise in actualizing the plan. We can therefore change the plan or take other measures to minimize the risk before we actually implement the plan and therefore avoid costly reliance on trial and error processes (Lantolf & Poehner, 2007).

b. Dominant Activities as a Form of Mediation

Another type of culturally organized mediation is **concrete goal-directed activity**. Humans don't act randomly in the world. Our actions normally have a purpose. However, these actions are not completely free but are constrained in very subtle ways by the cultures and social groups in which we live. Our everyday practices are highly influenced at various stages of life by the particular types of activity that our culture makes available to us.

In childhood, the dominant, or leading, activity is play. This activity is not just about having fun, but it fulfills an important function in which children learn how to behave under the constraints of rules or norms (Vygotsky 1978).

At a later point in life, formal education, at least for cultures that have organized such practices, becomes the dominant activity. For Vygotsky, formal education plays an important role in development, because for one thing, in schooling many aspects of the world that would otherwise remain hidden from observation become visible. Children, for example, are generally unaware of their language until they enter school and begin to develop literacy. By putting words on a piece of paper (or a computer screen), language, which to this point was primarily spoken and difficult to observe, becomes a permanent record and therefore more open to our own and other's observation.

In addition, in school, students are expected to master academic, or **scientific, concepts**, which are yet another means we use to mediate our thinking processes. Scientific concepts contrast with everyday, or **spontaneous, concepts**. According to Vygotsky, as we learn **scientific concepts** in school our everyday spontaneous concepts are *reshaped* resulting in a different perspective on the world than we had when we entered school. In other words, mind has developed in new ways and is substantially different (Lantolf & Poehner, 2007).

c. Work Activity

Following education, *work* becomes the leading activity of life, at least in industrialized and technological societies. Work is also a culturally organized activity. For example, a company is often segmented into different departments each with its own responsibility for carrying out different tasks or producing different components of a final task or product. This is called *division of labor*. Not only do people carry out

specific tasks in their work activity, but the work activity they engage in is eventually integrated into their psyche and forms part of their very identity as a member of a community. Thus, in addition to the familial identities we construct as a consequence of our role within the family structure (e.g., mother, father, daughter, brother, sister, uncle, etc.) we also construct identities on the basis of the type of work we deal with (e.g., teacher, construction worker, lawyer, business executive, salesperson, doctor, etc.). In addition to work, of course, adults engage in many other diverse activities, including religion, politics, and leisure time activities. Each of these, in turn, affects not only how we behave but also how we think about ourselves and our relationships to others. So mind (and being) is again reshaped. The activities we participate in have quite significant results for who we are and for how we think and behave in our daily lives. It is important to keep in mind that because every culture organizes activities in its own way, its members not only speak differently but they think and behave differently. Thus, a person who fulfills the familial role of ‘mother’ in Anglo culture is a very different individual from a person who fulfills that same role in Hispanic culture. This is because the role itself is defined in a different way in the two cultures.

The basic principle of human thinking is explained above and the figure of mediated human thinking is indicated in Figure 2.1 below.

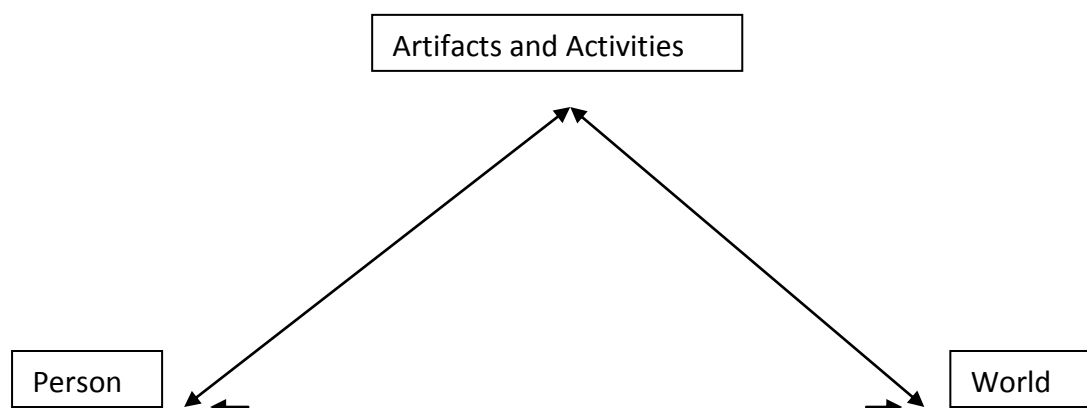


Figure 2.1: Mediated Nature of Human Thinking (Lantolf & Poehner, 2007, p. 19)

The triangle above is intended to show that for the most part our relationship to the world is not direct but passes through artifacts and activities organized by our culture. Lantolf and Poehner (2007) emphasize that the arrows are bi-directional, which explains that our connection to and impact on the world and the world's connection to and impact on us is mediated by culture. The broken line at the bottom of the triangle represents the fact that in some cases the connection can be direct, as for example occurs when we reflexively move to avoid being struck by a hard object thrown at us (p.19).

2.8 What is ZPD 'Zone of Proximal Development'?

It is important to understand the ZPD because it is at the heart of Dynamic Assessment. The concept of Zone of Proximal Development (ZPD) was proposed by L.S. Vygotsky in the early 1930s. In the last two years of his life (1932-1934) he constructed his own theoretical understanding of children's intellectual development. During this period, when Vygotsky participated in the revolutionary school reform directed by Soviet educators, he formulated the concept of ZPD, which was concerned with the assessment of school children (Kington, 2002). This was a big step in educational psychology since it acted as a basis for qualitative approach to the assessment of intellectual development opposing to the dominating testing practices at that time, which were executed in a quantitative way.

In his articles and works, Vygotsky describes the concept of ZPD as a principle of scientific diagnostics which enable researchers to have a deeper and clearer understanding of individuals' intellectual development. Rather than considering a child's potential in terms of a static measure such as psychometric IQ tests, Vygotsky

claimed that a developmental measure was better to assess educative potential of children (Ohta, 2005). Vygotsky (1978, p.86; cited in Ohta 2005) defined the ZPD as

The distance between the actual development level as determined by independent problem solving and the level potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

The actual level, mentioned in the quotation above, presumes the child's independent problem-solving and refers to zone of actual development. On the other hand, potential level of development assumes adult-child collaboration during problem-solving activities. These activities are meant to reveal the child's abilities which are still in the process of maturation.

In other words, what the child or learner can do independently shows the previous or actual level of child's/learner's development. However, what the child/learner can do with a more-skilled person demonstrates the child's/learner's potential development. According to Leontiev (2001), what the child/learner can do under guidance of a more skilled person now and without them tomorrow involves the ZPD, which emerges when the child/learner is learning something.

In this respect, while assessing a child, one must first reveal the child's actual level of development (i.e., his/her cognitive functions that have already matured), which is said to be done by observing the child's independent problem solving. Then through analysis of the child's responsiveness in problem solving under the guidance of a more capable person, the researcher can assess his/her proximal level development, which refer to the cognitive functions that have not yet matured but are in the process of maturing and which are need for the next age period. This argument leads Chaiklin (2003), to conclude that the ZPD should not be used as a term to refer to the

development brought by interaction and assistance because such “assistance is meaningful only in relation to maturing functions needed for transition to the next age period” (p. 57). Besides, that DA is not a subject stemmed from the term ZPD and should rely on alternative terms such as scaffolding and assisted instruction is another argument Chaiklin (2003) carried out in his book. However, most researchers working in Vygotskian theory and in DA such as Kozulin (1998) and Lidz (1991) recognize Vygotsky as the ‘father’ of the dynamic approaches to assessing cognitive abilities.

In *Thinking and Speech*, Vygotsky (1987) mentions the significance of the ZPD in instructional practices. He states that, “the zone of proximal development has more significance for the dynamics of intellectual development and for the success of instruction than does the actual development” (p. 209). Therefore, he argued that instruction should be adjusted to learner’s ZPD and not to the actual level of their development.

In the light of Vygotsky’s understanding of the ZPD, it has been used as an alternative to IQ testing and as a means of promoting development through formal schooling.

2.8.1 Vygotsky’s Use of the ZPD as an alternative to IQ testing

IQ scores were regarded as an accurate predictor of a child’s success in school and many schools utilized IQ scores to classify students according to their ability level. Nonetheless, as regards to Vygotskian discussion, students with high IQ scores at the beginning could lose IQ points and students with low IQs could gain IQ points. In order to have a deeper insight to this reality, Vygotsky and his colleagues proposed an alternative methodology for assessment which included the use of ‘hints and prompts’. One of Vygotsky’s favorite illustrations of the ZPD involves two children who are both

able to solve problems independently at a standard level for 7-year-olds (Vygotsky, 1956, pp. 447–448, cited in Wertsch, 1985). Vygotsky used this example to show his concerns on making assumptions about individuals' abilities solely on the basis of their independent performance. He explained that when these two children were offered assistance in the form of hints, leading questions, and demonstrations, they responded differently. One child benefited from the process by improving his performance to that of a 7.5-year-old while the other progressed to the level of a 9-year-old. Vygotsky concluded that the similarity of the children's independent performance masked important differences in their abilities (Poehner, 2007, p.326). As he concludes

From the point of view of their independent activity they are equivalent, but from the point of view of their immediate potential development they are sharply different" (Vygotsky, 1956, pp. 447–448, cited in Poehner, 2007, p.326).

This example explains that not all children respond to the same kind of assistance in the same manner. This example also illuminates that IQ scores cannot be a precise indicator of the children's mental functioning. On the contrary, it was proved by Vygotsky and his colleagues large-scale empirical study with children entering school that ZPD size was actually a better predictor of school performance than IQ (van der Veel & Valsiner, 1991, p. 341).

According to what have been discussed above, one might expect that Vygotsky rejected IQ testing. However, he argued that IQ tests and ZPD assessments report two separate domains; independent and assisted performance. Besides, he mentioned that future development of the former was determined by the latter (van der Veel & Valsiner, 1991, p. 341).

2.8.2 Vygotsky's use of the ZPD to promote development through formal schooling

Piaget's view about the relationship between formal education and development proposes that teaching should follow development (van der Veel & Valsiner, 1991, p. 329), which means that instruction should start when development has occurred. On the other hand, Vygotsky rejected this idea and argued that if a child has difficulty in understanding a concept, s/he should not be left alone until s/he develops a readiness to learn. On the contrary, the child should be exposed to a special intervention in order to bring about development. Besides, Vygotsky suggested that instruction should be sensitive to the periods in the child's development to make the teaching effective. However, this view should not be confused with Piagetian notion of readiness. On the contrary, Vygotsky considers the instruction as an ongoing target, so a timing that does not match with present abilities but far beyond her/his current potential. Vygotsky (1986) also states that for instruction to have an optimal use, it should not be oriented at what the child is already capable of doing independently but on a way that help the child realize his/her future abilities (p. 189).

However, van der Veel & Valsiner (1991) explain that this understanding of development did not devalue the consideration of actual cognitive function. On the contrary, this would be denying that every process has its history (p. 329). For Vygotsky, these processes (learner's present development and processes at work in the creation of his/her future development) vary independently of one another and the present development should not be used to predict the future development. In other words, a learner's future should not be regarded as an extension of his/her present. Therefore, Vygotsky changed the notion of ZPD from being an alternative to IQ score to be an essential diagnostic tool of an individual's continuing cognitive development.

At this point, Vygotsky elaborated on the example of two children whose actual zone of development is the same but who benefit from the assistance in a different way

From the point of view of their independent activity they are equivalent, but from the point of view of their immediate potential development they are sharply different. That which the child turns out to be able to do with the help of an adult points us towards the zone of child's proximal development. This means that with the help of this method, we can take stock not only of today's completed process of development, not only the cycles that are already concluded and done, not only the processes of maturation that are completed; we can also take stock of processes that are now in the state of coming into being, that are only ripening, or only developing (Vygotsky 1956, pp. 447-448; cited in Wertsch 1985, p.68).

To sum up, for formal education the instruction that is sensitive to a learner's ZPD will help him/her be more successful. Vygotsky also explains the significance of taking the learner's ZPD into account as follows

Since teaching depends on immature, but maturing processes and the whole area of these processes is encompassed by the zone of proximal development of the child, the optimum time for teaching both the group and each individual child is established at each age by the zone of their proximal development. This is why determining the zone of proximal development has such great practical significance (Vygotsky, 1998, p. 204).

As will be discussed in the following sections in detail, the notion of Zone of Proximal Development is central to the Dynamic Assessment approach. It is useful to note Vygotsky's example of two hypothetical children. He spoke about two children both aged 12 years and both functioning at an eight-year-old level on standardized tests. While they could be considered as being at the same age cognitively, one child might be capable of making significant gains if assisted in the ways of completing tasks, eventually reaching a level commensurate with their chronological age; the other child

make only modest gains. Given such a scenario, in which the ZPD of the former is much greater, it would be unwise to treat both children as having the same cognitive profile (Elliot, 2003, p. 16).

Since the ZPD was introduced to Western researchers, more and more psychologists and educators have recognized the potential relevance of the notion of ZPD for assessment. Hence, Dynamic Assessment had gained importance as it integrates mediation into assessment.

2.9 A Historical Outlook to the Integration of Assessment and Instruction

Assessment practices have changes considerably in recent years such as computerizing a traditional paper and pencil test or conducting an oral performance tests in an online format. Mc Namara(1997) and Sternberg and Grigeranko (2002) suggest that a paradigm shift is needed and to realize this assessment and instruction could be reintegrated as a single pedagogical activity.

Poehner (2005) reflects a historical perspective and yields that such an approach to instruction and assessment can be found in the work of Plato, and he adds

Plato's central character, Socrates, dialogues with an audience, pointing out the error in someone's thinking and opening the door for alternative perspectives through questioning. An excellent example of this approach occurs in Plato's *Phaedrus*, where Socrates employs a series of leading questions and suggestions to help the title character see the problems and shortcomings of a speech he had admired, and thereby sets the stage to launch off in new directions of thinking on the topic. In this way, the Socratic dialogue is a way of simultaneously assessing and instructing. The initial response that Socrates questions elicit is indicative of his interlocutor's thinking at that moment. However, unlike a conventional test, Socrates endeavored to continue rather than end the dialogue after this response, and in this way the initial answer served as a

point of departure for the rest of the dialogue as Socrates and his audience collaboratively explored various issues. (p.14)

During the Twentieth Century, the work of the Russian psychologist Vygotsky (1978, 1986) and later the Israeli educational researcher Feuerstein (Feuerstein et al., 1979) also called for an integration of assessment and instruction (cited in Poehner, 2005, p.149).

2.10 What is Dynamic Assessment?

Assessment has become a fact of everyday life. Today, people are assessed for many reasons. Usually when people are assessed, it is usually assured that the assessment procedure is the same for everyone, and any interaction or assistance during the assessment itself is regarded unfair or cheating.

Dynamic Assessment (DA) takes a very different stance, arguing the abilities of a person can be learned by offering assistance during the assessment itself. DA can provide both a lot of information of an individual's abilities, and it can also help him/her to develop those abilities by providing instruction or mediation during the assessment tasks (Lantolf & Poehner, 2004, p.2).

Similarly, Lidz and Gindis (2003) summarize dynamic assessment as an approach which understands individual differences and their implications for instruction, and which embeds intervention within the assessment procedure. In dynamic assessment procedures, the focus is on the process rather than the products of learning (p.99). In this regard, DA can be contrasted with traditional, or static, or in other words, non-dynamic approaches to assessment. The terms refer not to the assessment instruments but to the administration procedures; any assessment can be conducted in a dynamic or static fashion. The crucial point here is that dynamic assessment, contrary to non-dynamic

assessment, does not separate instruction from assessment but instead considers them as two sides of the same coin. However, the terms ‘static’ and ‘dynamic’ posit a clear dichotomy between assessments that include intervention and those that do not (Sternberg & Grigorenko, 2002; Lantolf & Throne, 2006).

At this point, it is essential to point out that Poehner (2005) compares other approaches to assessment, which are not generally considered ‘dynamic’, allow some degree of intervention as part of the procedure. He provides the example that portfolio assessments include an interview stage during feedback phase which learners are evaluated about their work. Similarly, certain approaches to performance testing and formative assessment also permit interaction between testers and learners. However, he concludes that it is more appropriate to conceive of assessment procedures as existing on a continuum that reflects the varying degrees to which intervention is integrated with the assessment (p.14).

In the light of Sternberg and Grigorenko’s (2002) views, Yıldırım (2008) also discusses the discrimination between dynamic and non-dynamic assessment in his article and draws the conclusion that in non-dynamic assessment the examiner presents items and the examinee is expected to respond to these items successively, without taking any kind of feedback or intervention. At some point in the future the examiner receives the only feedback he or she will get. This might be an individual score or a set of scores. By that time, the examinee is already studying for one or more future tests. On the other hand, dynamic assessment is a procedure which takes the results of an intervention into consideration. During the intervention, the examiner teaches the examinee how to perform better on individual items or on the whole test. The final score is either the learning score representing the difference between pre-test (before learning) and post-test (after learning) scores, or the score on the post-test alone (p.302).

According to Lidz & Elliot (2000), DA is an umbrella term used to describe a heterogeneous range of approaches that are linked by a common element, that is, instruction and feedback are built into testing process and are differentiated on the basis of individual's performance (cited in Elliot, 2003, p.16). Therefore, the amount of assistance provided is directly bound to the testee's performance and modifiability. In contrast, conventional measures require limited instruction, usually involving initial guidance, and contingent feedback from the tester is actively discouraged as it will ruin test standardization (Elliot, 2003, p.17).

According to Haywood and Lidz (2007), since the early 1960s, there has been increasing interest in DA among psychologists and educators such as Guthke and his colleagues in Germany; Feuerstein and colleagues in Israel; and in the US, Budoff, Lidz, Haywood, Brown & Campione, Stenberg. As Haywood and Lidz (2007) yield, the common feature in DA is an active intervention provided by the examiner during the test procedure and the assessment of examinee's response to intervention (Abbleva, 2010, p.97).

In order to understand Dynamic Assessment, more definitions are written below and the explanation of the bound between DA and Vygotskian approach is seen significant by the researcher.

Many researchers state that DA research was inspired by Vygotsky's work and originated from his notion of the ZPD (Stenberg & Grigorenko, 2002; Lantolf & Thorne, 2006; Haywood & Lidz, 2007). Haywood and Lidz (2007) define DA as "an interactive approach to conducting assessments within the domains of psychology, speech language, or education that focuses on the ability of the learner to respond to intervention" (p.1). Similarly, Stenberg and Grigorenko (2002) discuss DA as a form of testing that —takes into account the results of an intervention. In this intervention, the

examiner teaches the examinee how to perform better on individual items or on the test as a whole (p.vii).

These two definitions try to provide a clear conceptualization of DA, but fail to explain the bound between DA and how it is situated within Vygotskian tradition. The explanation about DA below incorporates the fundamentals of SCT as the ZPD, mediation, and development. In his works, Vygotsky did not use the term DA. However, he discussed “the whole range of possible interactive interventions to be used during ZPD assessment, such as leading questions, modeling, starting to solve the tasks and asking students to continue” but he did not set a standardized procedure for the ZPD assessment (Kozulin & Garb, 2002, p.113).

According to Vygotsky, the natural environment for humans is both society and culture. Hence, the development of an individual is formed by the sociocultural environment and is shaped by social interactions humans have throughout their lives (Lantolf, 2007a, p.32).

It is argued that, within SCT framework, the development of humans is mediated by others. Sometimes we are assisted by others that are immediately at present like teachers guiding their students and sometimes the concepts of time and space can be different such as in reading texts produced by others beforehand.

2.10.1 DA and Formative Assessment

Formative assessment is often positioned in contrast to summative assessment. Summative assessment evaluates performance at the end or the beginning of a unit of study, a course, or a programme and is often used for purposes of accountability, admission decisions, promotion and selection (Poehner& Lantolf, 2005, p.250). Summative assessments are consequently administered at the end of a period of study,

and are sometimes referred to as achievement or mastery tests. Ratner (1997) observes that such assessments assume that human abilities exist as discrete variables whose presence and intensity can be quantified for measurement (p.14). With summative assessments there is no direct relationship between instruction and assessment; they are two separate enterprises. Figure 2.2 below represents the relationship between instruction and assessment in a summative model.

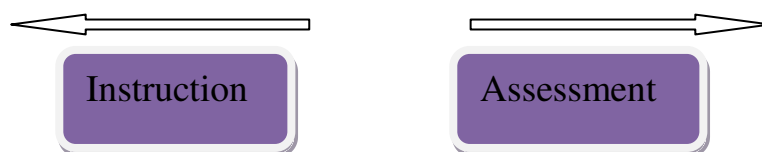
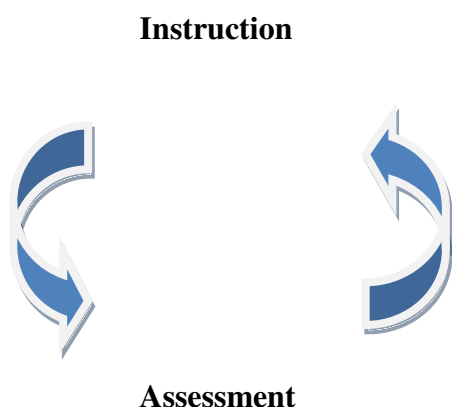


Figure 2.2: Instruction and Assessment as Unrelated Activities (Lantolf & Poehner, p. 42)

Formative assessment occurs during a course of study and has traditionally been used to gather ‘information which will inform teachers and students about the degree of success of their respective efforts in the classroom. It allows teachers to diagnose students’ strengths and weaknesses in relation to specific curricular objectives and thus guides them in organizing and structuring instructional material’ (d’Anglejan *et al.*, 1990: 107)

This information can help teachers make decisions about how much time and effort should be spent focusing on certain material. For example, giving a quiz to determine how well your students have understood a given topic; depending on the results, you may choose to move on or to spend time reviewing previously studied material. Formative assessments, then, do not take place after learning has occurred but during the learning process. According to this view, assessment and instruction exist in a cyclical relationship. This model is represented in Figure 2.3.

Figure 2.3: Cyclical Relationship between Assessment and Instruction



Among the types of Formative Assessment, Ellis (2003) makes a useful distinction between ‘planned’ and ‘incidental’ FA. The former entails direct testing of learners’ language knowledge and/or ability to perform specific tasks, and frequently uses a rating scale to assess progress or to compare learners to each other (p.312). They are usually developed by teachers or groups of teachers for use within instructional settings, but are often modeled according to principles of summative assessments (e.g., students work alone to solve problems that have clear right and wrong answers, the tests are timed, the sequence of items are the same for everyone, etc.) (Lantolf & Poehner, 2007, p.43). He also adds that incidental FA is implemented through the instructional conversations that arise between teachers and students during normal classroom pedagogical activity (p. 314). There are also two types of incidental FA: Internal and External: Internal Incidental FA occurs ‘through teacher questioning and probing’ and provides learners with online feedback on their performance as it is unfolding. Internal incidental FA contributes directly to the accomplishment of a particular task, while at the same time contributing *indirectly* to language development, presumably because it ‘helps learners to construct a notion of the target standards towards which they strive and enables them to compare their actual performance with the desired performance’ (Ellis, 2003, p.315). External incidental FA, on the other hand, is teacher and student

reflection on learner performance, either while an activity is underway or after it has been completed.

Incidental formative assessment bears similarities to DA, but there are also important differences. In particular, the research on incidental formative assessment suggests that these teacher-student “conversations” are not carried out systematically. For instance, Torrance and Pryor (1998) conducted a series of classroom observations and found that teachers create “good openings” for learners to develop but that these are often not fully explored. Instead, teachers tend to rely on intuition and their “commitment to child-centered ‘gentleness,’” to guide their interactions with learners (p.91). Thus, the effectiveness of these interactions tends to be hit-or-miss. In other words, incidental formative assessment may be beneficial to learners, but its impact on learning may be unintended and may not even be recognized by the teacher.

According to Torrance and Pryor, incidental formative assessments are not as effective as they could be due to their lack of grounding in a theory of development. Without a clear understanding of how learners’ abilities can be developed through appropriate interaction (i.e., activity that is sensitive to learners’ ZPDs), opportunities to explore and promote development are frequently missed.

Rea-Dickins and Gardner (2000) arrive at a similar conclusion regarding the lack of systematicity in formative assessment practices. They state, ‘The problem with the FA is that because it is generally informal and unsystematic, FA may either over- or underestimate learner ability and progress, resulting in inappropriate instruction or no instruction at all when it is in fact required’ (p.238).

On the other hand, DA minimizes the risk of an erroneous evaluation. It provides mediation which is constantly adjusted and attuned to the learner’s or group’s responsiveness to mediation.

Poehner and Lantolf (2005) argue for DA approach for classroom practice and report that DA is not just a special type of FA, but ‘it is a pedagogical approach that has roots in a specific theory of mind and mental development. FA, on the other hand, is not framed by a developmental theory, but instead is based on teachers’ intuitive classroom practice’ (p. 260).

To sum up, DA and FA can be differentiated in many ways. First, while DA can be carried out formally or informally, it must, by definition, be systematic. It should be remembered that the defining characteristic of DA is the negotiation of mediation aimed at development; in DA, mediation cannot be offered in a haphazard way but must be adjusted for those abilities that are maturing. This is to engage in the activity that is the ZPD. However, in FA, teachers often fail to interact with students in a way that systematically promotes development. Even when FA is more systematic it is generally aimed at supporting learner performance (i.e., scaffolding) during a specific task rather than at long term development. Poehner and Lantolf think that development may occur with FA, but it is more or less incidentally rather than intentionally. The next difference concerns the contexts in which the procedures are used. FA is generally limited to the classroom setting, and indeed is often contrasted with summative assessment. Feedback and assistance provided during summative assessments is assumed to compromise the reliability and validity of any interpretation of test scores. DA, on the other hand, insists upon the inseparability of assessment and instruction because, from this perspective, they form a unity necessary for learner development. Thus, when one shifts the focus of assessment from measuring task performance to understanding and promoting the abilities underlying the performance, interaction during the administration of an assessment are not a cause for concern but rather an indispensable component of the procedure (p. 261). Nonetheless, the same authors in their article written in 2004 argue

that DA also can be implemented in formal assessment practices, whether these are achievement, proficiency, or aptitude tests. The principle underlying DA is that a full picture of what an individual or group is capable of does not emerge unless and until the ability is not only observed in independent performance but is also pushed forward through specific forms of intervention and/or social interaction between learners and assessors. Therefore, DA assures that assessment and instruction are seen as two sides of the same coin. In other words, true assessment is not possible unless it entails instruction and vice-versa (p.69).

2.10.2 DA and Corrective Feedback

There is an extensive research literature on the effects of feedback on L2 learning. A thorough review of this research is not in the scope of this study. However, it might be useful to relate mediator-learner interaction during DA with the findings and assumptions on feedback as reflected in SLA research. Lantolf and Poehner (2010) state ‘the focus of most SLA research on feedback has been on whether implicit or explicit feedback is more effective in stimulating L2 development’ (p. 16).

According to Ellis (2008), teachers use different types and different frequency of feedback, depending on such factors as context, personal preference, and recommendations made in their teacher education courses (p. 804). The research shows that teachers frequently use recasts to provide learners with indirect correction (Lantolf and Poehner, 2010, p.16). One of the uncertainties with recasts is whether they result in acquisition or not. Researchers have also tried to determine whether corrective feedback better results in if it is delivered implicitly, as with recasts, or explicitly as openly highlighting the error, correcting it, and sometimes providing a metalinguistic explanation as well. Ellis et al. (2009) report some studies that directly compare

implicit corrective feedback to explicit one and conclude that the explicit corrective feedback is more advantageous, at least as far as production is concerned (p. 314).

