

**REPUBLIC OF TURKEY
CUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**TRANSFORMATION OF ENGLISH LANGUAGE INSTRUCTORS IN
DYNAMIC ASSESSMENT: AN ORAL SKILL TEACHING EXPERIENCE IN
UNIVERSITY PREPARATORY PROGRAM**

Meryem ÖZDEMİR YILMAZER

DOCTOR OF PHILOSOPHY

ADANA / 2018

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Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN

Member of Examining Committee: Prof. Dr. Zuhale OKAN

Member of Examining Committee: Prof. Dr. Ergün SERİNDAG

Member of Examining Committee: Assoc. Prof. Dr. Ferit KILIÇKAYA

Member of Examining Committee: Asst. Prof. Dr. Hatice Sevgi SARAÇ

DOCTOR OF PHILOSOPHY

ADANA / 2018

To the Directorship of the Institute of Social Sciences; Çukurova University

We certify that this dissertation is satisfactory for the award of the Degree of Doctor of Philosophy.

Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN

Member of Examining Committee: Prof. Dr. Zuhale OKAN

Member of Examining Committee: Prof. Dr. Ergün SERİNDAG

Member of Examining Committee: Assoc. Prof. Dr. Ferit KILIÇKAYA

Member of Examining Committee: Asst. Prof. Dr. Hatice SEZGİ SARAÇ

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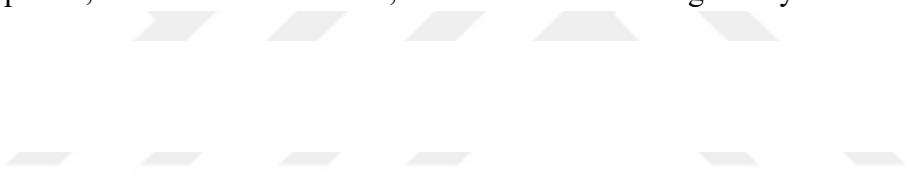
ABSTRACT**TRANSFORMATION OF ENGLISH LANGUAGE INSTRUCTORS IN
DYNAMIC ASSESSMENT: AN ORAL SKILL TEACHING EXPERIENCE IN
UNIVERSITY PREPARATORY PROGRAM****Meryem ÖZDEMİR YILMAZER****Ph.D. Thesis, Department of English Language Teaching****Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN****June 2018, 200 pages**

This dissertation describes and analyses the transformative learning experiences of two instructors who engaged in the participatory action research study to critically reflect on their already held beliefs of assessment and instruction and learn about Dynamic Assessment (DA) to be implemented in their classrooms. The central aim of the study is to investigate the process of perceptual change that the instructors experience regarding the discrete relationship between assessment and instruction as they engaged in learning about DA which has an alternative view to that relationship. Based on participatory action research design with a participatory paradigm, this study is significant in terms of empowering the participants through a professional learning discourse in which participants criticise the contextual and individual factors that shape and limit their practices in speaking courses. Drawing on the Transformative Learning Theory and using evidence from verbal data from group discussion sessions, classroom observations, classroom artefacts, and interviews, this study analyses how these two English as a Foreign Language (EFL) instructors experienced individual transformative learning experiences and DA conceptualisation in a social and reflective discourse provided with the design of the study. Furthermore, the changes in the instructors' practices of classroom assessment and instruction were followed after the completion of group discussion sessions as the instructors acted on their experiences. The students' views were also gathered about the effectiveness of speaking instruction, in-class speaking assessment and changing practices of the instructors.

The findings indicate that engagement in a participatory action research study

contributed to the instructors' awareness of the contextual and individual constraints on their actions in speaking courses. Although participatory action research provided awareness to the instructors regarding these constraints, the verbal data from the discussion sessions and follow-up classroom actions of the instructors illustrated that they could change their perspectives and actions to the extent that they were able to bring critical self-reflection on their currently held beliefs. The students' views on the changing practices of instructors were limited but mostly positive in terms of their development, which might indicate the impact of the instructors' awareness and perceptual change on students' perceived development. The whole process of this participatory action research implied that professional development needs to engage teacher views and their critical reflection on their already set beliefs in order for the integration of research-based alternative pedagogies into teacher repertoires.

Keywords: English language teaching, dynamic assessment, teacher professional development, teacher transformation, transformative learning theory



ÖZET

İNGİLİZCE OKUTMANLARININ DİNAMİK DEĞERLENDİRMEYE İLİŞKİN DÖNÜŞÜMLERİ: ÜNİVERSİTE HAZIRLIK PROGRAMINDA KONUŞMA BECERİSİ ÖĞRETME DENEYİMİ

Meryem ÖZDEMİR YILMAZER

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Haziran 2018, 200 sayfa

Bu çalışma, iki okutmanın var olan inançlarına eleştirel yaklaştığı ve Dinamik Ölçme hakkında öğrenme süreçleri yaşadıkları katılımcı eylem araştırması sürecinde geçirdikleri dönüşümsel öğrenme deneyimlerini tanımlar ve analiz eder. Çalışmanın ana amacı, ölçme ve öğretme arasındaki ilişkiye alternatif bir bakışı olan Dinamik Ölçme hakkında öğrenme sürecine girdikleri deneyimleri boyunca, okutmanların ölçme ve öğretmeye olan ilişkisiz bakış açılarının değişim sürecini sorgulamaktır. Katılımcı araştırma paradigması kapsamında katılımcı eylem araştırması desenini temel alan bu çalışma, katılımcılara konuşma derslerinde eylemlerini sınırlandıran bağlamsal ve kişisel sınırlılıkları eleştirdikleri bir profesyonel öğrenme ortamı sağlayarak, onları (bakış açıları ve eylemleri açısından) daha güçlü kılmayı amaçlaması noktasında önemlidir. Bu çalışma, Dönüşümsel Öğrenme Teorisi çerçevesinde, grup tartışma toplantıları, sınıf-içi gözlemleri, ders materyalleri ve görüşmelerden elde edilen veriye dayanarak, iki İngilizce okutmanın bu çalışma kapsamında sağlanan sosyal ve yansıtıcı bağlamda deneyimledikleri bireysel dönüşüm ve Dinamik Ölçmeye ilişkin kavramsallaştırma süreçlerini ortaya koymuştur. Ayrıca, grup tartışma toplantıları bittikten sonra, okutmanlar yeni deneyimleri, algıları, ve Dinamik Ölçme kavramsallaştırmaları üzerinde eyleme geçtiklerinde, konuşma derslerinde sınıf içi ölçme ve öğretme eylemlerinde meydana gelen değişimler takip edilmiştir. Konuşma derslerindeki öğretme ve ölçme uygulamalarının etkinliğine ilişkin öğrenci görüşleri ayrıca toplanmıştır.

Çalışmanın sonuçları, katılımcı eylem araştırması sürecine katılmanın okutmanlarının konuşma derslerindeki eylemlerine yansıyan bağlamsal ve kişisel

sınırlılıkların farkında olmalarına katkı sağladığını göstermiştir. Ayrıca, okutmanlar, ölçme ve öğrenmeyi ilişkisiz olarak gördükleri algının öğrencilerin gelişimlerini süreçte desteklemeyi nasıl engellediğini tartışmış ve bu konudaki sınırlılıklara ilişkin de bir farkındalık geliştirmişlerdir. Katılımcı eylem araştırması okutmanların belirtilen algılarda farkındalık kazanmasına katkı sunmasına rağmen grup tartışma toplantıları, ve okutmanların sınıf içi eylemlerinden elde edilen veri okutmanların algıları ve eylemlerini değişimlerinin varolan algılarına ne düzeyde eleştiri getirebildiğine bağlı olduğunu ortaya koymuştur. Öğrencilerin okutmanların değişen eylemleri üzerine sundukları görüşler kısıtlı olmasına rağmen, bu eylemleri konuşma becerilerini geliştirmesi noktasında genelde olumlu bulmuşlardır; öğrencilerin bu olumlu tutumu okutmanların değişen algı ve eylemlerinin öğrenci üzerine de olumlu yansıdığı şeklinde yorumlanabilir. Bütün katılımcı eylem araştırması süreci, araştırma temelli alternatif öğretme yöntemlerini öğretmen pratiğine yansıtmanın yolunun öğretmen görüşüne yer veren ve öğretmenlerin var olan algılarını sorguladığı profesyonel gelişim programlarından geçtiğini işaret etmektedir.

Anahtar kelimeler: İngilizce öğretimi, dinamik ölçme, mesleki eğitim, katılımcı eylem araştırması, dönüşümsel öğrenme kuramı

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What we need ... is not an evolution, but a revolution in education. This has to be transformed into something else.

Sir Ken Robinson
(from his TEDtalk titled as “Bring on Learning Revolution”)

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ABBREVIATIONS

DA: Dynamic Assessment

EFL: English as a Foreign Language

FA: Formative Assessment

L1: First Language

L2: Second Language

KWL: What I Know, what I Want to learn, what I Learnt

MLE: Mediated Learning Experience

PAR: Participatory Action Research

SA: Summative Assessment

ZAD: Zone of Actual Development

ZPD: Zone of Proximal Development



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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter includes the presentation of the background and the significance of the study, statement of the problems, aims of the study and research questions. The final parts of chapter present the definition of key terms that were included in this study and the organisation of the dissertation study.

1.2. Background and the Significance of the Study

Classroom assessment is an important practice of teachers as it informs them about the progress of the students in learning and serves the purpose of supporting teacher instruction to help learners to overcome the problems in learning progress. In this regard, classroom assessment is different from the conventional assessment in terms of the information that they provided for teachers. That is conventional- summative assessment- reports on the outcomes of learning after instruction while classroom assessment has the potential of informing teachers about the maturing abilities of the students and gives insights to the teachers for accelerating student learning (Bachman, 1990). Classroom assessment has been discussed mainly within the framework of Formative Assessment (FA), and FA received a great deal of interest in the education field (Leung, 2004). However, FA practices of teachers in classrooms raised theoretical and practical complexities about the effective use of FA as a tool to improve student learning (Lantolf & Poehner, 2004; Torrance & Pryor, 1998; Sadler, 1989). In response to such complexities of FA, Dynamic Assessment (DA) has emerged as an alternative model of assessment which regards assessment and instruction as a unified action. Grounding explicitly on the sociocultural theory of Vygotsky, DA has a particular reference to the concept of Zone of Proximal Development (ZPD), and it recently applied to language learning settings (Ableeva, 2008; Lantolf & Poehner 2004; Poehner 2005; Poehner & van Compernelle, 2011). The implementation of DA in different settings of language learning has recognised DA as an effective means of assessing the zone of proximal development of learners and instructing them within their potentials.

Challenging the conventional views of assessment which regards assessment and instruction as unrelated, DA argues that instruction and assessment must be unified in a

single activity. The conventional view on teaching and assessment dichotomised both activities, and this resulted in some concerns in education like “teaching to test”, “narrowing the curriculum”, and the “power of the tests” (Poehner, 2005; 2008). These concerns inherently have influences on teacher practices, which is referred to as “washback” by Messick (1988). Although washback effect has been discussed as having both positive and negative impact on instructional activities of teachers, it has been argued that the obtained scores from high-stakes tests mostly indicate how the learners are trained for the tests, instead of representing the knowledge or the ability in the given domain (Bailey, 1996). As discussed by Poehner (2005), the distinction between assessment and instruction even prevails in the teaching discipline, which views assessment associated to testing and evaluation discipline and teaching within the pedagogical disciplines. In this regard, Bachman and Cohen (1998) suggested an interdisciplinary view by arguing the cooperation between these two disciplines might “provide a particularly powerful paradigm for future research” (p. 9).

DA is described as an approach “to understanding individual differences and their implications for instruction that embeds intervention within the assessment procedure” (Lidz & Gindis, 2003, p. 99) and offers a terminological distinction between *static* and *dynamic* assessment. By static assessment, it is referred to the types of assessment where the intervention of the examiner into the performance of examinee is considered as unfair as it endangers capturing the solo performance of the learner (Poehner, 2005). In the dynamic assessment, on the other hand, the collaborative construction of knowledge between the learner and the teacher is considered as necessary to understand the potential of the students and aid their development.

As aforementioned, the theoretical background of DA is based on the Vygotsky’s Sociocultural Theory of Cognitive Development which stressed the importance of studying the process of cognitive development to understand human cognitive abilities (Poehner, 2009). Therefore, according to Vygotsky, the only observable performance of a learner in assessment procedure cannot provide a full understanding of learner's capabilities. Thus, understanding the reasons for learners' poor performance through assessment is vital to help them to overcome learning problems. The key concept of Sociocultural Theory is the *Zone of Proximal Development* (ZPD) which has a direct reference to DA. The ZPD is defined by Vygotsky (1978) himself as

the distance between the actual developmental level as determined by

independent problem solving and the level of potential development as determined by through problem solving under adult guidance or in collaboration with more capable peers (p.86).

By this definition, Vygotsky elaborates that "the area of immature, but maturing processes makes up the child's zone of proximal development" (Vygotsky, 1998, p. 202). Therefore assessing learners through psychometric tools only provides information about the actual development of learners; however, what is more, significant is learning about their potential development as it gives insights into future (Poehner & Lantolf, 2005). At that point, learning about the future process is possible by the intervention of examiner into the assessment procedure so as to gauge learners' responsiveness to intervention. Although Vygotsky (1956) himself did not use the term DA in his studies, his position on intervention given through assessment is deducible:

Imagine that we have examined two children and have determined that the mental age of both is seven years. This means that both children solve tasks accessible to seven-years-old. However, when we attempt to push these children further in carrying out the tests, there turns out to be an essential difference between them. With the help of leading questions, examples, and demonstrations, one of them easily solves test items taken from two years above the child's level of [actual] development. The other solves test items that are only a half-year above his or her level of [actual] development (pp.446-47, as cited in Poehner & Lantolf, 2005).

The role of an experienced other in Vygotsky's conceptualisation of ZPD is also seized by the concept of mediator in Feuerstein theory of Mediated Learning Experience (MLE) (Grigorenko, 2009). The basic premise of Feuerstein's theory is that intelligence is not fixed, but instead, it is modifiable through joint engagement of mediator and learner (Seng, 2003). The role of the mediator is to assess the learner's performance and to provide a reformulation of the task till the learner is able to master the task (Grigorenko, 2009). In MLA, the effectiveness of mediated learning experience is basically dependent on three key principles of intentionality, reciprocity, and transcendence. That is, the learner should be open to accept the help provided (reciprocity) by a mediator who is willing to provide help (intentionality), and mediator needs to build the ways of learners' transferring their learning to new contexts (transcendence). In the context of MLE, mediation is used as an assessment technique in the instrument of Learning Potential Assessment Device (LPAD) which is developed by Feuerstein and his colleagues (Grigorenko, 2009; Lidz & Gindis, 2003).

Building on the Vygotsky's SCT and Feuerstein's MLE which were developed

independently from each other, the literature on DA had long been reported on the implementation of DA in psychology and general education. Following the pioneering work of Poehner (2005, 2008) which employed DA principles to evaluate and promote learner abilities in L2 speaking skill, various studies have examined the pedagogical applications of DA in the different L2 setting. (Antón, 2003, 2009; Ableeva, 2008; Kao, 2010; Poehner & van Compernelle, 2011). The recent studies of DA in L2 settings suggested DA as an effective mean of both establishing the actual level of learners' and diagnosing the potential level of the learners in given domains, while at the same time aiding the development of learners through given mediation.

To date, the studies employing DA principles in L2 settings have been conducted under the guidance of the researchers who had robust information about how to apply DA principles in the educational context (e.g. Lantolf & Poehner 2004, Poehner 2005; Antón, 2003, 2009; Ableeva, 2008). A very few researchers examined teacher practice after they introduced DA to these teachers (e.g. Davin, 2013; Davin, Herazo & Sagre, 2016); however, they mostly documented their observations about how DA works in L2 setting, instead of informing about teacher conceptualisation of DA. As mentioned before DA researchers positioned DA as opposed to conventional assessment methods, therefore, in this study, it was aimed to understand teacher conceptualization of DA as they engage in learning experiences about DA considering that it is not easy to change teacher practice towards embracing DA in the contexts where the assumptions of teachers were set to summative assessment of learners' knowledge or ability. In addition, the pedagogies based on the sociocultural learning that emphasise dialogic mediation to promote learners' abilities are found challenging by most of the teachers (Davin et al., 2016; Williams, Abraham, & Negueruela-Azarola, 2013). Hence, under the light of previous research on teacher cognition and professional development of teachers in classroom assessment, changing assumptions of teachers is a challenging process and professional learning experiences based on simply informing teachers about an alternative method does not necessarily mean a change in practice (Albuquerque, 2014; Darling-Hammond & Richardson, 2009; Torrance & Pryor, 2011).