Nonetheless, the same authors report that there are some studies showing no advantage for either type of feedback. They also mention the studies that indicate positive effects of implicit corrective feedback when compared to the ones that received no feedback (p.315).

Ellis et al. (2009) conducted their own study with groups of low-intermediate proficiency ESL learners where they compared the effects of implicit (recasts) with explicit (repetition of error followed by metalinguistic explanation) feedback on learning past tense –ed marker in English. The results of post-tests and delayed post-tests showed more success for the group received explicit corrective feedback (p. 327). The authors think that ‘explicit feedback seems more likely to promote the cognitive comparison that aids learning’ (p. 330).

In an earlier study carried out by Carroll and Swain (1993), the distinction between implicit and explicit feedback is mentioned. They state that explicit correction helps learning by identifying the site and nature of the learning problem while implicit feedback expects learners to infer both of these important aspects of learning (cited in Lantolf and Poehner, 2010, p. 17). The same authors interpret both types of feedback from ZPD perspective. They state that if the instructional aim is simply to help learners arrive at a correct response, then explicit feedback is an efficient means. However, if the intention is to promote development, then process must be foregrounded, as in the ZPD. This is because development is not only about appropriate performance but it is equally about where responsibility and control for the performance resides. Development moves from other-regulation – where one’s performance is primarily controlled by someone else – to self-regulation, where one establishes control over one’s own

performance. From a Vygotskian perspective, this is what learner agency and autonomy are about. By providing standardized explicit corrective feedback, all learners are treated in the same way although they may have different level of control over a particular language feature. Consequently, it is difficult to determine how much regulation a learner is gaining over her or his performance and thus much of the process of development not only remains hidden but it may very well be inhibited. Learners may come to rely on others rather than on themselves, or at least may do so for a longer time period than necessary (Lantolf and Poehner, 2010, p.17).

In the same article, it is stated that the ZPD requires use of both implicit and explicit mediation for effective development. Which type of mediation is offered at a given moment depends on a learner's (or group's) ZPD and this in turn entails co-regulation, which is also called 'interactional synchrony' by Fogel (1991), whereby a learner's responsiveness to teacher mediation also regulates the teacher and her subsequent attempts at assisting the learner. This is an extremely important point, because it is in this process of co-regulation that learner agency and autonomy emerge (Lantolf and Poehner, 2010, p.18).

In implementing DA procedures with the participants, it is aimed to achieve the simultaneous development of an appropriate product and a sense of agency and eventually autonomy in using the language. There is thus an important distinction between corrective feedback as it has been operationalized in the SLA literature and mediation as it is defined in SCT.

2.11 Models and Formats in Dynamic Assessment

Key terms that have been proposed to differentiate DA practices on the basis of administration procedures, mediation techniques, and assessment goals are discussed

below. (Sternberg & Grigorenko 2002; Lantolf & Poehner 2004; Poehner, 2005, Elliot, 2003).

2.11.1 Interventionist DA

Lantolf and Poehner (2004) define the interventionist approach to DA as a more formal and standardized approach, concerned with psychometric properties of test procedures (p.54). Abbleva (2010) summarizes the author's view about interventionist approach to DA and states "interventionist DA encompasses studies that devise and implement a predetermined list of hints followed rigidly during assessment activities in order to generate a weighted score" (p.107). According to Lantolf and Poehner (2005), interventionist DA is rooted in Vygotsky's early work on the use of IQ testing in educational settings and is quantitative interpretation of the ZPD as a difference score. They also note that interventionist DA is applied in two formats: in a cake format in which the mediation is based on predetermined hints and in a sandwich format which includes a pretest-treatment-posttest approach (e.g. Budoff's approach to DA, see 2.14.1).

To provide a specific example of 'interventionist' approach to DA, the dynamic test proposed by Kozulin and Garb (2002) will be explained here. Their study applied a Dynamic procedure for developing L2 English reading comprehension ability among academically at-risk high school students. Poehner (2005) states that the reason why Kozulin and his colleagues have relied upon an interventionist format is that in their research the participants are the large numbers of immigrants to Israel (p. 87). The design of their study included three stages. In the first stage (pre-test) participants were given a short text in English followed by a set of comprehension questions. At this stage, the test was first administered without mediation. After the participants completed the test, classroom teachers reviewed the test with their students, "mediating

for them the strategies required in each item, building together with the students process models for each item, and indicating how strategies can be transferred from one task to another” (Kozulin & Garb, 2002, p.119). It should be born in mind that the goal of this mediation process was to provide students with appropriate mediation so that students could show a more improved performance in L2 reading comprehension. However, the focus is not simply to improve students’ performance in posttest in which a very close reading text was provided. On the contrary, the mediation process focused on general mediation strategies that could be used in different texts.

One shortcoming of Kozulin and Garb’s study is that they do not provide specific examples of mediation forms that occurred between the classroom teacher and the student (Poehner, 2005, p.87) In the post-test stage, students were given items that were similar to the items in the pre-test stage, and the information, strategies, length and level of the texts in the post-test stage were parallel to the ones in the pre-test stage. It is also vital to note that the post-test was carried out without mediation.

Kozulin and Garb (2002) devised a quantitative formula to reveal participants’ learning potential score. The authors state that this formula depicts “both gain made by the student from pre-to post test and the absolute achievement score at the post-test” (p.121). In other words, Kozulin and Garb define the Learning Potential Score as the difference between the learner’s pre and post tests scores.

2.11.2 Interactionist DA

The interactionist approach to DA implies mediation emerging from interaction between examiner and examinee. This type of DA represents cooperative interaction (Poehner 2005, p.25), in which the examiner immediately reacts to the examinee’s needs, and learners are allowed to raise questions and receive immediate feedback.

During interactionist DA sessions, leading questions, hints or prompts are not pre planned and teacher-learner interactions are fine-tuned to the learner's ZPD (Ableeva, 2010, p.108). To provide a specific example to the use of interactionist approach, Anton's (2003, 2009) and Poehner's (2005) studies will be explained as their studies are vital in terms of methodological principles and practical applications of DA; also, the present study follows their suggestions about the use of DA among L2 learners.

2.11.3 Sandwich Format

There are three stages in the sandwich format: pre-test → mediation (instruction) → post-test. That is, first examinees are asked to complete pre-test activities (used to establish a baseline measure); second, they are given instruction (planned in advance or adjusted to examinees' needs derived from their performance during the initial test), and finally, they move on to a series of post-tests (used to test the effectiveness of treatment). The instruction occurs between pre-test and post-test stages throughout the test administration; so, that's why DA format requires a sandwiched instruction. The performance on the post-test can then be compared to the pre-test in order to determine how much improvement an individual made as a result of the intervention. Instruction can be provided for examinees in individual or group settings, and the aim of the instruction is to enhance examinees' development. In individualized procedures the mediation may also be individualized, while in group procedures the mediation tends to be the same for everyone. (Sternberg & Grigorenko, 2002, p.27)

This DA format has been extensively used in DA studies such as (Budoff, 1987; Poehner, 2005; Ableeva, 2008, 2010).

2.11.4 Cake Format

The cake format refers to procedures in which mediation is administered during the assessment process itself. Sternberg and Grigorenko (2002) note that the cake format is used in individual administration. Hence, after each item or during the completion of a task, the examinee is given feedback to help him identify errors and overcome them. Sternberg and Grigorenko adds that if the examinee cannot solve an item correctly during the test procedure, s/he is provided with instruction presented in the form of pre-fabricated hints. As the authors (2002) explain it, ‘the successive hints are presented like successive layers of icing on a cake [and] the number of hints varies across examinees, but not the content of them’, (p.27). In other words, the examiner provides the examinees with hint-based instruction and determines how many hints an examinee needs to solve the item correctly.

In an *interventionist* approach, this feedback might be in the form of a graded set of standardized hints ranging from implicit to explicit. The examiner could then calculate the number and type of hints required by the examinee in order to respond appropriately to the particular item. In such a model, variation across examinees would necessarily be a function of the number rather than the content of the hints, since these are standardized. In an *interactionist* approach to DA, any analysis of variation across examinees or for the same examinee over time would have to include both the quality and amount of assistance.

2.12 Comparing and Contrasting Dynamic Assessment and Non-dynamic Assessment

In order to attain a full understanding of Dynamic Assessment, analysing the similarities and differences between Dynamic and Non-Dynamic, in other words static assessment is of great significance.

The discussion Sternberg and Grigerenko (2002) raised explains the similarity between these two types of tests in a nutshell. They state that NDA tests can include dynamic features and similarly dynamic tests can include static features (p.28). For example, the pre-test-mediation-post test format includes Non-Dynamic Assessment features in the pre-test stage. Furthermore, there are some DA studies which have made use of NDA assessment instruments as multiple choice questions. Sternberg and Grigerenko's (2002) language test is an example to this.

According to these two authors, DA can be distinguished from NDA in three ways:

1. The assessment goals are different. NDA focuses on “products formed as a result of pre-existing skills.” However, from a DA perspective, there is no necessity to assess content and abilities that are already mastered by learners (Sternberg & Grigerenko, 2002, p.28). Haywood & Lidz (2007) approach the issue with a similar perspective. They note that ‘there is no need to test content that assess learners’ current knowledge and therefore to create problems with motivation and perseverance’ (p. 43).
2. Sternberg and Grigerenko (2002) note that during the test administration, the non-dynamic assessment does not permit “ feedback from examiner to test-taker regarding quality of performance” (p.28). Nevertheless, in DA, assessment and instruction are a unique process. Therefore, the tested abilities and content used for

pre-test and post-test activities should be in the zone of proximal development, and teachers' tasks should help create learners' zone of proximal development. Hence, mediation involving instruction and continuous feedback between teacher and learner is required in DA procedures.

3. Finally, it is important for the examiner in Non-dynamic assessment procedures "to be as neutral and as uninvolved as possible toward the examinee" (Sternberg & Grigorenko, 2002, p. 29). However, DA completely rejects the examiner's neutral or uninvolved position during the test administration. On the contrary, DA requires the examiner to involve in the test process. Likewise, Haywood and Lidz (2007) state that

With DA we [teachers] are not neutral, and we do mess with the test and the learner in order to find routes to move the learner to the next level of development. We have to create a "process" so that we can see how the learner learns and how we can promote increased competence. To do this, we must first create collaboration between the assessor and the referred individual and place the individual in the position of active participant in the assessment process (p. 41).

Feuerstein et al. (1987) and Jensen and Feuerstein (1987) compare non-dynamic assessment and dynamic assessment in that both share the same need to assess cognitive functioning of individuals. Unlike traditional psychometric tests, dynamic assessment rejects to use test results for purposes of comparison and classification which "contribute reliably to the discrimination among respondents" (Jensen & Feuerstein, 1987, p. 390). Besides, it is vital to note that DA is rather process-oriented than product-oriented (Feuerstein et al., 1987, p.45).

All in all, in a dynamic approach to testing, learners' dynamic abilities (in other words, emergent abilities) are at the core of the testing procedure. Furthermore, Lantolf

and Poehner yield that the assessment and the instruction are integrated into a single unit in which where all parts work together, and the learners are continuously mediated during the test since cognitive transformation is more important than performance efficiency (p.59). Table 2.1 also shows a brief comparison of non-dynamic and dynamic assessment on some specific terms.

Table 2.1: Comparison of ‘standardized/non-dynamic assessment’ and ‘dynamic’ assessment approaches

Comparison Criterion	Standardized/ Non-dynamic assessment	Dynamic Assessment
Major Question	*How much has this person already learned? *What can he/she do or not do? *How does this person’s current level of performance compare with others of similar demographics?	*How does this person learn in new situations? *How, and how much, can learning and performance be improved? *What are the primary obstacles to a more optimal level of competence?
Outcome	*IQ as global estimate of ability <i>reflecting rank order in a reference (normative) group</i> *Current level of independent functioning (ZAD)	*Learning potential: What is possible with reduced obstacles to learning? *How can such obstacles be reduced? *How does the individual function with the support of a more experienced interventionist? (ZPD)
Examining Process	*Standardized; same for everybody *Focus on products of past Experience	*Individualized; responsive to person’s learning obstacles *Focus on processes involved in intentional acquisition of new information or skills
Interpretation of Results	*Identification of limits on learning and performance; identification of differences across domains of ability *Documentation of need for further assessment and possible intervention	*Identification of obstacles to learning and performance; estimate of investment required to overcome them *Hypotheses regarding what works to overcome obstacles to learning
Role of Examiner	Poses problems, records responses; affectively neutral	Poses problems, identifies obstacles, teaches metacognitive strategies when necessary, promotes change; affectively involved

Haywood and Lidz (2007, p.6)

2.13 DA and Psychometrics: The Issue of Reliability and Validity

There has been an increasing interest in DA among researchers in psychology and general education, but there has been a good deal of criticism against DA, as well.

Poehner (2005) groups the criticisms into two categories: theoretical and methodological (p.113). For instance, some researchers have expressed their concern about the theoretical basis that constructs the nature of DA.

DA researchers emphasize the abilities are modifiable rather than stable, the ones who are against DA, question the extent DA can measure stable abilities. This also brings about the methodological criticisms of DA because DA researchers do not follow the conventional forms of standardizing testing procedures and scoring.

The following discussion concerns interactionist approaches to DA such as Feuerstein's. The reason for this is that Feuerstein and his colleagues do not use any of traditional concerns of standardization. On the other hand, many interventionist researchers, for example Guthke, employed psychometric methods in the development of their test instruments, their administration procedures, their scoring and their interpretation of assessment results.

The discussion of the criticisms is relevant in this section because this study followed different researcher's proposals. For instance, the idea of flexible interaction between mediator and learner comes from Feuerstein's approach, and a similar psychometric method of Guthke is also applied in this study.

Static Assessments are concerned with the issues of standardization and reliability. In order to say 'reliable' to a test, all aspects of test administration must remain the same for every examinee. Hence, any deviation from the standard procedure for the test, is considered as a threat to the test reliability. Büchel and Sharnhorst (1993) criticizes Feuerstein's MLE, and note that 'If we accept predictions made on the basis or

unreliable observation, we cannot reasonably refuse predictions that are not based on observation at all' (p.103). Therefore, for Büchel and Scharnhorst, the fact that an individual might perform differently at two points in time makes the observation of that person's abilities unreliable and therefore of little or no value.

Poehner (2005), whose study is closely relevant to Feuerstein's approach, explains Feuerstein's understanding of DA process and comments that Feuerstein, like Vygotsky, is interested in understanding the processes that bring about development, and this necessarily entails learners developing as part of the assessment. While reliability may be a desirable characteristic of a test, it is a highly undesirable outcome of a DA procedure, which seeks to bring about change. In this way, a highly reliable assessment is problematic because it suggests that the procedure failed to promote development (p.104).

As Vygotsky argued, the full picture of individual's abilities is not gained. In other words, assessment must look to the future and not to the past and this requires an integral and indispensable role for social mediation (Lantolf, 2009, p.365). For effective assessment, change is vital and stability, as Lidz (1991) states, 'the word –dynamic- implies change not stability (p.18). As mentioned above, the mediation is an indispensable component of assessment; therefore, there must be 'change' during the administration of the test. According to standard psychometric assumptions, this is not reliable and it yields to error measurement; yet, from the perspective of mediation in the ZPD, this is exactly what should occur. The error measurement in this case is development (Lantolf, 2009, p.365).

Ableeva (2010) mentions the ideas she got through her personal communication with Lantolf (2006). He raises the issue of commensurability between the pivotal psychometric constructs and DA. He emphasizes that reliability and validity are built

upon the concept of an autonomous learner while DA regards a learner as an individual involved in social interactions intended to promote his/her development. Dynamic Assessment takes mediated teacher-learner negotiation during the test procedure for granted, and therefore, DA does not fit well psychometric principles. Considering the basic principle that a test should be consistent with the theory and since DA targets the learner's improvement, DA's validity construct would be *development* which implies a social relationship. With regard to reliability, Lantolf notes that DA requires the test to be the source of change leading to development and if DA does not promote development, then it cannot be considered reliable (p.111).

Feuerstein et al. (1987) emphasize that DA is a process-oriented testing paradigm rather than product-oriented (p.45). In DA, the test procedure is grounded in mediation, and the focus is on learners' emergent (i.e., dynamic) abilities; the assessment is inseparable from instruction, and the learners are continuously mediated during the test procedure because a DA-oriented examiner —is more concerned with cognitive transformation than with performance efficiency (Lantolf and Poehner, 2004, p. 59).

2.14 Major Approaches of Implementing Dynamic Assessment

A few procedures that are believed to be useful in L2 classrooms are explained in this section. They are Budoff's *Learning Potential Approach*, Guthke's *Lerntest Approach*, the *Graduated Prompt* method developed by American researchers Campione and Brown; *Testing-the-Limits*, a DA technique pioneered in Germany and the US by Carlson and Weidl; and finally, the *Mediated Learning Experience* developed by Reuven Feuerstein and his colleagues in Israel. Below there is a list of major approaches with two different categorization.

Table 2.2: Classification of approaches to dynamic assessment according to two classification schemes

	Haywood's categories		
Sternberg and Grigorenko's characterization	Restructuring the test situation	Learning within test	Metacognitive mediation
Structural Cognitive Modifiability (Feuerstein et al.)	X	X	X
Learning Potential Testing (Budoff et al.)		X	
Graduated Prompt (Campione & Brown)	X		
<i>Lerntest</i> (Guthke, Hamers, Hessels, Ruijsenaars, et al.)		X	
Testing the Limits (Carlson & Wiedl)	X	X	
Information Processing (Swanson, Das, Naglieri, et al.)	X	X	
Approaches Not Charted by Sternberg and Grigorenko			
Curriculum-based DA (Lidz)	X	X	X
Stimulus Enrichment (Haywood)	X	X	X
DA of Young Children (Tzuriel)	X	X	X

(Haywood and Lidz, 2007, p. 17)

Moreover, a list of major DA approaches outlined by Elliot (2003) is demonstrated in Appendix A.

2.14.1 Budoff's Learning Potential Measurement

Budoff's 'Learning Potential Assessment' was offered in the early 1960s. It was created on the grounds that IQ tests as a measure of intelligence among children from non-middle class and non-western backgrounds have shortcomings (Budoff, 1987, p.52).

In order to compensate the shortcomings of IQ tests, Budoff and his colleagues developed an alternative assessment of cognitive functioning and designed 'LPA' to assess learning potential of low-IQ children.

The approach has three stages: test-train-retest. During the test part, the child's independent performance was assessed; however, the second stage is training stage and is implemented dynamically. The training is intended to offer problem-relevant training and to teach children how to solve these problems in a group or individually. During the third or last stage children are offered retesting activities.

According to Budoff (1987), the early LPA studies classified examinees as 'high-scorers, gainers, and non-gainers' while later LPA research evaluate learners according to the results in three categories. These categories are pretraining scores and post-training score adjusted for pre-test level. According to Budoff (1987), first category 'pre-training scores' demonstrate the child's independent performance. The second category includes three components: 1. Examinee's initial level seen during the pretest. 2. The effects of repeated exposure to the test materials. 3. The effect of training on the examinee's test results. The third category indicates children's responsiveness to training (p. 60).

LPA has a quantitative approach to DA and it aims to combine standardized and dynamic testing. Poehner (2005) notes that this quantitative orientation is understandable because of the intense population of low-IQ children (p. 48).

It is important to add that the notion of multiple assessments at different points in time and quantitative orientation are used in the present study.

2.14.2 Guthke's Lerntest Approach

Guthke's Lerntest, which is a collection of a number of DA procedures, has been built on Budoff's work. It suggests that individuals do not have a single ZPD for general cognitive development but rather ZPDs specific to various content domains such as language learning (Guthke, Heinrich, & Caruso, 1986, p.905).

Unlike Budoff's traditional administration of tests, Guthke's approach includes assistance during the tests. In the early versions of the test, only one sort of mediation was offered to the learner who gave an incorrect response. The learner was simply asked to think properly once again. If the learner was still unable to give the correct response, the examiner provided the correct answer and they moved on to the next item (Guthke, Heinrich, & Caruso, 1986, p.905). However, more recently, they have produced an assessment procedure that provides five standardized hints and they applied it in a language aptitude test. These hints are organized from comparatively more implicit hints to explicit ones. When the learner is unable to provide the correct answer, the examiner provides a more explicit hint.

In Guthke's Lerntest approach, the results of the examinees are reported as both a score and a profile for each learner. The score is based on the number of hints the learner needs and the amount of time the learner needs to complete the test. The latter is

the analysis of the types of errors the learner make, and the forms of mediation to which the learner is most responsive.

The procedures are dynamic in not only pre and post tests but also in the intervention stage. After the intervention stage, learners were not expected to give correct responses for the entire test, but the hints will be fewer and less explicit. Then it is understood that the development has occurred. It is also essential to note that the Guthke's DA approach is relevant to the present study as the present study also follows the approach that links the assessment session to an intervention program.

2.14.3 The Graduated Prompt Approach

The Graduated Prompt Approach (GPA) developed by Campione and Brown is a variation on interventionist DA in the cake format (Brown and Ferrara 1985; Campione, Brown, Ferrara & Bryant 1984).

This method involves first developing a hierarchy of prompts that are arranged from most implicit to most explicit. The prompts are standardized and during the administration of the test, whenever a learner encounters difficulties, the mediator begins with the most implicit prompt and moves step by step toward the explicit side of the hierarchy until the learner overcomes the problem or until the mediator finally reveals the solution and explains why it is correct (Lantolf & Poehner, 2007, p. 54).

An important feature of GPA, which differentiates it from other approaches, is the inclusion of **transfer tasks** intended to determine how well students can extend their learning beyond the assessment. It is important to note that *transfer* was an idea that Luria (1961), a colleague of Vygotsky, suggested determining the impact of mediation on development. Transfer involves determining whether or not learners can carry out

new tasks either independently or with much less assistance than at the beginning of the process (Lantolf & Poehner, 2007, p.54). The authors also add that insights gained through assessments are used to (1) make predictions about how quickly the students will learn new material, (2) place learners in appropriate programs based on the problems they experienced and the gains they made through mediation, and (3) identify students in need of special services.

It is important to note that the notion of transfer assessments is used in the present study.

2.14.4 Testing-the-Limits Method

The growing belief that traditional tests tend to underestimate the abilities of some learners, especially those from disadvantaged backgrounds led Carlson and Wiedl (1992, 2000) to develop their method. Their aim was to understand how learners' performances would be affected if the conditions of the test were changed. In particular, they reasoned that learners who perform poorly on tests may not orient properly to test items, (i.e., interpreting what test items are actually asking and developing a plan for how to respond), may experience difficulties maintaining focus, and may experience high levels of frustration (Dillon & Carlson, 1978, p. 437). Carlson and Wiedl therefore decided that the target of their interventions would be to remediate learners' planning processes.

These researchers have proposed two intervention techniques: (1) providing learners with extensive feedback on their performance and (2) encouraging learners to **verbalize** how they are approaching problems and what they will do to overcome them. In some cases, Carlson and Wiedl interrupt during administration of the test to offer

feedback or to ask students to verbalize their thoughts, while in other cases they wait until learners have completed a task before interacting with them; sometimes they will ask learners to reattempt the task after they have discussed the initial performance (Lantolf & Poehner, 2007, p.55). From the perspective of Socio-cultural Theory, verbalization is important because it helps learners to externalize their thought process, and this externalization offers two advantages: 1) it allows the mediator to understand how learners are approaching the task and where they are encountering problems, which makes it easier to provide appropriate feedback; and 2) it affords learners the opportunity to mediate their own performance by thinking through the problem aloud.

Carslon and Wiedl (1992) have developed various levels of standardized verbalization prompts designed, in some cases, to encourage learners to think aloud so that the researchers can better assess where problems occur during task solution, while in other situations the verbalization itself is a means of intervening in a learners' thinking by encouraging them to approach a task in a particular way. They argue that verbalization is an especially helpful form of mediation for learners who usually perform poorly on tests (p.163).

2.14.5 Feuerstein's Mediated Learning

The work conducted by Feuerstein and his colleagues (Feuerstein, Rand, & Hoffman 1979; Feuerstein, Rand, Hoffman, & Miller 1980; Feuerstein, Rand, & Rynders 1988) as well as the research of those inspired by Feuerstein (Lidz 1991; Karpov & Gindis 2000; Peña & Gillam 2000) has roots in the basic belief that human cognitive abilities are modifiable. This idea has been proved by numerous cases of individuals who have benefited from Feuerstein's assessment procedures and cognitive education program, including several success stories. such as one young boy labeled as

mentally retarded who eventually went on to earn a PhD in psychology (Poehner, 2005, p.56).

2.14.5.1 The theory of Structural Cognitive Modifiability

Like many DA advocates, Feuerstein and his team express their dissatisfaction with non-dynamic testing practices and stick to the common goal of DA. (Feuerstein, Rand, Jensen, Kaniel & Tzuriel, 1987, p. 42). Unlike Budoff, however, Feuerstein and his team reject a quantitative approach and opt for a qualitative implementation of DA. In this regard, Feuerstein et al. (1987) distinguish functional DA and structural DA, grounded in the theory of Structural Cognitive Modifiability (SCM). According to Feuerstein et al. (1987), the goal of functional DA ‘is limited to the enhancement of the individual’s functioning as it relates to interaction with the specific psychometric task’ (p.42).

Feuerstein et al. (1987) view Budoff’s LPA as a DA approach that sets limits to the quantity and quality of changes that are the target of the intervention. They believe that Budoff’s *test-train-retest* model is ‘restricted by the nature of the first test, and the second retest and that this model can embrace only one specific aspect of the individual’s functioning targeted for change’ (p.42). Feuerstein et al. (1987) do not provide any example, however, exemplifying a model that incorporates psychometric tasks drawn on the ZPD. Feuerstein et al. (1987) defend structural DA and define its goal as follows

The goal of change to be produced in the assessed individual goes far beyond immediate levels of functioning into the search for changes in the very structural nature of the cognitive processes that directly determine cognitive functioning in more than one area of mental activity (p. 42-43).

Following this definition of DA, the SCM theory specifies that ‘the individual is an open system susceptible to influences that can produce structural changes in cognitive functioning’ (Jensen & Feuerstein, 1987, p. 380).

A key component of SCM theory is mediation. Kozulin (1998) reviews Feuerstein’s mediation in the following way. In non-mediated learning, the child interacts with his environment in a trial-and-error, experimental manner. In this type of learning, which closely resembles the stimulus-response conditioning model of the behaviorist paradigm, the child remains trapped in the here-and-now situation, unable to interpret the world or to construct meaning in a way that will allow him to see connections between events, situations, and individuals. In mediated learning, the stimulus-response model is altered so that the child is no longer interacting with his environment in a direct, haphazard fashion. Instead, an adult or more competent peer enters into a relationship with the child and .selects, changes, amplifies, and interprets objects and processes to the child (p.60). Feuerstein terms such an interaction a Mediated Learning Experience (MLE). The following subsection describes MLE in detail.

2.14.5.2 Mediated Learning Experience

Reuven Feuerstein’s work has focused on immigrant populations and children with learning disabilities. He criticized the educational practice of simply labeling individuals with some disability and declaring that little can be done to help them improve. Therefore, even though the cause of a learning disability may be biological (e.g. autism, schizophrenia), the rehabilitation of the individual depends on mediation (Vygotsky, 1993, p.269). In practice, this means that if we assume that learners’ *future* success can be perfectly predicted on the basis of their *present* performance, we are in

fact “ignoring a possibility that the predicted destiny may not materialize if powerful intervention takes place”(Feuerstein et al, 1988, 83). For Feuerstein, this is the role of education to help individuals develop beyond their current abilities.

Feuerstein distinguishes *direct learning experiences* from *mediated learning experiences*. In direct learning, individuals interact with their environment in a trial-and-error fashion. Feuerstein goes on to explain that in mediated learning, on the other hand, children are not left to their own devices but instead interact with an adult or more knowledgeable peer, who “selects, changes, amplifies, and interprets objects and processes for the child” (Kozulin, 1998, p. 60).

Through mediated learning children develop the ability to plan, to make comparisons of similarities and differences, and to formulate and test hypotheses, and all of these are necessary for learning both in and out of school (Kozulin, 1998, p. 68). Feuerstein summarizes the relationship between mediated and direct learning as follows:

The more a child is subjected to mediated learning experiences, the greater will be his capacity to benefit from direct exposure to learning. On the other hand, a lack of MLE will produce an individual who will benefit very little from direct encounters with learning tasks (Feuerstein et al, 1988, p. 58).

Lantolf and Poehner (2007) mention that during Mediated Learning Experience (MLE), an adult mediator engages in a task with a learner and provides as much mediation and as many forms of mediation as necessary to improve performance. The interaction between the mediator and the learner is highly flexible, with the mediator constantly noting the learner’s responsiveness to mediation and making changes accordingly. The mediator’s goal is to diagnose the learner’s potential for cognitive change. This is accomplished by actually helping the learner to change *during the*

assessment itself (p.59). The outcome of MLE is described in terms of (1) the degree to which the learner changes and (2) the mediation required to bring about that change.

Feuerstein has created a list of characteristics (Feuerstein et al,1988, pp.61-62) that interactions must have if they are to optimally help learners during the MLE. These characteristics are summarized in Table 2.3.

Table 2.3: Attributes of Mediated Learning Experience

- 1. *Intentionality and reciprocity***
- 2. *Transcendence***
- 3. *Mediation of meaning***
- 4. *Mediation of feelings of competence*:** offering various forms of assistance to help the learner to successfully complete a task previously perceived as too difficult and interpreting to him the meaning of his success.
- 5. *Mediated regulation and control of behavior*:** regulation of the child's impulsivity and attention in ways that lead to the child gradually taking on more and more responsibility for the control of his own behavior.
- 6. *Mediated sharing behavior*:** involves the mediator communicating to the learner her own orientation to the task, her perception of its demands, reactions to problems that arise, and feelings at various stages of task completion while also attempting to elicit the child's feelings and perceptions, emphasizing the joint nature of the interaction.
- 7. *Mediation of individuation and psychological differentiation*:** emphasizes the learner as an individual with thoughts, feelings, and abilities that may be different from but can certainly complement those of others.
- 8. *Mediation of goal seeking, goal setting, goal planning, and achieving behavior*:** proposing and perceiving goals; planning specific actions, including the achievement of sub-goals, that will lead to task completion; using representational modes of thinking; and execution of problem-solving strategies.
- 9. *Mediation of challenge, The search for novelty and complexity*:** attempts to mediate an activity the learner has already mastered will not produce the feeling of competence described above and may lead to boredom and frustration. MLE tasks should target what the learner is not yet capable of doing independently.
- 10. *Mediation of an awareness of the human being as a changing entity*:** the core of Feuerstein's SCM theory, the belief that all human beings are modifiable.
- 11. *Mediation of an optimistic alternative*:** related to the above, the insistence that individuals can be more than their present abilities suggest.

(Feuerstein, Rand & Rynders, 1988, pp. 61-62)

According to Feuerstein the first three attributes are the core of MLE.

Intentionality refers to the adult's deliberate efforts to mediate the world. It is what distinguishes MLE from the unsystematic learning that usually characterizes direct trial-and-error learning. MLE focuses on creating a ZPD with learners so that they may be guided through various activities they would otherwise not be able to complete on their own (Lantolf & Poehner, 2007, p.61).

Lidz (1991) explains that intentionality requires the mediator to engage in various behaviors, including "initiating, maintaining, and terminating the interaction" as well as

“regulating and refocusing the child’s attention and participation.” (pp.74-75).

Feuerstein et al (1988) illustrate intentionality with the example of a mediator who wishes to call a learner’s attention to a particular object. The mediator may point out significant features, ask questions, make suggestions, gesture, and constantly read the learner’s responses in order to make adjustments and changes to maintain engagement (pp. 62-63). **Reciprocity** is the term that is used to describe the learners’ contributions to the interaction, acknowledging that the actions of *both* participants are necessarily connected. **Transcendence** describes the ultimate goal of MLE: to bring about the developmental changes required for learners to move beyond the ‘here-and-now’ demands of a given activity, preparing them for new contexts and future learning. Feuerstein (Feuerstein et al., 1979) argues that true development *transcends* any specific task, and the results of development should be visible in a variety of ways under differing conditions (p.92). Hence, Lantolf and Poehner (2007) highlight that Feuerstein’s understanding of transcendence has much in common with Campione and Brown’s notion of transfer (p. 61). Feuerstein structures his MLE in a way that parallels Campione and Brown’s transfer assessments.

Mediation of meaning, the third key attribute of MLE is directly related to the first two. Without understanding the meaning of an object or activity, learners are left with an ‘episodic’ grasp of reality and are unable to connect present events to those in their past and, conversely, cannot project into the future on the basis of the present or past. Lidz (1991) reviews the available literature on the MLE and concludes that *mediation of meaning* concerns the mediator’s attempts to focus the child’s attention on certain features of the task, to elaborate on their significance, and to engage in cause-and-effect and inferential thinking (p.77).

To sum up, while *intentionality* describes the approach taken by the mediator (e.g., structuring the experience, scheduling the stimulus, maintaining the child's focus, etc.) and *transcendence* refers to the goal of the MLE (i.e., the child's cognitive development), *mediation of meaning* is the glue that holds both of these together. Meaning is that which the mediator must intend to help the child develop and it is also what enables the child to move beyond the specific MLE to the larger world of social relations. For Feuerstein, this is the core of human learning.

2.14.5.3 Learning Potential Assessment Device

The LPAD is a battery of fifteen instruments that are dynamically administered to a learner during the MLE session. In this way, Feuerstein and his colleagues have managed to put their theoretical model of the MLE into a concrete form that can be readily accessed by researchers and practitioners; workshops are regularly offered around the world to provide training in the administration and evaluation of the LPAD (Poehner, 2005, p. 72).

Typically a learner is dynamically administered the LPAD without an initial static pretest. Minick (1987) explains that Feuerstein and his colleagues believe that for many learners such a pretest would provide another test-related experience of failure and anxiety that would only serve to reinforce a negative attitude toward the test and toward learning, therefore putting the rest of the DA procedure in danger (p.117). Of course, as

According to Minick (1987), the considerable freedom the mediator enjoys in reacting to the learner brings this approach to DA very much in line with Vygotsky's understanding of the ZPD as a means of 'diagnosing development' (p.138).

Sternberg and Grigorenko (2002) conclude that the significance of the LPAD is that 'it provides an MLE by creating a ZPD' (p. 55). Working in cooperation with the

child, offering guidance, the mediator identifies cognitive functions that are in need of attention and begins working to develop them there in the testing situation.

Before explaining ‘Instrumental Enrichment Program’, it is important to note that rather than producing a ‘score’ or ‘grade’ to summarize the learner’s performance, the results of the LPAD procedure are used to create a profile that: a) assesses the individual’s current cognitive functions such as perception, logical reasoning, attention, and general problem solving abilities through analyzing what he is able to do without assistance or with minimal intervention from the mediator; b) evaluates the learner’s responsiveness to particular forms of mediation as determined by how much and what kinds of mediation are required for him to complete the assessment tasks; and, most importantly, c) provides a ‘sample’ of the individual’s modifiability understood as how much the learner was able to improve with assistance, both during the dynamic administration of the tests and on follow-up posttests. This serves as the basis for an individualized cognitive education program designed to foster the development of the specific cognitive functions that the DA procedure revealed to be a source of difficulty for the individual. Feuerstein refers to this education plan as the Instrumental Enrichment (IE) program, which is explained in the next subsection (Poehner, 2005, p.74).

2.14.5.4 Instrumental Enrichment

Instrumental Enrichment (IE) received its name because it involves a series of exercises and activities (instruments) that are designed to help learners develop abilities they are lacking (enrichment). Feuerstein, Rand, and Rynders (1988) define IE as a program composed of two major elements: a set of materials, the instruments, and an elaborate teaching system based on mediated learning experience (p. 209).

Table 2.4: Enrichment Program Instruments

- 1. Organization of dots:** the learner must identify shapes and patterns represented by clusters of dots. .Successful completion requires segregation and articulation of the field. (p. 213).
- 2. Analytic perception:** these exercises focus on the relationship between a whole and its parts, the various ways a whole can be divided into parts, and the multiple possibilities that exist for recombining the parts to form new wholes. The goal is to overcome the learner's tendency for .blurred, sweeping, and global perception. that is .incomplete and imprecise. (p. 214).
- 3. Instructions:** requires the learner to translate verbal instructions into a motor act and, conversely, to create verbal instructions to describe motor acts. These exercises are also helpful in emphasizing the need to breakdown directions and actions and to form plans before acting rather than respond impulsively.
- 4. Orientation in space I:** designed to help learners use concepts and a stable system of reference for describing spatial relationships. (p. 215), these exercises demonstrate that objects and events can be viewed from multiple positions and that the observer's vantage point affects his perception.
- 5. Orientation in space II:** these exercises introduce learners to the systematic use of compass points and coordinates to describe and understand positions of objects.
- 6. Categorizations:** learners group items into categories based on the presence or absence of characteristics that define the category and distinguish it from other categories; as the exercises become more complex, learners develop an understanding that items can be grouped according to a variety of criteria and that they can create the necessary relationships.
- 7. Representational stencil design:** following specific instructions, learners use stencils to produce a .representational reconstruction of a design. (i.e., a transformation of the design rather than an exact copy of it).
- 8. Family relations:** examines the ways in which each member of a family can be identified in differently depending upon her relationship to other members of the family, but that she retains her identity all the while.
- 9. Numerical progressions:** designed especially to counter an episodic grasp of reality, these exercises require the learner to identify patterns in series of numbers in order to explain the presence of the numbers in the sequence and to add more numbers to it.
- 10. Comparisons:** systematic comparisons of objects and events according to set criteria.
- 11. Syllogisms:** identification of relationships among members in a set and drawing logical conclusions about the set.
- 12. Temporal relations:** helps learners to .understand time as both an object and a dimension, and the .relativity of future, past, and present. and their relationship to verbal tenses.
- 13. Transitive relations:** similar to syllogisms but focuses particularly on .greater than, 'less than' and 'equal to' relationships.
- 14. Illustrations:** development of explanations to describe progressions of events and changes from picture to picture in a series of images.

(Feuerstein, Rand & Rynders, 1988, pp. 213-227)

It is important to note that in Feuerstein's intervention program, learners and mediators collaborate, and the precise forms of mediation that are used emerge from their joint effort; standardization of mediation is not an issue here, in a sense, the approach is just like in DA procedures. While MLE is highly interactive and usually conducted in a one-on-one format, IE is generally carried out in a classroom setting with between 10 and 30 students (Lantolf & Poehner, 2007, p. 63).

It is also reported that group settings facilitate mediated learning through "the socializing and amplifying aspects of interactions in groups," which he sees as an advantage over individualized formats (Feuerstein et al 1988, p. 210). Moreover, Lantolf and Poehner (2007) state that the possibility of constructing a group, or collective, ZPD was something Vygotsky (1998) was also interested in (p. 63).

2.15 Mediation and Learner Reciprocity Typologies

The research literature on corrective feedback and its relation to L2 development is substantial. Research based in SCT addresses feedback from a different point. Corrective feedback and negotiation are contextualized as a collaborative process in which the dynamics of the interaction itself shape the nature of the feedback and inform its usefulness to the learner (Lantolf & Thorne, 2006, p.210).

The mediation typology is based on Aljaafreh & Lantolf's (1994) study. Their study on error correction and feedback was framed within the ZPD. Their study shows that both implicit and explicit feedback impact linguistic development, but that "the relevance of the type of feedback offered is as important an index of development in second language as are the actual linguistic forms produced by the learner" (p.467). Lantolf and Thorne (2006) mention that development in this context is the internalization of the mediation that is dialogically negotiated between the learner and

others that result in self-regulation. The ZPD in this case forms an activity frame that relates the current developmental level to the potential development that is through collaboration with a more competent tutor (p.211). The potential level of development is suggested by the kinds of assistance needed to perform the activity and the visible ability of the learner to utilize forms of external assistance. In Aljaafreh and Lantolf's (1994) study, they note that at the start of interaction cycle, the learner's linguistic performance is mediated and enhanced by the tutor. Over time, within a session and across sessions, each of participants demonstrated that they had internalized aspects of assistance and gained a greater ability to function autonomously. For this reason, the two researchers claim that "the expert must relinquish control to the learner at the appropriate time. There can be no real development otherwise" (p.480).

Aljaafreh and Lantolf (1994) developed a "Regulatory Scale", whose general principle is the organizing the kinds of mediation used from implicit to explicit forms of mediation. In the following, mediation typologies, which are adapted from Anton (2003) and Poehner (2005)'s studies, are explained. It begins with relatively implicit forms of mediation and goes on with explicit intervention. This makes the analysis of learners' interaction more easily analyzed, and it gives hints about the quality and frequency of mediation.

2.15.1 Mediation Typology

In this subsection different forms of mediation are explained.

1. Helping Move Narration Along: The first and the most implicit type of mediation involves the mediator's comments that are focused on the narration itself, and not the learner's use of foreign language. According to Poehner (2005), it is the most common mediation type one can engage in in an everyday interaction, and it involves

some form of back-channelling or acknowledgement of an utterance in order to assure that the mediator is paying attention to and comprehending the narrative (p.164). In some instances it is done with a single word (e.g. OK). The main aim of this kind of mediation is that it encourages learners to continue their narrating and it gives them confidence that their narration is understandable.

2. Accepting Response: The mediator encourages the learner by indicating that the piece of language the learner used is correct or appropriate. This generally occurs when the learner is uncertain about his/her own construction of the statement. Although this form of mediation appears similar to the first one, there is a key difference between them. ‘Accepting Response’ focuses on the language itself. Poehner (2005) says that it is used after the learner has struggled to produce the utterance and is often elicited by the learner who is looking forward to the mediator’s approval (p.165).

3. Request for Repetition: The mediator interrupts the learners to ask them to repeat what they have just said. This gives the learner an opportunity to reconsider what they are trying to say and the linguistic forms they are using. In other words, this type of mediation gives the learners a message that they need to clarify their meanings and search for a potential mistake in their utterances although the mediator does not point out the location of the mistake.

4. Request for Verification: This form of mediation provides opportunity to the learner by requesting verification of a particular lexical item or grammatical structure they have produced. Poehner (2005) states this form of mediation is required when the learner uses a form the mediator does not immediately recognize so the aim of the mediation is to clarify this ambiguity (p. 166).

5. Reminder of Directions: This form of mediation is generally applied when the learners start to produce linguistic forms which are not target ones.

6. Request for Renarration: This form of mediation is not focused on a specific instance of a linguistic structure but with the learner's performance in general. It usually gives the learner a second chance to perform the task. Besides, it gives a sense to the learner that his/her performance is rather problematic.

7. Identifying the specific site of an error: This form of mediation directs the learners' attention to the part of their utterance that contained error. This form of mediation is a guide to the mediator because it shows the underlying source of the problem. Sometimes the learner can identify the error and correct it when the mediator repeats the utterance and alerts the learner that there is problem; however, sometimes, the learners are unable to recognize and correct it. Then the learners require more explicit mediation.

8. Specifying the error: The mediator explicitly states the kind of error the learner has produced. The aim of this form of this mediation is to see whether the learner can correct the error he/she has made once warned by the mediator.

9. Metalingusitic clues: The mediator uses formal terminology such as auxiliary verb, relative pronoun etc. while assisting the learner. It is less explicit to inform the learner that he/she needs to insert a grammatical form or revise the construction he/she has made than simply providing the correct answer.

10. Providing example or illustration: The mediator offers an example that shows the usage of that pattern so that learners can correct the utterances that contain errors. Poehner, in his work, yields that examples proved to especially useful as a follow-up to metalinguistic clue.

11. Offering a choice: According to Anton (2003), this form of mediation is used to differentiate learners who have some understanding of the target structure from those who do not. She argues that it is important to recognize the level of knowledge or ability

that learners have as the learners who are able to recognize appropriate linguistic forms are at a higher level of development than the learners who are not able to choose the correct answer. Poehner (2005), in his study, uses this type of mediation when a learner produces an erroneous form that has already been explicitly focused upon.

12. Providing correct response: When the other forms of mediation is not sufficient, the mediator can provide the correct answer.

13. Providing explanation: The mediator uses this most explicit form of mediation when he/she gives the correct response but the learner does not understand it. In such cases, the correct answer is accompanied by an explanation.

2.15.2 Learner Reciprocity Typology

Learners' responsiveness to mediation is as important as the type of mediation supplied during the assessment procedure. Lidz (1991) proposed the term 'learner reciprocity' to refer to the contributions of the learners to the performance as the successful dialogue depends on the moves made by both participants (p.110). Reciprocity, in this study, is used for learners' effort to give correct response or their acts to refuse the mediation.

Learners' interactions with the mediator and how the quality and frequency of these moves change over time is an important part of monitoring development. For instance, a learner who needs extensive mediation such as providing correct responses and explanations has difficulty in controlling a given structure while a learner who needs only implicit mediation such as a repetition request is closer to control the structure independently. Poehner (2005) states it is also possible to have information about developmental changes by examining the learner's reciprocating moves to the same form of mediation at two different points in time (p.184).

The sequence of mediation typologies explained above signals the principle of abstract to concrete or from more implicit feedback to explicit feedback. Likewise, the reciprocity typology is arranged in a way that the moves at the top show the learner's ability to take on responsibility of their own performances (Poehner, 2005, p.183).

The explanations of these moves are given below.

a. Unresponsive: The learner's being unresponsive simply suggests that he/she does not engage in a dialogue with the mediator to address the issue that was raised or highlighted by the mediator. Poehner (2005) points out that one cannot be sure that this stems from the reason that the learner fails to understand a mediational move or that they choose to ignore it (p.185).

b. Repeats Mediator: In some cases the learner simply repeats what the mediator says without making any structural or lexical changes. However, this may be an important first step for a longer, more in depth interaction between the mediator and the learner.

c. Responds incorrectly: The form of mediation the mediator offers may result in an additional error during the assessment session. In such cases, the mediator might change the form of mediation and use a more explicit level of mediation if the learner provides an incorrect response.

d. Requests additional assistance: Learners recognize the need for further assistance from the mediator when the help the mediator offers is insufficient. Therefore, learners ask for additional clues or feedback.

e. Incorporates feedback: It is one of the most frequently used learner reciprocating feedback. The learner makes use of the mediator's feedback and makes appropriate or correct constructions. This does not mean that the learner has produced

an entirely correct response, but it does show that the learner is benefiting from the mediation and improves upon his/her initial construction (Poehner, 2005, pp.191-192).

f. Overcomes a problem: The mediation offered by the examiner leads the learner to correctly identify a problem and overcome it. Poehner suggests that a single instance does not show that the learner has fully acquired the desired control over the linguistic structure, but the assessments after the treatment program as well as transfer assessment(s) will show whether there is development or not.

g. Offers explanation: This type of learner reciprocity is generally observed in the assessment sessions following the treatment program and it is not an action that the mediator demands, but the learner does it although the mediator does not require. It gives evidence that the learner is mediating himself/herself and it provides the mediator with insights into how the learner orients himself/herself to a particular problem.

h. Uses mediator as resource: Learners demand additional assistance during the interactions if they think the assistance provided by the mediator is not sufficient. However, the learners recognize that he is unable to solve the problem owing to the insufficient assistance. Therefore, they ask for some additional support in a different form of mediation instead of giving up or asking the mediator the correct response. Poehner(2005) mentions that in such cases learners are not eliciting feedback on their performance but are requesting assistance before initiating their performance. The learners no longer view this type of dialogue as ‘cheating’. Instead, they think that it is an important way of letting the mediator know how they are approaching the task and where they are having difficulty (p. 194). Poehner likens this situation to the way learners use a dictionary or grammar reference. This type of learner reciprocity is largely learner-directed. It is not the mediator who intervenes to help a learner to

identify or correct an error, but it is the learner who demonstrates the awareness of the specific kinds of assistance s/he needs from the mediator.

i. Rejects mediator's assistance: In some cases, learners are so confident that they can form the appropriate structure to express an idea without interacting with the mediator. In other words, the learners show their level of development by rejecting the mediator's assistance because they know that they can succeed on their own.

2.16 Conclusion

This chapter reviews the nature of speaking, assessing speaking skills, types of speaking tasks, problems in administering speaking tasks, Vygotsky's sociocultural theory, zone of proximal development and dynamic assessment procedures are discussed. Next, the models and approaches of dynamic assessment are discussed to have deeper understanding of the concept. Finally, the mediation and learner reciprocity typologies are explained.

CHAPTER 3

METHOD AND DATA COLLECTION

3.0 Introduction

This chapter focuses on the design of the study and discusses the assessments and the enrichment program conducted during the study. The description of the subjects, instructional materials, data collection instruments, procedures and steps followed throughout the study are presented in this section.

3.1 Research Design

This study is an 8-week experimental study based on classroom research carried out in ELT preparatory classes. Both quantitative and qualitative methods are used for data gathering. A questionnaire (see Appendix D) was delivered to students in ELT preparatory classes as an initial step. The aim of the questionnaire was to highlight their views towards speaking skills and their attitudes towards assessment of oral production. Participants from both control and experimental groups underwent a pre- Non-Dynamic Assessment (NDA) and a pre- Dynamic Assessment (DA) in which they read short English news stories about recent events and then narrated the sequence of events in English. The results of these assessments were used to structure the enrichment program because they provided insights into the kinds of problems students encountered while carrying out tasks and into the amount of collaboration with the mediator they required in order to overcome these problems. The enrichment program was conducted with the experimental group in the form of a whole-class session, which focused on the problem areas that were identified during the initial assessments. During the enrichment program, students had the opportunity to see real life contexts, to use some specific grammar structures, to correct their mispronunciation, to gain fluency, to extend their

vocabulary, and to carry out tasks such as role-play. Following the enrichment, the initial assessments (NDA and DA) were repeated. Furthermore, a “transfer assessment” was conducted to understand the extent to which participants could extend their learning beyond the actual assessment context.

3.2 Context of the Study

There has been a growing interest in examining spoken interaction (Swain, 2011; McNamara, 2001); that is why the focus in the present study is determined as the assessment of oral performance. ELT students, who are upper-intermediate learners of English, are recruited for the study because Poehner’s (2005) views explaining the lack of evidence about the L2 abilities of upper-intermediate learners are taken into consideration. According to him, the majority of published studies focus on intermediate or beginning level language learners. Assuming that upper-intermediate learners have different language backgrounds, the researcher thinks some learners in this group can go comparatively farther in language development. This may stem from the fact that some of them study at language sections at high school whereas some do not find the opportunity to study language thoroughly at high school. However, as mentioned before, their language background is not the concern of this study. It is assumed in the present study that no matter what their language learning backgrounds are, ELT students who are prospective teachers lack good speaking abilities while they may be more competent in reading skills since only those who get high scores in the university entrance exam requiring a high competence in reading skills constitute the ELT prep classes. In the following section, more detailed information about the subjects is given.

3.3 Subjects

Thirty-six learners from the ELT Preparatory classes were recruited for the study because they had been training for the university entrance exam solving multiple-choice tests; therefore, they were assumed to lack good productive skills; but, they were supposed to be more successful in terms of grammatical accuracy in multiple-choice exams owing to their intensive studies of language rules during the preparation period for the university entrance exam. Naturally, they cannot be expected to be as successful in their oral performances in terms of accuracy and otherwise. Considering that this group of students will be role models in the classroom when they start their professional lives, they are expected to be accurate in productive skills as well. Also, there is little research in literature that reveals that this group of students, who are the ‘prospective teachers’, lack accuracy in oral performance. For these reasons, participants were recruited randomly from Gazi University School of Foreign Languages ELT Preparatory Classes.

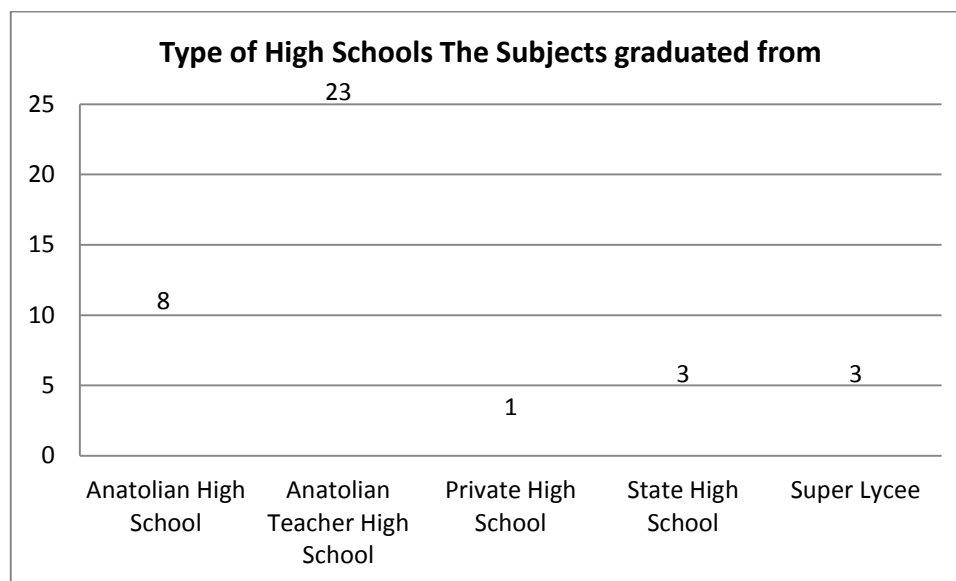
There were two groups of students (control and experimental groups). Eighteen students enrolled in both groups. Data collected before the assessment sessions revealed that students had similar language backgrounds. In table 3.1, it is displayed that the subjects got similar results in university exams, which proves that the two groups are homogeneous.

Table 3.1 Mean scores of the experimental and the control groups in the university entrance exam

Control Group	Experimental Group
349,03	348,12

The chart below shows the schools they graduated from. As can be seen 23 of the subjects graduated from Anatolian Teacher High Schools, 8 of them graduated from Anatolian High Schools, 3 of them graduated from State High Schools, 3 of them graduated from Super Lycee and 1 subject graduated from Private High School.

Chart 3.1: Type of high schools the subjects graduated from



As mentioned before, a questionnaire was distributed to the subjects to gather data about their language learning backgrounds and attitudes towards speaking skills. The following chart demonstrates that the subjects are motivated to improve their oral abilities.