Thus, this study is considered to be significant in terms of adopting Transformative Learning Theory to create a reflective discourse in which participants critically reflect on their already held beliefs of assessment and instruction, and conceptualised DA-based pedagogy on the grounds that they could open new perspectives concerning the unified view of assessment and instruction. In this regard,

DA itself is regarded as transformative in nature which required teachers to rethink the effectiveness of their instruction and assessment in learner development. With a sound praxis-based theoretical orientation, professional development and empowerment framed within DA methodology were considered to be possible only in the form of collaborative construction of information in a social reflective discourse. Therefore, the appropriate design for the study is considered to be participatory action research. The study is also significant in terms of following up the instructors' changing instruction and assessment practices as a result of their engagement in this participatory action research.

In this study, participatory action research sessions were organised in the context of in-service professional development of teachers within the framework of DA methodology. The whole process was organised in a way that participants could critically reflect on their already held beliefs of assessment and instruction, and build knowledge of DA through the collaborative meaning-making process in a reflective discourse. In addition, the actions of the participating instructors on the basis of their new perspectives and DA knowledge were followed along with their reflection on these actions as suggested by the cycles of the action research design.

1.3. Statement of the Problem

Teacher professional learning about assessment is mainly framed within the formative assessment field because the success of formative assessment practices has been regarded as dependent on the knowledge and skills of the teachers (Black et al., 2004; Black & William, 2005; Brookhart, 2001). However, the literature has an agreement on the fact that teacher learning is complex and requires time for teachers to acquire the provided knowledge and act on them if only they tend to act. The professional development of teachers does not always end in better practices that have better influences on student learning (Albuquerque, 2014; Darling-Hammond & Richardson, 2009; Torrance & Pryor, 2011). In particular to the professional development initiatives on innovations in education, teachers tend to reject these innovations because they view them as impractical and unparallel to their own way teaching (Brown & McIntyre, 1993).

As a result of a paradigm shift in mainstream of education towards an emphasis on understanding how to use assessment to enhance student learning (Stiggins, 2006), professional development opportunities were provided to the teachers to gain the

knowledge and skill needed to implement formative assessment in their classrooms to support student learning (e.g. Ash and Lewitt, 2003; Sato, Wei and Darling-Hammond, 2008). The results of such programs on teacher conceptualisation of formative assessment and teacher practice are varying and context-dependent, but there are discrepancies across different teacher practices even in the same context (Albuquerque, 2014).

As aforementioned, teacher conceptualization of DA and teacher practice of DA as a reflection of their DA conceptualization are underexplored in the field of teacher professional development. DA can be considered as an innovative pedagogy as it does not separate assessment and instruction from each other, and supports teacher instruction while simultaneously making teachers assess the potential of the students. Considering teacher tendency to decline such innovative pedagogies as a result of their already set perception about the relationship between assessment and instruction, it may not be easy to accept DA as a part of their teaching repertoire because of their personal histories and their experiences in a summative-oriented culture. Therefore, it might not be possible to bring DA in language learning settings due to the teachers' concerns about the implementation of DA in crowded classrooms as well as their settled beliefs related to their understanding of assessment and instruction.

1.4. Aims of the Study and Research Questions

The central aim of this study is to report on the transformative learning experiences of two EFL instructors as they engage in a participatory action research process which is framed within an alternative and innovative methodology of DA. In this regard, it is first aimed in this study to investigate instructors' conceptual and personal limitations in regards to in-class speaking assessment and instruction. Triggered with the perceived limitations, the transformative learning experiences of instructors are aimed to be characterized in the whole process of action research study. As another cycle of the action research, it is also aimed to follow the instructors' action on their experiences with DA methodology on the basis that they will be eager to employ DA principles in their speaking courses. The final aim of the study is to examine the effectiveness of speaking assessment and instruction in speaking classrooms from the point of students' views. Therefore, this particular dissertation study that is based on the participatory action research design seeks to address the

following research questions:

1. What are the instructors' contextual and personal limitations concerning speaking assessment and instruction in their classrooms?
2. What are the transformative learning experiences of English language instructors during their engagement in participatory action research sessions?
3. Do the instructors take action to implement DA in their speaking classes? If so,
 - a) What are the observed changes in their pedagogies?
 - b) What are the transformative learning experiences of English language instructors after their implementation of Dynamic Assessment?
4. What are the reflections of the students on speaking courses in terms of their oral proficiency development and the impact of their instructors' instruction and assessment practices?

1.5. Definition of Key Terms

The following definitions are presented to provide an insight to the readers and to ensure clarity for avoiding any confusion about the definitions of the key terms used throughout the study.

a) **Dynamic Assessment (DA):** The definition of DA guided this study is particularly based on the definition of Lantolf and Poehner (2014) as follows:

DA integrates assessment and instruction into a seamless, unified activity aimed at promoting learner development through appropriate forms of mediation that are sensitive to the individual's (or in some cases a group's) current abilities. In essence, DA is a procedure for simultaneously assessing and promoting development that takes account of the individuals (or group's) zone of proximal development" (p.50).

In this regard, any teacher action that embeds instruction and assessment and provides mediation to the learner by being sensitive to his/her current abilities is considered as an DA action. Although the name Dynamic Assessment suggests it as an alternative mode of assessment, and the early studies of DA defines it as an alternative conceptualization of instruction and assessment (Poehner, 2005), it has recently emerged as a methodology grounding in Sociocultural Theory of Language and functional theory of language (Lantolf & Poehner, 2004). Therefore, the position of DA differs from all the other alternative assessment modes, and it is referred as to DA

methodology in this study. It should be noted that DA methodology and DA-based pedagogy are used interchangeably throughout the study.

b) Mediation: Mediation refers to teacher intervention into learner's performance that is sensitive to the ZPD of learners in order to move student development forward. In this regard, the term mediation is used differently from the terminologies of *feedback*, *assistance* or *scaffolding* as the goal of mediation is to promote learner development rather just enabling successful completion of the task (Lantolf & Poehner, 2011)

c) Interactionist Dynamic Assessment: There are two approaches of DA which are namely as *interactionist DA*, and *interventionist DA*. They are different because each provides different kind of mediation. In particular to interactionist DA, the mediation emerges from the dialogues between the teacher and learner. Hence, the teacher does not have a pre-planned graded mediation, instead provides mediation whenever the learner needs. In this study, the interactionist DA is characterized by emergent kind of mediation, as well.

d) Interventionist Dynamic Assessment: In interventionist DA, in contrast to interactionist DA, the teacher pre-establishes a standardized and graded mediation that are weighted differently according to the explicitness or implicitness of the given mediation (Lantolf & Poehner, 2011). This approach of DA is more structured and thus standardization is a matter of concern like the modes of conventional assessment.

e) In-service Teacher Education: It refers to education or training that is provided to teachers who are actively teaching in the field. It aims to provide in-service teachers with theoretical and practical knowledge that they may need to use in their teaching context. In this study, all professional learning initiatives provided to in-service teachers are considered within the broad term of in-service teacher education as well as the participatory action research incorporated in this study. However, it is necessary to pay attention to the fact that the group sessions organized through the participatory action research design of the study is not a program including a trainer or an educator who transmits a content knowledge to the in-service teachers. Instead, participatory action research design aims to empower the perceptions and the practices of all participants in the group discourse.

f) Instructor: It refers to teachers who teach at the tertiary level of education in Turkish education system. It is used particularly in this study to refer participating instructors in order to be clear about the context that they are teaching.

1.6. Organization of the Dissertation Study

This dissertation study is organized into six chapters. Chapter 2 reviews research literature that provides the theoretical underlying of DA by elaborating on the Sociocultural Theory of Mind, and the ZPD. Then, the review considers key components related to the definition of DA, two different DA approaches and DA studies employed in L2 tutoring and classroom settings. This chapter then goes on with the teacher professional learning, and a review is provided on the Transformative Learning Theory which is adopted in this study as a theory of learning framing the analysis of DA experiences of instructors through their engagement in the participatory action research design of the study. In Chapter 3, the design of the study is explained, along with the research paradigm, context of the study, data collection methods and data analysis methods and procedures. Furthermore, the procedures undertaken to enable the trustworthiness of the study and ethical considerations are explained in detail. Chapter 4 presents the findings about two EFL instructors' –Taylor and Bella- experiences during their engagement in weekly discussion sessions, their enactments of DA, their reflections on their experiences as well as students' view on the effectiveness of speaking course assessment and instruction. In Chapter 5, the findings related to the experiences of instructors throughout the whole process of participation in the study and students' views are discussed under the light of reviewed literature. The final Chapter 6, summarizes the study and presents the drawn conclusions along with the implications and limitations of the study.

CHAPTER II

REVIEW OF LITERATURE

2.1. Background of Dynamic Assessment (DA)

The DA is based particularly on sociocultural theory of learning which will be elaborated on the next section.

2.1.1. Sociocultural Theory and Zone of Proximal Development (ZPD)

Dynamic Assessment is grounded in the sociocultural theory of learning brought by Russian psychologist L. S. Vygotsky. As the name suggests, the sociocultural theory is based on the idea that culture has the significant impact on the mental functioning of humans. That is, learning occurs as a result of the mediated relationship between mind and the social environment in which the learner interacts within. According to the sociocultural theory, the mediation process is organized by cultural artifacts which involve symbolic tools like number, charts, music and the language (Kozulin, 2003). Mediation is one of the central construct of socio-cultural theory which elaborates how human mental functioning is mediated through human control of higher-level-symbolic artifacts. In order to exemplify mediation via tools, Lantolf, Thorne and Poehner (2015) describe the process of digging a hole in the ground by engaging a mediated activity with a shovel or a backhoe. They argued that human beings rarely engage in non-mediated activity like digging a hole with their hands, which displayed that human beings are not constrained with their natural endowments alone (Lantolf et al., 2015; Thorne, 2003). In addition, as posited by the dialectic relationship between humans and their social environment, the humans do not only transform their environment by means of using a tool but they also transformed in the process.

Another key construct of the socio-cultural theory is regulation which is a form of mediation. According to Vygotsky, there are three types of regulation that are object-regulation, other-regulation, and self-regulation. First of all, object regulation refers to the mediation of an object in the environment to enhance the cognition, which may include looking up a dictionary by reading a text in a foreign language. Other-regulation is defined as the regulation provided by other people in the environment such as

teachers who corrected the grammatical errors in an essay, and self-regulation is type of regulation used by "individuals who have internalized external forms of mediation for the execution or completion of a task" (Lantolf et al., 2015, p. 4). Within socio-cultural theory, Vygotsky posits that the development of human cognitive ability passes through the stages of object-regulation, other-regulation and ends with self-regulation which enables humans to voluntarily consider the alternatives and intentionally select a course of action (Poehner, 2008). However, depending on the complexity of a task, it is also possible to turn back to initial stages of regulation (Lantolf et al., 2015).

As another key term of sociocultural theory, internalization is defined as a process of "learning to use symbolic tools as mediating artifacts through engaging in activities with others gives rise to new forms of cognition..." (Poehner, 2008, p. 28). This means that people first engage in social activities and use of mediation in the learning process which leads self-regulation in the end. In the following quotation of Vygotsky (1981) defines the process of children's acquisition of higher mental functioning from initial social interaction towards internalization.

Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition (p. 163).

Based on this kind of dialectic relationship between the social world and the individual, sociocultural theory challenges Piaget's notion of readiness which alleges the instruction is the most effective when the child's development is ready to benefit from that instruction. In other words, according to Piaget, instruction should start when learners developed prerequisite capabilities. At that point, sociocultural theory criticizes that readiness notion of Piaget by positing that development proceeds "toward the conversion of social relations into mental functions" rather than proceeding toward socialization (Van der Veer & Valsiner, 1991; Vygotsky, 1981, p. 165). In addition, sociocultural theory brings a new perspective to the nature-nurture dualism in the literature on the point that both psychological functioning results from the interaction of both biology and the social world thus not only nature or nurture may explain the human functioning on its own. (Poehner, 2008; Vygotsky, 1978).

The development of higher psychological functioning is therefore explained by internalization of external mediated activity, and to Vygotsky, formal education is an

important context which provides the presence of mediated agents, and appropriated mediated tools (Kozulin, 2003; Vygotsky, 1978). Thus, teachers, mediators in the context of formal education, have a significant role in mediating their learners to perform beyond their current capabilities. In order to act within their potential capabilities; however, it is first necessary to understand the current capability of the learners (Poehner, 2008).

At that very point, it is necessary to define the concept of Zone of Proximal Development (ZPD) which is not only another central term in sociocultural theory but also the basis of Dynamic Assessment (DA). The ZPD is defined by Vygotsky (1978) as follows:

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (p.86, italics in original).

The definition above is the most frequently cited definition of ZPD; however, it has yielded various interpretations (Chaklin, 2003; Poehner, 2005). These interpretations even led to comparison of ZPD with $i + 1$ hypothesis of Krashen, which was criticized by sociocultural researchers as these two concepts belong to separate theories thus their conception of language, the learner, and the learning process are different (Dunn & Lantolf, 1998). For instance, in Krashen's view, a learner has a Language Acquisition Device (LAD) which comprehends the input and $i + 1$. However, language acquisition in sociocultural theory is not explained by the presence of a LAD, but the meaning-making process achieved through the child's interaction with the social world (Tomasello, 2003). Therefore, according to Dunn and Lantolf (1998), the underlying theories of the concepts of ZPD and $i + 1$ are incommensurable and thus these concepts cannot be compared to each other. The reason for various interpretations of the ZPD is the fact that Vygotsky himself could not write more about the ZPD as it first appeared in his writings one year before his death. Therefore, in his definition of ZPD, little details were offered how he conceptualized "adult guidance" and "collaboration" (Wertsch, 1985).

Vygotsky discussed the ZPD first in the context of intelligence testing (IQ) during his critique to IQ tests at the entrance of schools as they were not effective enough in predicting the child's performance at school (Van der Veer & Valsiner, 1991). For further discussion, Vygotsky pointed out that the students with high IQ

levels at the entrance tended to lose IQ points at school as compared to their peers of low IQ who were found to gain IQ points during schooling (van der Veer & Valsiner, 1991). In an attempt to explain that complexity, Vygotsky discussed that IQ testing only informed about the independent performance of the students on the test. But, according to Vygotsky, in order to assess the potential of future development, some “hints and prompts” should be provided to the students during assessment procedures in order to understand the student’s potential to the next level of development (Poehner, 2005; Vygotsky, 1998). The difference between the students’ independent performance and their performance with the cooperation was exemplified in the following quotation of Vygotsky (1986):

Having found that the mental age of two children was, let us say, eight, we gave each of them harder problems than he [*sic*] could manage on his own and provided some slight assistance; the first step in a solution, a leading question, or some other form of help. We discovered that one child could, in cooperation, solve problems designed for twelve-year-olds, while the other could not go beyond problems intended for nine-year-olds. The discrepancy between a child's mental age and the level he reaches in solving problems with assistance indicates the zone of his proximal development (p. 187).

As suggested by the above quotation, by the ZPD, Vygotsky refers to his suggestion to have a more accurate understanding of child's development than the obtained IQ score. Drawing on the large-scale empirical study that Vygotsky and his colleagues conducted with the children entering school, they found out that the students with large ZPD were more responsive than students with small ZPD thus concluded that ZPD was a better predictor of the success in school than IQ scores. As a result of that conclusion, Vygotsky was expected to reject prevailing IQ tests; however, he pointed out that IQ tests and ZPD assessments measure two different quantities: independent performance and assisted performance and argued that "the future development of the former was fully determined by the latter" (Van der Veer & Valsiner, 1991, p. 341).

According to Vygotsky, the independent performance of a learner represents Zone of Actual Development (ZAD) of the learner whereas ZPD informs about "what a learner cannot do independently but can do with appropriate assistance, or mediation. Learners are able to benefit from mediation, Vygotsky reasoned, when the abilities in question have not yet fully developed but are still in the process of forming" (Poehner, 2008, p. 31). Therefore, the ZPD is referred as "diagnostics of development", which helps to understand a learner's next level of development (Vygotsky, 1998 as cited in

Poehner, 2005). Determining ZPD, in this regard, requires a two-step process, which includes first determining the actual level of development through observation of the child's independent performance and then assessing his proximal level of development by analyzing the child's responsiveness in a collaborative problem-solving process (Poehner, 2005).

Determining the learners' ZPD is regarded as vital to understanding the process of development before they are completely matured. Therefore, ZPD should not be considered as training to boost IQ scores, but it should be taken into account to enhance the instruction which will be most effective when it is in the learner's ZPD. In this regard, the concept of ZPD led to the emergence of DA along with Feuerstein's Mediated Learning Experience (MLE) which will be discussed in the next section.

2.1.2. Mediated Learning Experience (MLE)

Mediated Learning Experience emerges from Reuven Feuerstein's theory of Structural Cognitive Modifiability. Although the theory was developed independently from the works of Vygotsky, it bears some similarities with Vygotsky's ideas and some researchers grounded their DA studies in this theory. The basic idea of the theory is that the human cognitive abilities are not fixed traits like one's eye or hair colour but can be modified by the appropriate forms of interaction and instruction (Feuerstein, Rand, & Rynders, 1988).

According to MLE, there are two distinct types of learning: mediated and non-mediated learning. In non-mediated learning, learners interact with the environment in a direct way and experience a trial-and-error way of learning. In contrast to direct learning experiences in a non-mediated context, mediated an adult or more knowledgeable peer interacts with the learner and "selects, changes, amplifies, and interprets objects and processes to the child" (Kozulin, 1998, p. 60). Feuerstein et al. (1988) explained the significance of mediated learning in the following way:

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, the lack of MLE will produce an individual who will benefit very little from direct encounters with learning tasks (p. 58).

As argued by Feuerstein et al. (1988), not any interactions between a learner and an adult or competent peer form MLE, but they explained eleven attributes for an interaction to be an MLE interaction. Out of these attributes, first three of them are

defined as important in turning an interaction into MLE, which were called as *intentionality and reciprocity, transcendence, and mediation of meaning*. While these three attributes are basic elements to all MLEs, the rest of the attributes are defined as “culturally and situationally determined, are responsible for the development of differences in cognitive style, creating great diversity in human existence” (Feuerstein et al., 1988).

Explained as the most basic attribute of MLE, *intentionality* refers to mediator’s deliberate efforts to guide the learner in various activities that he would likely not succeed to complete on his own (Poehner, 2005). *Reciprocity* is defined as learner’s vocal, verbal or behavioral response to the mediation and it is indispensable for an interaction to be MLE. With reciprocity, Feuerstein also emphasized that the changing status of the learner from being a passive recipient of the knowledge but active co-creator of the knowledge by his effort into the interaction with the mediator (Poehner, 2008). The second attribute, transcendence, is defined by the cognitive development that helps a learner to perform the task in a more complex modification than the original task (Feuerstein et al., 1988). Therefore, the goal of the MLA is explained as “to bring about the cognitive development required for the child to move beyond the ‘here-and-now’ demands of a given activity (Poehner, 2008, p. 59). The third of these three main attributes of MLA, *mediation of meaning* is defined by Lidz (1991) as “the mediator’s attempts to get the child to notice certain features, to elaborate on their significance, and to engage in cause-and-effect and inferential thinking” (p.77). That is, the mediator needs to make his mediation meaningful to the life of learner’s life.

In sum, both the Feuerstein’s MLE and Vygotsky’s concept of ZPD stresses mediators and appropriated mediation to help learners develop beyond their current cognitive abilities. These two theories and emerging concepts are at the heart of DA, which will be elaborated in the next section.

2.2. Dynamic Assessment (DA)

Dynamic Assessment is defined by Lidz and Gindis (2003) as an approach “to understanding individual differences and their implications for instruction that embeds intervention within the assessment procedure” (p. 99). As explicit in this definition, DA stands in contrast to the prevailing idea in education which regards assessment and

instruction as distinct and separate activities. Although intervening in psychometric testing is regarded as a danger for the objectivity of the test results, DA integrates assessment and instruction and concerns with the emergence of new capabilities rather than assessing the already matured capabilities (Poehner & Van Compernelle, 2011). As argued by Luria (1979) quantitative understanding of capabilities do not close the problem of the learners but they only open the problem and it does not offer learners anything to overcome the problems they have (Luria 1961; Poehner, 2011).

The above definition of Lidz and Gindis (1998) focuses on the intervention during the DA procedure, but they are less clear about the theoretical orientation of their DA definition. Therefore, the following DA definition of Lantolf and Poehner (2004) guided this study due to its particular reference to the ZPD concept of Vygotsky:

DA integrates assessment and instruction into a seamless, unified activity aimed at promoting learner development through appropriate forms of mediation that are sensitive to the individual's (or in some cases a group's) current abilities. In essence, DA is a procedure for simultaneously assessing and promoting development that takes account of the individuals (or group's) zone of proximal development (p.50)

DA takes place in language education with different practices depending on the practitioners' interpretation of ZPD or the practitioner's concern for scoring the test results. The various practices of DA are grouped in two main approaches to DA, and these approaches are coined as interactionist DA and interventionist DA by Lantolf and Poehner (2004). In the next part, these two approaches will be touched upon.

2.2.1 Different Approaches to DA

In the literature of DA integration in the assessment of language learners in last four decades, both interventionist and interactionist practices are observed. First of all, interventionist DA is closer to the conventional assessment approaches as it provides a pre-established inventory of standardized and graded mediation (Poehner, 2011). That is, hints or prompts that are planned to provide the learner are organized beforehand and weighted according to their explicitness. In other words, in the interventionist DA, it is essential to provide mediation by intervening the learner's timely performance, but the mediation is standardized and the mediator is not expected to go beyond the pre-prepared guided mediation. For instance, in the study of Lantolf and Poehner (2010), a Spanish teacher was reported when she was incorporating interventionist DA. She

prepared a mediation inventory including six to eight moves and provided mediation to the students by stickly following that inventory. In her inventory, the first move in the inventory was a pause to indicate the problem with the learner's performance. When the learner failed to respond or inappropriately responded to the first move, she provided the next move which included repeating the learners' production with a rising intonation. The last move, the most explicit one, was explaining the needed lexical item or grammatical structure. By keeping records of the students' response to her mediation in a chart, the teacher was able to observe the changing needs of the students and the classroom as well as tracking the development of individual learners and the classroom over time (Lantolf & Poehner, 2010).

Interactionist DA, in contrast to interventionist one, involves mediation which is not pre-determined but emerged from the interaction between the learner and the mediator. Interactionist DA is therefore more sensitive to the learners' ZPD. In interactionist DA procedure, both the learner and the mediator share the responsibility for learning and development; however, a learner is expected to have more responsibility for his/her development. As the mediation emerges as a result of the dialogue between the learner and the mediator, it varies from person to person and also for the same person over time (Lantolf & Poehner, 2006). The goal of interactionist DA is not quantitatively assessment of the learner and grading their performances but qualitatively reporting on the development of individual learners or a group of learners in an attempt to identify the problems in the learners' performance and attune the mediations accordingly.

Both interventionist and interactionist DA have their own strengths and drawbacks thus it is necessary to choose one according to the goal of the teacher. That is, interventionist DA has advantages like generating test scores and therefore making comparisons within and between groups as well as accounting for validity concern of conventional testing. However, interventionist DA is less sensitive to the learners' ZPD as the pre-established prompts are used and thus lacks the opportunities to understand and help the learners (Lantolf & Poehner, 2006). Interactionist DA, on the other hand, is quite sensitive to learners' ZPD but it does not yield quantitative results of the learners' performance. Therefore, some researchers argue that interactionist DA lacks the standardized testing procedures of traditional testing and makes the assessment less reliable (Luria, 1979). Another drawback of the interactionist DA is that implementation in classroom setting might be challenging because providing one-to-one mediation

might not be applicable to classroom settings. Although Lantolf and Poehner (2011) suggested interactionist DA as an alternative to formative assessment in the classroom setting “where greater emphasis is usually given to learner development”, the interactionist DA studies to date are in tutoring setting (Abbleva, 2008; Poehner, 2005).

2.2.2. Dynamic Assessment versus Formative Assessment

Dynamic assessment, interactionist DA in particular, and formative assessment, are frequently regarded to be complementary to each other in terms of their focus on improving learner development through and during assessment activities (Leung, 2007). Although they have similarities in the implementation of questioning and feedback during task completion or reflection on the task performance, their differences are emphasized by the DA researchers (Lantolf & Poehner, 2005). First of all these differences, FA is problematized by suggesting that it is not grounded in any educational theory but "based on teachers' intuitive classroom practice" (Lantolf & Poehner, 2005, p. 260). Therefore, Torrance and Pryor (1998) posited that teachers do not effectively intervene in the learners' performance during FA practices because of their lack of theoretical conceptualization of development although the interactions in FA sometimes create developmental opportunities (Poehner, 2005).

Secondly, the goal in practising FA is the task completion which is in contrast to DA long-term aim of development of the learner. In other words, the interaction between the teacher and learner in a typical FA is oriented towards the completion of the task as illustrated by the following exchange (see Table 1) drawn from Torrance and Pryor (1998) and analyzed by Lantolf and Poehner (2011) and Poehner (2005). In this exchange, the teacher is engaging with the student, Timmy, to correct his spelling mistake on a spelling test:

Table 1

Teacher-student Interaction in Formative Assessment: An Instance

Turn	Student	Teacher
1		here we are – Timmy Patner
2	I knew I'd got nine or eight- or something like that =	
3		=six
4		<i>T looks directly at Timmy, who does not meet his gaze.</i>

5		- did did you f\ - find it a bit of trouble then?
6	yeah	
7		which bits did you find did you find the four extra words a bit difficult did you?
8	<i>Timmy nods</i>	
9		OK shall we look at those then – difficult – you nearly got right – there should be an ell there <i>T writes in book</i>
10	cut	
11		yes you've got difficut with an ell it goes cult you see – <i>T looks up at Timmy again, who still does not look at him</i>
12		OK – and s \ night was fine – ffamily you had one go and crossed it out – tried again and gave up – yes
13	no it's just I didn't get enough time to do it =	
14		= oh dear never mind yes – we were a bit rushed yesterday weren't we – fam/ i/ly <i>T writes as he is saying this</i>
15	yeah I was going to do that but I couldn't	
16		> oh < were you – oh well never mind because - <i>T looks up at Timmy who this time meets his gaze</i>
17		it was possibly my fault – for not giving you as much time as we had last week – but – and surprise – <i>T writes in book again</i>
18		we need to just – that was one of the hardest wasn't it surprise – OK and friends – a little aye – do you think – do you have a good practice of these words – do you?
19	yes	
20		good – all right so you tried your hardest – that's all I want you to do ...

Note. It is adapted from the book written by Lantolf and Poehner (2011). Original data is drawn from the work of Torrance and Pryor (1998).

As a result of the observation of the above exchange between a student and a teacher in the context of FA (as shown in Table 1), Torrance and Pryor (1998) as well as Lantolf and Poehner (2011) and Poehner (2005) concluded that there was no clear diagnosis of the teacher in this instance regarding Timmy's learning. There was less talk of Timmy as compared to the teacher and therefore it was not possible for the teacher to

understand the reasons behind Timmy's performance which caused the teacher not to attune his instruction to the needs of Timmy. According to Torrance and Pryor (1998), the teacher's action stemmed from his distinct understanding of assessment and instruction as he missed the chance of making use of assessment as a source for instruction. In DA, however, the ultimate aim of mediation is to diagnose the reasons behind the poor performance through graded prompts or hints and support learning by using these hints and prompts as instruction to the learner. Overall, the relationship between assessment and instruction is regarded as cyclical in FA in which assessment follows instruction and vice versa while it is viewed as integrated into DA where they cannot be separated from each other (Lantolf & Poehner, 2006).

2.2.3. Dynamic Assessment in L2 classrooms

The DA integration in the L2 development of learners is observed in both tutoring and classroom setting. The studies conducted in these two different settings are elaborated in the following sections.

2.2.3.1. L2 Dynamic Assessment in Tutoring Setting

The early studies of DA implementation in DA are observed to be conducted in the tutoring setting with one-to-one interactions between the student and the teacher. One of these studies is the study of Aljaaref and Lantolf (1994) which reports on the interaction between corrective feedback and learner control over grammatical structures in writing as a result of collaborative dialogue between the learner and the tutor. Although the study was not mainly framed within the DA methodology, it is regarded as interactionist DA approach by Poehner (2005) as the authors aim to construct individual student's ZPD and facilitate learner development through collaborative dialogic activity. In the study, the data were collected from three students attending ESL reading and writing course during eight weeks. The students were asked to write compositions, and they were invited to the tutoring sessions to make revisions on their writing with the tutors. In revision sessions, the authors focused mainly on the articles, tense marking, modal verbs and used of adjectives. The tutors had no pre-designed hints or prompts but instead mediated the learners as unfolded during the student and tutor collaborative dialoguing. The results indicated that appropriated mediation emerged from the

collaborative interaction of co-constructing ZPD modified learner interlanguage system, which led a conclusion that "learning is not something an individual does alone, but is a collaborative endeavour necessarily involving other individuals" (Aljaaref and Lantolf, 1994, p. 480).

Another interactionist DA study implemented in tutoring setting is Poehner's (2005) study in which he investigated how DA sessions can be utilised to promote learner development. Six advanced learners of L2 French participated in the study of which focus was on the learners' control over perfective and imperfective verbal aspect in their oral production based on narrations. A long-term DA study was organised in a non-dynamic and dynamic assessment of learners' oral production at first of which results helped the author to organise an enrichment program during six weeks in one-to-one tutoring sessions. At the end of the program, the development of the learners was sought by the repetitions of the covered tasks or inclusion of more complex tasks which were used as transcendence tasks. The findings of the study revealed that DA is an effective way of assessment in terms of "understanding learners' abilities and helping them to overcome the linguistic problems" (Poehner, 2005, p. iv).

Other than the implementation of DA within the focus of writing skills, and oral production, Ableeva (2008; 2010) conducted a study to explore the effects of DA on the improvement of L2 French listening comprehension with the intermediate level of university students. Similar to the findings of Poehner (2005), the results suggested that DA is effective in detecting the actual level of learners' listening ability as well as assessing the potential of their listening ability. DA was also found to facilitate learner development in listening comprehension.

2.2.3.2. L2 Dynamic Assessment in Classroom Setting

Before elaborating on the studies that implemented DA in the classroom setting, it is necessary to emphasise the terminology of Group Dynamic Assessment (G-DA). Due to the infeasibility of one-to-one DA implementation in the classroom setting, researcher started to seek ways of DA implementation for groups of L2 students, which coined the term Group Dynamic Assessment (G-DA). According to the study of Poehner (2009), in G-DA, a group is regarded as a social system rather than a context only. Therefore, Poehner argued that G-DA follows the same procedures as one-to-one DA implementation, but it differs in the fact that G-DA considers the whole group's

ZPD to help learners to co-construct their individual ZPD (Poehner, 2009). Poehner (2009) offers two different approaches to G-DA, which are namely cumulative G-DA and concurrent G-DA. In the cumulative G-DA, the learners "take turns engaging directly as primary interactants with the teacher, with the understanding that each subsequent one-on-one exchange will have the advantage of building on earlier interactions that the class witnessed" (Poehner, 2009, p. 478). In concurrent G-DA procedure, the teacher provides one-to-one mediations to the same student as the group work toward the mastery of the problem. On the other hand, in concurrent G-DA, teacher "dialogues with the entire group" (Poehner, 2009, p. 478) to co-construct a group ZPD. In concurrent DA practice, the teacher does not provide mediation to the student who has difficulty in his performance, but the teacher provides mediation to the whole classroom, and he/she calls on another student to reformulate the inaccurate statement (Poehner, 2009).

There are relatively few studies in the literature implementing G-DA in large classrooms of second and/or foreign language classrooms. In one of these studies, Lantolf and Poehner (2009) report on the cumulative G-DA implementation of Spanish teacher in a primary school classroom. As mentioned above, the teacher integrated interventionist DA in the classroom by calling on each student to describe animals after rolling a dice on which sides had different animals. The grammatical focus of the teacher was substantive modifier concord, and she provided pre-established mediations to the students when they had difficulty in producing grammatically accurate sentences. Upon observing subsequent interactions in the classroom, authors concluded that students benefited from shifting mediation indicated by the decreased level of mediation to the students who took turns subsequently (Lantolf & Poehner, 2004).

Another cumulative G-DA study was conducted by Davin (2013) in which she observed interrogative use and formation in a combined classroom of fourth and fifth grades. After the conduction of a pre-test and provision of the enrichment program, nine focal students were tracked in a non-dynamic post-test. As a result of the analysis, Davin (2013) concluded DA as an effective means of learner development and suggested the integration in language learning programs. She also highlighted the significance of small group work as an essential complement to large group DA.