Chart 3.2: Subjects' preference for areas in which they want to improve themselves

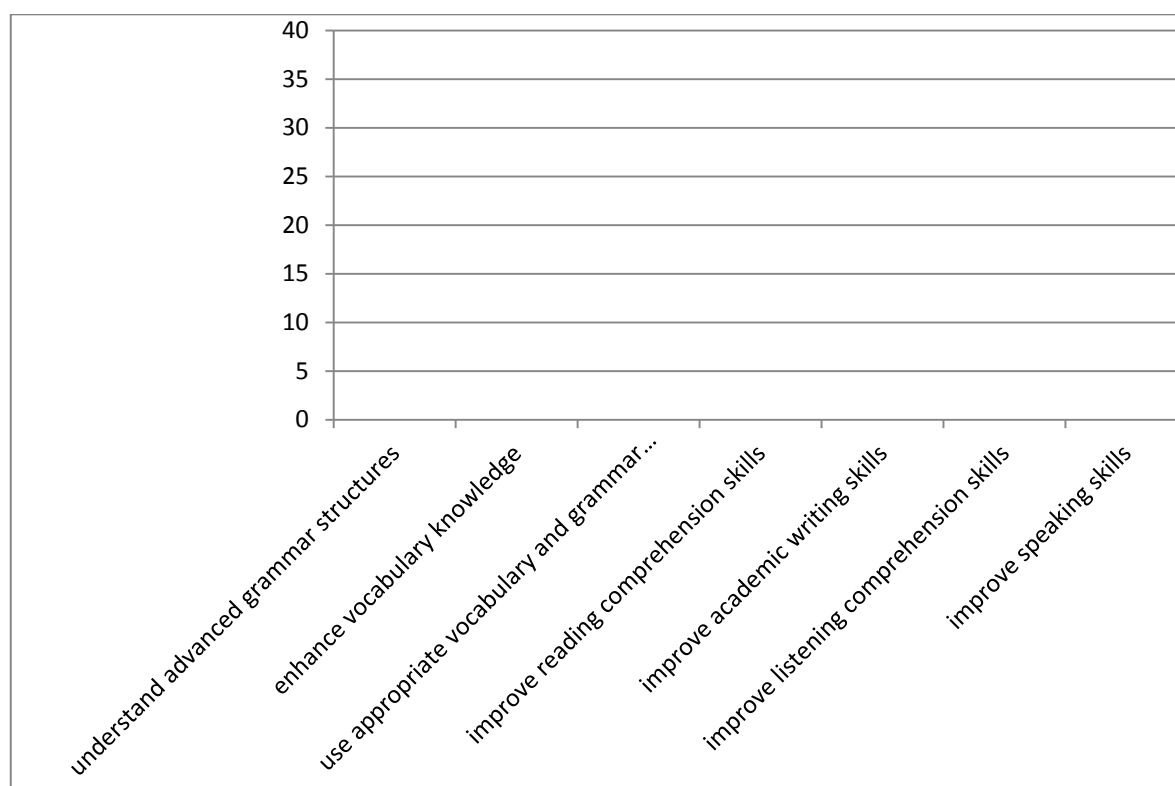
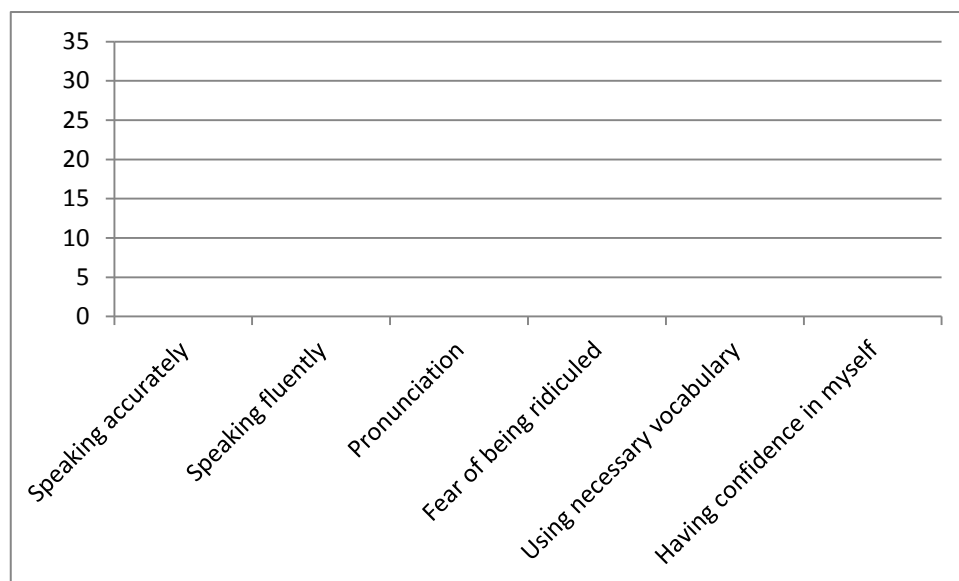


Chart 3.3 demonstrates the issues subjects are generally concerned about while speaking in a foreign language. As the figure suggests, they are mainly concerned about speaking fluently. The second issue they are concerned about is speaking accurately. Fear of being ridiculed and having confidence in themselves are not their concerns so much. It can be deduced that the subjects generally worry about academic issues as they are going to be teachers of that foreign language.

Chart 3.3: Issues the subjects are mainly concerned about during oral performances



The researcher asked whether they took a speaking test before they came to Gazi University Prep Class. It is revealed that 3 of the subjects took a speaking test at their High schools or in another language course; however, 33 of the subjects did not take a speaking test before.

3.4 Data Collection Instruments

Both qualitative and quantitative methods were used to gather data. To collect quantitative data, pre-and post- tests were used in both non-dynamic and dynamic assessment procedures. Different mediation techniques used during dynamic assessment procedures were also analysed. In addition, a student evaluation form was distributed to the experimental group two weeks after the whole process so as to receive qualitative feedback about the instruction.

The ‘Story Telling Technique’ was applied in the assessment procedure of the present study. Hirai and Kouzumi (2009) used this technique and proved that this technique enables teachers to easily and accurately connect input and output or learning and assessment, which is a vital aspect of classroom assessment (p.153). As the name suggests, retelling refers to reproducing a story orally in English. Hirai and Kouzumi (2009) used the following words interchangeably: *retell* and *reproduce*; *story*, *text* and *passage*. In the present study, the words *retell* and *text* has been used when the procedure is explained.

In a regular retelling activity, the learners are provided with either a reading or listening text or shown a story using the TV or other related devices and are asked to retell the content, mostly without looking at the original source. It consists of two sections: reading a story and retelling it. Before implementing it, the texts and the tasks are revised by two experts to ensure their face validity. Their suggestions are taken into account and necessary changes are made. During the assessment, the examinees not only convey the information they have just received as clearly as possible using appropriate verb tenses and but also narrate the story. As stated before, authenticity (Underhill, 1987) is a very important feature of a speaking task, the task seems authentic because it is a real-world situation. They read the news (see Appendix F, G, H) and retell it. After students convey the information they receive, they state their opinions about the story. At this stage, students generate their opinions in their own words; however, this ability has not been measured in our case.

3.5 Data Collection Procedure

The main focus of the study was to develop ELT learners’ oral skills through integrating instruction and assessment, assessing them within their zone of proximal

development and scaffolding the learners when necessary. It was hypothesized that learners who underwent the dynamic assessment and who were mediated by the examiner would improve their accuracy while performing their oral skills.

The quantitative data in the study were collected through these speaking tests, which were based on authentic news stories. Students were given a glossary related to the texts during the test. This was especially important in that this speaking test did not aim at assessing students' knowledge of cultural aspects and vocabulary of the target language but rather aimed at finding whether students were able to retell the events in the news story using narrative tenses.

The statistical findings of both the pre- and post- non-dynamic assessment and the pre- and post- dynamic assessments applied to the groups were evaluated by Mann-Whitney-U Test and Wilcoxon Sign Test. The results were discussed in detail in the following chapter.

The researcher implemented the assessment and instructional sessions herself so that the assessment procedure can provide equal conditions for both of the groups.

As mentioned before, the methodology design of this study was adapted from Poehner's (2005) study carried out among the learners of French in the United States. An 8-week program was developed for the experimental group by the researcher. The first two weeks were devoted to the assessment of both the control and the experimental groups. In the first week the pre- non-dynamic assessment was applied to both groups. In this process, the researcher did not mediate the students. Students tried to perform well without mediation. In the second week, the pre- dynamic assessment was applied to both groups. In this process, there was a flexible interaction between the examiner and the examinees. The examiner provided an appropriate type of mediation during the dynamic assessment. Each assessment session lasted three hours. After the two weeks

of assessment, the researcher and the students had a period of instruction. This period was called the ‘enrichment’ as the aim of the program was to remediate the problematic areas. The enrichment program was discussed in detail in the following sections.

Following the enrichment program, students took the post tests. Both the control and the experimental groups had a non-dynamic post test and a dynamic post test. In this process, the students took the same tests as they did in the pre- dynamic and the pre-non-dynamic sessions. As the last step within the assessment procedure, a transfer assessment was applied to only the experimental group. The aim of this test was to see how far students were able to maintain their knowledge and skills in their oral performance.

Table 3.2: Overview of assessment sessions

Each session in the assessment procedure is summarized in the table below.

Assessment Type	Aim of the Task	Materials	Mediation Offered	Control Group	Experiment Group
Non-dynamic Assessment (Pre-test)	Narrating the story using narrative verb tenses accurately	Authentic news stories taken from BBC news	No meditation	✓	✓
Dynamic Assessment (Pre-test)	Narrating the story using narrative verb tenses accurately	Authentic news stories taken from BBC news	Flexible interaction; hints, prompts, questions	✓	✓
Enrichment/Treatment Program		Stories, films, videos	Whole-class interaction; One-to-one tutoring sessions	Not applied to this group	✓
Non-dynamic Assessment (Post-test)	Narrating the story using narrative verb tenses accurately	Authentic news stories taken from BBC news	No meditation	✓	✓
Dynamic Assessment (Post-test)	Narrating the story using narrative verb tenses accurately	Authentic news stories taken from BBC news	Flexible interaction; hints, prompts, questions	✓	✓
Transfer Assessment	Narrating the story using narrative verb tenses accurately	Authentic news stories taken from BBC news	Flexible interaction; hints, prompts, questions	Not applied to this group	✓

It is of significance to note that each session is explained in detail in the following sections.

3.5.1 Pre- and Post- Tests

In both pre-/post- non-dynamic and pre-/post- dynamic assessments RST technique (Retelling Speaking Test) was used. ‘Retelling’ is generally considered to be a powerful way to test oral proficiency. In this study, it has been used to test accuracy.

The NDA and DA tasks consisted of narratives based on news stories taken from authentic sources. Participants were required to use appropriate finite verb phrases while narrating the incident in the news story given. During the preparation of the tasks, the researcher attached importance to authenticity. At this point, it might be useful to emphasize the significance of authenticity. It is widely known that authenticity has a great value among foreign language educators. Hymes’ sociolinguistic theory of communicative competence and Krashen’s psycholinguistic theory of natural second language acquisition have triggered the necessity of exposure to ‘authentic’ or ‘natural’ language in the process of language acquisition since 1970s (Mori, 2002, p. 323). Since that time, many types of authentic texts (e.g newspapers, magazines, advertisements, brochures, leaflets, TV programs, films, etc.) have been regarded as appropriate and valuable for learning foreign language.

In the light of this view, the students were provided with authentic texts and required to retell them. The students were allowed to take short notes while dealing with the news report although they were not required to remember all the details in the report. Then they retold the incident in the report and they were audio recorded. As the task suggested, the students were supposed to pay careful attention to the appropriate use of verb tenses.

In the DA sessions and transfer assessment, where mediation was provided, students were notified that the examiner would intervene at various points to ask questions, offer suggestions, and provide help when necessary, provide a correction, or make general comments.

Furthermore, the learner was free to request help when needed. Therefore, the assessments were evaluated according to the kinds and numbers of errors that characterized the assessments before and after the enrichment program. The mediation itself was based on principles of the interactionist DA. That is, the mediation emerged out of the cooperative dialoguing between the mediator and the learners.

3.5.2 Enrichment Program

Following the initial NDA and DA sessions, an enrichment program was implemented with the experimental group. This program was inspired by Feuerstein's Instrumental Enrichment, and it was used to remediate those areas that were in need of attention. These problem areas were found through initial assessments (pre- NDA and pre- DA). The pre- NDA identified problems in learners' performances, but the pre- NDA was not sufficient to identify the precise source of problems, and the pre DA session indicated the potential ways of helping learners overcome them.

The initial assessments made it clear that some participants had difficulty producing the correct forms to narrate the various events in the news. The goal of the enrichment program was to help the participants gain better control over the finite verb tenses and some other grammatical structures such as the conditionals. The interaction between the mediator and the learners during enrichment were a continuation of the work begun during the pre DA because in both assessment and enrichment, the mediation provided to learners was sensitive to their ZPD, which was intended to

promote learners' development. During the enrichment program, the following schedule was implemented:

1st week: A presentation for students that described the difficulty in oral production was held, and people from different nations who speak English as a foreign language were chosen to demonstrate the common errors that many learners make. In the same week, students watched the film 'Licence to Wed', and then were asked to narrate some important scenes. They were also asked to discuss the dilemma the characters were in using the conditionals and appropriate structures. One of the tasks carried out after watching the film was to act out some of the scenes, adapting them to their own life. The lesson plan prepared for the movie 'Licence to Wed' is presented in Appendix I.

2nd week: Students read the news 'Killer Virus', and narrated the events in the news. They answered some discussion questions, and then carried out a group task in which they acted out as if they had been in a reality show.

3rd week: Students watched the film 'Crash', and were asked to narrate some important scenes. They were also asked to discuss the dilemma the characters were in using the conditionals and appropriate structures.

It is important to note that, learners in the control group did not undergo the enrichment program, but participated in the NDAs and DAs that preceded and followed the program. They underwent the NDAs and DAs at the beginning and end of the enrichment program while the other students in the experimental group participated in all sessions, including the follow-up transfer assessment.

The enrichment program developed for the present study is different from traditional grammar teaching programs because it does not involve descriptive rules that learners have to memorize. The program aims to improve learners' performance in producing accurate language while speaking.

Furthermore, it is worth noting that the program attached importance to writing, too. Although the learners were required to narrate the news stories orally, some of the narratives constructed during the enrichment program were in written form. The motive behind this was it was considered beneficial to produce the text in a more concrete form so that the mediator and the learner could collaboratively examine the narrative as a whole, noting particular linguistic structures, revising and correcting. Here, it is essential to note Vygotsky's views on concretization. He argued that improving literacy resulted in improved oral ability rather than reverse (Vygotsky, 1978). Thus, concretization was used for remediation in the enrichment process.

Differences in the degree to which enrichment and non-enrichment learners changed their performance were significant regarding the effectiveness of the enrichment program to promote development.

It was hypothesized in this study that control group learners would not show the same improvement over time as the enrichment learners. However, from a Vygotskian perspective, changes can occur within a very short period of time, which reflects the notion of 'microgenesis' (Poehner, 2005, p.22). Hence, it should not be assumed that the control group would not show any improvement within this time. It should be kept in mind that they underwent the pre DA and received different kinds of mediation. This might suggest that they may also show improvement. Nevertheless, in this study it has been hypothesized that the experimental group would display greater development over time because they received more instruction that was tuned in to their ZPD. If the two groups showed the same kinds of changes, it would indicate that the pre DA was enough for learners' improvement and the enrichment program was not essential or the learners' improvement was not the result of their work with the mediator, but might stem from their own ongoing curriculum.

3.5.3 Transfer Assessment

A transfer task was developed to assess the extent to which learners attained internalization and extended the mediation provided. In other words, the transfer task was designed to determine how well the enrichment learners could extend, or transfer the abilities they had developed through their interaction with the mediator to new contexts.

A transfer task was carried out after the second DA assessment. The transfer task involved news, which students narrated pretending to be reporters.

In summary, there were a total of five assessment sessions for the enrichment learners and four for the non-enrichment learners. All participants underwent a non-dynamic and a dynamic assessment at the beginning and at the end of the enrichment program. In addition to that, the enrichment learners completed a transfer assessment (TA).

3.6 Student Evaluation Form

At the end of the whole assessment process, the experimental group was given a student evaluation form- SEF (see Appendix E). This form was used to gather data through a number of questions. These questions were related to the difficulty level of the stories, the participants' opinions regarding the stories and the assessment procedures and how these contributed to their oral skills and how these helped them build self-esteem in the whole procedure and so on. The subjects were supposed to choose the best answer in accordance with what they thought and felt about the whole assessment procedure. There were also two open-ended questions. The subjects were requested to write their own opinions, comments and suggestions.

3.7 Data Analysis

In the present study, each assessment session was audio-recorded, transcribed and analyzed. Following Muranoi (2000) scoring rubric, learners' production of narrative verb tenses were scored for the correct use in obligatory contexts. This score then became the numerator of a ratio whose denominator was the sum of the number of obligatory contexts. The researcher determined the obligatory contexts and the finite verb phrases in collaboration with an expert in the field. Also, two experts were used to code the correct usage of finite verb phrases and the types of mediation were noted. In this process, the researcher and two experts coded the total numbers of verbs formed and used appropriately, cases of learners self-correcting and whether they were accurate or not.

The recordings were also coded for the different kinds of moves made by the examiner/mediator and the learners during the dynamic and transfer assessment sessions. After coding, the number of each type of move that is used for each session was noted. In this way, the performances are analyzed at three levels: task completion including errors and struggles, the amount and quality of mediation used to help the learners complete the task, and the moves during learner and mediator interaction in dynamic and transfer assessment sessions.

To demonstrate the moves between the mediator and the student during their interaction, a few transcripts are shown in the Appendix C. Learners' oral performances were decoded using Schegloff's (1986) transcript conventions, which is displayed in Appendix B.

3.8 Conclusion

This study aims at the unification of instruction and assessment as a single activity in which learners' abilities are simultaneously evaluated and promoted. That's why, interaction in the ZPD at the center of L2 instruction and assessment is the focus of this study. As mentioned before, dynamic assessment approach developed for this study follows Poehner and Feuerstein's preference for flexible interaction between the mediator and the learner so that both can perform the tasks in cooperation. Different from their qualitative description of the assessment sessions, this study analyses the results in a quantitative way. The reason for this is the number of students in both the experimental and control groups (enrichment and non-enrichment learners). In this respect, this study is a first as it shows that dynamic assessment procedures can be performed in large classes.

It is also important to note that the statistical results gathered from the pre- and post- tests are analyzed by the Mann-Whitney U Test and the Wilcoxon Sign Test. The findings are discussed in the next chapter in terms of the hypotheses formulated at the beginning of the study.

For qualitative data collection the experimental group was administered a Student Evaluation Form at the end of the instructional process. In the form, the participants' opinions regarding the texts and the assessments were obtained. Moreover, how dynamic assessment and enrichment sessions contribute to the learners' oral performances were the other focus areas in the form. The participants were also asked open-ended questions to make them state their opinions and their suggestions to see a more clear profile of the whole process. Their answers were evaluated and discussed in the next chapter.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

The aim of this study is to develop prospective English language teachers' speaking abilities with dynamic assessment procedures. It is also believed that if assessment and instruction procedures are unified, and if learners are scaffolded in their ZPD, they will make more progress.

The quantitative results of the pre- and post-test scores and the qualitative results gathered from the Self Evaluation Form (Appendix E) administered at the end of the study to the experimental group will be discussed in this chapter. A descriptive interpretation and an explanation of the results will follow.

4.1 Analysis and Evaluation of Quantitative Data

This section includes the overall mean scores of the experimental and control groups in terms of the pre- and post-test results. Subjects' achievement in both of the groups is compared and evaluated statistically in terms of the hypotheses given at the beginning of the study. Students' independent and mediated oral performances before and after the enrichment program are analyzed by statistical programs called Mann-Whitney U test and Wilcoxon Sign Test. First, the control and the experimental group learners' overall pre-test scores (both NDA and DA) are compared by Mann Whitney U test, a statistical analysis program, to see if their speaking performances are statistically equal. Then students' overall post- test scores (NDA and DA) are compared to see if there is a change in the performance of the experimental group.

Since the number of subjects is fewer than 30, Mann Whitney U test which is a non-parametric t-test is applied. Similarly, the Wilcoxon signed-rank test, which is a

non-parametric statistical test, is used to compare the pre- non-dynamic and the pre-dynamic and the post- non-dynamic and the post- dynamic test results within a group as it compares two related samples, matched samples, or repeated measurements on a single sample to assess whether their population mean ranks differ.

The following sections involve the discussion of the findings gathered from the pre- and post- non-dynamic and dynamic assessment applications.

4.1.1 The First Research Question

The following tables show the statistical results of the pre- non-dynamic assessment and pre- dynamic assessment. The students' achievement in both of the groups is compared and evaluated statistically in terms of the first research question provided at the beginning of the study.

Table 4.1: The overall success of the experimental group as opposed to that of the control group according to the statistical results obtained from the pre- non-dynamic Assessment (NDA) and Mann Whitney U Test Scores

	Group						Mann-Whitney U		
	N	Mean	Median	Min	Max	SD	Mean Rank	U	P
Experimental Group	18	3,8	4,0	2,0	5,0	1,1	20,2	132	0,322
Control Group	18	3,4	3,0	1,0	5,0	1,1	16,8		

*($p>0,05$)

The mean scores show the difference between the expected correct answers and the students' correct use of verb phrases.

As Table 4.1 reveals, both the control and the experimental groups demonstrate statistically similar performances during the first Non-dynamic assessment and no

statistically significant difference between the students' scores can be found. Therefore, it can be claimed that both of the groups are equal according to the pre- non-dynamic assessment results. It appears that both groups used finite verb phrases during their oral performances at the starting point of the study equally appropriately.

Table 4.2: The overall success of the experimental group as opposed to that of the control group according to the statistical results obtained from the pre- DA and Mann Whitney U Test Scores

	Group						Mann-Whitney U		
	n	Mean	Median	Min	Max	SD	Mean Rank	U	P
Experimental Group	18	2,1	2,0	1,0	4,0	1,0	15,8	112,5	0,101
Control Group	18	2,7	3,0	1,0	5,0	1,1	21,3		

*(p>0,05)

As stated above, the mean score shows the difference between the expected correct answers and students' correct use of verb phrases.

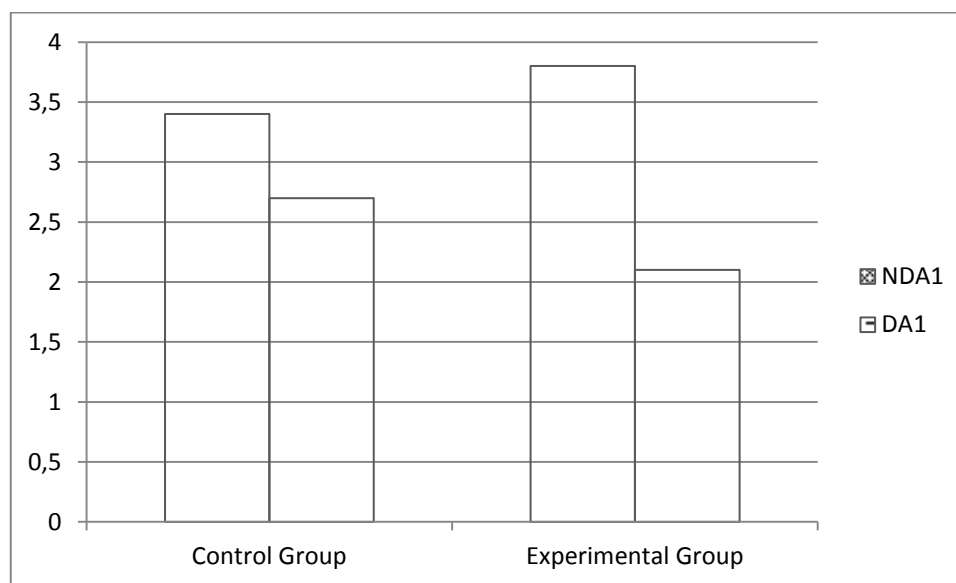
As Table 4.2 depicts, both the control and the experimental groups demonstrate statistically similar performances during the first dynamic assessment, in which there is flexible interaction between the mediator and the student. It can be claimed that there is not a significant difference in the oral performances of both groups, and they seem to benefit from mediation at similar levels. In other words, it appears that their appropriate use of finite verb phrases during their oral performances is at similar levels according to the pre- dynamic assessment results.

As mentioned in the previous chapter, Retelling Story Test Type is used in all phases of the assessment procedure. The main objective of the assessments is to unify the instruction and assessment and to foster students' speaking abilities supporting them

in their ZPD. To be more specific, the researcher aims to improve students' use of finite verb phrases during their oral performance. This performance is scored calculating the difference between the number of expected correct answers and students' own correct answers. The number of expected correct answers is specified in collaboration with two experts apart from the researcher.

The following chart shows the mean scores which represent the difference between the expected correct answers and the students' correct answers. There is a negative correlation between the groups' success and their high mean scores. In other words, the lower the mean scores are, the closer the group's answers are to the number of expected correct answers.

Chart 4.1: The pre- non-dynamic and the pre- dynamic Assessment mean scores of the control and the experimental groups



The first research question asks whether there is a significant difference in the results of pre- non-dynamic and dynamic assessment applications in both experimental and control groups. Tables 4.1 and 4.2 and Chart 4.1 above reveal that the two groups perform similarly at the starting point of the study. It is apparent that they have better

performances in the dynamic assessment application, which will be discussed in the following paragraphs.

4.1.2 The Second Research Question

The following tables show the statistical results of the post- non-dynamic assessment and the post- dynamic assessment. The students' achievements in both groups are compared and evaluated statistically in terms of the second research question provided at the beginning of the study.

Table 4.3: The overall success of the experimental group as opposed to that of the control group according to the statistical results obtained from the post- non-dynamic assessment and Mann Whitney U Test Scores

	Group						Mann-Whitney U		
	N	Mean	Median	Min	Max	SD	Mean rank	U	P
Experimental Group	18	2,2	2,0	1,0	4,0	0,9	16,6	127,5	0,256
Control Group	18	2,7	2,5	1,0	5,0	1,2	20,4		

* ($p > 0,05$)

As revealed by the data analysis, at post- NDA stage learners of both groups performed better than they did at pre- NDA stage. It is seen at Table 4.3 that the experimental group learners performed slightly better than the control group learners indicated by the fact that the difference between students' correct items and expected correct answers is 2,2 in the experimental group whereas the difference is 2,7 in the control group. However, since the value of 'p' is 0,25 (much higher than 0,05), there is not a statistically significant difference between the two groups. The slight difference

may stem from the fact that learners in the experimental group might have performed better as they have undergone the Enrichment Program (EP) before the post- non-dynamic and the post- dynamic assessment. Nevertheless, this insignificant difference in the post- non-dynamic assessment is an expected result because in this process, learners were not mediated, and the assessment did not involve flexible interaction between the examiner and the examinees.

The following table shows the analysis of the data gathered from the post-dynamic assessment applied after the Enrichment Program. The evaluation and discussion of the results follow.

Table 4.4: The overall success of the experimental group as opposed to that of the control group according to the statistical results obtained from the post- dynamic assessment and Mann Whitney U Test scores

	Group						Mann-Whitney U		
	N	Mean	Median	Min	Max	SD	Mean Rank	U	P
Experimental Group	18	0,7	0,0	0,0	3,0	1,1	12,3	50	0,0002
Control Group	18	2,2	2,0	1,0	4,0	0,9	24,7		

*p<0,05

The table above depicts that the experimental group learners' scores are close to perfect when compared to the control group learners. It is stated before that there is a negative correlation between the mean scores and the learners' performance. As the mean score is 0,7 in the experimental group, it shows that they outperformed the control group, which has a mean score of 2,2. However, it is worth mentioning that the control group learners also improved compared to their pre- dynamic assessment results.

The outcome is expected as there is flexible interaction between the examiner and the examinees and an appropriate mediation type is offered to the learners during the dynamic assessment stage. As the result of data analysis shows, the performance of the learners' oral narration in the experimental group significantly improved in the post-dynamic assessment. Moreover, the effect of the enrichment program is mostly reflected in the superior performance of the experimental group. One would expect that the performance of the learners at the dynamic assessment stage would naturally be high due to the offered mediation. However, one should take into account that although both groups took the same type of tests, the experimental group improved more. This proves that studies within the enrichment program have been fruitful for the experimental group learners.

4.1.3 The Third Research Question

Research Question 3 asks to what extent the enrichment program can foster students' oral performances. The analysis and the discussion of the findings in terms of the 3rd research question are given below.

The table below shows the independent performance of both the experimental group and the control group before and after treatment called 'Enrichment Program'.

Table 4.5: The statistical results obtained from independent performance of both the experimental and the control groups before and after the enrichment program and Mann Whitney U Test scores

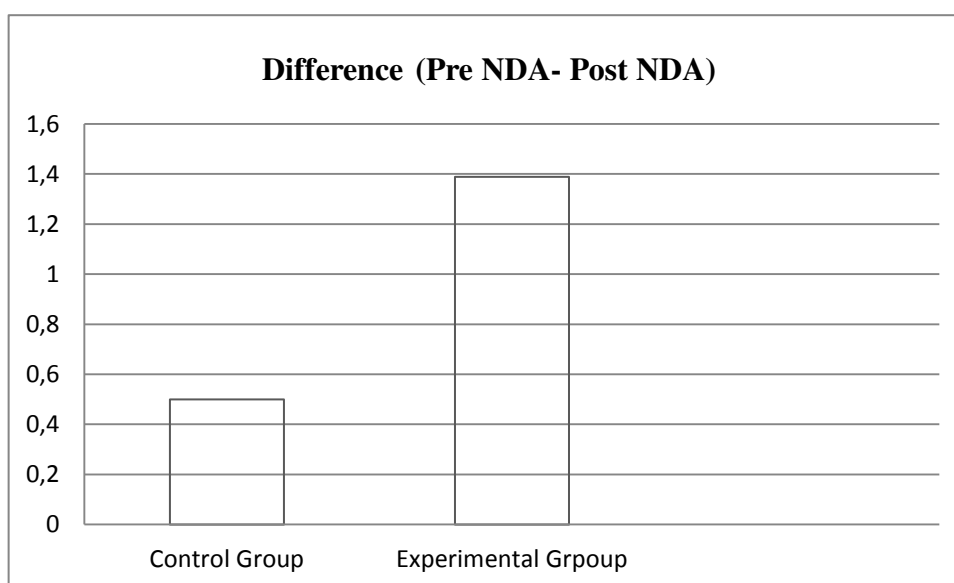
		Group						Mann-Whitney U		
		N	Mean	Median	Min	Max	SD	Mean Rank	U	P
Difference	Experimental Group	18	1,611	1,000	0,000	4,000	0,979	22,5	90	0,016
Pre- NDA- Post- NDA	Control Group	18	0,722	1,000	-2,000	3,000	1,127	14,5		

*p<0,05

Comparing learners' performances in the two NDA sessions yield some interesting findings. One important sign of improvement in the experimental group over time is the mean score. The difference between the pre- NDA and the post- NDA mean scores is 1,611, which means the experimental group learners' appropriate use of verbs is more successful in the post- NDA session. Therefore, there is a statistically significant difference between the experimental group and the control group in terms of the learners' independent performances. The control group learners also achieve more progress in the post- NDA session compared to the pre-, though they are much behind the experimental group.

The chart below also shows the comparison of mean scores which reflect the improvement in the pre- non-dynamic session and the post- non-dynamic session.

Chart 4.2: The difference between the experimental and the control group in terms of the mean scores obtained from the non-dynamic assessments applied before and after the enrichment program



The chart above indicates the difference between the mean scores of the pre- non-dynamic assessment and the post- non-dynamic assessment. It is clearly seen that, there

is more improvement in the appropriate use of verb tenses in the independent performance of the experimental group learners. The findings mentioned above are expected by the researcher. It was hypothesized that the experimental group learners, as they were offered mediation by the examiner during the DA sessions as well as the enrichment program, would show more progress in their oral performances. It was also hypothesized that the control group learners, who only received mediation during the dynamic assessments, would make more modest gains. This verifies Poehner's (2005) view that a single DA may not lead to any permanent developmental changes (p. 207). The findings also verify Feuerstein and his colleagues' (Feuerstein et al. 1988) views which warn against expectations of great improvement as a result of single exposure to Mediated Learning, and they argue that developmental work must be ongoing (cited at Poehner, 2005, p.207).

The table below shows the statistical results of the dynamic assessment performances of both the experimental group and the control group before and after the treatment called the 'enrichment program'.

Table 4.6: The statistical results obtained from the dynamic assessments of the experimental group and the control group before and after the enrichment program and Mann Whitney U Test scores

		Group						Mann-Whitney U		
		n	Mean	Median	Min	Max	SD	Mean Rank	U	P
Difference Pre- DA- Post- DA	Experimental Group	18	1,389	1,000	0,000	3,000	0,850	23,75	67,5	0,001
	Control Group	18	0,500	0,500	0,000	1,000	0,514	13,25		

*p<0,05

As the mean scores in Table 4.6 reveal, there is considerable improvement in the oral performances of the experimental group learners. The difference between the

mean scores of the pre- and the post- dynamic assessment stages is 1,389. As for the control group, the corresponding improvement is comparatively little (0,500). Hence, it can be concluded that the difference between the improvement levels in the two groups is statistically significant. More precisely, it depicts that the experimental group learners have benefited from the collaborative dialogues during the dynamic assessment process. Similarly, the mediated learning experience during the enrichment program has contributed to the success of the experimental group learners.

Chart 4.3 also indicates the difference between the performances of the two groups during the dynamic assessment process before and after the enrichment program.

Chart 4.3: The difference between the experimental and control groups in terms of the mean scores obtained from dynamic assessments applied before and after the enrichment program.

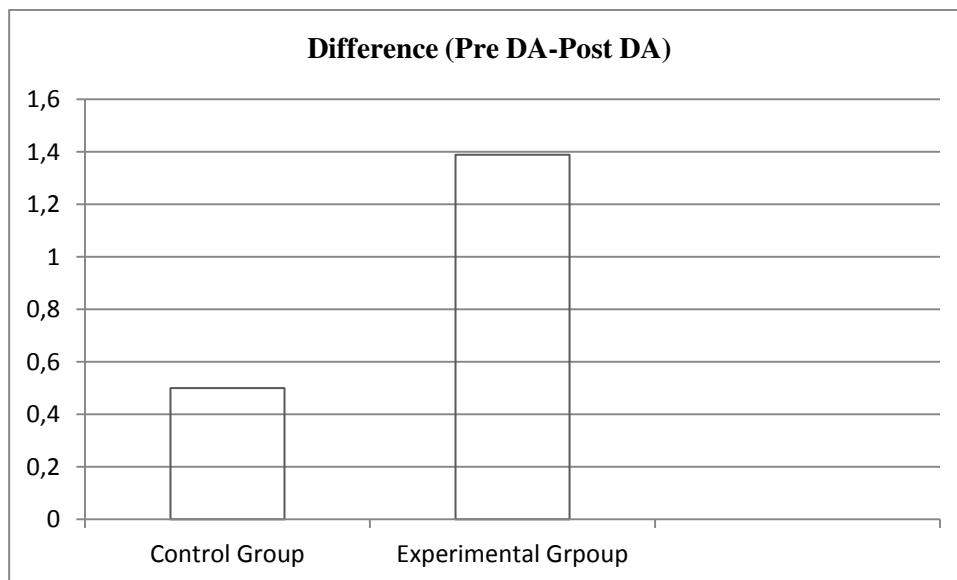


Chart 4.3 shows the differences between the mean scores of the pre- dynamic assessment and the post- dynamic assessment performances of the two groups. The columns represent the difference between the learners' earlier DA performances and

later DA performances. Therefore, the high column indicates a bigger difference, which shows a marked improvement. As opposed to the improvement made by the groups in the pre- DA performances, both groups have achieved better results in the post- DA stage. Based on the results, it can be deduced that the control group, with the ongoing syllabus and with the two dynamic assessment procedures, in which they are provided mediation, perform slightly better at the post- DA session than at the pre- DA session. On the other hand, the experimental group has demonstrated a considerable success in their DA session applied after enrichment program. To round up, the results verify the effectiveness of the enrichment procedure to compensate for the learning difficulties which mediated interactions in dynamic assessment process revealed and to support learners' cognitive ability. Through enrichment program the learners of the experimental group have had more opportunities to respond to assistance, which is an indispensable feature in DA for the mediator to see the development in the learners' cognitive ability (Vygotsky, 1998, p.200).

4.1.4 The Forth Research Question

Research Question 4 asks to what extent interactions in the DA sessions can actually provide insight into students' abilities and promote development. During the dynamic assessment sessions, it is well seen that two learners who make the same mistakes do not have the same level of linguistic ability. One learner, for example, cannot use the appropriate verb tense in a conditional sentence (Type 3), and once she is mediated, she is able to use it in an accurate way. Another student, on the other hand, deliberately avoids using conditional clauses (Type 3), and uses Type 2 when she is guided. Then it is revealed that the learner is not aware of the two different structures. These two learners cannot be said to have the same level of linguistic ability in this respect. Their responsiveness to mediation at different levels indicates the distance they

need to cover to perform well independently. In other words, the second learner has a longer way to than the first learner.

The control group learners' improving performance is evidence that the assessments themselves can bring about development. They did not take part in the enrichment program, and therefore, they were not offered mediation during the three weeks about their performances. They only followed the ongoing syllabus. The change in the group's performance in the post- dynamic assessment may be the result of their interactions with the mediator during the pre- dynamic assessment. Also, it is observed that not having a rule-based view of tenses, learners used the narrative verb tenses in a more natural way in the interactions. In other words, even control group learners have started to develop better control of the use of narrative tenses. As a result, DA not only helped the examiner to determine the level of the learners' already existing competence but also it helped the students to further develop their oral narration skills.

4.1.5 The Fifth Research Question

Research Question 5 seeks an answer to the following question;

‘Is there a significant difference between the learners in terms of the mediation they need during the pre- and the post- dynamic assessment sessions.

Table 4.7 shows the change in the moves made by the mediator to help learners.

Table 4.7: Mediational Moves and Learner Reciprocity of the Experimental Group during the Pre- Dynamic Assessment

Mediation Typology																		
1. Helping Move Narration Along	■		■	■		■		■	■	■	■		■		■	■	■	■
2. Accepting Response	■																	
3. Request for Repetition				■		■			■	■	■		■	■	■	■	■	■
4. Request for Verification									■									■
5. Reminder of Directions					■													
6. Request for Re-narration																		
7. Identifying Specific Site of Error	■	■		■	■	■	■	■				■		■				
8. Specifying Error	■													■				
9. Meta-linguistic Clues										■		■						■
10. Translation			■															
11. Providing Example or Illustration	■																	
12. Offering a Choice									■									
13. Providing Correct Response		■		■	■	■	■		■				■				■	
14. Providing Explanation						■					■	■						
Learner Reciprocity Typology																		
1. Unresponsive						■	■	■										
2. Repeats Mediator	■			■				■										
3. Responds Incorrectly					■									■				
4. Requests Additional assistance											■							
5. Incorporates Feedback	■	■				■			■	■	■		■		■	■	■	■
6. Overcomes Problem	■	■		■		■		■	■	■		■	■	■	■	■		■
7. Offers explanation																		
8. Uses mediator as a Resource	■		■	■		■	■	■	■				■				■	
9. Rejects Mediator's Assistance																		
	St1	St2	St3	St4	St5	St6	St7	St8	St9	St10	St11	St12	St13	St14	St15	St16	St17	St18

In the following page, the mediational moves and learner reciprocity of the experimental group during post- dynamic assessment session are summarized in the Table 4.8. Then a brief discussion of the results is given.

Table 4.8: Mediational Moves and Learner Reciprocity of the Experimental Group during the Post- Dynamic Assessment

Mediation Typology																		
1. Helping Move Narration Along	■	■			■		■			■	■		■					■
2. Accepting Response							■	■					■	■				■
3. Request for Repetition													■	■	■			■
4. Request for Verification																		
5. Reminder of Directions																		
6. Request for Re-narration		■																
7. Identifying Specific Site of Error	■							■						■				
8. Specifying Error																		
9. Meta-linguistic Clues																		
10. Translation			■															
11. Providing Example or Illustration														■				
12. Offering a Choice																		
13. Providing Correct Response					■								■					
14. Providing Explanation																		
Learner Reciprocity Typology																		
15. Unresponsive																		
16. Repeats Mediator																		
17. Responds Incorrectly																		
18. Requests Additional assistance			■															
19. Incorporates Feedback	■							■										
20. Overcomes Problem	■			■				■					■					■
21. Offers explanation																		
22. Uses mediator as a Resource																		
23. Rejects Mediator's Assistance																		
	St1	St2	St3	St4	St5	St6	St7	St8	St9	St10	St11	St12	St13	St14	St15	St16	St17	St18

As the two tables depict, the experimental group learners needed less mediation during the post- dynamic assessment, and the mediation provided was comparatively less explicit. For instance, in the pre- dynamic assessment, the mediator *provided the correct response* for students 2,4,5,6,7,9,13,16. On the other hand, in the post- dynamic assessment session, this form of explicit mediation was not required for the same learners.

On the whole, the number of mediational and reciprocating moves and their quality really differed. The most striking cases were the assessment of students 6 and 9. In the pre- dynamic assessment session, they needed both implicit and explicit mediation forms such as *providing correct response, providing explanation, identifying site of error, request for repetition*. It is also important to note that they participated in the reciprocating at a higher level during the post- dynamic assessment session such as *incorporating feedback* or *overcoming a problem* although student 6 stayed *unresponsive* once in the pre- dynamic session. It is very striking that students 6 and 9 did not need any form of mediation during the post- dynamic session, which means that they had highly benefited from the enrichment program and the pre- dynamic assessment session. It is also clear that students 6,9,15,16,17 seem to have taken control over their performance. The total number of moves made by student 13 during the DA sessions did not decrease much.

It is noteworthy that the quality of the moves has changed. Some learners have stayed *unresponsive* in the reciprocating moves in the pre- dynamic session while none of them are *unresponsive* in the post- session. Similarly, a few learners needed *meta-linguistic* clues in the pre- DA session; however, they did not require such a linguistic explanation in the post- session.

It is possible to make the following two conclusions by looking at the post-dynamic assessment results:

- There were fewer moves between the mediator and the learner. This shows that learners had fewer problems that they were unable to overcome independently.
- The quality of mediational moves in the post- dynamic sessions has changed and mediational moves have become more implicit.

4.1.6 Analysis and Discussion of the Sixth Research Question

Tables 4.9 and 4.10 show the statistical results obtained from the pre- and the post- non-dynamic and dynamic assessment sessions. Also, a discussion follows the tables comparing the overall success of both groups in terms of the sixth research question.

Table 4.9: Statistical results obtained from the pre- & the post- non-dynamic and the pre- & the post- dynamic assessments of the control group demonstrating the difference in their overall performances by Wilcoxon Sign Test

	Control Group						Wilcoxon Sign Test	
	n	Mean	Median	Min	Max	SD	z	P
Pre- DA	18	2,7	3,0	1,0	5,0	1,1	-3	0,027
Post- DA	18	2,2	2,0	1,0	4,0	0,9		
Pre- NDA	18	3,4	3,0	1,0	5,0	1,1	-2,22	0,025
Post- NDA	18	2,7	2,5	1,0	5,0	1,2		

*p<0,05

As is seen from Table 4.9, the control group's performance in the post- NDA has improved compared to their performance in the pre- NDA. In the same way, the control group's performance in the post- DA has improved compared to the pre- DA. It is displayed in the table that the difference between the pre- NDA and the post- NDA is

0,027; similarly, the difference between pre- DA and post- DA is 0,025. The differences between the results regarding the two sessions are statistically significant as the 'p' value is less than 0,05 for each session.

Table 4.10: Statistical results obtained from the pre- & the post- non-dynamic and the pre- & the post- dynamic assessments of the experimental group demonstrating the difference in their overall performances by Wilcoxon Sign Test

	Experimental Group						Wilcoxon Sign Test	
	n	Mean	Median	Min	Max	SD	z	P
Pre- DA	18	2,1	2,0	1,0	4,0	1,0	-3,61	0,0003
Post- DA	18	0,7	0,0	0,0	3,0	1,1		
Pre- NDA	18	3,8	4,0	2,0	5,0	1,1	-3,695	0,000
Post- NDA	18	2,2	2,0	1,0	4,0	0,9		

*p<0,05

As it is clearly seen in Table 4.10, the difference is considerably more significant in favor of the experimental group. In fact, both groups have achieved better performances in the post- non-dynamic and the post- dynamic assessments when compared to their pre- non-dynamic and pre- dynamic assessments while the experimental group has displayed a dramatic improvement in the post- dynamic session compared to the pre-.

Research question 6 asks whether there is a significant difference between the experimental group and the control group in terms of their development at the end of the whole assessment process. Based on the results, it can be concluded that the control group, with the help of mediation during the DA (pre- and post-) sessions, performed better, but not as brightly as the experimental group. On the other hand, the

experimental group has demonstrated a very dramatic improvement in their post-dynamic assessment performances after being exposed to the enrichment program in addition to their own regular syllabus.

4.1.7 The Seventh Research Question

Research question 7 asks whether learners are able to maintain their performance in different assessment contexts. To see this, a transfer assessment was implemented with the experimental group after the enrichment program. The aim of this type of assessment in this study is to assess to what extent learners can maintain their increased performance and transfer their abilities to a more complex task.

Table 4.11: The statistical results obtained from the transfer assessment of the experimental group and the comparison of results to the post- dynamic assessment procedure

	N	Mean	Median	Minimum	Maximum	Sd	Z	p
Transfer Test	18	0,33	0	0	3	0,77	-1,561	0,119
Post- DA	18	0,67	0	0	3	1,08		

* $p > 0,05$

As Table 4.11 indicates, there is not a significant difference in learners' control over their performance in the post- dynamic assessment session compared to the transfer assessment ('p' value is 0,119). One can draw the conclusion that the experimental group learners are able to maintain their success in the long term.

Table 4.12 compares the transfer assessment results with those of the pre- non-dynamic session. The goal here is to see the difference between the first assessment procedure without intervention and the last assessment procedure with intervention.

Table 4.12: The statistical results obtained from the transfer assessment of the experimental group and the comparison of results to the pre- non-dynamic assessment procedure

	N	Mean	Median	Minimum	Maximum	Sd	Z	p
Transfer Test	18	0,33	0	0	3	0,77	-3,752	0,0001
Pre- NDA	18	3,78	4	2	5	1,06		

***p<0,05**

The results demonstrate that there is a significant difference in the transfer assessment compared to the pre- non-dynamic assessment ('p' value is 0,0001). The significance of this comparison is that although the learners had the opportunity to be mediated, they did not need mediational moves so frequently. Likewise, in the pre-non-dynamic session, learners did not have flexible interaction with the examiner. Therefore, table 4.12 shows the difference between learners' performance at the outset of the study and the performance in the final stage of the study.

Table 4.13: Mediational moves and learner reciprocity of the experimental group during transfer assessment

Mediation Typology																		
24. Helping Move Narration Along		■				■		■		■					■			
25. Accepting Response																		
26. Request for Repetition		■																
27. Request for Verification			■				■											
28. Reminder of Directions																		
29. Request for Re-narration																		
30. Identifying Specific Site of Error		■						■										
31. Specifying Error																		
32. Meta-linguistic Clues																		
33. Translation																		
34. Providing Example or Illustration																		
35. Offering a Choice																		
36. Providing Correct Response			■															
37. Providing Explanation																		
Learner Reciprocity Typology																		
38. Unresponsive																		
39. Repeats Mediator																		
40. Responds Incorrectly																		
41. Requests Additional assistance										■					■			
42. Incorporates Feedback																		
43. Overcomes Problem																		
44. Offers explanation																		
45. Uses mediator as a Resource																		
46. Rejects Mediator's Assistance																		
	St1	St2	St3	St4	St5	St6	St7	St8	St9	St10	St11	St12	St13	St14	St15	St16	St17	St18

Most of the learners did not need assistance from the mediator, which meant that they could perform well independently. It can be concluded that for the experimental group learners, control over the use of narrative tenses shifted from their Zone of Proximal Development to their Zone of Actual Development, which indicated that they no longer needed additional support from the mediator on the target linguistic feature. However, it should be noted that there were still few learners who had difficulty in performing the task and they still relied on the mediator's assistance.

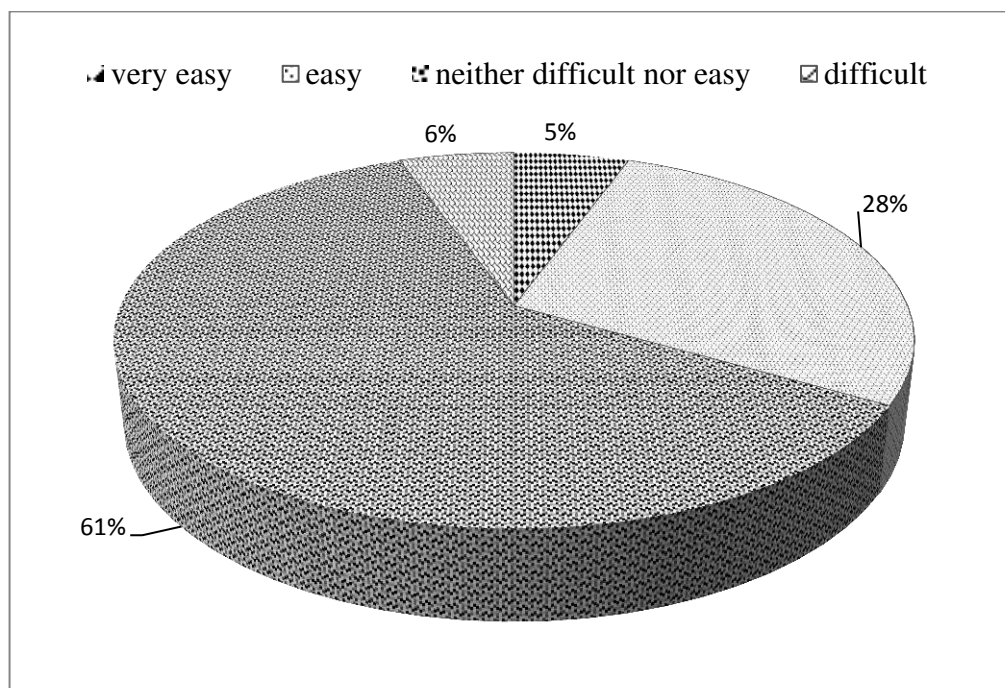
To sum up, the statistical results in Table 4.13 indicate that experimental group learners were successful in maintaining their linguistic competence in the long term.

4.2 Analysis of the Results Obtained from Student Evaluation Forms and Evaluation of the Eighth and Ninth Research Questions

This section includes the analysis of the instructional process according to the results gathered from the Student Evaluation Form (see Appendix E) administered to the experimental group at the end of the instruction and assessment process. The form is prepared to gather qualitative data from the experimental group students regarding the effectiveness of the process. Students' answers are evaluated statistically in terms of the research questions asked at the beginning of the study. Questions 8, 9 and 10 have been prepared for to expand the research questions 8 and 9. The answers to each question are analyzed in terms of frequency and the results are displayed in pie charts.

The last two questions (15th and 16th) are open-ended. The students' answers to these questions are evaluated by the researcher and put at the end of this chapter. What students think and how they found the non-dynamic and dynamic assessments, the enrichment program and the overall process have a vital importance in determining the success of the assessment process.

Chart 4.4: Responses of the experimental group for question 1 in the student evaluation form administered at the end of the study



The first question of the student evaluation form is related to the difficulty level of the assessments. Figure 4.4 shows that the 5 % of the students found the assessments very easy, 28 % of the students found the assessments easy, most of the students thought that assessments were neither easy nor difficult. Finally, 6 % of the students thought that the assessments were difficult. The results are expected since if the majority of students (61 %) find assessments difficult or very easy, this would indicate that the assessments are beyond their language proficiency level or not appropriate for them. Therefore, this might result in lack of motivation in the assessment.

Chart 4.5: Responses of the experimental group for question 2 in the student evaluation form administered at the end of the study

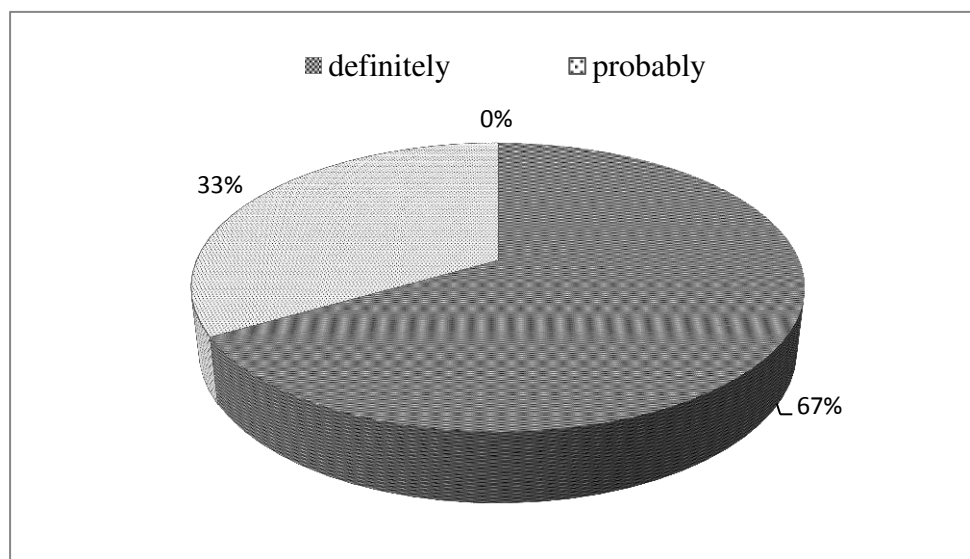


Chart 4.5 shows the answers the experimental group students give to the 2nd question in the Student Evaluation Form. The question asks whether students found the time allocated to read the story sufficient. The researcher deliberately did not give plenty of time so as not to lead the students to summarize the text. Hence, students were expected to read the text in limited time (on average 5 minutes). Most of the students (67%) definitely found the time allocated to read the text sufficient. 33 % of the students chose the option ‘probably’. This finding shows that a few students think they would have benefited more if they had been given more time.

This finding verifies the finding of the 1st question discussed above. If learners had required more time than allocated, they would naturally find the assessment beyond their level of language proficiency.