2.3. Teacher Professional Learning about DA

Teacher professional learning about assessment in particular to DA was reviewed in the sections 2.3.1 and 2.3.2 by considering the complexities in teacher learning and teacher professional learning about classroom assessment.

2.3.1. Complexities in Teacher Learning

Although there are studies in educational assessment field which call for balanced assessment systems (Brookhart, 2013; Stiggins, 2006; Teasdale & Leung, 2000) including both summative and classroom assessment, the teachers tend to align their practices with the summative form of assessment and undermine classroom assessment practices (Stiggins, 2010). In contrast to changing demands of educational paradigms from behaviourist approaches to the constructivist approaches, there is an apparent reliance of teachers on prevailing high-stakes tests which are oriented in behaviourist theories. In the classroom assessment literature, the underlying reasons of teachers' over-reliance on the summative assessment are explained by the cultural values, assumptions about assessment, teacher beliefs and teacher knowledge about assessment.

First of all, the studies focusing on classroom assessment implementation in school curriculum found out that bringing such innovation to the school curriculum is constrained by the school culture and the expectations of teachers, students and parents (Carless, 2004; Davison, 2007). In cultures where stakeholders of education are oriented to the test results of high-stakes testing, it is not easy to embrace the assessment innovation in traditional school systems. Even when the assessment innovation is imposed to the educational policy as in the case of the transition from norm-referenced assessment to standards-referenced assessment system in educational policy of Hong Kong, it does not necessarily mean the improvement in student learning because teachers and schools are the key factors in enacting such innovations (Davison, 2007).

In addition to the cultural values and assumptions, many studies have shown that teacher cognition and beliefs about teaching, learning, and assessment influence their actions in the classroom (Borg, 2003) as well as their assessment practices (Black & Wiliam, 2005; Brookhart, 2007; Shepard, 2000). In order to understand how teacher cognition is developed, research has documented the interplay between teacher cognition and beliefs and teachers' experiences at school as students (Lortie, 1975) and

the influence of the norms and values of the context in which teachers work (Freeman & Johnson, 1998). Therefore, in order to understand any assessment mode in teacher action, it is necessary to consider the previous experiences of teachers as a learner and an examinee and their teaching and assessment experiences as teachers within their particular context. In addition, as suggested by Coffey, Sato and Thiebault (2005), for meaningful and everlasting professional development of teachers, it is crucial to accommodate both the personal and contextual dimensions.

Moreover, teacher knowledge informs the classroom practices of the teachers including assessment practices of teachers. However, implementing classroom assessment requires a complex set of skills related to various categories of teacher knowledge. In a context, where conventional approaches foster teacher beliefs to assessment like regarding all assessments as summative, not many teachers are aware of the different purposes of assessment like making use of assessment to foster student learning (Stiggins, 2006). Teacher assessment knowledge is considered as a part of the pedagogical content knowledge (PCK) (Borko, 2000) and many studies have shown that it influences the effectiveness of classroom assessment implementations (Borko & Putnam, 1996; Stiggins, 2000). Therefore, the PCK of teachers with regard to assessment can be supported by providing them professional development courses informing them about the different purposes and features of assessment. However, as will be discussed below, the professional development should be organised in the form that considers not only the content but also the social contexts of teachers as well as their prior knowledge that was acquired when they were students which were called as *apprenticeship of observation* by Lortie (1975).

2.3.2. Teacher Professional Learning about Classroom Assessment

Classroom assessment, as opposed to psychometric testing, is gaining a great deal of attention in the educational literature (Teasdale & Leung, 2000). As a result of the use of classroom assessment as a part of instruction to support and enhance student learning (Black & William, 1998; Shepard, 2000; Stiggins & Chappuis, 2005), classroom assessment practices of teachers have been explored by the researchers (Torrance & Pryor, 1998) and some employed professional learning opportunities to the teachers and investigated teacher professional learning by their contribution to these endeavours. However, the studies mainly focused on the formative assessment practices

of teachers, but there is no study yet to explore teacher professional development in DA, which regards DA both as an assessment mode and as teaching approach in the L2 field. Therefore, in order to delve into the teacher professional learning in assessment, this section involves studies which incorporated professional development projects to enhance teacher development in formative assessment. The studies found related to professional development endeavours to improve teachers' classroom practices mostly concluded with the effectiveness of professional development models on teacher practice as well as suggestions for further projects about the issues that should be considered in the design of professional development.

In a collaborative action research study, Torrance and Pryor (2001) explored the use of action research to foster formative assessment implementation of teachers and found out contributions of action research to both the practical and theoretical development of teachers though they highlighted that theorisation is a process at work during teacher practices in the classroom. They argued that formative assessment "is itself the aspect of pedagogy which most approximates to a research activity" (p. 627). Thus, they suggested action research as an appropriate methodology for professional development in particular to assessment, which involves the development of self-awareness like "recognising and being cautious about cueing 'right answers' through routine, taken-for-granted teacher-student interaction" (p.628). In addition, they emphasised that students should be encouraged to take part in a dialogue with the teachers and their peers during formative assessment practices to make them effective for student development.

In another study, Sato, Wei and Darling-Hammond (2008) reported on the improvement in teachers' formative assessment practices with the help of the professional development strategies that they provided in the three-year longitudinal professional development program. When Sato et al. (2008) examined teacher practices drawing on some cases in their study, they found out that participating teachers have gains in terms of modifying their instruction based on their observation of student learning, integrating students in self-assessment, providing opportunities to students to talk about their understanding, and orchestrating their instruction in class discussion format. Thus, Sato et al. (2008) suggested the incorporation of such teacher development programs which have an explicit focus on assessment and provide challenging and long-term agenda to the teachers.

Moreover, in the study of Ash and Lewittt (2003), they investigated the

professional development of two teachers by their participation in the interaction with the students through formative assessment. The researchers found out that formative assessment implementation of teachers in the classroom had a positive impact not only on student learning but also on their professional development. Framed within the “zone of the proximal development” construct, Ash and Lewittt (2003) concluded that it is crucial for teacher growth to include collaboration and reflection and for them to occur, “participation and appropriation in joint productive activity in the ZPD” (p.44) is essential.

All of the above studies reported on teacher professional development models on teachers to support their formative assessment practices and contributed to the further teacher development studies about the key factors that should be included. However, they informed less about how teacher development models influenced their classroom practice. This gap was emphasised by the study of Albuquerque (2014) in which he commented that influencing teacher practice is one of the ultimate outcomes of all professional development initiatives. Therefore, he initiated his research on identifying formative assessment practices of two teachers who participated in professional development including learning about theoretical knowledge and classroom practices about formative assessment. According to the findings of the study, Albuquerque (2014) concluded in the effectiveness of the professional teamwork in terms of its contribution into the teachers' better understanding of the formative assessment yet there were differences found in teachers' formative assessment enactments. Therefore, he concluded that teachers might interpret and use formative assessment tools in different ways and thus there are complexities in formative assessment implementations in different classrooms.

Under the light of the above studies, professional development programs in particular to formative assessment have an impact on teacher' practices of classroom to varying degrees. However, it is obvious that there are discrepancies across different teacher practices, which is regarded as one of the drawbacks of formative assessment, in particular to formative assessment for accountability reasons, against the psychometrically valid and reliable summative assessments. Although there are researchers (Leung, 2004; Teasdale & Leung, 2000) who claimed that the reliability and validity constructs of psychometric testing should be reinterpreted for teacher-based formative assessment, there has not been a criterion yet about how formative assessment should be enacted in the classrooms. On the other hand, as discussed above while

comparing DA with formative assessment, DA-based researchers argued that formative assessment lacks a theoretical underlying, and relies on teacher intuition rather than any theory of learning. In terms of grounding explicitly in the sociocultural learning theory of Vygotsky, DA seems to be a response to the call of Leung and Davison (2000) in which they argue for theorisation for teacher-based assessment concerning both theorisations of language and theorisation of language learning. Besides, a recent publication in DA literature has emphasised DA as an approach which has sociocultural learning as a theory of learning and functional language as a theory of language. Therefore, as compared to FA, DA seems to have a sound theorisation, which might resolve the problems encountered in the professional development of FA. That is, the problems in teachers' theoretical conceptualisation of FA (Torrance and Pryor, 1998) might be solved through professional development programs framed within the theories of DA. The purpose of this study is, therefore, to foster and transform teacher practices of classroom assessment by providing them with a critical discourse through participatory action research. The transformation is based on the content of DA because of its sound theoretical background, its contribution to the student cognitive development as well as its contribution to assessing students' future performance rather than only assess the outcome of learning. The theoretical background of analysis in teacher transformation is Transformative Learning Theory, which will be explained in detail in the following section.

2.4. Transformative Learning Theory

In this study, the teacher professional development is informed by Transformative Learning Theory, which was pioneered by Jack Mezirow (1991) and developed by Mezirow and Associates (2000). Transformative learning focuses explicitly on adult learning and views learning as a 'perspective transformation' which is described as the "transition from being passive learners who accept the definitions provided by others to become active learners able to define meanings and gain new perspectives on their own" (Mezirow, 2000, p. 14). Mezirow (2000) argues that human perspective is "made up of specific knowledge, beliefs, value judgements and feelings that constitute interpretations of experience" (p. 5-6). These perspectives are filters through which human beings perceive and understand both themselves and the world. These perspectives do not only "organise and make sense of a great deal of information

within our internal or external environments, but they can also limit or distort what we are able to perceive and understand” (Dirkx, 1998, p. 4). Therefore, the fundamental elements of transformative learning include critical reflection and critical self-reflection through which one can identify and assess the key assumptions on which our perspectives are constructed and reformulate these assumptions (Kitchenham, 2008; Dirkx, 1998). As suggested by Mezirow (1997), learning is not simply transmitting the knowledge but it is a meaning-making process in a personal way. In this meaning-making process, learning contributes to the learner to acquire new ways of viewing and understanding the world (Dirkx, 1998; Kitchenham, 2008).

In the development of transformative learning theory, Mezirow has expanded Habermas’s (1971) three types of learning –technical, practical, and emancipatory- to the instrumental, dialogic and self-reflective learning (Kitchenham, 2008). In these three learning types as well as perspective transformation, Mezirow (1991) argues that *meaning schemes* and *meaning perspectives* play the central role. *Meaning schemes* are “sets of immediate specific expectations, beliefs, feelings, attitudes, and judgments” (Mezirow, 2000, p. 18). Through the meaning schemes that are constructed through our previous experiences, we make sense of the new experience. These meaning schemes can be monitored consciously and can be changed easily as a result of new experiences. *Meaning perspectives* are broad and generalised *frames of references* that refer “to the structure of cultural and psychological assumptions within which our past experience assimilates and transforms new experience” (Mezirow, 1985, p. 21 as cited in Kitchenham, 2008). The meaning perspectives serve as filters through which we perceive, understand and interpret the meaning of a new experience. They are often unconsciously assimilated from the one’s culture or personal perspectives acquired during the childhood as a result of experiences with primary caregivers (Mezirow, 1991) and thus they tend to stay fixed, and it is more difficult to change them.

Mezirow (1991) describes two dimensions of meaning perspectives: *a habit of mind*, and *resulting point of views*. A habit of mind is “a set of assumptions –broad, generalised, orienting predispositions that act as a filter for interpreting the meaning of experience” (p. 17). There are some varieties of habit of mind including sociolinguistic (ideologies, social norms, customs), moral-ethical (moral norms), epistemic (learning styles, sensory preferences), philosophical (religious doctrine, philosophy), psychological (self-concept, personality traits or types), aesthetic varieties (values, tastes, attitudes) (Mezirow, 1991; 2000). The expression of the habit of mind is

described as *a point of view* which is compromised by clusters of meaning schemes. These clusters of meaning schemes tend to determine our interpretation, judgements and attributions automatically unless we critically reflect on them.

Mezirow (1991) argues that learning is narrowly defined "as efforts to add compatible ideas to elaborate our fixed frame of references" (p. 18). However, transformative learning may change this disposition by putting the meaning perspectives under critical reflection to build more dependable frame of reference that is "more inclusive, differentiating, permeable, critically reflective of assumptions, emotionally capable change, and integrative of experience" (p. 19). In other words, people interpret or make meaning of a new experience through their meaning perspectives. If the degree of congruity between the new experience and the new perspective is at an acceptable level, it is possible for a new experience to be assimilated. However, in the cases when one cannot assimilate incongruent experience into meaning perspective, it is rejected, or it becomes necessary to transform meaning perspective to accommodate the new experience (Kemaloğlu Er, 2007). Perspective transformation, which is central to Mezirow's transformative learning theory, involves that kind of change in the meaning perspectives.

Mezirow (2000) identifies ten phases of perspective transformation, which might follow some variations. The first phase of transformation is described as a *disorienting dilemma*, "an acute internal and personal crisis" (Mezirow, 1991; p. 298). In experiencing a disorienting dilemma, one's equilibrium is distorted, and until reaching a new equilibrium, the person stays in a temporary space where he renegotiates the roles, meaning and knowledge (Mezirow, 2000). After experiencing a disorienting dilemma that triggers the perspective transformation, the second phase is engaging in self-examination that is often accompanied by "feelings of fear, anger, guilt, or shame" (Mezirow, 2000, p.22). Following self-examination, the next step occurs when one engages in critical assessment of assumptions. Critical reflection is central to the perspective transformation, i.e. transformational learning, as it would be only possible when critical reflection includes "fundamental questioning and reordering of how one thinks or acts" (Brookfield, 2000, p. 139; Merriam, 2004). The fourth phase involves the recognition that one's discontent, which is followed by the exploration of options for new roles, relationships and actions which requires one to seek for alternative dispositions to revise the meaning of experience. Next in transformational learning, one plans a course of action to act on the reframed meaning of experience. Following the

planning of an action, the next step is acquiring knowledge and skills for implementing one's plans and the provisional trying of new roles. In the ninth phase, one develops competence and self-confidence in new roles and relationships which is followed by a final phase of reintegration of the new frame of reference into one's life on the basis of conditions dictated by one's new perspective (Mezirow and Associates, 2000). The overall phases of transformative learning are displayed in Table 2.

Table 2

Ten Phases of Transformative Learning

Phase 1	A disorienting dilemma
Phase 2	A self-examination with feelings of guilt or shame
Phase 3	A critical assessment of assumptions
Phase 4	Recognition that one's discontent and the process of transformation are shared
Phase 5	Exploration of options for new roles, relationships, and actions
Phase 6	Planning of a course of action
Phase 7	Acquisition of knowledge and skills for implementing one's plans
Phase 8	Provisional trying of new roles
Phase 9	Building of competence and self-confidence in new roles and relationships
Phase 10	A reintegration into one's life on the basis of conditions dictated by one's perspective

Source: Mezirow and Associates, 2000, p.22

As explained and displayed in Table 2, transformative learning mainly involves critical reflection or critical self-reflection, critical discourse, and planning and acting a course of action which helps the learner to integrate a new meaning perspective. Due to involving critical reflection as a core concept, transformative learning theory is an adult learning theory, which is explained by Mezirow (2000) as “becoming critically reflective of one's own assumptions appears to be much more likely to occur in adults” (p. 26). Hence, transformative learning is achieved when a life experience triggers an adult to question already held frames of references and reframe them with new meaning frames or perspectives. The triggering experience- disorienting dilemma- might be

either a life-crisis or conscious or unconscious exploration of an adult for new roles, relationships and actions. Throughout the transformative learning process, it is essential for an adult to engage in an experience which leads to critical reflection thus experience is one of the key themes of transformative learning.

Other than experience, critical reflection is central to the transformative learning. In critical reflection, an adult questions the integrity of his/her beliefs and assumptions as filtered through the already held meaning frames. If there is a contradiction among one's thoughts, feelings and actions, critical reflection tends to occur. The difference between straightforward reflection and critical reflection is highlighted by Mezirow (1995) as he asserts that straightforward reflection is an act of "intentional assessment" while critical reflection involves both the nature and consequence of one's actions and the related circumstances of their origin (Kitchenham, 1998). He defines three types of critical reflection: content reflection, process reflection and premise reflection. That is, content reflection involves thinking back to the actions and asking "what" question. Process reflection is concerned with asking "how" question and "causes a person to consider the aetiology of actions and whether there are other factors yet to be unveiled" (Kitchenham, 2008, p.114). Both content reflection and process reflection might transform the meaning schemes. Lastly, premise reflection occurs when the person questions his/her in-depth value system in action and asks "why" questions. Premise reflection is crucial in transformative learning as it could transform the meaning perspective.

Besides experience and critical reflection, reflective discourse is another central component of transformative learning. Reflective discourse refers to a discourse which is a "specialised use of dialogue devoted to searching for a common understanding and assessment of the justification of an interpretation or belief" (Mezirow, 2000, pp. 10-11). In transformative learning, learning is socially constructed which is deconstructed by the individual and internalised through experience. Hence, learning takes place not only at individual level and but also at a social level as it involves participating in a reflective discourse to validate one's beliefs, intentions, values and feelings. In simple terms, discourse provides a context where critical reflection occurs on the experiences, assumptions and beliefs in question.

CHAPTER III

METHODOLOGY

3.1. Research Paradigm

The research stance adopted in this study is participatory inquiry paradigm which is concerned with initiating an “action agenda for reform that may change the lives of participants, institutions in which they live and work or even the researchers’ lives” (Creswell, 2012, p. 21). Regarding research as a social practice in this study, social action for the transformation of participants towards a praxis-oriented assessment mode is planned by and for research participants with the cooperation of the researcher (Kemmis & McTaggart, 2005; Lincoln & Guba, 1985).

As a cooperative member of the research community, the researcher relied on the critical subjectivity and self-awareness of the participants and their (and her own) transformative experiences within a social practice of studying, reframing and reconstructing their socially constructed beliefs regarding speaking assessment in the classroom (Heron & Reason, 1997; Kemmis & McTaggart, 2005). In this regard, the researcher incorporated qualitative methodologies conducted in naturalistic settings to have in-depth insight into the meaning reframing and reconstructing process of the participants (Denzin & Lincoln, 2005; Heron & Reason, 1997).

As a participatory inquirer, the researcher adopted an action research design in this study as will be explained below.

3.2. Research Design

The research design of the study is participatory action research design which will be explained in the following sections.

3.2.1. Action Research Design

In line with the participatory inquiry paradigm, action research design was adopted in this study. In contrast to quantitative designs which seek the causes of a phenomenon by controlling the possible intervening variables, an action research design focusing on the social change for the better practice is adopted in this study.

Among various definitions of action research each of which focus on different

features of it (Cohen, Manion & Keith, 2007), this study draws on the definition of action research by Kemmis & McTaggart (1988). According to Kemmis & McTaggart (1988), an action research is “a form of collective, self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out” (p. 1).

Differentiated from everyday actions of individuals, action research is a systematic inquiry of which phases are neatly sequenced in a well-known spiral of action research as shown in Figure 1.

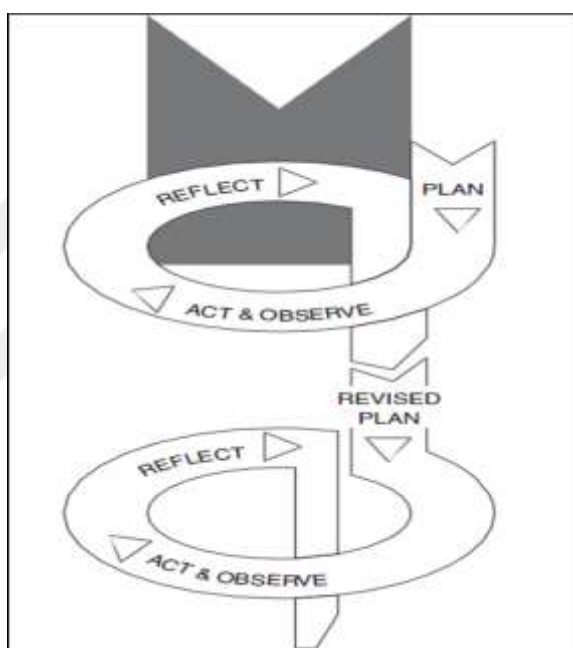


Figure 1. The Action Research Spiral

Source: Kemmis & McTaggart, 2005, p. 278

Figure 1 depicts that an action researcher should follow the phases of planning, acting, observing, reflecting and restarting a cycle by a revised plan which is developed as a result of the reflection of the previous cycle. However, Kemmis, McTaggart and Nixon (2014) neatly pointed out that practising this cyclical process is not always possible in reality, therefore, they suggested more open, fluid and responsive processing in designs of action research. As Kemmis and McTaggart (2005) highlighted “the criterion of success is not whether participants have followed the steps faithfully but rather whether they have a strong and authentic sense of development and evolution in

their *practices*, their *understandings* of their practices, and the *situations* in which they practice” (p.563, original italics).

3.2.2. Participatory Action Research

In growing body of action research literature, there are different types of action research which are guided by different purposes. An action research might be *technical* which is interested in improving control over outcomes, or *practical* which aims to educate practitioners to make them act more wisely (Carr & Kemmis, 1986). An action research design can also be *critical/emancipatory* guided by an interest in emancipating individuals to transform their socially constructed conceptualisations which result in irrational, unsustainable or unjust practices (Kemmis & McTaggart, 2005; Zuber-Skerritt, 1996).

In this study, research is considered as a social action (Freire, 1970). Therefore, social and educational practices of participants are considered to be “located in, and are the product of, particular material, social and historical circumstances that produced them and by which they are reproduced in everyday social interaction in particular setting” (Kemmis & McTaggart, 2005, p.565). In essence, the individuals do not act in isolation in the organisational world, but they are influenced and/or constrained by the particular setting of their organisations (Cohen et al., 2007). Hence, the purpose of participatory action research is to develop a consciousness towards the structural and interpersonal constraints which prevents the free and autonomous practice of the individuals (Cohen et al., 2007). When individuals become aware of the constraints on them, they start to feel free and autonomous, which leads transformation in their conceptualisations and practices.

As stated by Kemmis and McTaggart (2005), there are six key features of participatory action research:

1. *Participatory action research* is a social process exploring the relationship between the individual and the social. Predicated on the Habermas (1992) notion of "no individualisation is possible without socialisation and no socialisation is possible without individualisation" (p. 26), the purpose of the participatory action research is to understand how individuals are formed and re-formed by social interaction (Creswell, 2012).

2. *Participatory action research* is the participatory form of inquiry which engages people to examine their knowledge and interpretations. As the nature of action research suggests individuals can only do research on themselves.
3. *Participatory action research* is practical and collaborative. It engages people in examining social practices by working together in reconstructing their social interaction.
4. *Participatory action research* is emancipatory in the sense that it helps people to release themselves from the constraints of social practice that limit their self-development and self-determination.
5. *Participatory action research* is critical. The objective of participatory action research is to help people to recover from the constraints embedded in social media (e.g., their language, their discourse, their social relationships of power).
6. *Participatory action research* is reflexive. It is deliberative action to be collaboratively taken by groups of people to transform their world through the investigation of the relationship between individual and social setting constraints. It requires dialectical understanding between the recursive relationship among individual and social practices, knowledge of the practices, social structures and social media (social discourses).

Guided by a transformative aim, this study had the above features of participatory action research. First of all, social realities that constrained the participants' practices of speaking assessment in the classroom were aimed to be explored in a dialectical discourse. Later, the discussion was initiated on the content of dynamic assessment which might have helped participants to bring a theoretical understanding to their practices. Reflecting on the practices of speaking assessment in the classroom, the recursive relationship among the individual participants' conceptualisation of speaking assessment and their social realities that limited this practice was aimed to be transformed.

3.3. Context of the study

The setting of the study and the setting of the participatory action research meetings are explained within the context of the study.

3.3.1. Setting

The present study was carried out in the English Preparatory Program of School of Foreign Languages at Cukurova University in Adana, Turkey. Cukurova University is a mainly Turkish-medium state university; however, there are departments of which instruction is English-medium or semi-English medium (e.g. Computer Engineering Department, English Language Teaching Department). Thus, English Preparatory Program of School of Foreign Languages aims to prepare students of these departments to cope with the English medium of instruction by teaching the basic rules of foreign languages, improving students' vocabulary knowledge, reading and listening, as well as their oral and verbal expression (Council of Higher Education, 2008).

The English Preparatory Program has a proficiency exam before the beginning of the first semester. The students who cannot be successful in this proficiency exam have to attend the program. The program lasts for two semesters, and students can only repeat the program once (Council of Higher Education, 2008). In the setting of the present study, the two semesters of the program are divided into four blocks each of which ends with an achievement exam. The total points of these achievement exams, the points of the proficiency exam at the end of the term/year, the points of pop quizzes during the terms and teacher assessment scores are calculated and the decision is made in regards to whether a student has enough proficiency in English to attend the courses in their departments.

The students of the English Preparatory Program are placed in three different levels according to their scores in a placement exam conducted shortly after the proficiency exam at the beginning. That is, there is Level 1 for A1(beginning level of) students; Level 2 for A2 (pre-intermediate level of) students, and Level 3 for B1 (intermediate level of) students. The weekly course hour of the students is 26 hours (including 16 hours of Coursebook course, 8 hours of Academic Skills course and 2 hours of speaking course). It is necessary to note down here that 2 hours of speaking courses are cancelled for Level 1 and Level 2 in the second semester of 2016-2017 Academic Year; instead, speaking was decided to be covered under Academic Skills course.

With regard to the organisation of the course content of the academic year and testing the progress and proficiency of the students, two units work at the school. First, Syllabus Office is responsible for the organisation of syllabus of the whole academic

year and the portfolio assessment during the year. On the other hand, Testing Office is responsible for the preparation and conduction of pop-quizzes (weekly quizzes), achievement tests, placement and proficiency tests. Instructors work in these offices alternately.

In this study, two Level 3 classes (out of three Level 3 classes) were observed and video-recorded in 2 hours of speaking course each week throughout the 2016-2017 Academic Year. The aim of this course was stated as helping students to raise their oral proficiency in the process throughout the year. As there would be no speaking part of the proficiency exam at the end of the year, speaking skill was decided to be developed by means of these speaking courses. The instructors were required to assess the oral proficiency of the students over 15 points in each week.

Other than the classroom setting where teacher practices of speaking instruction and assessment were observed, participatory action research meetings were organised weekly for nine weeks in the first semester of the same academic year. The setting of the participatory action research meetings will be explained in the next section.

3.3.2. Setting of the participatory action research meetings

Participatory action research meetings were organised on Friday afternoons with two instructors of two Level 3 speaking classes. The meetings lasted for minimum 2 hours and maximum 3 hours depending on many variables such as the content of the week or discussion topics. The aim of the meetings is twofold. Firstly, the context was aimed to be discussed in terms of how the opportunities or limitations shaped instructors' practices of speaking assessment in the classroom. Secondly, a theory-based content; namely, DA was presented to the instructors. The usefulness and effectiveness/ineffectiveness of this theory-based method within the context of participating instructors were the main points of the lengthy discussions.

The researcher organised the meetings and the group met in the office of one of the instructors. As informed by the participatory action research design of the study, the content of the weekly discussions was determined by the whole group, but the reading materials with regard to the content were suggested by the researcher on Mondays by an e-mail. On Friday afternoons, the sessions generally started with reflection on the previous speaking class and speaking class assessment and went on with the reflections and discussions on the materials. The meetings were video-recorded.

3.4. Participants

Two instructors working at the School of Foreign Languages of Cukurova University, Turkey participated in the study. In addition, 35 students attending L3 class of Preparatory Program participated in the study. They were the students of two participating instructors. As the study is designed as a participatory action research design, the researcher also had the role of participant in this study.

3.4.1. Sampling

Participating instructors and students were selected by using different sampling methods. For the selection of instructors, criterion sampling was employed. Criterion sampling requires reviewing and studying the cases that meet some pre-determined criterion of importance (Patton, 2002). In this study, following criterion is assumed to be important for the selection of instructors: (i) their being interested in empowering their practices in speaking assessment, (ii) their being willing to discuss about current practices of speaking assessment in the classroom, (iii) their acceptance of having a non-participant observer in their classroom, and (iv) their consent for video-recording of their practices in the classroom.

In the case of the selection of the students, convenient sampling method which is based on the accessibility of the participants was used. Therefore, the students of the participating instructors were selected as the participants for this study.

3.4.2. Background of the Participants

The two instructors in this study were full-time teachers working at the Preparatory Program. Both of them were female native speakers of Turkish, were graduates of the English Language Teaching Department and held Masters degrees in the same field.

One of the instructors who will be referred as Taylor (pseudonym) throughout this study had 16 years of English teaching experience at the same school from the beginning of her career. She had worked in Testing Office before the time of this study. At the time of the study, she had only responsibilities of teaching to L1 students and L3 students. She indicated that she had no specific training on assessment except assessment courses she took at pre-service teacher education program.

The other instructor who will be represented by the pseudonym Bella throughout

the study had eight years of teaching experience at the time of the study. She had worked in a private university before working in this setting and took responsibilities of being an academic coordinator and syllabus coordinator. She had been teaching for four years in this school. At the time of the study, she was the instructor of one of the L3 classes and she was working as a Syllabus Office member. Besides, she was a PhD student at the English Language Teaching Department. Same as Taylor, Bella stated that her professional knowledge on assessment was limited with the pre-service courses.

L3 students were also participants of this study. All of them were the students of English Language Teaching Department. Some of them had scored well on mid-term proficiency exam and started to attend courses at their departments. In order to balance the population of the classes, three L3 classes were rearranged and there remained only two L3 classes. Therefore, they could only be observed in second term after their consents were gathered.

Lastly, as the participatory action research tenets suggest, the researcher was a participant in this study. She had graduated from English Language Teaching Department and had been working as a research assistant at the same department. She held Masters degree in English Language Teaching Department and was pursuing a PhD degree in the same field. She had eight years of experience in teaching various theoretical courses at the ELT departments. The role of the researcher in this study will be explained in detail in the next section.

3.5. The Role of the Researcher

The position of the researcher in this participatory action study is defined as “outsider in collaboration with insider” (Herr & Anderson, 2005) because the researcher was the initiator of the study and she invited the instructors to take part in this study. In spite of being an outsider, she negotiated equal power relationship with participants before and during the group meetings. She is also active participant of the group meetings and brings her own philosophy, experience and understanding to the discourse of discussions (Dickson & Green, 2001).

3.6. Data Collection: Instruments and Procedures

The data collection instruments used in the study were video-records of discussion sessions, reflection reports of instructors, KWL charts, semi-structured interviews, open-ended questionnaire, video-records of lesson planning sessions, classroom observation and audio/video-records of classroom practices and researcher journal. The data collection instruments used in the study were shown in Table 3.

Table 3

Data Collection Instruments used in Study

First Phase (before the discussion sessions start)	Second Phase (during the discussion sessions)	Third/Follow-up Phase (after the discussion sessions had ended)
▪ Semi-structured interviews ▪ Classroom observation and audio-records of classroom practices ▪ Researcher Journal ▪ Speaking course materials	▪ Video-records of discussion sessions ▪ Reflection reports of instructors ▪ KWL charts ▪ Classroom observation and video-records of classroom practices ▪ Semi-structured interviews ▪ Researcher Journal ▪ Speaking course materials	▪ Semi-structured interviews ▪ Video-records of lesson planning sessions ▪ Reflection reports of instructors ▪ Classroom observation and video-records of classroom practices ▪ Open-ended questionnaires ▪ Researcher Journal ▪ Speaking course materials

The data which aims to help to understand the transformative journey of English language instructors through their conceptualisation of a new method of speaking skill assessment was collected by video-records of discussion sessions, reflection reports of instructors, KWL charts, classroom observation and video-records of classroom practices, and semi-structured interviews. Furthermore, the data concerning the reflection of English language instructors' application of their conceptualisation of

method in the classroom was gathered by means of semi-structured interviews, video-records of lesson planning sessions, reflection reports of instructors, classroom observation and video-records of classroom practices, and open-ended questionnaires. Moreover, open-ended questionnaires and semi-structured interviews were utilised with regard to students' reflection on the application of a different speaking skill assessment in their speaking classes. A researcher journal was also kept by the researcher throughout the data collection process. Data collection instruments used to answer each research question of the study were displayed in Table 4.