Chart 4.6: Responses of the experimental group for question 3 in the student evaluation form administered at the end of the study

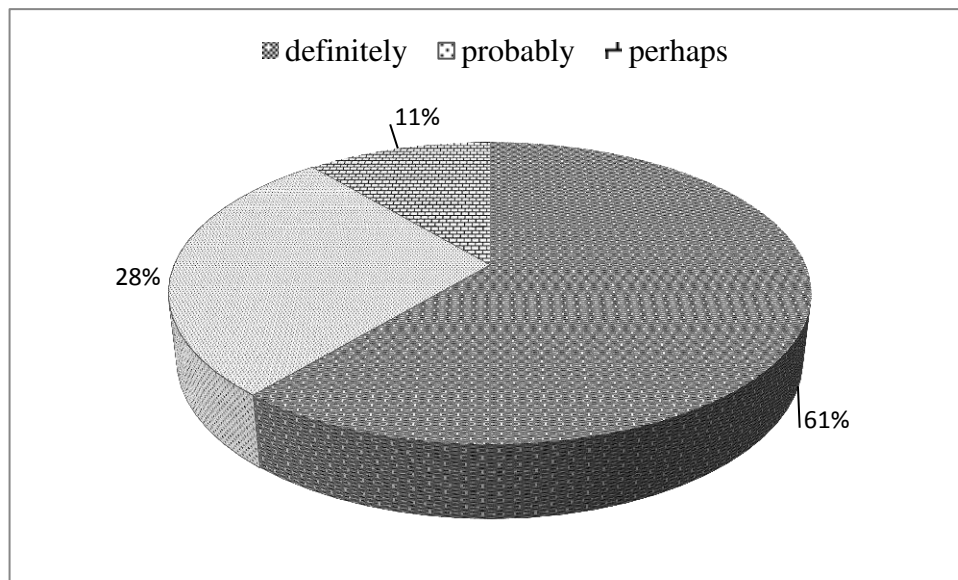


Chart 4.6 demonstrates the results of the 3rd question in the Student Evaluation Form. The learners were asked to state their thoughts on their own performance and the question asks whether they thought they did well in the assessments. The majority of the learners (56 %) chose the option ‘definitely’, 31 % of the students gave the answer ‘probably’ and 13 % of the students said ‘perhaps’, which shows that they are not sure about the quality of their own performance. The finding is meaningful because the feeling of progress and development among learners was something desired and expected at the outset of the study.

Chart 4.7: Responses of the experimental group for question 4 in the student evaluation form administered at the end of the study

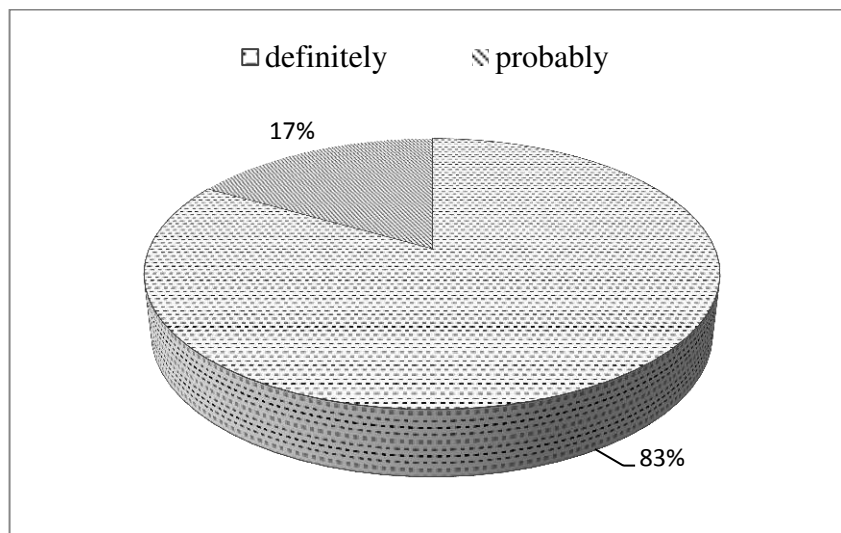


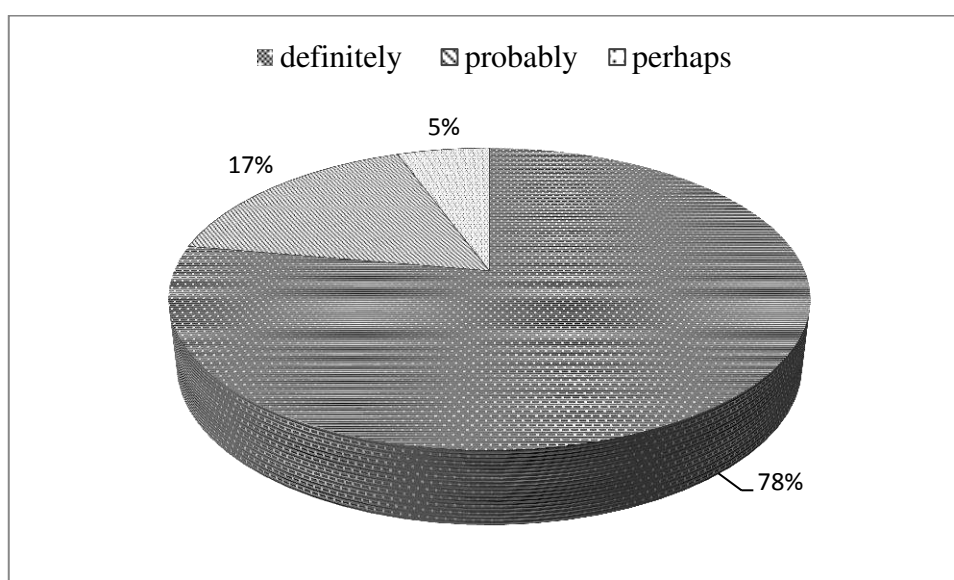
Chart 4.7 shows the results of the 4th question and in the Student Evaluation Form and it asks whether it was easy to remember the text. Most of the learners (83 %) said ‘definitely’, and 17 % of the learners said ‘probably’. This finding tells us that students did not find the content of the texts and the sequence of the events in the texts complicated and confusing.

As for the 5th question in the Student Evaluation Form, all the learners in the experimental group found the time allocated for the speaking (retelling the story) sufficient. Moreover, all learners think the instructions given at the beginning of the assessment procedure were clear. All of the students thought that were able to understand the examiner’s intention when the instruction for the assessment was given. This result reveals the effectiveness of the instructional procedure.

The 7th question asks if learners felt comfortable during the dynamic assessment sessions. Their answers (87 % definitely; 17 % probably) reveal that learners were not nervous during the dynamic assessment sessions. This is a meaningful result considering the nature of the DA sessions in which learners and the examiner get into flexible interaction and into a collaborative dialogue. The learners also believe that the examiner's help during the dynamic assessment sessions helped them overcome some problems. This result is also meaningful as it shows that mediational and reciprocating moves have been beneficial during the DA sessions.

The eighth research question asked whether the experimental group found the treatment that took place between pre- and post- tests beneficial. It is a remarkable result that all learners in the experimental group think that the treatment session (the enrichment program) has been beneficial especially so as to remediate the lack of their linguistic knowledge in specific areas. This result indicates the effectiveness of the enrichment program.

Chart 4.8: Responses of the experimental group for question 10 in the student evaluation form administered at the end of the study



The ninth research question asks if the experiment group will think that mediation during the dynamic assessment application improved their performance in speaking. Figure 4.8 reveals the findings gained from the 10th question in the Student Evaluation Form. According to the results, 78 % of the learners think there is definitely progress in their oral performance, 17 % of the learners think there is probably, and 5% of the learners choose the option 'perhaps'. This result supports the effectiveness of the whole process which includes moves in the Zone of Proximal Development during the dynamic assessment sessions, the Enrichment program, the forms of mediation offered to the learners.

It is also noteworthy that all the learners in the experimental group think they have benefited from the whole assessment procedure, and all of them think they feel enthusiastic to speak in other courses. This finding proves the ripple effect of the dynamic assessment procedures on the other courses. Likewise, the 12th question asks if learners think they gained self confidence when they realized the progress in their language abilities. 89 % of the learners said 'definitely' and 11 % of the students said 'probably'. This result verifies the assumption which is based on the view that integrating instruction and assessment and providing mediation will enhance learners' motivation in speaking and will make learners gain self confidence when they see their abilities beyond their actual development level.

Chart 4.9: Responses of the experimental group for question 13 in the student evaluation form administered at the end of the study

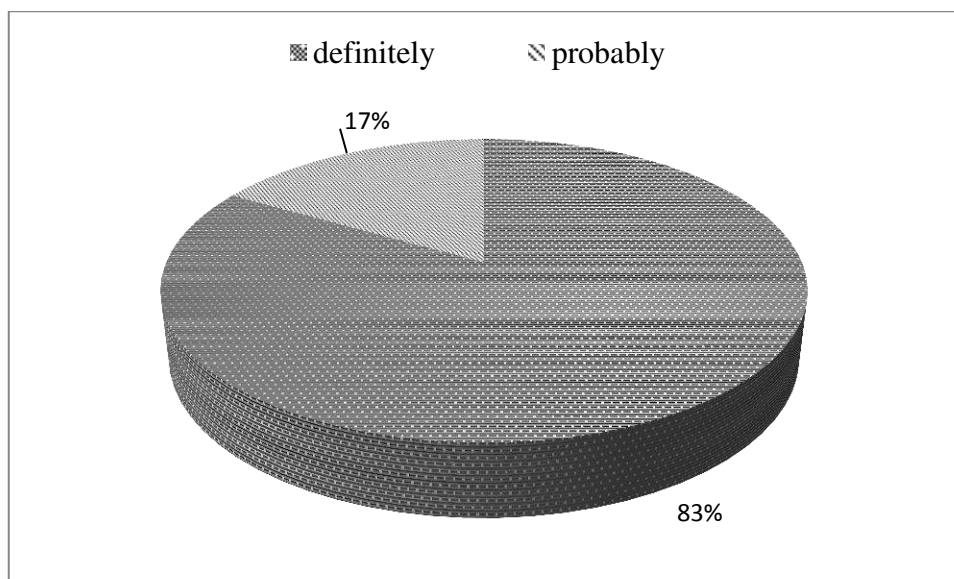


Chart 4.9 shows the results of the 13th question in the Student Evaluation Form. The question asks whether learners feel comfortable in other speaking tests done within the curriculum. The results to this question reveal that the majority of the students, 83 %, think they definitely feel comfortable, and 17 % of the students think they probably think they feel comfortable in the other types of speaking tests carried out at school. This finding is also parallel to the finding deduced from the analysis of the 11th question. This result supports the effectiveness of the dynamic assessment procedures, and the positive effect of it on the other academic contexts.

The last question asks whether they felt that teaching and learning was the part of the assessment procedure during the sessions. All of the learners agree that they experienced both teaching and learning process and assessment process in a single session. As mentioned before, the aim of DA procedures is to integrate the ‘assessment’

and ‘teaching and learning’ into a single unit. This finding supports that the integration of both has been successfully pursued.

The 15th question asks for students’ suggestions to improve the speaking tests conducted at the school of foreign languages. All of them suggest taking exams which assess their progress. They state the disadvantages of having traditional speaking test in limited time. They think they cannot show their language abilities performing a 5-minute speaking task. They suggest interacting with the examiner as they have done in DA sessions. They also state that they have had dialogues with the examiners before in different tests, but the examiners’ aim in those tests was to help the learners’ speech move along. For this reason, they only asked follow up questions or gave reactions in a way that they were listening to the examinee. On the other hand, the subjects in this study are not only examinees, they are also learners. They mention that they are aware of the aim of the DA sessions, and understand the examiner’s attempts to mediate them and give feedback to them. Therefore, they suggest all the speaking tests have the same policy so that they can incorporate the feedback and overcome the problem during the assessment. They also think that this type of assessment approach will decrease the test anxiety of some learners.

The 16th question asks if learners have any comments and suggestions for the assessments they have undergone. Most of the learners stated that they enjoyed the topic of the news stories, but some students stated that their topics did not appeal to their tastes. For instance, a girl had to retell a news story about a car model ‘Toyota’, or a learner who had experienced the earthquake had to tell the news story about ‘Haiti earthquake’. They suggest choosing the topics according to their interests and tastes. They state that they benefited from the glossary given at the end of the text. They said the glossary partially helped them take a stress-free exam as they did not waste so much

time in trying to guess the meaning of the unknown vocabulary in the authentic texts. Towards the end of the study, the learners state they gained fluency as well as accuracy during oral performances.

4.3 Conclusion

This chapter covered the findings and discussions of the results gained from statistical analysis. The chapter presents both quantitative and qualitative analyses.

The analysis of the non-dynamic sessions is used to draw some conclusions regarding learners' unassisted speaking performance. The Mann-Whitney U Test is run by comparing the mean differences between the control group and the experimental group. The statistical analysis indicates that there is not a significant difference between the control and the experimental group in the pre- non-dynamic assessments. The analysis also revealed that there is statistically significant difference between the pre- non-dynamic and the post- non-dynamic assessment mean scores; and between the pre-dynamic and the post- dynamic assessment mean scores of the experimental group. However, the difference between the post- dynamic assessment and the transfer assessment is not statistically significant.

It is found that the experimental group learners used narrative verb tenses more accurately in the post- sessions carried out after the enrichment program. The statistical results indicate that the control group learners also improved over time owing to the interactions with the mediator in DA sessions. This has already been anticipated by the researcher; nonetheless, the gains of the experimental group learners are better.

Learners' and the mediator's collaboration during the dynamic sessions demonstrate that the experimental group learners improved their linguistic competence. The analysis is based on the quality and the quantity of the mediational and reciprocating moves. The sequence of the mediational moves in Table 4.8 and Table 4.9

shows that the ones at the top of the table are the explicit ones while the implicit ones are given towards the bottom of the table. It was vital to analyze the mediator-learner interactions so as to have an understanding of their zone of proximal development. Besides, this analysis is exploited to understand how close the learner is to the control of the correct constructions independently. Changes in the learner-mediator interaction in the pre- and the post- dynamic sessions demonstrated the changes in the learners' ZPD.

When the pre- and the post- DA sessions of the experimental group are compared, it is seen that they are more successful in controlling the linguistic forms on their own in the post- DA session. Furthermore, it is concluded that the experimental group learners need less explicit forms of mediation in the post- DA session. The reciprocating moves of the experimental group learners are at a higher level in the post- DA session, as well. The transfer assessment of the experimental group learners is analyzed in the same way. It is concluded that there is not a significant difference between the post- DA session and transfer assessment session. It indicated that the experimental group learners maintain their level of knowledge and functioning. Moreover, the experimental group learners do not require mediational and reciprocating moves frequently in the transfer assessment session, which proves that they are able to take the control of verb tenses although the content of the test is completely different.

CHAPTER 5

CONCLUSION

5.0 Introduction

This chapter revises the study providing a brief look at DA and its application to foreign language teaching. The findings of the data collection process and the results are also revised briefly looking at the research questions asked at the beginning of the study. Finally, implications for further research are presented.

5.1 Conclusion

5.1.1 Summary of the Study

According to Vygotsky, what the child is able to do independently represents a view of the child's past development, but what the child is able to achieve with mediation provides insight into the child's future development (Lantolf & Poehner, 2004, p.2). The Zone of proximal Development (ZPD) is described as the difference between what a child can do independently and what the same child can achieve by mediation. This interaction in the ZPD is not only a way of predicting a child's future development, but also it is also a way of promoting that development. From a DA perspective, good instruction involves assessment, a good assessment involves instruction.

Lantolf and Poehner (2004) summarize the purposes for the use of DA procedures:

- Differentiating between people whose learning disability is mainly biological and those whose difficulties stems from their social or cultural background.
- Offering a more valid assessment of students' general intellectual abilities as well as their potential for improving those abilities
- Identifying the underlying causes of poor performance in classes and on standardized tests
- Making recommendations on the necessary instructional support learners need to success (p.2).

The distinction has been made between NDA and DA, and NDA procedures traditionally isolate individuals from all forms of external mediation while DA procedures were specifically designed to supply assistance. NDA is concerned with the test instruments and with the scores as they show the amount of knowledge gained as a result of instruction. DA, on the other hand, focuses on promoting change in the learners. Furthermore, it recognizes that mediation, which is a form of instruction, is a necessary feature of genuine assessment. To sum up, NDA foregrounds the test instrument whereas DA foregrounds individuals (Poehner & Lantolf, 2003, p.22).

The purpose of the study was to explore the integration of DA into classroom practices such as speaking skills. More precisely, the effects of DA on the development of ELT students' oral narration skills were investigated. DA has gained a lot of interest in general education and psychology, and is gaining attention in applied linguistics all over the world; however, the amount of research about the effects of DA on foreign language acquisition processes is not still satisfying. The present study adds a new dimension to DA research on foreign language education as well as the idea of assessment in Turkey by promoting students' development.

This study follows Lantolf and Poehner's (2004) reasoning that DA can enhance learner abilities through Vygotsky's notion of ZPD, in which mediator and learner collaborate to perform the assessment task. This collaboration shed light onto the extent of learners' understanding and control over linguistic forms, and also helped the mediator to identify the problems which led to learners' poor performance.

The core principle of this study was to make instruction and assessment unified as a single activity through dynamic assessment procedures during which the mediator and the learners realized their abilities and developing abilities. They also found opportunities to promote those abilities. It can be said that learners were engaged in a learning activity which was oriented around their ZPD as SCT based DA applications required.

There are a number of reasons to choose the speaking skill to be developed in this study. First of all, students of ELT Prep School are involved in the general training of L2, which mainly aims to develop reading, listening, writing and speaking skills. In other words, the one-year training prepares the students for the education at their faculty. When they start the Faculty of Education, they are also involved in classroom activities which require competence in reading, listening, writing and speaking in the target language. However, among the skills mentioned, speaking is the most challenging one for Turkish students since they cannot find the opportunity to practice it outside the class. What is more, their training for the university entrance exam makes them competent at reading skill and solving multiple-choice questions. During this period, students generally practice reading skills and this is one of the reasons that the speaking tasks are organized around reading texts (news stories) assuming that learners would have greater difficulty if they were listening texts. The aim here is not to score learners' comprehension skills. Another reason why speaking skill is preferred to be developed is

that this group of learners should be effective users of language as they are going to be English teachers; therefore, they should be competent at productive skills as well as receptive ones. Besides, in productive skills expressing accurately is believed to be essential. For this reason, the focus of the tasks is narrowed down, and accuracy in using the linguistic forms while narrating news stories was aimed. As mentioned before, the main concern of the tasks was using verb tenses appropriately and accurately. The final reason why speaking skill was promoted in this study is DA procedures are assumed to lower the level of test anxiety as there is flexible interaction between the mediator and the learner, and speaking tests are the ones students generally feel anxiety at.

Prior to the assessment process, the researcher got the university exam scores to see whether the groups had been formed homogeneously. The mean scores of both groups revealed that the mean scores were nearly the same; thus, it can be concluded that at the beginning of the academic year, students were placed homogeneously. Then the groups were administered a questionnaire that searched for personal information about subjects and their views on the speaking skill. It also involved questions that asked whether subjects had been engaged in a speaking assessment task or not before. The results of this mini questionnaire indicated that the majority of learners had not taken a speaking test before, and their attitudes towards speaking skills were similar.

The study included three stages: pretest, the enrichment program and the post test. The pre-test and post-test stages involve both non-dynamic and dynamic assessments applied to both groups. The enrichment program, which took place between the pre- and post- tests, was designed for only the experimental group. After the post non-dynamic and dynamic assessments, the experimental group took the transfer assessment so as to see to what extent they could maintain their development. During the pre-test and post-

test assessment sessions, the learners were asked to read authentic news stories and then produce an oral recall of the news stories in L2. The learners were expected to narrate the stories using the correct tenses and appropriate linguistic forms. During the non-dynamic session, students' independent performances were examined and during the dynamic sessions, students were offered mediation geared to problems they encountered during their independent performance. It is essential to note that the assessment sessions were audio-recorded.

The type of the speaking task carried out in the assessment sessions was identified as Retelling story Test Type. The learners' performances were scored calculating the difference between the number of expected correct answers and students' own correct answers. The number of expected answers was identified in collaboration with two experts apart from the researcher.

This study employed both quantitative and qualitative analysis. As a quantitative instrument, the extent of correct use of narrative verb tenses was figured out and data were analyzed by Mann-Whitney U Test and Wilcoxon Sign Test. As for the qualitative measure, the interpretation of learners' mediated performances was taken into consideration. Also, the results of student evaluation form were analyzed as they provided insights into learners' own awareness of their development and their views and comments on the whole procedure.

5.1.2 Discussion of the Conclusions

In the pre non-dynamic assessment, which was considered as the traditional way of assessing students' abilities, the scores were analyzed by Mann Whitney U Test, and the results indicated that the quality of independent performances of both the control and experimental groups were approximately equal. More precisely, the appropriate and

accurate use of verb tenses was at the same level at the outset of the study. Likewise, the pre dynamic assessment session results revealed that quality of learners' performances with flexible interaction was also similar as both groups had similar scores. This finding provides a response to the first research question 'Is there a significant difference between the results of the pre non-dynamic and the pre dynamic assessment applications in both the experimental and control groups?' The analysis of the data indicated that there was not a significant difference between the control and experimental group's performances in the tests applied before the enrichment program.

During the 3-week instructional process, which is called 'the enrichment program', the experimental group learners were trained with similar texts to the ones in the assessment sessions and they were given the opportunity to practice the speaking tasks with special emphasis to the required linguistic competence for narrating a story. During the enrichment program, the learners were provided with hints for a better speaking performance; they carried out a similar task to the one in the assessment sessions. For instance, they studied the news story on 'Killer Virus' and were given tasks to practice narrating. Moreover, they watched a video named 'Licence to Wed' and carried out similar tasks to practice narrating. During the EP, students were mediated. The significance of the enrichment program was also that learners narrated some parts of the stories in written form. The desired outcome here was, as Vygotsky claimed, writing would promote development in speaking. Meanwhile, the control group was only instructed with their regular course book and carried out speaking tasks their course book suggested.

The experimental group were observed to be highly motivated to participate in the activities during the enrichment program. It was clear that they enjoyed the tasks and the procedure. In the student evaluation form administered to the experimental group,

they stated that they found the treatment beneficial to overcome the difficulties they had in the assessment sessions.

The statistical analysis done after the treatment sessions revealed that in the post non-dynamic session, in which learners' solo performances were scored, the experimental group learners performed slightly better than the control group learners. However, in the post dynamic session, the experimental group outperformed compared to the control group. This result allowed the researcher to conclude that the enrichment program supplied similar forms of mediation, so the post dynamic session was like an ongoing enrichment program. There was also an increase in the quality of the control group learners' performance, yet there was more improvement in the experimental group. This proves the effectiveness of the treatment session (the enrichment program). This finding provides a response to the 3rd research question.

The performances of the two groups before and after the enrichment program were compared. It was concluded that the experimental group benefited from collaborative dialogues during the DA process and the enrichment program which involved mediated learning experience contributed to the success of the experimental group learners.

The forth research question aimed to find out to what extent interactions during DA sessions can provide insights into learners' abilities and promote development. The researcher exemplified the case of the two learners, one of whom overcame a problem when she was mediated, but the other deliberately avoided to use the linguistic form that she was supposed to. This provided the evidence that this learner could not discriminate the accurate structure, and it was deduced by the researcher that the second learner had a longer way to go than the former. Besides, the improving performance of the control

group demonstrated that, though it was not very dramatic, the dynamic assessment itself could also bring about development. All in all, DA was used not only to detect students' linguistic competence that resulted in poor performance and abilities that had already been formed, but also used to help learners develop their abilities.

The fifth research question addresses the mediational types the experimental group learners needed in the pre-and post-dynamic assessment sessions. The comparison of mediated and reciprocating moves in the pre-and post- DA sessions presented a full picture of each learner's performance. There were some learners in the experimental group who were engaged in mediational and reciprocating moves extensively in the pre-DA session. However, they did not need any type of mediation during the post-DA sessions, which means they no longer required additional support from the mediator. The results demonstrated that the number of explicit mediation forms decreased and more implicit mediation types were used in the post dynamic session. Likewise, the learners were engaged in reciprocating moves at a higher level in the post dynamic session.

The experimental group's success in the transfer assessment was also questioned. It was ascertained that there was not a significant difference between the experimental group learners' performances in the post DA and TA sessions. This revealed that the experimental group learners were able to maintain their progress in a different and more complex task.

Responses to question 8 and 9 were given through the analysis of the student evaluation form. As it is evident from the analysis of the SEF, the experimental group learners found the enrichment program beneficial. As discussed in chapters 3 and 4, the researcher prepared the enrichment program according to the source of the problems

diagnosed during the pre- NDA and the pre- DA sessions. Therefore, the learners had the opportunity to remediate their areas that led to poor performance. It was also revealed in SEF that the learners thought that the mediation during the dynamic assessment applications improved their speaking performance.

All in all, the findings of this study lead to the conclusion that transforming linguistic competence into performance accurately during oral narrations was a challenging activity for ELT learners who had not taken a speaking test at high school during their training for the university entrance exam. However, the flexible interaction in the DA sessions and different forms of mediation used in the DA sessions led to learners' progress in time. As van der Veer (1993) states working in the ZPD not only target ripening abilities but also it attempts to foster the development of new cognitive functions (p.50). Therefore, the focus of DA changes from the improvement of test scores to development of learners' abilities. To conclude, both the statistical results and the opinions of the subjects correspond in terms of the effectiveness of the whole assessment procedure, which proves the hypothesis of the study.

This study is significant in that it fills the gap in the literature about assessing speaking with its distinguished perspective which aims to develop students oral narration skills while assessing the learners. This study is beneficial for the students, teachers and the administrators of the institutions as it sheds light onto the role of mediation during the assessment. Implications for language teachers and implications for further research are presented below.

5.2 Implications for Language Teachers

One of the central findings of this study is that during the post-DA session learners benefited from the flexible interaction. Some learners did not require additional

support from the mediator. This finding justifies the possibility of transformation of the ZPD to Zone of Actual Development. Therefore, DA deserves attention from language teachers. They should make use of underlying principle that rather than test scores, the individual's progress is important.

Delivery of mediation is generally regarded as cheating among teachers. Therefore, in some cases mediation is not offered or very explicit mediation is offered. This explicit mediation type forms the teacher's or the examiner's perception about the learner, and the teacher generally underscores learner's mediated performance. Instead, language teachers should be aware of the mediation forms and they should be able to discriminate whether the learners require implicit or explicit mediation. Besides, they should be able to diagnose the source of poor performance during the assessment procedure making use of the mediation forms.

Integrating a treatment program into the regular course program would be beneficial and it would foster learners' development. They can use DA as a diagnostic tool when identifying the source of problems experienced by learners during the assessment procedure. It may be helpful for the learners to build confidence in the teacher and the teaching-learning environment and it may reduce anxiety in the classroom tests.

As for the administrators, with this study, it is seen that it is possible to integrate the assessment and the instruction using the mediation techniques. The administrators may decide to train the teachers working in their institutions to use the mediation types effectively in the classroom within a teacher training program; help teachers realize that assessment and teaching are not two distinct things, but they can be integrated in one single process.

5.3 Implications for Further L2 Research

Some suggestions are offered in order to guide future researchers about dynamic assessment procedures.

- One factor that could be considered in future studies is the use of DA in different speaking test types. Moreover, analyzing and evaluating different aspects (e.g fluency) of oral production can be another implication for further research.
- This study is conducted within an 8-week time in a term with two groups of subjects. A more comprehensive study can be carried out with more subjects in a longer period of time.
- This study made use of authentic news stories and retelling story type of testing was used. Further studies can also include other types of assessing speaking because DA is not bound to one or two specific type of tests. On the other hand, it is related to the way that the examiners assess learners.
- The dialogues in the dynamic assessment sessions were based on the teacher-learner relation. On the other hand, peer-to-peer interaction could also foster learners' development. Some studies justify this idea and suggest that some peers can serve as effective mediators. Poehner (2009) points out that there is a strong preference towards the implementation of DA in one-to-one format. However, one-to-one format is not the only option for DA applications and can be extended to a group model. In his work, Poehner notes that 'Vygotsky (1998) describes the ZPD as the optimum time for teaching both the group and each individual' (p. 204), but he does not give detailed information about the implementation of the group ZPD.

- Another implication for further studies may be integrating computerized DA into the assessment procedure. Abbleva (2010), in her work, reports that computerized L2 DA is currently on the rise. A team of L2 researchers from the Pennsylvania State University (United States) is working on a project *Computerized Dynamic Assessment of Language Proficiency in French, Russian and Chinese*, funded by the U.S. Department of Education. More specifically, the project is grounded in the interventionist DA (see chapter 2 for description) and investigates the enhancement of computerized listening and reading assessment from a Vygotskyan perspective (p.376). However, such an assessment procedure can be implemented in an institution which have good facilities for computerized assessment. What is more, such a study can be best carried out with the subjects who are familiar with using computerized programs.