Table 4

Data Collection Instruments used to Answer Each Research Question

Research Questions	Data Collection Instruments
1. What are the instructors' contextual and personal limitations concerning speaking assessment and instruction in their classrooms?	▪ Semi-structured interviews ▪ Classroom observation and audio-records of classroom practices ▪ Video-records of discussion sessions ▪ Reflection reports of instructors ▪ KWL charts
2. What are the transformative learning experiences of English language instructors during their engagement in participatory action research sessions?	▪ Video-records of discussion sessions ▪ Reflection reports of instructors ▪ KWL charts ▪ Classroom observation and video-records of classroom practices ▪ Semi-structured interviews ▪ Researcher Journal
3. Do the instructors take action to implement DA in their speaking classes? If so,	▪ Semi-structured interviews ▪ Video-records of lesson planning sessions ▪ Reflection reports of instructors
a) What are the observed changes in their pedagogies?	▪ Classroom observation and video-records of classroom practices
b) What are the transformative learning experiences of English language instructors after their implementation of Dynamic Assessment?	▪ Researcher Journal
4. What are the reflections of the students on speaking courses in terms of their oral proficiency development and the impact of their instructors' instruction and assessment practices?	▪ Open-ended questionnaires ▪ Semi-structured interviews

Each data collection instrument used in the study will be elaborated in the sections below.

3.6.1. Video/audio Records

The discussion sessions with the participating instructors were video-recorded. The data obtained through recording the verbal discourse of these discussion sessions was the initial source of this dissertation study. Under the light of the analysis of the instructors' comments on the targeted topics/issues, transformative experiences of instructors were aimed to be elicited. The discussion sessions lasted for nine weeks, so the total duration of the video-records of the discussion session was 21 hours. At the end of nine weeks, sessions were organised for two more weeks in which instructors discussed about how they might put their new conceptualisation into practice. These sessions were also video-recorded for the practice-based phase of the study. Moreover, the practices of instructors in the classroom and their interactions with the students were video/audio-recorded. Although, the researcher was formally allowed to video-record the speaking classes in these classrooms by the school, the consents of the instructors and students were gathered beforehand the recordings, which was thought to be essential.

3.6.2. Reflection Reports

Another source of data is reflection reports gathered from the instructors. Shortly after each discussion session, the researcher asked the instructors to fill in a reflection report by an e-mail. In this report, the instructors were requested to reflect on the content of the discussion session and their experiences in the session. In order to facilitate their reflection on the topic, the researcher posed some questions in the report and asked instructors to reflect on the issue by answering these questions. The reflection reports were not only the data delving into instructors' experiences in this action research study but also source for the researcher to determine the content of the upcoming discussion session.

3.6.3. KWL Charts

A KWL chart is a graphical illustration designed for learners to help them organise information before, during and after an intervention. Mainly used as a reading strategy,

Ogle (1986) stated that it is a helpful strategy for individuals to be mentally active during and after reading activity. Although KWL charts have often been used for making learners active during reading or encourage them to read a text, they were used in this study for (i) guiding instructors during their interactions with reading materials (ii) gathering data about their prior knowledge on the topic under discussion and (iii) gathering data about their awareness of their constraints and transformative experiences of them on the way of changing their practices. During data collection procedure, they were asked to fill into the K column which stands for “What I Know” before they start reading. This column was thought to illuminate on the prior knowledge of the instructors regarding the relevant topic. The instructors were also asked to fill into the W column standing for “What I Want to Learn” before they start reading the provided material. The aim of this column was to elicit the curiosity of instructors which encourage them to be aware of the limitations on their practices. Finally, L column standing for “What I Learnt” was requested to be filled by the instructors. The intention of the data collection is not to understand what they learnt from the material they read as the name suggests, but to highlight the new information they gained, which will guide the upcoming discussion session.

3.6.4. Semi-structured Interviews

The instructors were individually interviewed after the practice-based phase of the study concerning their reflection on their own transformation. Semi-structured interviews were used as a data collection instrument as they allow the researcher to provide prompts to make interviewee extent, elaborate, clarify, give detail or qualify their responses (Cohen et al., 2007; Patton, 1980). Therefore, more-detailed, comprehensive and rich data concerning the transformative experiences of instructors was considered to be obtained by means of semi-structured interviews (Cohen et al., 2007). In addition, semi-structured interviews were used to interview volunteered students out of the population of two L3 classes. Their experiences in speaking classes, and their reflections on the methods of their teachers were revealed through the analysis of the responses. All interviews were conducted in Turkish, and they were transcribed and translated into English before the data analysis process.

3.6.5. Classroom Observation

In order to collect data about how instructors practice speaking instruction and assessment in the classroom, their classes had been observed and video-recorded for 28 weeks throughout the 2016-2017 academic year. During the first weeks, the aim of the classroom observation is to understand the practices of instructors within the aim and the context of a speaking course. In the following weeks, the aim of the observation evolved to understand the changing practices of instructors as these weeks were going in parallel with the discussion sessions. Towards the end of the year, instructors decided to take action and apply DA in their classrooms, and then the focus of the observation became to understand how instructors made the meaning of the DA method and how they theorised the application of it. The researcher filled in the observation sheet during the observed classes, she also wrote her reflection on the courses in the Researcher Journal. Further, instructors were invited to reflect on their practices in classes in the following discussion sessions.

3.6.6. Open-ended Questionnaire

The data about the reflection of L3 students' on the speaking classes, their teachers' practices in these classes, and the implementation of DA was collected through the open-ended questionnaire at the end of the academic year. Open-ended questions were utilised as they led students to express their opinions in their own way, which resulted in more unexpected data (Mackey & Gass, 2005). In regard to L3 students' reflections, more-detailed data was tried to be elicited by semi-structured interviews following the conduction of open-ended questionnaires. However, the questionnaire is supposed to be a useful data collection which did not intimidate the students in the first place. During the data collection process with questionnaire, only the researcher was in the classroom because the existence of the instructors was considered to affect the responses of the students. One week after the completion of questionnaires, only volunteered students were invited to interviews to elaborate on their responses in the questionnaire.

3.6.7. Speaking Course Materials

In order to understand the context and the expected outcomes from students in speaking courses, the materials prepared by the Syllabus Office were examined. In the second

term, instructors decided to organise course content and outcomes on their own independently from Syllabus Office, which provided them to prepare their own new lesson plans and materials. Thus, in the implementation part of the study, the materials and lesson plans prepared by the participating instructors were analysed.

3.6.8. Researcher Journal

From the beginning of the study, the researcher had kept a journal in which she noted down her own reflections on the context under study, instructors' practices in speaking classes, the discourse of the discussions and the transformative journey of her own and participating instructors. Based on the reflection of the researcher, researcher journal helped the organisation of the contents of the discussions along with the reflection of two instructors. In addition, the themes regarding the transformative experiences of the researcher emerged under the light of the data in researcher journal.

Data collection instruments have been introduced in detail so far. In the following part, the data collection procedure is presented.

The data collection process had started in 2015-2016 Academic Year. In the first phase, the intent of the study was shared with the instructors in the school after the required permission was received from the school administration. Among them, two instructors shared their interest in their own investigation of speaking instruction/assessment and learning about a new method to apply in the classroom. Upon their consent, they were requested to call the researcher in one of their courses in which they cover speaking skill in their classroom. Herein, it is necessary to highlight that there was no separate course of speaking in this academic year; instead, speaking skill was covered in speaking sections of the coursebook. In addition, speaking skill of the students was summatively assessed in the institutional proficiency exam. By observing these courses, it was aimed to understand the context of the school, and the instructors' practices of speaking skill instruction and classroom assessment with this context. Moreover, both the researcher and the instructors started to know each other more closely in this process. Thanks to the reciprocally developed academic rapport among the group, the power relation became more negotiated, which enabled the acceptance of an outsider (researcher) in collaboration.

The actual beginning of the data collection process had started in 2016-2017 Academic Year when a change in the school programme and syllabus was observed.

That is, the course content was separated into three parts: coursebook course (16 hours a week), academic skill course (8 hours a week), and speaking course (2 hours a week). Also, the speaking part of the proficiency exam was removed; rather, speaking skill was decided to be assessed in process over 15 points by averaging the points that the instructors give for each student over 15 points in each speaking class. The participating instructors were charged for two hours of speaking courses of L3 classes each week among their other duties. Because of these changes, the first weeks of the classroom observation based again on understanding the newly established system, objectives of speaking courses, and instructors' practices within this new context of speaking classes. The first classroom observation took place on 3rd October 2016 after two weeks of orientation program conducted for the students. Before the first observation had started, students were informed about the content, objective, duration of the study, and the intent of video-record in their classroom and they were told to sign the informed consent forms if they agreed. All the students in two L3 classes agreed to participate in the study, signed the forms, and received a copy of the signed form. The classroom observation had lasted till the end of the year. Classroom observation could not have been conducted in the exam weeks and national holidays when there were no courses.

The first discussion session was organised on 30th September 2016. Before every session, the instructors received an e-mail informing the content of the discussion. One week before the session, the researcher sent an e-mail to instructors to which she attached the related documents and a KWL chart. The instructors were asked to read and examine the materials, and fill into K and W columns of the KWL chart. The discussion sessions were held on Fridays during nine weeks. It was not possible to organise meeting in every week of the first term because of the personal and professional schedule of the participants.

At the end of the nine weeks of discussion sessions, the instructors were asked whether they would like to implement DA in their speaking classes for the second term. They accepted the idea, and decided to plan the content of the second term within the tenets of DA methodology. It should be noted herein that the syllabus of the school enabled the possibility of planning L3 speaking course content and plan to the participating instructors. Therefore, two more discussion sessions were organised when the instructors planned the content and implementation of upcoming speaking courses for the second term. At the end of the sessions, they decided to work on three different domains of language and skills. They prepared lesson plans and materials and decided

to work for the determined outcomes by applying DA in their classes. Although the outcomes of the courses and content were the same for two L3 classes, two instructors decided to implement different formats of DA, which will be discussed in detail in findings part. The practices of both instructors' implementation were observed during the term and their reflections were gathered just after their implementation.

At the end of the academic year, two instructors were interviewed individually on their reflection of their own journey of conceptualisation and implementation of a DA method of instructing and assessing speaking skill. Moreover, all L3 students filled into a questionnaire which involved questions regarding their experiences of speaking courses, and their ideas on the effectiveness of these courses. Out of the population of two L3 classes, volunteered students were also interviewed in order to delve more into their reflections on the speaking courses.

3.7. Data Analysis: Methods and Procedures

Qualitative data analysis was employed in this study as means of data analysis. Qualitative data analysis involves organising, examining and interpreting the patterns, themes and categories in a textual data and understanding how the participants define them (Cohen et al., 2007; Creswell, 2012). The data analysis of this study began in the data collection process during when the preliminary analysis was conducted, patterns of meaning in dataset were identified and examined on a weekly basis to organise the content of the upcoming week as the cyclical process of action research suggests.

Moreover, as a qualitative data analysis method, thematic analysis was utilised in this study. As defined by Braun and Clarke (2012), thematic analysis "is a method for systematically identifying, organising, and offering insight into patterns of meaning (themes) across a dataset." (p. 57). In addition, Braun and Clarke (2012) outlined six phases to be followed throughout thematic analysis, which guided the data analysis procedure of this study. Therefore, the first phase employed in the data analysis procedure was *familiarising yourself with the data* which was practised by the transcription of all the verbal data into text, translating Turkish-conducted-discussion session and interviews into English and typing the written data (e.g. KWL charts) on computer. While transforming the spoken data into written text, the following conventions in Table 5 were used.

Table 5

Transcription Conventions used in the Study

(unint.)	unintelligible
(laugh), (coughs), (sights), (clears throat)	non-verbal utterances were included into parentheses
...	three ellipses indicated omissions between or within sentences
,	comma indicated the end of a clause or phrase
.	period indicated the end of a sentence
[]	the text between square brackets indicated the missing (intended) meaning in spoken data
?	question mark indicated a question either by intonation or syntax
*	star indicated an error

The spoken data in particular to discussion session was in the form of exchange dialogues between participants, which was kept in its nature in order not to miss any contextual meaning in coding. However, a personal dataset for each individual was also composed including their verbatim in the discussion, individual interview transcriptions, KWL charts, and reflective journal entries with an attempt to grasp the individual meaning-making process of instructors throughout the study. When the transcriptions and typing were completed, the data was read and re-read many times by the researcher to be familiarised with the data. Later, in the second phase of *generating initial codes*, the relevant features in the raw dataset were segmented into codes by using different highlighting colours, tags and names and they were collated in a separate file. An inductive/data-driven approach was adopted in coding procedure thus coding was applied on the entire dataset. In the next phase of *searching for themes*, overarching thematic categories were sought by considering the codes that potentially fell under these categories. When the thematic categories (or themes) were identified along with the codes grouped under them, sub-themes emerging from the codes in the individual datasets of participants were also searched for with an aim to analyse the individual experiences that the instructors live throughout the study. Next, in the fourth phase of *reviewing themes*, the candidate themes identified in the previous phase was refined. That is, the candidate themes were considered again in terms of their differences from each other, coherence of patterns that extracts had under each theme, and the validity of individual themes across the dataset (Braun & Clarke, 2012). Following the neat

identification and organisation of the themes, the next phase required *defining and naming themes*. In this phase, the identified themes were concisely named by considering the overall ‘story’ that the theme would present and the interest of meaning that the extracts under the theme carried. The codes, themes, and the relevance of codes under the given names of themes were discussed with the supervisor of the thesis and the two other experts in the field, thereby the validation of the codes and themes were enabled as much as possible. The final phase of thematic analysis was outlined as *producing the report*, which involves producing the report of the analysis. In doing so, the final analysis was reported in the findings section of this dissertation by embedding extracts from dataset and interpreting the analysis results in line with the research questions, theoretical background of the study and the related literature on the topic.

The above-mentioned phases of thematic analysis were recurrently employed for the data corpus composed in each week of the study. Therefore, the data were analysed simultaneously during data collection process. The theoretical phase of the study had lasted for eight weeks and data corpus for each week involved classroom observation, discussion session verbatim, KWL charts and reflection entries of the participants. In parallel with the action research design of the study, weekly-based analyses were conducted for the theoretical phase of the study. In addition, within the data corpus of each week, individual data corpus was compromised for the individual participants of the study. In the initial coding phase, therefore, the broad themes were determined according to the patterned codes in the entire data corpus. Under these broad themes, sub-themes were sought within the personal data corpus out of the entire data corpus of the week. For example, *reflection after action* might have been identified as a broad theme including extracts related the reflections of the participants. However, the meaning of extracts differed in the personal data corpus of the participants –i.e. while Taylor might have had *positive reflections on her course practices*, a *dissonance* might have emerged as a sub-theme in the personal data corpus of Bella. This kind of multiple analyses was required in this study as the epistemological and ontological frame of sociocultural learning argued that “in order to understand human learning ... one must look at the social activities that the individual engages in and see how they reappear as mental activities in individual” (Johnson, 2006). Therefore, in the data analysis procedure, both the socially-structured broad themes and the individual-based sub-themes were attempted to be figured out.

The practical phase of the study following the theoretical phase lasted nine

weeks and obtained data corpus involved classroom observation, reflection journal entries and individual interview verbatim. As in the theoretical phase, shared and individual data corpus were studied and analysed. The final data corpus of the study was compromised by the open-ended questionnaire responses and interview verbatim of the students in order to understand their reflections on Dynamic Assessment implementation in their classes as questioned by the fourth research question of the study.

It must be noted that the thematic analysis employed in this study was conducted at the latent or interpretative level of analysis in which the underlying ideas, assumptions and conceptualisation of participants were interpreted by going beyond the description of the extracts at the semantic or surface level. Therefore, the analysis was mainly based on the interpretation of the researcher at the outset, but as the participatory position of the research design informed, the codings and interpretations were discussed by the participants on the weekly basis, and their comments on the interpretation were acknowledged in the writing process of the report. In contrast to quantitative research methods validating the quality of a study by its reliability, validity, and objectivity, qualitative research methods rely on the criteria of creditability, transferability, dependability, and confirmability to validate findings and interpretations of qualitative data (Creswell, 2012; Lincoln & Guba, 1985; Miles & Huberman, 1994). The trustworthiness of this study was ensured by various strategies to meet the validating criteria of qualitative research.

Creditability refers to the ‘truth’ of the findings in terms of their appropriate representation of realities within the context. In order to achieve creditability of the findings in this study, the context of the participants, as well as the context of the study, the participants, and data collection methods and procedures, were described in detail within the frame of methodology section of this dissertation. In addition, the analysis of participants' idiosyncratic conceptualisation during the cycles of action research was analysed and displayed through embedded extracts throughout the findings section of this dissertation. Further strategies such as *prolonged engagement*, *triangulation* and *member checking* were also employed to enhance the creditability of research findings of the study.