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APPENDIX A

Some Leading Dynamic Approaches

Some leading dynamic approaches: their authors, target group, nature and functions

Test/Approach (language of manual/guidance where English version is unavailable)	Author (s) (nationality)	Population for whom test is designed	Key processes examined	Type of assistance provided	Type of output and principal uses for the test
Learning Potential Assessment Device	Feuerstein <i>et al.</i> (Israel)	Mainly designed for low achieving children	15 test instruments (largely based upon existing static measures) covering a variety of cognitive operations in different domains	An unstandardised approach is utilised in which mediation is provided in whatever fashion the clinician feels is appropriate for maximising the testee's performance	Seeks to ascertain the individual's modifiability. Identifies deficient cognitive functions and relates these to a 'cognitive map' that covers task parameters. The functions and the map, in combination, serve as a guide for intervention
Graduated Prompts Approach	Campione & Brown (USA)	Children with learning difficulties	Inductive reasoning problems involving abstract or curriculum-related tasks	Uses predetermined series of prompts or hints each time child makes an error	Child's efficiency of learning is determined by reference to the number of hints required and success on various transfer tasks
No title is provided for this approach	Sternberg <i>et al.</i> (USA) (in press)	Africans in Non-Westernised settings aged 11–13 years	Analytical skills measured by Syllogisms, Sorting, & Twenty questions	Sandwich format in which intervention is provided between pretest and post-test	Enabled researchers to examine relationship between student performance before and after intervention. Helps reveal mental abilities of children in the developing world that might otherwise remain hidden

Some leading dynamic approaches: their authors, target group, nature and functions (Continued)

Test/Approach (language of manual/guidance where English version is unavailable)	Author (s) (nationality)	Population for whom test is designed	Key processes examined	Type of assistance provided	Type of output and principal uses for the test
Cognitive Modifiability Battery (CMB)	Tzuriel (Israel)	Kindergarten to 4 th grade	Various reasoning tasks (e.g. analogy, memory and seriation)	Clinical version involves ongoing mediation that provides qualitative data. Measurement version involves a pre-test, teach, post-test format that yields quantitative data. In both cases, assistance is unstandardised	Clinical version assesses cognitive skills and non- intellective factors. (This draws heavily upon Feuerstein's work). Measurement version yields gain scores that provide an indication of cognitive modifiability
Swanson— Cognitive Processing Test (S-CPT)	Swanson (USA)	Learning disabled— 5 years to adult (normed)	Working memory	Uses standardised set of prompts that emphasise sequential processing strategies	Provides an approximate index of processing potential that assists in the accurate identification of learning disabled children
Leipzig Learning Test (LLT) (German)	Guthke & Beckmann (Germany)	Children aged approx 6–8 years (normed)	Inductive reasoning (classification/ concept formation)	Standardised set of prompts	Indicates child's potential to profit from assistance. Seen as a useful tool in deciding upon special education
Adaptive Computer Assisted Learning Test Battery (ACIL) (German)	Guthke <i>et al.</i> (Germany)	Children 5 th – 9 th grade (although can be used with older people) (normed)	Reasoning in the figural, numerical and verbal domains	Computer provides adaptive item sequence of hierarchical hints	Indicates potential to profit from assistance. Learning progress during the test can be matched to one of five typical 'types'

Learning Potential test for Ethnic Minorities (LEM) (Dutch)	Hamers <i>et al.</i> (The Netherlands)	Turkish and Moroccan children living in the Netherlands aged 5–8 years (normed)	Inductive reasoning and verbal ability	Standardised administration. Utilises repetition and non-verbal demonstration and feedback	Scores indicate stages in the problem solving process where child requires help. Main purpose is to provide a fairer measure of intelligence in children from minority cultures
Testing the limits	Carlson & Wiedl (USA/Germany)	Children and adults with a range of learning difficulties	Uses pre-existing tests in a dynamic format	Emphasis is placed upon providing differing modes of test administration with a focus upon the use of verbalisation and elaborated feedback	Geared to provide information about the most suitable mode of intervention for groups with differing learning difficulties
Mindladder: Computer Assisted Modifiability Enhancement Techniques (CAMET)	Jensen (USA)	School children	Wide range of reasoning tasks	Computer presented tasks and mediation, although progress through activities and mediation are controlled by the examiner	Enables understanding of the child's cognitive functioning and offers guidance for intervention
Application of Cognitive Functions Scale (ACFS)	Lidz (USA)	Children aged 3–5 and older children with learning difficulties	Cognitive processes and learning strategies associated with typical early childhood learning activities	Semi-standardised system of administration yields both qualitative and quantitative information	Provides evidence of the child's development of cognitive functions related to typical demands of preschool curricula and the child's ability to profit from intervention
Learning potential test for Inductive Reasoning (LIR) (Dutch)	Resing (The Netherlands)	Children aged 7 and 8 years (normed)	Inductive reasoning (verbal analogy/visual exclusion)	Standardised series of task related (cognitive) and metacognitive hints. Hints become increasingly specific until solution is demonstrated	Emphasis is upon the number and type of hints necessary to reach the learning criterion. Seen as a valuable supplement to traditional IQ tests
Dynamic Assessment of the Level of Internalisation of Problem-Solving Activity	Karpov & Gindisp (USA)	Elementary school children	Analogical reasoning	The child is taught to engage in analogical reasoning tasks. The assessor endeavours to identify the highest level at which the child can function	Permits determination of whether child's cognitive development is at an age appropriate level. Provides guidance concerning appropriate modes of educational intervention

Some leading dynamic approaches: their authors, target group, nature and functions (Continued)

Test/Approach (language of manual/guidance where English version is unavailable)	Author (s) (nationality)	Population for whom test is designed	Key processes examined	Type of assistance provided	Type of output and principal uses for the test
Analogical Reasoning Learning Test (ARLT) (French)	Schlatter & Buchel (Switzerland)	Children and adults with moderate mental retardation (IQ between 35 and 55)	Analogical reasoning	Standardised and hierarchically ordered series of hints are provided according to type of error. Maintenance and transfer tasks are employed one week after teaching phase	Enables determination of those who can best profit from cognitive training programmes and those for whom such an approach would have little value
Evaluacion del Potencial de Aprendizaje (EPA) (Learning Potential Assessment)	Fernandez-Ballesteros & Calero (Spain)	Children aged 10 + and adults (average and below average ability)	Matrices (based on the Raven tests)	1 or 2 structured training sessions are provided between unassisted pre and post-test administrations	Enables judgement of learning potential on the basis of differentiation between 'gainers' and 'non-gainers' May be used to estimate the potential value of cognitive intervention
Dynomath (English)	Gerber (USA)	Secondary students with learning disabilities	Multidigit multiplication	Computer provides series of prompts contingent upon the nature of student errors. Tasks presented reflect individual differences in speed and accuracy	Enables presentation of mathematical material to be closely tailored to student performance, in particular, focusing upon the ZPD
Dynamic Assessment of Infants' and Toddlers' Abilities (DAITA) (English)	Kahn (USA)	Infants/toddlers	Cognitive actions	Clinical approach in which scores reflect whether mediation is required to achieve a given criterion	Provides qualitative information about a child's current functioning and future potential. Strong emphasis upon informing intervention

APPENDIX B

Transcription Conventions

By Emanuel Schegloff

Transcribed data extracts embody an effort to have the spelling of the words roughly indicate how the words sounded when produced. Often, this involves a departure from standard orthography. In addition, the following symbols can be used to convey aspects of the talk that figure most frequently as design features of talk-in-interaction. For other transcription resources not included here, see the sources cited at the end of this document.

←	Arrows in the margin point to the lines of transcript relevant to the point being made in the text.
()	Empty parentheses indicate talk too obscure to transcribe. Words or letters inside such parentheses indicate the transcriber's best estimate of what is being said or who is saying it.
hhh .hhh	The letters
[	Left-side brackets indicate where overlapping talk begins.
]	Right-side brackets indicate where overlapping talk ends. Brackets should always appear with one or more other brackets of the same sort (left or right) on the line(s) directly above or below to indicate which turns are implicated in the overlap.
((coughs))	Words in double parentheses indicate transcriber's comments, not transcriptions.
(0.8)(.)	Numbers in parentheses indicate intervals without speech in tenths of a second; a dot in parentheses marks an interval of less than (0.2).
becau-	A hyphen indicates an abrupt cut-off or self-interruption of the sound in progress indicated by the preceding letter(s) (the example here represents a self-interrupted "because").
...	Colons indicate a lengthening of the sound just preceding them, proportional to the number of colons.
Under <u>l</u> ining	He says Underlining indicates stress or emphasis, proportional to the number of letters underlined.

↑ ↓	An upward-pointing arrow indicates especially high pitch relative to preceding talk; a downward-pointing arrow indicates especially low pitch relative to preceding talk.
>talk<	Right and left carats (or “more than” and “less than” symbols) indicate that the talk between them was speeded up or “compressed” relative to surrounding talk.
=	Equal signs (ordinarily at the end of one line and the start of an ensuing line attributed to a different speaker) indicate a “latched” relationship -- no silence at all between them. If the two lines are attributed to the same speaker and are separated by talk by another, the = marks a single, through-produced utterance by the speaker separated as a transcription convenience to display overlapping talk by another. A single equal sign in the middle of a line indicates no break in an ongoing spate of talk, where one might otherwise expect it, e.g., after a completed sentence.
°word°	Talk appearing within degree signs is lower in volume relative to surrounding talk.
WOrd	Upper case marks especially loud sounds relative to the WORD surrounding talk.
	Punctuation is designed to capture intonation, not grammar and should be used to describe intonation at the end of a sentence or some other, shorter unit. Use the symbols as follows: ? question mark for marked rising intonation; . period for marked falling intonation; and , comma for a combination of slightly rising then slightly falling (or slightly falling and then slightly rising) intonation;

These notational conventions were developed by Gail Jefferson. An instructional Transcription Module accompanied by digitized sound is available at <http://www.sscnet.ucla.edu/soc/faculty/schegloff/>

Fuller glossaries can be found in *Structures of Social Action*, edited by J.M. Atkinson and J. Heritage (Cambridge University Press 1984: ix-xvi); in *Interaction and Grammar*, edited by E. Ochs, E.A. Schegloff, and S.A. Thompson (Cambridge University Press 1996:461-65); and in G. Jefferson’s article, “Glossary of Transcript Symbols with an Introduction,” in *Conversation Analysis: Studies from the First Generation*, edited by G. Lerner (John Benjamins Publishing 2004:13-31).

<http://www.asanet.org/journals/spq/transcriptions.cfm>

<http://www.sscnet.ucla.edu/soc/faculty/schegloff/>

APPENDIX C

SAMPLE TRANSCRIPTIONS

1. A EXCERPT FROM THE TRANSCRIPTION OF A LEARNERS' NARRATION IN THE PRE DYNAMIC ASSESSMENT

S: They didn't do it..

T: Who didn't do what?

S: The employer of the Auckland Company. Maybe..... they should warn her..... because of..... she use capital letters, red and bold.

T: OK, shortly can you summarize the story?

St:New Zealand bosses saw red words after one employee of the Auckland company writes her colleagues ((He mispronounces the word 'colleague'.))

T: her.....?

St: Her name is Miss Walker, Miss Nicky Walker.

T: What did you say, hercol....

St: Colleagues ((he mispronounces again.))

T: colleagues. (provides the correct response)

St: And she usually uses these words in emails.

T: You are talking an event in the past.

St: she used in e-mails.....to her colleagues. She this is very confrontational and disharmony in company in writing and in e-mails. Because of the situation, the employee of the Auckland Company dismissed Miss Walker.

T: The employee[↑], or.....?

St: The employer (overcomes a problem) of the Auckland company dismissed her from the company and they had to pay her 11.500 \$ but she wasn't happy with this situation.

T: Why not?Did she have any problems?

St: Yes, she [thought that...]

T: [What kind of problems did she have?]

.....

St: hhh.hhh... she thinks that employees aren't prepared to fight his boss because of financial and mental stress involved. Because of this, she wasn't happy. And she tried to fight them and she is useful to...she wanted to be useful to her colleagues...

T: what should the employers have done?

St: The employer should do-

T: The employer... ..past

St: Maybe they did... They should warned-

T: They should...?

St: they should have warned... or reduced her salary. Maybe they theyyetki ?↑
(requests the English word)

T: Authority ↑ [.....]

St: [.....]

T: Maybe they took her authority and what she wanted.....

2. AN EXCERPT FROM THE TRANSCRIPTION OF A LEARNERS' NARRATION IN THE PRE DYNAMIC ASSESSMENT

S: French make up manufacturer Loreal decided to make a new mascara andinstructions for this new mascara.....

T: Instruction [.....]?

S: [.....]

T: Introduction.....?

S: For introduction to this mascara she used

T: OK from the beginning ... cosmetic company used Penelope Cruz for their new [product]

S: [product]

T: What was the product?

S: ... a new mascara.... and

T: Then what was wrong with it? What happened?

S: Cruz's eyes were ((too obscure to transcribe)) eye lashes to make her eyes look more but her eyeswith

T: OK. Please use your own words in your sentence.

S: OK. They made tricks.

T: OK. What kind of tricks did they make?

.....

S: They said that with this new mascara, eyes look up to 60% longer but advertising authority decided that this was deceptive((student mispronounces the word))

T: deceptive? ((tries to catch student's attention with the mispronounced word.))

S: [.....]

T: [.....] deceptive. ((teacher corrects the mispronunciation))

S: A TV viewer suspected Cruz's eye lashes were false and complained to advertising standard authority.....

3. AN EXCERPT FROM THE TRANSCRIPTION OF A LEARNERS' NARRATION IN THE PRE DYNAMIC ASSESSMENT

S: I'll talk about Diana's death? ((student mispronounces the word 'death'))

T: death? ((repeats student's mispronounced word))

S: Investigations are still going on to find out why she died ((student mispronounced the word died))

T: Find out...? ((the teacher expects the student repeat what she has said.))

S: Find out.... ((the student doesn't give the correct response))

T: find out why she died. ((The teacher emphasizes the last word in a mispronounced way))

S: Why she ((cannot provide the correct response))

T:died. ((she provides the correct response.))

S:died. ((she repeats the teacher.)) New Diana test showed the driver of the Diana's car was drunk. He was driving Diana and her partner, Dodi, back to their hotel in Paris. The driver escaped to paparazzi who were chasing Diana and her partner.

T: escaped to or

S:from

T: Then how did the world react to Diana's death?

S: Diana's death ((she mispronounces the word)) shocked the world.

T: death...: ?↑((she expects the correct pronunciation))

S: Diana's death ((corrects the pronunciation)) shocked the worldfollowing the tragedy..... many people believed it was planned by British authority because they did not want Diana to marry Dodi.

4. AN EXCERPT FROM THE TRANSCRIPTION OF ONE NARRATION IN THE PRE DYNAMIC ASSESSMENT

S: the child is interesting because I couldn't walk properly when I was four but he drove a car for 400 metres and I can say again.....

T: Was there anybody near him?

S: No, there wasn't anybody near him. One night, I think he got bored and wanted a video. He took his mother's car key and got her car, started the ignition and put the car into gear and accelerated and go.....

T: He go or.....?

S:accelerated....

T: OK, accelerated and

S: Then he went to a rental shop.

T: Was he able to reach the accelerator?

S: Yes he was able to (too obscure to transcribe). Then he is intelligent. He saw from his mother. He recorded it in his brain. If I were him, I couldn't get into the car. This is very dangerous.....

5. AN EXCERPT FROM THE TRANSCRIPTION OF A LEARNERS' NARRATION IN THE POST DYNAMIC ASSESSMENT

S: This news is about a woman fire for using capital letters, bold and red.....Her employer fired her for causing this harmony in the workplace. Her boss said it was a confrontational situation and fired her because of that ridiculous reason, so she took the company to the court and she won the case but she is still not happy. She thinks it is unfair and also thinks many workers are fired by their employers for some reasons. They are fired and their lives are ruined.

6. AN EXCERPT FROM THE TRANSCRIPTION OF A LEARNERS' NARRATION IN THE POST DYNAMIC ASSESSMENT

S: I'll talk about Diana's death. Investigations about Diana's death are still going on to find out ((she mispronounces the word) why she died.

T: to? ↑

S: to..... find out ((she keeps making the same pronunciation mistake))

T: ((keeps silent))

S:..... to find out why she died. (corrects the mistake and pronounces 'find' accurately.)

T: Many people believed....Excuse me... New Diana test showed the driver of Diana's car was drunk while he was driving fast to escape from the Paparazzi who were chasing Diana and Dodi. A two-year investigate, on concluded in 1999. Henry Paul, who was the driver of the car, was drunk. Diana's death ((unlike the pre dynamic assessment session, she pronounces the word in a correct way in this session)). Many people believed it was planned.....

APPENDIX D

STUDENT QUESTIONNAIRE

CLASS:

Dear Students,

This questionnaire has been prepared to collect information about your language profile, your learning history and to have an insight of what is being done about speaking skills in ELT prep classes at Gazi University Preparatory School. Please answer the questions carefully and honestly. Your answers will be kept confidential.

Thank you for your contribution.

1. Age:

2. Gender: 1 Male ☐ 2 Female ☐

3. The type of high school you graduated from

1	☐	Anatolian High School
2	☐	Anatolian Teacher High School
3	☐	Private College
4	☐	State High School
5	☐	Super Lycee
6	☐	Other (_____)

4. In what areas do you want to improve yourself in Prep Class? Put a tick in three of the boxes.

- | | | |
|----|--------------------------|--|
| 1. | ☐ | understand advanced grammar structures |
| 2. | ☐ | enhance vocabulary knowledge |
| 3. | ☐ | use appropriate vocabulary and grammar in appropriate contexts |
| 4. | ☐ | improve reading comprehension skills |
| 5. | ☐ | improve academic writing skills |
| 6. | ☐ | improve listening comprehension skills |
| 7. | ☐ | improve speaking skills |

5. Have you ever taken a speaking test at highschool or at a different language course?

1 Yes ☐ 2 No ☐

6. What kind of speaking activities do you do in your class?

- | | | | | | |
|---|--------------------------|--------------------------------|---|--------------------------|-----------------------|
| 1 | ☐ | Asking and answering questions | 5 | ☐ | Having a conversation |
| 2 | ☐ | Discussion | 6 | ☐ | Role-playing |
| 3 | ☐ | Problem-solving activity | 7 | ☐ | Games |

4 ☐ Giving presentations8 ☐ Other (_____)

7. Which of the following difficulties do you have while speaking in English?

- 1 ☐ Speaking grammatically
 2 ☐ Speaking fluently
 3 ☐ Pronouncing the words correctly
 4 ☐ Fear of being ridiculed

- 5 ☐ Using the necessary vocabulary
 6 ☐ Having confidence in myself
 7 ☐ Other (_____)

8. Do you think you will be able to speak English accurately/fluently when you finish prep class?

1 Yes ☐2 No ☐3 No idea ☐

9. have you taken a speaking test before?

1 Yes ☐2 No ☐

10. If your answer is "Yes" to the question above, in which level or grade did you take the test? You can mark more than one choice.

- | | | | |
|---|--|--|--|
| 1 ☐ Secondary School | 2 ☐ High School | 3 ☐ Language Course | 4 ☐ Other |
| 1 ☐ Grade 1 | 1 ☐ Grade 1 | 1 ☐ Beginner-Elementary | 1 ☐ |
| 2 ☐ Grade 2 | 2 ☐ Grade 2 | 2 ☐ Pre-intermediate-Intermediate | 2 ☐ |
| 3 ☐ Grade 3 | 3 ☐ Grade 3 | 3 ☐ Upper-intermediate-Advanced | 3 ☐ |

11. If your answer is "Yes" to question 9, what were you supposed to do in the speaking test(s) you took? You can mark more than one choice.

- 1 ☐ To participate in an oral interview
 2 ☐ To talk about pictures given
 3 ☐ To discuss a topic (with classmates)
 4 ☐ To make a presentation
 5 ☐ To give instructions or description or explanation
 6 ☐ To participate in an information-gap activity
 7 ☐ To participate in a problem-solving activity
 8 ☐ To act out
 9 ☐ To translate/interpret a given text
 10 ☐ Other (_____)

adapted from (Güllüoğlu,2004)

APPENDIX E

STUDENT EVALUATION FORM

Class:

Date:

Choose the best alternative.

1. How would you rate the texts used for assessing speaking?

- a.** very easy **b.** easy **c.** neither easy nor difficult **d.** difficult **e.** very difficult

2. Did you find the time allocated to read the story sufficient?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably not **e.** not at all

3. Considering the whole assessment procedure, do you think you did well on the task?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably not **e.** not at all

4. Do you think it was easy to remember the content of the story?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably not **e.** not at all

5. Was the speaking time sufficient?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably not **e.** not at all

6. Was the instruction given before the speaking performance clear?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably not **e.** not at all

7. Did you feel comfortable during the dynamic assessment sessions.

- a.** Definitely **b.** probably **c.** perhaps **d.** probably not **e.** not at all

8. Did the examiner' help during dynamic assessment sessions help you overcome some problems.

- a.** Definitely **b.** probably **c.** perhaps **d.** probably not **e.** not at all

9. Was the treatment session beneficial for you in order to compensate the lack in linguistic forms?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably **e.** not at all

10. In your opinion is there a progress in your oral performance?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably **e.** not at all

11. After the whole assessment, do you feel enthusiastic to speak in the other courses?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably **e.** not at all

12. Did you gain self-confidence when you realized the progress in your language abilities?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably **e.** not at all

13. Do you feel more comfortable in other speaking tests done as the curriculum requires now?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably **e.** not at all

14. As a student, did you feel teaching and learning was a part of assessment process during the sessions?

- a.** Definitely **b.** probably **c.** perhaps **d.** probably **e.** not at all

15. What do you suggest to improve the speaking tests conducted at the school of foreign languages?

16. Do you have any other comments or suggestions for the assessment sessions you have undergone?

☺ Thank you for your contributions ☺

APPENDIX F

SAMPLE NEWS STORIES USED FOR THE NON-DYNAMIC ASSESSMENT

You are a reporter. You receive the news below and you are expected to narrate the events orally.

**Forty million credit cards hacked**

What is your biggest nightmare? How about opening your credit card statement and seeing \$10,000 of purchases you never made? This is a real possibility after computer hackers stole the personal details of 40 million credit cardholders worldwide. Card Systems Inc., a major data processing company, confirmed this in a press release*, saying a serious “security breach” occurred in its database in May.

Card Systems Inc. said it immediately contacted the FBI, which then informed VISA and MasterCard. The company said it is currently “completing the installation of enhanced/additional security procedures”. Meanwhile, the world’s banks are very busy changing the bank account and credit card details of worried and angry cardholders.

Card Systems Inc. apologized to anyone who has lost confidence in credit card security. It said: “We understand and fully appreciate the seriousness of the situation.” It also promised the business world it was doing its best to correct the situation: “Our customers and their customers are our lifeblood. We are sparing no effort to get to the bottom of this matter.”

* <http://www.cardsystems.com/news.html>



Giant panda born in U.S. zoo

A giant panda has been born at America's National Zoo for the first time in 16 years. Mother Mei Xiang gave birth in the early hours of the morning to the delight of zoo veterinarians who had been anxiously awaiting the new arrival. They had been on tenterhooks for days in anticipation of the precious and rare birth. The delivery was greeted with screams of joy by delighted zoo staff. The gender of the newborn will be unknown for a few days as it is still too fragile to be taken from its mother. Zoo officials will avoid intervening between mother and cub to allow the baby bear's immune system to sufficiently develop in the critical first few days.

The birth of a giant panda in captivity is an extremely traumatic experience for all concerned. Mei Xiang was artificially inseminated in early March. She had previously had two phantom pregnancies and had shown no signs that she was pregnant this time round until a week ago. Any cubs that are born at the zoo belong to China and are returned when the panda reaches the age of two. For now, the panda team members are keeping their fingers crossed that the cub survives until then. The public will have to wait three months before mother and cub are revealed to the world. However, the zoo has installed webcams for panda addicts to get a sneak preview online at the zoo's website*.

*<http://nationalzoo.si.edu/Animals/GiantPandas>

Glossary:

- | | |
|----------------------------------|-------------|
| 1. on tenterhooks | in suspense |
| 2. Whoops | screams |
| 3. nerve-racking | traumatic |
| 4. Phantom | ghost |
| 5. keeping their fingers crossed | praying |
| 6. Installed | set up |



London police shoot to kill

London police have shot and killed a suspect in Thursday's attempted London bombings. The man was chased onto a crowded subway train by 20 armed police officers. He did not obey police orders to stop and was brought to the ground by three officers. A policeman shot him in the head five times at close range. Nigel Morton, an eyewitness, said: "It was chaos. It was like a shooting in a Hollywood action movie." Police report they thought the man had a bomb strapped to his body. The killing is a first for London, where police officers do not carry guns. Police now have a "shoot to kill" option since the deadly bombings on July 7. Police used to have strict rules to aim only for the chest when shooting a suspect. However, with the hunt for suicide bombers in London, police can now aim and shoot at the head. A police spokesperson said: "To shoot in the chest area may explode a bomb taped to the suspect's body." An inquiry into the killing is now being conducted.



Jennifer Lopez in anti-fur stalking

Anti-fur protestor Heather Mills McCartney is threatening to stalk actress Jennifer Lopez. The wife of ex-Beatle Sir Paul McCartney has targeted Ms Lopez because of the singer-actor's love of fur. Ms Lopez often attends movie premieres and awards shows wearing expensive fur coats. She says she wants to be "educated" as to why she should not wear them. She has angered animal rights activists for many years. They accuse her of making fur fashionable. She has made it an attractive item for the young and wealthy to want to buy. Ms McCartney's latest stalking attempt ended painfully when she lost her prosthetic leg in a fight with security guards at the New York offices of Ms Lopez's fashion company. Ms McCartney wanted to deliver a DVD to Ms Lopez, which contained a documentary of how animals were brutally killed or skinned alive for their fur. Ms McCartney had to replace her artificial leg in a stairwell, as the guards refused her entry to a restroom. She promised to continue her crusade against Ms Lopez, and to "show up" at her home or "get a hold of her at her premieres".

Glossary:

- | | |
|---------------|----------|
| 1. Brutally | cruelly |
| 2. Artificial | fake |
| 3. Crusade | campaign |

Man Trapped in 23-year Coma Feels Reborn

A Belgian man who was wrongly believed to be in a coma for 23 years has said he feels reborn. Rom Houben, 46, was badly injured in a car accident in 1983. He was just 20 years old. The crash left him so paralysed that doctors thought he was in a coma. For the next 23 years he was trapped inside his own body. He could not tell doctors that he was able to communicate and he was awake. Mr. Houben could hear everything that went on around him. He was able to understand that everyone thought he was in a permanent coma. He said he felt "alone, lonely, frustrated". A new type of brain scan found Mr. Houben had a condition called "locked-in syndrome". This is where people cannot speak or move but can think and understand the world around them.

Rom Houben typed his thoughts about the horror of the past two-and-a-half decades on a special keyboard. "It was especially frustrating when my family needed me. I could not share in their sorrow," he wrote. He added: "Just imagine. You hear, see, feel and think but no one can see that...You cannot participate in life....I will never forget the day they finally discovered what was wrong. It was my second birth." He described his pain at being unable to communicate: "I would scream, but no sound would come out." Rom was in good humour in a press conference. He cracked a joke and explained he looked under the weather because of a cold: "You catch me at a bad moment, I have looked better," he typed. Doctors now hope that they can find more people like Rom Houben.