Prolonged engagement refers to spending a prolonged period of time at the research site in order to understand the cultural and contextual dimensions of the research context, overcome any possible distortions introduced by the presence of the

researcher and enable the rapport between researcher and the participants. (Guba & Lincoln, 1982). In the context of this study, the researcher spent three academic semesters in the setting of School of Foreign Languages and started to interact with the participating instructors, observed their courses, and examined the related documents about the instruction and assessment policy of the school. In the first term of this process, the existence of researcher in the school setting of School of Foreign Languages was only for the development of rapport between herself and the participants and the understanding of multifaceted components of the school. The data collection phases started after required rapport was established thus the credibility of the study was considered to be enhanced by means of using prolonged engagement strategy.

In this study, *triangulation* was also used to validate and cross-check qualitative data findings and interpretations by means of collecting data from various data sources (Denzin, 1978; Guba & Lincoln, 1982). Various data sources involved in this study were video-records of discussion sessions, reflection reports of instructors, KWL charts, semi-structured interviews, open-ended questionnaire, video-records of lesson planning sessions, classroom observation and audio/video-records of classroom practices as well as researcher journal. Furthermore, the data was collected from the students in instructors' class as well in order to provide evidence from a different stakeholder of instruction/assessment process, which was considered to contribute to the validity of the analysis (Creswell, 2012).

Member checking is one of the strategies to apply for enhancing the validity of the qualitative data analysis. It involves sharing data transcriptions, analysis and interpretations with members of participants from which data were collected so that they can check the creditability of the data (Creswell & Miller, 2000; Guba & Lincoln, 1982; Miles & Huberman, 1994;). In this study, data transcriptions, as well as their translations into English, were shared with the participants to confirm whether the same meaning was conveyed with the written transcriptions and the translations or not (Creswell & Miller, 2000; Guba & Lincoln, 1982). Members of participatory research group were also invited to check the analysis results and interpretations even in the dissertation writing procedure.

As the final strategy of validating qualitative research findings, *referential adequacy materials* were collected. These materials included syllabus materials of speaking classes, extra materials that the instructors incorporated into their courses, audio recordings collected in the initial phase of the engagement, documents related to

the previous/current policy of the school regarding the instruction and assessment. As suggested by Guba and Lincoln (1982), these materials were archived without analysis, and they were used as referents when the researcher needed in the analysis procedure. Therefore, they were considered to contribute to the validity of the researcher's interpretations of the analysis results.

Other than the creditability of the qualitative data analysis, *transferability* was also considered in this study to enhance the validity of research findings. Transferability refers to external validity in quantitative studies, which “is concerned with the extent to which the findings of one study can be applied to other situations” (Merriam, 2009, p. 223). In qualitative research, however, the research findings were specific to the research field and unique cases under study thus they cannot be generalised (Shenton, 2004). Nevertheless, transferability can be pursued in qualitative studies by means of ‘thick’ description of the research context so that a reader in a similar context can infer such a transfer (Guba & Lincoln, 1982; Shenton, 2004). In this study, transferability was established thorough elaborate description of the whole study including research paradigm, research design, research setting, the background of the participants and the researcher as well as data collection and analysis methods and procedures. In addition, the the DA contents implemented through the weeks of participatory action research was provided in the appendices (see Appendix 4) thus inquirers in pursuit of empowerment regarding DA in a similar context might transfer the module in their setting. By facilitating transferability construct, it was also aimed to help readers to understand all the components of the study to determine to what extent the findings of the study could be applied to their context.

Dependability refers to consistency and dependency of the results in qualitative analysis (Merriam, 2009). Although it is not possible for a researcher to gain the same results by replicating a qualitative study, dependability issue can be addressed by a rigorous report of a qualitative study to enable “a future researcher to repeat the work, if not necessarily gain the same results” (Shenton, 2004, p.71). In this study, dependability construct was rendered by a detailed description of research design and its implementation as well as data collection procedures (Shenton, 2004). Moreover, as suggested by Lincoln and Guba (1985), ‘overlapping methods’ were incorporated in data collection procedures including both individual interviews, video-records of discussion sessions, and open-ended questionnaires, which was considered to facilitate dependability of this study.

Confirmability which refers to objectivity in quantitative research designs was also addressed in this study to ensure the trustworthiness of the study. Confirmability involves making sure that the study's findings "are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher" (Shenton, 2004, p. 72). To this end, detailed methodological descriptions were provided in methodology section and the beliefs underlying decisions of the researcher were included in order to reduce the researcher bias. In addition, triangulation was acknowledged in ensuring confirmability of the study applied, which was applied by multiple data sources in this study. Finally, 'audit trail' was employed in this study via the step-by-step observation of an auditor who verified that each finding emerged out of the original data (Guba & Lincoln, 1982). The auditors of this study were the supervisor of this dissertation and the thesis committee members who audited findings on a regular basis, which was considered to contribute to confirmability of the study by reducing the researcher bias in the analysis of data.

3.8. Ethical Considerations

Ethical considerations are central to action research studies, which focus on the experiences and reflections of the participants (Merriam, 2009; Creswell, 2012). To the end of ensuring ethics in action research, the issues to be considered involve voluntary participation, informing the participants about the research objectives, obtaining the consent of the participants and involving participants collaboratively in all phases of the study (Creswell, 2012). In this study, before initiating any phase, the required permission was gathered from the research setting (see Appendix 1). Later, the instructors were informed in detail about the content, design, and implementation of the study before the beginning of data collection. They signed an *informed consent form*, which indicated their willingness to participate in the study. The informed consent form included information about confidentiality of their identity and personal information, their responsibilities in the study, and their rights of withdrawal (see Appendix 2). Moreover, the students of the participating instructors were orally informed about the research procedure, the existence of the researcher and the camera in their classes in the first lesson after the orientation weeks of the school. The *informed consent form* was also obtained from each student in the classroom (see Appendix 3). Furthermore, the participants were ensured about the confidentiality and security of their information. To

this end, pseudonyms were used for the original names of the instructors and students were addressed with the initial letter of their names even in the verbatim of the instructors.

The confidentiality was also enabled by keeping the obtained data secure without using it other than the research purposes. The relationship between the participants and the researcher was built on rapport which required researcher spent a prolonged period with the participants in the research context without collecting any data for analysis. Moreover, there was no incidence experienced in which any of the participants reported or signalled any feelings of pressure stemming from the existence of the researcher or the context of the study.

Finally, the participants were involved in all phases of the research in this study. That is, they not only participated in the theory and practice-based phases of the study as practitioners but also joined to the data reduction and analysis through member-checking. Guided by the participatory action research design of the study, the full voluntary involvement of the participants in the research was enabled to a great extent in order to ensure ethics in this study.

CHAPTER IV

FINDINGS

4.1. Transformative Learning Experiences of Instructors

In this section, transformative learning experiences of instructors during the weeks of participatory action research will be analyzed. The aim of this analysis is to display the meaning-making process of participants during when they acted in a transformative discourse of participatory action research. The emerging themes during and after the study will be presented according to the real timeline of the action research in order to reflect the experiences of each participant in the process.

4.1.1. Transformative Learning Experiences of Instructors during Action Research

Transformative learning experiences of instructors during action research will be presented weekly in the following sections.

4.1.1.1. Week 1

In Week 1, the data was collected through classroom observation, group session discourse, researcher journal, reflective reports of the participants and KWL charts. The findings obtained as a result of the analysis of Week 1 data are presented below.

First of all, the week had started with classroom observation of speaking courses of both instructors. In Week 1's unit content, teachers were asked to cover two tasks in the classroom. The first task required students to fill in the columns about "What do you think of when you think of something that is..." regarding various adjectives like "fast, delicious, healthy". Then, students were asked to compare their answers with their pairs and fill another column with the ideas of their pairs. In the second task, topic cards were provided to students and they were asked to work in pairs to talk about these topics and to use at least two adjectives from the first task. There was no criterion provided for the assessment of the students' performance.

In terms of teacher practice, both instructors conducted the assigned tasks of the syllabus; however, several differences in practice were observed. Taylor (pseudonym), for example, applied pair work in the classroom and she moderated the students by moving around the classroom. Therefore, it was not so much possible to observe

teacher's feedback. Just after the class, Taylor was asked about her criteria of in-class assessment, and her response was noted down in the Researcher Journal as follows:

After the course, I had the chance to talk with the teacher and asked her criteria for in-class assessment. She [Taylor] stated that what's important for her is their effort to speak and she would give the highest mark to all of them except from the ones who did not show any effort or turned back to Turkish while speaking (Researcher Journal).

In Bella's (pseudonym) classroom, she covered the tasks as a whole class activity; therefore, it was easier to observe her feedback acts to the inaccurate productions of students. Students were observed to have grammatical and pronunciation mistakes and Bella's feedback was in the form of recast in most cases. When she was asked about her criterion for the assessment requirement of the course, she stated that she mostly evaluated the effort of speaking and fluent speech. The observation of the Researcher regarding the class observation was noted in her journal as follows:

The tasks were same as Taylor; however, she chose to speak with students one by one, so it was easier for me to observe both feedback of teacher and zone of the actual development of students. Students made mistakes which were generally grammatical and pronunciation mistakes. The teacher generally delivered feedback to misuse of grammar and pronunciation mistakes by recasting the right form; however, it remains unresolved to what extent these recasts worked in the potential zone of the students. One particular example is one student's mispronunciation of the word "comfortable", teacher recasted the right form and the student nodded (accepting the mistake but did not reproduce it). After a while one other student repeated the same mistake which indicates that teacher's feedback did not work even in group's zone of proximal development. After the course, the criteria of the teacher was asked and she stated that she mostly evaluated the effort of speaking and fluency (Researcher Journal)

In the session, when she was asked to elaborate on her recast acts in the classroom, she underlined the inefficiency of her feedback as explicitly seen in the following excerpts:

The only thing I did was recast. [The students] said and I repeated [the correct form] but I realized that [they could not benefit from it]... [The student] can hear me in no way; that's why I concluded [that] [the student] was too anxious [while speaking]...[the student] was too focused on [what to say] not on the feedback I delivered (Bella, Group Discussion Session)

Following the speaking courses of instructors, participants gathered for the session. The objectives of the Week 1's session were determined by the researcher as:

- (i) to introduce training schedule, give detailed information about data collection tools, and recall responsibilities of each participant in the discourse,
- (ii) to introduce basic terms used in literature of educational assessment in general, and language assessment in particular in order to enable shared language in the discourse, and
- (iii) to discuss on formative mode of assessment.

In the first week of the participatory action research session, six main themes emerged: *reflection on their speaking assessment, speaking course policy of the syllabus, beliefs of speaking assessment, reflection on previous understanding of different forms of assessment modes, the need for theoretical knowledge, and negative criticism for students*. In the discourse of group discussion, the first two themes, *reflection on their speaking assessment* and *speaking course policy of the syllabus*, emerged as interrelated in some constructs. For instance, both instructors stated that their feedback acts were limited in the classroom because the syllabus required instructors to enhance students' production without any interruption in students' production. In the following Bella's excerpt, it was obvious that she was indecisive about how to act in giving feedback, and how she felt restricted in her repertory of feedback modes:

...I do not know what to do... the reason why [a student] could not hear me [was that] [he/she] might have been getting ready to produce the next sentence... [I] did not want to stop the student because it would interrupt the speech ... [the interruption] and [focusing on] the accuracy was not in the nature of syllabus. I do not know (Bella, Group Session Session).

Frankly, I do not know other [modes of] feedback rather than recast in speaking ... I do not know any other method which teaches the right utterance [to students] in a friendly way (Bella, Group Session Session).

In Taylor's case, she acted in parallel with the requirements of the syllabus, too. When asked about how she reacted to the inaccurate productions, she stated that she did not do much as shown in the following excerpt:

I did not correct many [inaccurate productions] in fact... what's important for me is fluency, I assess whether the message is delivered in the right way; therefore, I focused on these points... but how I would want to be corrected if I tried to speak in a foreign language was a difficult question... if I was interrupted anytime I made a mistake, I would not like it and probably I would be demotivated (Taylor, Group Discussion).

Session).

Under the light of the instructors' reflection, it can be concluded that they were content with the policy in terms of enhancing students' production without correcting the mistakes probably because they did not know how to act if another way was requested. As stated by Bella, her knowledge was restricted to providing recasts only and she was indecisive about how effective her recast acts. On the other hand, Taylor had an agreement with the policy by focusing on the fluency. With regard to correcting students' mistakes, she justified her disagreement by putting herself in students' shoes rather than providing a theoretical justification.

As a member of syllabus office, Bella explained the policy of inclusion of speaking courses in the syllabus as follows:

... starting point [of the speaking class idea] was the speaking club in fact, [last year] speaking club was initiated but it [was not taken seriously] therefore we decided to cover speaking skill in syllabus because [speaking skill] was not covered in proficiency [exam] and instructors tended to skip those parts. [Thus] it is systematic in fact (Bella, Group Session).

Although Bella thought that it became systematic when speaking skill was covered in a separate course, Taylor did not agree, as she stated that the problem was about the course's lack of objectives:

When [instructors] were dependent on the coursebook, it was more purposeful because the topic of the unit was obvious [for example] the topic was "starting a conversation" or "interrupting a person" and the speaking was about that topic ... as we go over the [prepared/...] materials now, it will not be that systematic but it can be if [the materials] can be organized well (Taylor, Group Discussion Session).

As seen in the following excerpt, this stated problem of 'lack of objective/criterion' was observed to make the assessment process difficult for Taylor.

[according to which criterion] will I give feedback; how will I evaluate the [learning] process of the students? (Taylor, Group Discussion Session)

As a result of the discussion, a dilemma was started to ripen. That is, there were two-hours of speaking class each week, which had started as a speaking club to encourage students' speaking. However, the course required instructors to assess students' speaking formatively in each course. Naturally, both instructors, particularly Taylor, had difficult times to understand how to assess students. Bella, on the other hand, believed that giving marks is a requisite to make students speak in this course but she believed that every student could not get 15 points over 15 points in order to enable

credibility of the assessment, which was voiced in the following excerpts:

... if I gave 15 [points] to everyone, it would not be [credible] for the next semester because the students would know that everyone gets 15 points even when they do not speak

... this course is ... completely for their own sake. Ok, there was a point [criterion] in this course but it must be (Bella, Group Discussion Session)

As a result, it evolved that the only aim of the course was to motivate students to speak and there was assessment requirement just for encouraging students to talk in English. In that case, the mode of the assessment cannot be defined as a formative assessment. Regarding this point, both instructors were observed to position themselves in different places; that is, Taylor expressed her discomfort with the course's 'lacking of objective/criterion' but she kept her faith for further developments in materials. However, Bella was in the position of defence by explaining the policy of the syllabus for speaking course.

In contrast, an agreement of both instructors was observable in another main theme of *beliefs of speaking assessment*. They both stated that the accuracy couldn't be their focus in speaking assessment in the following excerpts:

... there should be fluency...the only criterion [of mine] is [the student's] ability to tell. Participation is important to me. Speaking is [okey] but how to speak is also important; that is, I do not like when [the student] speaks slowly and in the same intonation. I [search] for an enthusiasm to speak (Bella, Group Discussion Session).

I also never care about accuracy in oral exam... [In oral exam] grammar is the part where I had the most difficulty in assessing. I do not like grading grammar [therefore] if it is possible, I ask another jury member to grade grammar part and I choose to grade pronunciation. But, [in classroom assessment] I do not have such a chance, ... so I try to develop my own assessment criteria rather than using the assigned one for years and I give the least points to grammar (Taylor, Group Discussion Session).

As it was explicit in above excerpts of the instructors, they prioritized accuracy over fluency. However, the instructors' conceptualization of accuracy is limited to the syntactic form of the language. For example, in Taylor's excerpts, she stated that she was happy while grading pronunciation but not grammar indicating that inaccurate pronunciation was not covered in accuracy construct of Taylor. In addition, no emphasis was observed on the functional or semantic accuracy of students' spoken production.

Related to the topics of the week, which were mainly about the definition, and practices of summative and formative assessment, it emerged that the instructors knew

the definition of both assessment modes but they did not have a deeper knowledge in practice in particular to speaking assessment. Taylor stated that they were more experienced in tracking the use of feedback in writing skills by means of portfolio assessment as seen in the exchange below:

Researcher (M hereafter): ... do you observe the use of the feedback in the process by the students when you deliver feedback... do you have any such experience in practice?

T: We are more experienced in writing frankly...I, for instance, warn [students repeatedly] and give feedback ... when [students] insist on doing the same mistakes, I note down feedback in Turkish along with angry emojis which makes [students] shocked (Group Discussion Session).