Glossary:

- | | |
|-----------------------------|---------|
| 1. sorrow | sadness |
| 2. under the weather | ill |



Japanese student bombs classroom

Japan is in a state of shock today after a high school student made a bomb and threw it into a classroom at his school. The homemade device was a jar full of gunpowder and other chemicals. It exploded with a deafening bang. Fifty-eight students received cuts from pieces of flying glass and metal. Others suffered from shock and earaches. One boy is in serious condition in hospital after suffering injuries to his stomach. An 18-year-old student was arrested on suspicion of assault. Police cannot release his name because he is a minor under Japanese law.

This bombing incident is the latest of many attacks and murders by young Japanese people. Japan's famously law-abiding citizens are becoming more and more afraid of teenagers. There has been a big increase in the number of deadly and dangerous acts of violence committed by teenagers. Teachers said the boy who made the explosive device in yesterday's bombing was "normal". They also said he was never late for school or skipped class and has "above average" grades. The boy told a teacher that he made the bomb because he had a grudge against a fellow student.

Glossary:

- | | |
|----------------|---------------------------------------|
| 1. law-abiding | peaceful |
| 2. Skipped | missed |
| 3. Grudge | a strong feeling of anger and dislike |

APPENDIX G

SAMPLE NEWS STORIES USED FOR THE DYNAMIC ASSESSMENT

You are a reporter. You receive the news below and you are expected to narrate the events orally.

Woman Fired for Using Capital Letters

WOULD YOU GET ANGRY IF YOU GOT E-MAILS WITH LOTS OF CAPITAL LETTERS? A New Zealand boss saw red after one of his employees used block capitals in e-mails to colleagues. Vicki Walker, an accountant in Auckland, was fired after her co-workers complained about her use of caps. Members of staff at ProCare Health were angry with Ms. Walker for constantly filling her mails with sentences in capital letters, bold and red text. They said they found the e-mails “confrontational”. Bosses at ProCare dismissed Ms Walker for causing “disharmony” in the workplace. Walker took the company to court and sued for unfair dismissal. She won the case and ProCare had to pay her US\$11,500 in damages and lost pay.

According to the New Zealand Herald newspaper, Ms Walker is still not happy. She plans to appeal for further compensation. She also wants to speak out for greater protection for office workers when they are in disputes with big companies. Walker said too many white-collar workers feel helpless when large employers fire them. She says many people are not prepared to fight their bosses because of the financial and mental stresses involved. She used her own experience as an example, saying: "I am a single woman with a mortgage, and I had to re-mortgage my home and borrow money...to make it through. They nearly ruined my life." Walker's case highlights a widespread uncertainty regarding “netiquette” and e-mails.

Glossary:

- | | | |
|----|-----------|-----------|
| 1. | saw red: | got angry |
| 2. | fired: | Dismissed |
| 3. | disputes: | Arguments |
| 4. | Ruined: | Destroyed |

Tests show Diana driver was drunk

Almost thirteen years after the death of Britain's Diana, Princess of Wales, investigations are still going on to find out why she died. New DNA tests show the driver of Diana's car was drunk when he was driving Diana and her partner Dodi Fayed back to their hotel in Paris. The tests are part of a BBC probe into the tragic car accident. A BBC documentary, *How Diana Died: The Conspiracy Files*, reveals new evidence on the driver of the Mercedes, Henri Paul. DNA data reveal he had three times the permitted level of alcohol in his blood. This supports the theory at the time of the accident that the driver was at fault for the high-speed collision. Many people believe he was driving fast to escape the paparazzi, who were chasing Diana and Dodi. A two-year French investigation concluded in 1999 that Henri Paul was drunk behind the wheel.

Diana's death shocked the world. Many theories sprang up in the days, weeks and months following the tragedy. Many people believe it was planned by British authorities who did not want Diana to marry Dodi Fayed because he was a Muslim. Dodi's father Mohammed Al Fayed, owner of the exclusive London department store Harrods, tried for many years to put the blame on Queen Elizabeth's husband. He accused the Duke of Edinburgh of arranging the death to stop the future king of England, Diana's son William, from having a Muslim stepfather. One of the more inventive theories was that farmers in Holland plotted Diana's death to boost sales of Dutch flowers. Debate is sure to continue after Britain's Lord Stevens published the British government's inquiry. As expected, he concluded the crash was simply a "tragic accident".

Glossary:

1. Probe	Investigation
2. Conspiracy	Plot
3. Collision	Crash
4. sprang up	Emerged
5. Inventive	Novel
6. Boost	Improve



South Korea Hit By Cyber Attacks

Countries around the world are beefing up their Internet security systems following cyber attacks in South Korea. Up to 60,000 computers in South Korea have been hit by mystery hackers in the past few days. The virus is spreading and could erase all data on infected machines. South Korean computer security experts say there is more to come. They warn the hackers are aiming at government websites. This could create chaos with the country's transport, hospitals, banks and social services. Philip Kim, CEO of South Korea's largest anti-virus software company Ahn Lab, wouldn't comment on where he thought the attacks originated. However, South Korean government officials are accusing North Korea.

The attacks in South Korea coincided with a similar series in the USA. Immediately after the death of Michael Jackson, hackers created viruses that fans unknowingly downloaded. Internet surfers believed they were clicking on a link to receive some Michael Jackson memorabilia. In fact, the link downloaded dangerous, malignant software, known as "malware". Thousands of PC users then spread the virus worldwide. Cyber crime has evolved into an extremely serious issue. An attack by one country on another's computer systems is pretty much an act of war. Nations have to protect their online security just as they protect their own country. The Internet is now very much a new battleground for international conflicts.

Glossary:

- | | | |
|----|------------|-------------------------|
| 1. | beefing up | strengthening |
| 2. | Coincided | occurred simultaneously |
| 3. | Malignant | Deadly |
| 4. | Evolved | Developed |

4-year-old joyrider

Most people can remember the first time they got behind the wheel of a car and slowly but shakily drove those first few hundred meters. One little boy may not have memories of his first solo driving attempt because he is only four years old. Yes, barely tall enough to see over the steering wheel, a four-year-old boy took his mother's car for a spin yesterday in Michigan, USA. The unnamed post-toddler woke up in the middle of the night and decided he wanted to watch a video. He took his mother's car key, got into the car, started the ignition, and drove 400 meters to the video rental store, at an average speed of seven kilometers per hour. He wasn't tall enough to reach the accelerator, but knew how to put the car into gear from having watched his mother while sitting on her lap as she drove. He also managed to stop the car. On his return journey he attracted the attention of the police. He reversed home, colliding into two parked cars as well as the police car that tried to stop him. The police officer thought the car was driverless, as he couldn't see anybody steering. The boy was not arrested for underage driving, but taken home for a glass of hot milk. He seemed oblivious to the fuss he had caused. His reaction was, "The video store was shut". Next stop Formula One.

\$15 million coffee face

BNE: Just when you think your bright ideas for success have ended, the extraordinary happens. This is the case for ex-model Russell Christoff, who wakes up \$15.6 million richer this morning following a legal dispute with Nestle USA. A jury decided this amount was the right amount of damages for Nestle using images of Mr. Christoff's face on their Taster's Choice coffee products for years without his knowledge or permission. Christoff, 58, is now a kindergarten teacher in San Francisco and had given up on his modeling career years ago. He had minor successes, such as promotional videos and his own public TV show, but decided to call it a day and became a kid's teacher. Then he became an overnight multi-millionaire.

He had tried to be a Nestle model in 1986 and did a photo shoot with the company's advertising agency, but nothing came of it, or so he thought. Fast forward 16 years and Christoff was out food shopping when he suddenly noticed a coffee jar with his face on it. This got the alarm bells ringing and he immediately took legal action against Nestle. Christoff discovered his image had been on coffee jars throughout the world. For its part, Nestle said the photo had been used mistakenly. A company lawyer said, "The employee that pulled the photo thought they had consent to use the picture". The damages awarded to Mr. Christoff were for using his image without his permission and are 5% of the profits from Taster's Choice for the past 16 years.

Glossary:

dispute (n): an ongoing disagreement between two people, companies, countries..

consent (n): to allow someone to do something, to give your permission

Bank Error Makes Customers Millionaires

New Zealand police are hunting for a couple who received nearly US\$8 million by mistake from their bank. The couple applied to Westpac Bank for a NZ\$10,000 overdraft. Bank employees made a huge mistake. They deposited NZ\$10 million into their customers' bank account instead of giving them the loan facility. The couple probably thanked their lucky stars. They took the money and ran. The pair, an Asian man and his New Zealand girlfriend, left the country immediately. However, they did not take all of the money with them. New Zealand police have told Interpol about the couple leaving the country, so there is now an international manhunt for them. Westpac officials are keeping how much the couple took a secret.

The couple live in the town of Rotorua on New Zealand's north island. They ran a gas station which had money problems. They applied for the overdraft to help with their financial difficulties. Locals say the pair left a note on the door of the gas station saying it had closed down. A banking lecturer, Claire Matthews from New Zealand's Massey University, told the local Newstalk ZB radio station that the couple's luck would soon run out. She said: "They've taken funds that they're not entitled to, that are not theirs....They've [really] become thieves." She said it would only be a matter of time before the police caught them. A Westpac Bank spokesman said the bank and police were treating the couple as criminals.

Glossary:

1. hunting:	Searching
2.deposited:	put away
3.manhunt:	Search
4.funds:	Money
5.treating:	looking upon

APPENDIX H

SAMPLE NEWS STORIES USED FOR THE TRANSFER ASSESSMENT

You are a reporter. You receive the news below and you are expected to narrate the events orally.

Teacher on Trial for Attacking Student

A teacher in England is on trial for attacking a teenage student with a metal dumbbell. Peter Harvey, 50, is facing charges of attempted murder for the attack, which took place in July, 2009. The student, who cannot be named for legal reasons, suffered a fractured skull and severe cuts to his face. The boy, then 14, was repeatedly hit on the head with the 3kg weight. He was left unconscious and rushed to hospital. Students who witnessed the attack said Harvey's anger seemed to give him extra power. They told the court that he was screaming, "die, die, die" as he was hitting the youngster. Harvey denies attempted murder but has admitted causing serious bodily harm. The case is a huge talking point among teachers and students in England.

The media reports the boy was a leading troublemaker in the class. He has a long record of disrupting lessons. The court heard the boy received a disciplinary warning nine times last year. Reports are he would try to make Mr Harvey angry and then use his mobile phone to take videos of him. He then mailed the video around the school. The constant bad behaviour caused Harvey to take time off work with mental health problems. He told a colleague he wanted to harm someone. A counsellor told him he was too passive and needed to let his anger out. The judge asked the boy whether he thought it was funny to try to make a teacher angry who had been off ill. The boy replied: "There was nothing funny about him. What was funny was we were just having a good time with our friends."

Russia Vows To Find Suicide Bomb Group

Russia's President Dmitry Medvedev has promised to "find and destroy" those behind the deadly Moscow Metro attacks on Monday. The double suicide bombing left at least 38 people dead and injured more than 60 others. The attacks happened during the busy morning rush hour as people were waiting to board a train. They were the deadliest in Moscow since February 2004, when 40 people were also killed by a bomb in the Metro. Security official Alexander Bortnikov said Monday's attack was carried out by two female suicide bombers. The first attack took place on a train waiting at the central Lubyanka metro station. This is directly below the headquarters of the Federal Security Service. The second, 42 minutes later, happened six stations away at Park Kultury.

No group has claimed responsibility for the attacks yet. Security services have been quick to blame rebels from Chechnya and Ingushetia. These two regions, from the south of Russia, have been fighting for independence for over a decade. Over 100,000 people have been killed in the fighting. Former President Vladimir Putin believed he had beaten the rebels in Chechnya when he was Russian leader. Meanwhile, other world leaders have been quick to add their support to Russia. American President Barack Obama phoned President Medvedev to express his sympathy to the Russian people. He also offered U.S. help in finding the group behind the attacks. The foreign ministers from the G8 countries, the world's biggest industrial powers, also sent their condolences.

Tiger Woods

The Tiger Woods saga continues following more details of his string of affairs. He has just announced on his website that he is “taking a hiatus from golf” and does not know when he will return. At the same time, his sponsors are pulling back from supporting him. They are worried his now less-than-squeaky-clean image will no longer help sell their products. The global management consulting company Accenture has removed some of its images of Woods from its website. Experts believe Accenture may find it difficult to keep its “Go on, be a Tiger” slogan following revelations about Woods’ many girlfriends. It seems Nike, one of Woods’ biggest sponsors, is sticking with their man, for now.

Woods’ life and career turned upside down on November 27 when he had a minor car accident near his home. He needed hospital treatment for cuts to his face. Newspapers soon reported his wife chased the car and hit it with a golf club. The media followed this with speculation about a number of extramarital affairs Woods had. More than ten women are currently telling newspapers the story of their relationship with him. The golfing great said: “It may not be possible to repair the damage I’ve done, but I want to do my best to try...After much soul searching, I have decided to take an indefinite break from professional golf. I need to focus my attention on being a better husband, father and person.”

APPENDIX I

A SAMPLE LESSON OUTLINE FOR THE ENRICHMENT TASK

School: Gazi University

Class: ELT 4

Number of Ss: 18

Lesson: listening & speaking, reading & writing

Materials: Handouts, board, projector, DVD

Objectives: At the end of the lesson students will be able to narrate events happened in the past, make conversations using the target linguistic structures, and narrate events in written forms.

Pre-Stage:

The teacher shows the pictures that show some scenes from the movie. Students discuss what they see in the pictures and guess what is happening in the scenes.





Teacher gives some of the vocabulary while students are discussing the pictures and the scenes. These words are:

- *Reverend *baptized *choir boy
- *marriage vow * abide by the rules
- * maternity ward *break into a house

While-stage

Students watch the video and narrate the events. The questions are given below.

Scene 1

- *How did Sadie and Ben meet? Where were they? What happened?

Scene 2

- * What happened at the 30th Anniversary party of Sadie's parents?
- * Talk about Sadie's dream wedding?

Scene 3

- *What happened the next day after the proposal? Where did they go?
- *What was strange about the photos on the wall?

*The couple had to make a choice about the date of the wedding. Which one did they choose?

*What did their assignment include?

Scene 4

*What did Ben tell his best friend Joel? What was Joel's advice?

*What happened at church?

*What happened after the session at church? Where did Sadie go and with whom did she go?

*What did Frank and Ben talk about?

Scene 5

*Where did Frank take Sadie and Ben?

*How did Sadie and Ben feel there?

*What did they get after the visit to the maternity ward?

*What did Frank aim at taking them to the maternity ward and giving them robotic babies?

Scene 6

*What kind of a game did Frank want the family members play?

*What happened during the game?

*What was Sadie's reaction to this game?

Scene 7

*Ben went to pick up their wedding rings, but what did he discover?

*How would the jewelers correct the mistake?

*Then where did Ben go? And Why?

*What did he obtain in his search?

Scene 8

*What was the last test the couple had to pass?

*What happened at the wedding rehearsal?

*What did Ben reveal at the wedding rehearsal? And what was Frank's explanation for that?

Post-stage

ROLE PLAY 1

Participants: Husband and Wife

Grammatical Structures to be used: Conditionals & Modals of necessity and advice& Past Modals

Place: on a motorway

Situation: You are on a lane with a flat tire in a rain storm with no cell phone coverage. The husband didn't want to look at the map of the area, and the wife led him into a wrong way by mistake. The man doesn't know how to change a flat tire. The woman suggests stopping one of the cars passing by, but the man doesn't favor the idea. Now dramatize a wife and a husband arguing.

ROLE PLAY 2

Participants: Sadie, Ben and Frank (from the movie)

Grammatical Structures to be used: Conditionals & Modals of necessity and advice& Past Modals

Place: at the wedding rehearsal at church

Situation: Frank demands the couple's wedding vows. Sadie hands in her vow , but Ben doesn't. He explains his reasons for not bringing his vow. Sadie becomes upset and blames him for being so rude. She wants to postpone the wedding telling him to reconsider their relationship. Then Ben feels desperate and reveals the truth about Frank. Frank explains the situation.

ROLE PLAY 3

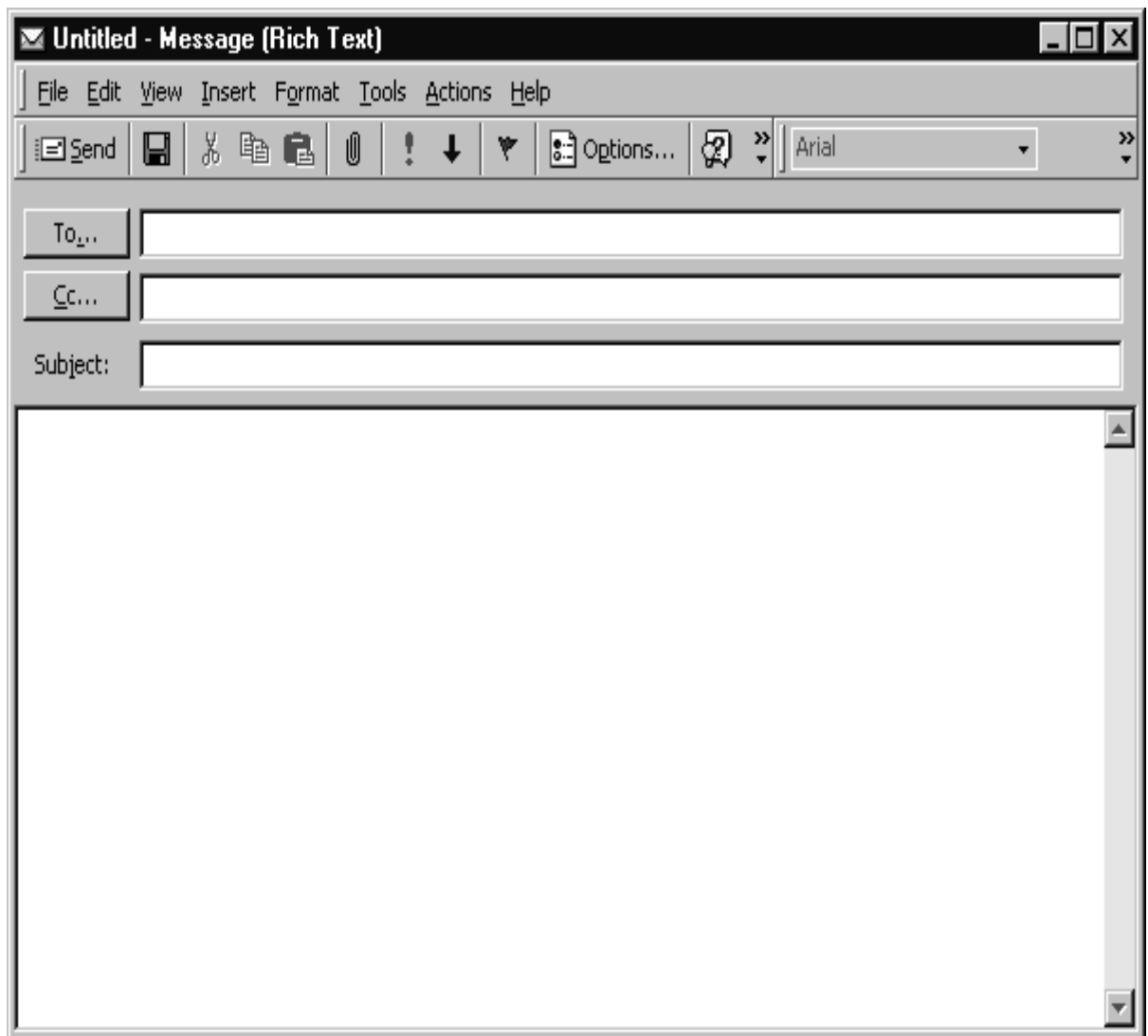
Participants: Sadie and Carlisle

Grammatical Structures to be used: Conditionals & Modals of necessity and advice& Past Modals

Situation: Sadie is very upset and is talking to Carlisle, her best friend. She expects Carlisle to sooth her, but Carlisle makes her realize the truth. He talks showing empathy towards Ben and tries to explain the mistakes Sadie has made in her relationship. Sadie tries to defend herself, but she realizes her misbehavior at the end.

Writing Task 1:

You are going to watch the scene in the jewellery shop. Suppose that you are Ben and you are writing an e-mail to a friend narrating what you experienced in the shop.

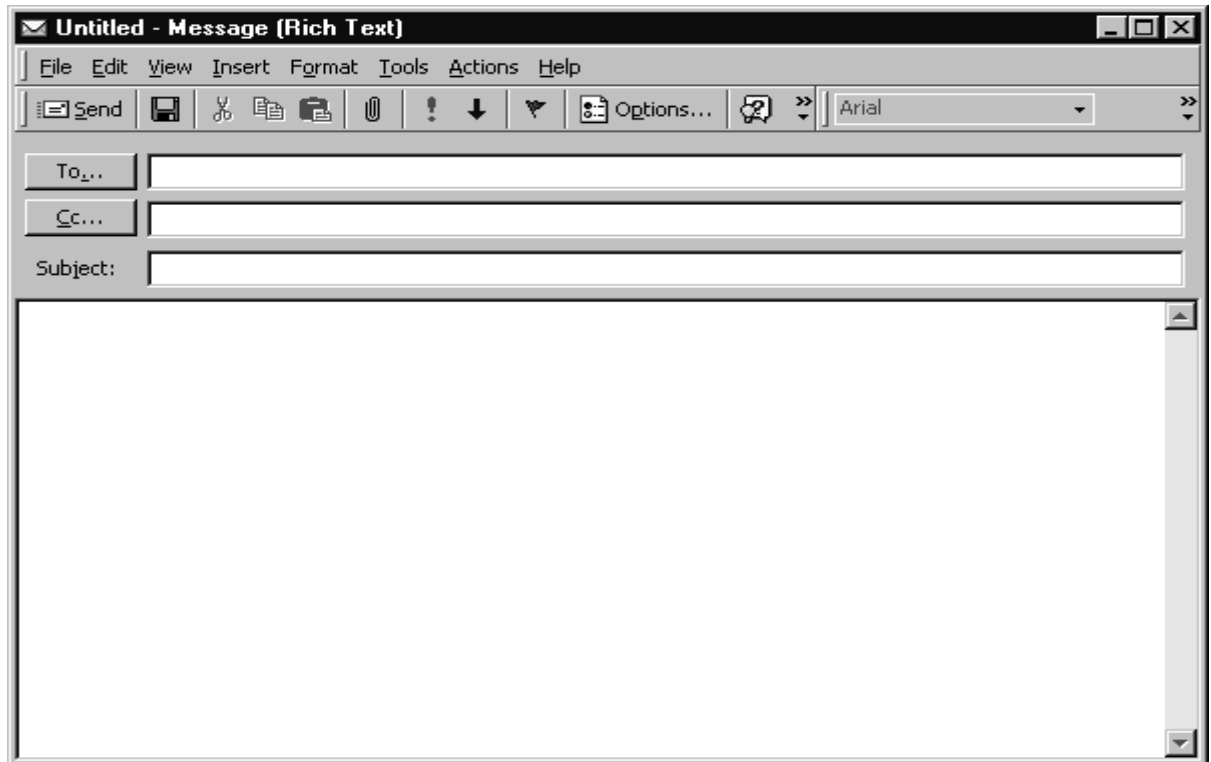


Writing Task 2: You are either Ben or Sadie. You participated in a counseling group with your partner. Now you are writing an e-mail to a friend narrating what you experienced in the support group. Consider the following points while writing:

The person counseling the meeting

The support group-useful or not useful? Explain why.

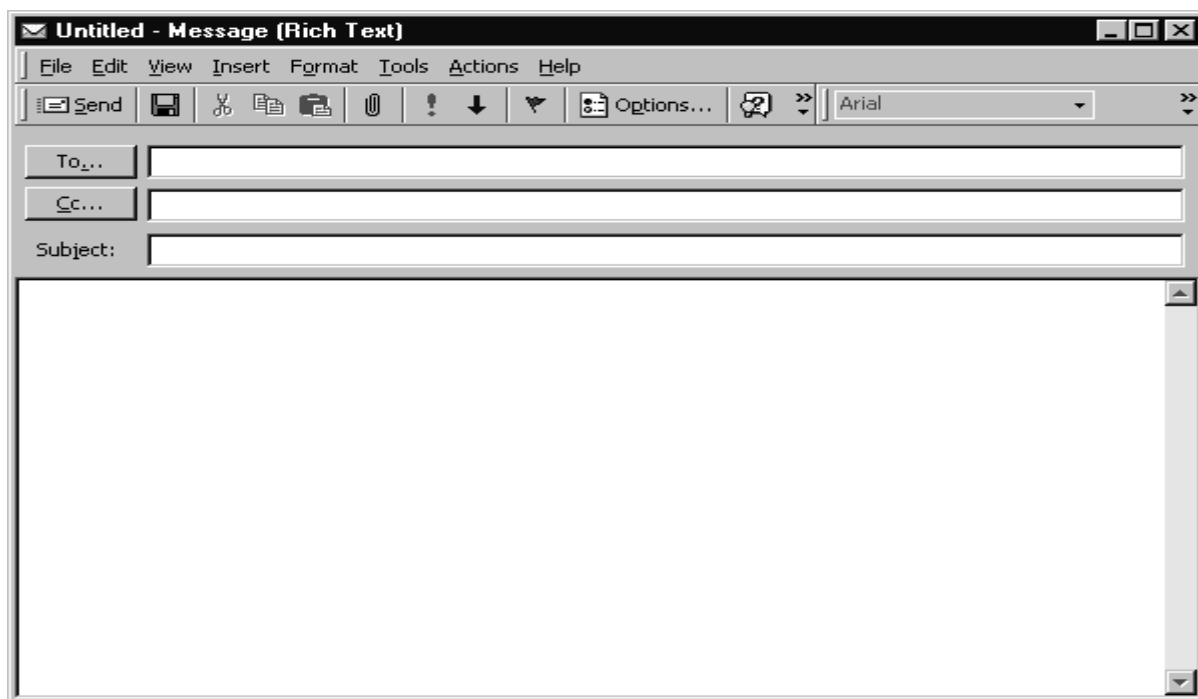
If you were invited to the support group again, would you prefer to participate in it?



The screenshot shows a classic email composition window. The title bar reads 'Untitled - Message (Rich Text)'. Below the title bar is a menu bar with 'File', 'Edit', 'View', 'Insert', 'Format', 'Tools', 'Actions', and 'Help'. Underneath the menu bar is a toolbar containing icons for 'Send', 'Save', 'Cut', 'Copy', 'Paste', 'Attach', 'Bold', 'Italic', 'Underline', 'List', 'Options...', 'Help', and a font color selector. The font color selector is currently set to 'Arial'. Below the toolbar are three input fields: 'To:', 'Cc:', and 'Subject:'. The 'To:' field is empty. The 'Cc:' field is empty. The 'Subject:' field is empty. Below these fields is a large, empty text area for composing the message. A vertical scrollbar is visible on the right side of the text area.

Writing Activity 3:

You are Sadie and you listened to Frank's advice and went to Jamaica to take a break. While you are relaxing you have the opportunity to reconsider the events happened. You decide to write an e-mail to Ben and tell him how you felt in particular situations referring to the incidents happened.

**Speaking Activity:**

You are Ben. You read Sadie's e-mail and after you learn that she is in Jamaica, you immediately take off for Jamaica to find Sadie. After you meet her, you tell her how you felt in some situations referring to particular incidents you had while you were flirting.