In her reflection after the session, Taylor stated that she learned about the practical problems regarding formative assessment although she had thought that formative assessment was a better way of assessment just because it was popular. Her reflection was presented below:

I learned this week from the articles we have covered that there's a controversy over FA. This shocked me because I thought this was the ideal way of assessing ('cause [*sic*] it's the latest trend and the latest trends are usually the best ones you know :)) [*sic*]. So I realized there are problems in practice of FA because since we assess progress, it's inevitably subjective as what [*sic*] one understands from progress can be different (Taylor, Reflection Journal Entry).

According to Taylor, the similar subjectivity of formative assessment could be observed in institutional practices of all instructors. Referring mainly to portfolio assessment of writing, she stated the existence of individuality mainly because assessment criteria were dictated by the top. The following excerpt displayed her ideas on this topic:

In our practices at the institution, teachers try to do the assessment in the same way while using FA. But then we cannot internalize the assessment system because it comes from the top. The result is we keep changing our criteria, and some of them I don't even want to use. Then I come up with my own criteria and start to take initiatives. Then everybody does things their own way and FA becomes subjective. This cycle goes on. I thought at first this shouldn't be so, there should be standards and we should obey the criteria but through years I have learned that experience changes our ideas and consequently our practices. So, I thought different practices of FA was [*sic*] a big mistake but after reading the articles I understood that this was, in fact, a common problem.

So, should we keep using FA and let the problem keep its existence or should we go back to SA, or try to find out another kind of assessment? I wish I could be the one to solve this problem, but I'm not sure. Still, let's cross our fingers :)) [*sic*] (Taylor, Reflection Journal Entry).

For Bella, similar to Taylor, she had negative connotation regarding summative assessment. She stated that her practices of formative assessment were limited to assessing writing and she could not be sure whether that one was a real formative assessment. An excerpt from the reflection report of Bella was presented below:

Yes, I have learned how SA and FA is [sic] intertwined and cannot be separated completely and how they affect each other. I have realized that summative assessment is not something to be avoided and cannot be said less effective if implemented properly and accordingly. About contradictions, I cannot say that what I have learned contradicts with my prior knowledge but mostly they complete the related theories in my mind. My practices of FA are limited to writing. Peer-editing and checking the first draft of portfolios are [sic] the only practices in terms of FA. Yet, as I have to give a final grade, I'm not sure it can be considered completely as FA. Still, when I use their first draft and point out the weak areas they need to develop, I believe, in some way (Bella, Reflection Journal Entry).

It can be concluded from the session that both instructors had a negative conceptualization of summative assessment. In terms of formative assessment, their practices were limited to assessing writing in portfolio assessment but it was just grading the second draft of the written production. Thus, although portfolio assessment was a type of formative assessment in the institution, the observed progress was limited to two weeks until the students submitted the second drafts.

In the way of expanding their learning in assessment field, both instructors voiced their *need for theoretical knowledge*. The following statements were included in the theme of the need for theoretical knowledge:

In fact, [I] think [that] we [the instructors] forget most of such [theories]. We [the instructors] always think and defend that experience is enough and I am experienced so everything is going well but it seems to me [that] going back to theories is beneficial. Frankly, I felt good to see Vygotsky, feedback and scaffolding [in the materials]... (Taylor, Group Discussion Session).

The following group exchange clearly depicts how the perceived lack of theoretical knowledge made instructors feel the limitation of the system requirements:

T: The problem is there was nothing about theory in our minds, we [the instructors] directly jump in the pool and try to do something on our own and do not think about what is in the background [of the practice] ... why should we [the instructors] think about that we used [theoretical courses in Bachelors Degree] in order to pass the course, they were all instrumental.

B: In fact, we do not know [the theories]

T: ... we did not need the necessity as [we prepare students] for summative assessment

B: It was not easy to react [against] the testing policies; we accepted and acted [accordingly]

...

T: we had become a slave to system by resorting [to its policies]

B: ... we can say frankly that we complained [about policies] [but] we resorted... did we change? Did we support the one who tried to change? No, there was nobody as far as I know. I want to make my own criticism. I did not try to change ... (Group Discussion Session).

When the main themes emerged, there was one theme observed to be filled only by the constructs emerged from Taylor's dataset. This theme was labeled as negative criticism towards students. A kind of despair about the ultimate success of the students came out because she believed that students had problems in their background knowledge thus she mentioned that her actions would be helpless for the students.

I said [to the students] that how can you be in Level 1 [considering that] [the students] have been studying English since [they were students] in primary school. Still, [we are covering] 'I am, what is your name, how old are you' (laughter). I frankly say [to the students that] [it is] a shame on you. Is it possible [for students] to be at that level [considering that] they have been studying English since [they were students] in primary school (Taylor, Group Discussion Session).

Because [the students] were poor in terms of thought, although we make them study tense, function or body language, how will we fill the gap in thought? I guess there will always be a gap... therefore sometimes I feel the despair (Taylor, Group Discussion Session).

In conclusion, the emerging themes as a result of the analysis of findings obtained through video-records of first week's group session, and instructors' reflection were presented in Table 6.

Table 6

Emerging Themes in Week 1

Main Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Reflection on their speaking assessment	No feedback acts for the inaccurate productions of students	Rare feedback acts for the inaccurate productions of students only in the form of recast
Speaking course policy of the syllabus	Lack of objective/criterion	In position of defence by regarding course as a speaking club

Beliefs of speaking assessment	No assessment of accuracy in form	No assessment of accuracy in form
Reflection on previous understanding of FA and SA	Previous negative connotation of SA Previous positive connotation of FA	Previous negative connotation SA of Previous understanding of FA and SA as separate
The need for theoretical knowledge	Need for theoretical knowledge	Need for theoretical knowledge
Negative criticism for students	Negative criticism of students for their failure	<i>No theme emerged</i>

Under the light of the themes emerged in Week 1, both instructors stated their perceived lack of theoretical knowledge in teaching and particularly in assessment. The perceived lack of theoretical knowledge was observable in their previous beliefs of summative and formative assessment. In addition, a consensus was found out regarding their beliefs of speaking assessment; that is, both instructors prioritized fluency over syntactic accuracy. In parallel with their beliefs, not much correction was observed in class actions, and the observed feedback acts were limited in recasting which was voiced as the only known feedback act by Bella. The theme "negative criticism for students", which had emerged as the main one in the session, was uttered by Taylor only.

4.1.1.2. Week 2

In the second week, the task assigned to the students in L3 classes was to bring their favourite photos and to describe each photo for two minutes. The students were expected to talk about the person that took the photo, the people in the photo, the place that the photo was taken in, etc. Different from Week 1, an assessment criterion was observed in this week's content, which was stated as "the students will be graded according to their fluency". Other than this statement, no other criterion specification was provided to either instructors or students. In addition, there was an extra task that included various topic cards, and the instructors were asked to make students speak for two minutes about the topic card they had after ten minutes of preparation. No assessment criterion was presented for the extra task.

Taylor was the only instructor who covered the assigned task in the classroom.

As she notified the students before, most of them brought a photo to talk about. At the beginning of the course, after guiding students how to organize their speech while describing a photo, Taylor asked them to work in pairs and describe their photos to their peers. However, one of the students did not want to work in pairs because she stated that she did not understand anything when talking to her peer because of the noise in the classroom. The other class members supported his idea and Taylor changed pair work to individual speeches on the floor. Taylor reflected on the students' desire for the individual task in-group session uttering the following excerpt:

I generally encourage students to pair work because [I think that] there is less anxiety [in pair work] and they feel more relaxed. That is what I have been doing for years [These students] said that we did not like [pair work], there was too much noise, [and] we liked to do one by one. I was [so much surprised] because [individual speech] was the top step for me. I said ok -- - but I may not be able to cover all tasks individually because time is limited and the task may not be appropriate for individual talk--- They [the students] have to get accustomed to pair work by focusing on their own speech (Taylor, Group Discussion Session).

As seen in Taylor's excerpt, a discrepancy was found out between Taylor's beliefs of anxiety in individual talk and the students' desire to talk individually. Although she tended to cover tasks in pair works, the students were more willing to talk to the whole class. She accepted the offer of the students but she seemed to be insisted on her pair work method in the upcoming tasks.

During the students' talks, a few interruptions of Taylor were observed when the students had problems with the use of language. Because the assessment criterion provided by the syllabus office was to assess fluency of the students, Taylor was observed not to care for accuracy in students' talks. The problem observed in the content of Week 2 in particular but in the syllabus of speaking courses in general was that there was no outcome expected from the students (like "student will able to speak fluently at the end of the course") but they were supposed to be assessed on an outcome (like fluency) during the course. It was hard to understand the role of the assessment in these courses that was brought to the discussion in the session by the researcher.

In Bella's class, a free-speaking activity was observed as she forgot to assign students to bring photos to describe. First, she started with asking the student about their weekend. After that, she asked them to think about a supernatural power that they would like to have and gave them some time to think about. When the time was up, students expressed their ideas one by one. Again, the focus of Bella was on the task completion.

From time to time, recasts of Bella were observable. In one of her recast acts, she insisted on student's repetition of the provided right form. This action might be attributed to her reflection regarding her actions of recasting in the previous session.

- (i) Following the classroom observations, the group session was organized. The content of the session was determined as discussing on instructors' own reflection of their speaking courses, undermining their insistence on fluency in speaking assessment by focusing on their acts in the classroom, and
- (ii) having an introduction to the terminology of Dynamic Assessment. Before the session, the instructors received the video records of their classroom and asked to reflect on their actions in the speaking course along with a new article.

The main emerged themes from Week 2's data were *instructors' reflection on speaking course practices, assessment policy of the setting, instructors' reflection on assessment practices, instructors' need for theoretical knowledge and contextual difficulties*. The awareness that both instructors experience in Week 2 was analyzed individually within the framework of these main themes. Some similar and different themes emerged in the data of the instructors, which was presented below.

First of all, within the theme of instructors' reflection on speaking course practices, Bella indicated her reflection on the video record of her course. She criticized her acts stating that there was too much teacher talk in the classroom, which was explicit in the following excerpt:

[there was] too much teacher talk, I do not stop [but] it is my characteristic as well --- I always justify that [situation] [by considering that] I provide exposure to students while I was talking" (Bella, Group Discussion Session).

Other than her justification of teacher talk with language exposure, she stated that she felt uncomfortable when there was silence in the conversation. Although she did not interrupt students during their sentence production, she explained that she intervened in the speech after students produced a sentence in order not to experience silence.

...[the student] will say 3-4 sentences, [I] interrupted after the second sentence... I do not know whether it is called as an interruption but it was an intervention for me [because] I did not break up the sentence. --- [I] aim to trigger the production [of the student], there will be silence [otherwise]. I might keep quiet if I figure out the reason for their silence

(Bella, Group Session).

As seen in above excerpt, Bella discriminated between interruption and intervention, and she thought her acts as an intervention as she did not break up the sentence production. The aim of the intervention; however, was found out be limited to demolish an uncomfortable environment which was regarded as silence by Bella.

In Taylor's data, she also stated that she triggered the description of the students by posing some questions, but the aim undermining her triggers was just for speech production as explicit in her following statement:

... A student brought a family picture where family members were celebrating the new year, I asked questions like "do you buy presents to each other, what was the most memorable present that you ever received" just for [production] of more speech... (Taylor, Group Discussion Session).

Under the light of the above excerpt of Taylor, it was understood that the aim of the teacher was just making students talk about the given task. Actually, this aim seemed to be in parallel with the aim of the syllabus, which was another topic of discussion of the session producing many constructs under the theme of *assessment policy of the setting*.

Regarding the theme *assessment policy of the setting*, Taylor stated the power of policy on her practices as the school has a centralized system that made all the instructors cover the same syllabus in their classes. In the following excerpt, the sense the power of the policy on Taylor was observable:

It comes from the top [in that way] ... they [the students] upload their assignments on Facebook ... I said [to the syllabus members] that they [the students] uploads their assignments on Facebook, but I cannot underline or highlight their mistakes [on their assignments on Facebook] ... [it was said to me that] [I need to] leave assignments as original, the aim is letting them start using [the language] ... because we [the instructors] are in a central system, we have to do what is said to us (Taylor, Group Discussion Session).

As a syllabus office member, Bella was again in the position of defence by highlighting the aim of syllabus once again in this week. In her opinion, the initial aim of the syllabus was encouraging students by being quite insensitive to the students' mistakes. Her position is clear in the following excerpt:

[we] are more flexible in assessment, [we] need to be [because] our aim is just making students speak... M teacher (another member of syllabus office) said that we are not trying to develop proficiency [instead] the

thing we should only do is to show [the students] that they can do it ...
(Bella, Group Discussion Session).

In the above excerpt, it was observed that Bella was advocating the action of the syllabus, but she seems to be restricted by another power relationship within the syllabus office itself. Moreover, as understood from the following excerpt she (and the syllabus office) was planning to cover different tasks rather than the current mini (as stated by Bella) tasks:

[but] it will go step by step. We [the syllabus team] started with mini [tasks]
[but] in second term ... there will be readers, there will be discussions but
still, we do not target any proficiency (Bella, Group Discussion Session).

During the discussion, Taylor was observed to experience awareness at the moment she considered Bella's statements of not targeting any proficiency in speaking throughout the year, which emerged in the following excerpt:

I really now noticed that we did not have instruction [of speaking skill]
last year but we have assessment [of speaking skill] and now there is no
assessment at the end of the year but there is teaching. It is necessary to
find a suitable course design; it is necessary to search about it (Taylor,
Group Discussion Session).

It can be considered that first awareness moment was experienced by Taylor when she indicated the inconsistency between teaching and assessment policy of the institution. At this moment, Bella was observed to question the need for more planned action to be taken, which was revealed in the excerpt below:

Actually yes, [assessing the process might be better], but how will we
assess [the process], do we have a rubric with us? According to [which
criterion] will I evaluate [the performance of] the student? ...According to
[which outcome] will I [teach] to the student because we do not have a
final exam. I need to decide my [ultimate] outcome... (Bella, Group
Discussion)

While both instructors started to think about the role of assessment, their *reflections on their assessment practices* in Week 2's courses was another main theme in which both instructors produced constructs. In fact, there was not much change found out in the assessment reflections of the instructors as compared to the Week 1. Both stated that task completion was their focus. However, some constructs undermining speaking course approach of the instructors were found significant. Namely, Taylor stated that she was not so happy to score the speaking performance of the students, as she did not know students well:

There was no lesson plan [in our institution], the [topics that will be covered] are determined before... it was not possible to assess students' performance in these tasks [assigned]; therefore, it was discussed [in the meeting] that whether coursebook teacher should give these marks or not... we discussed that how a teacher that conducts two hours course [a week] could assess the students... (Taylor, Group Discussion Session).

In Taylor's case, she was observed to be bound to the syllabus of the institution and regarded the syllabus as a lesson plan that only determined the topics that should be covered. However, when the formative assessment was discussed, she felt more flexible in adapting the assigned criteria, which came out in the following reflection report entry:

...but when I look at the criteria given by the idare [institution], I have to assess pronunciation, accuracy, fluency, vocabulary and overall performance. This used to be so actually, for the oral proficiency exam. For the presentations, there's a more detailed criteria, [sic] focusing on body language, voice, use of materials, organization and many other things. I always felt the latter was closer to my mind but I needed to make changes to the criteria when I had to use it (Taylor, Reflection Report).

Bella, on the other hand, was found out to be questioning her own assessment techniques by accepting her problems in classroom assessment. Compared to Taylor, she was observed to have more internal pursuits to solve the problem that she underlined on her own. This pursuit was stated in the following reflection report entry:

I have always questioned my assessment techniques. If I'm not supposed to use a standard assessment method; I try to adopt a more tolerant approach towards assessment. Assessing students, giving marks if not applied appropriately may discourage students. I'm open to any changes for the sake of doing my job better and as a result, help my students learn better. (Bella, Reflection Report).

Regarding instructors' practical problems of speaking assessment, their *need for theoretical knowledge* is another theme emerged as it was in data analysis of Week 1. Within the theme of *the need for theoretical knowledge*, data analysis in Week 2 revealed that both instructors needed someone as a trainer out of the institution in order to satisfy their need for theory, particularly in speaking assessment. Bella, for instance, called for a (teacher) trainer to share negative and positive consequences of an approach in her following statement:

[I think] none [of the instructors] think that they practice something bad...everyone thinks that they act on behalf of the student... I think I still can't jump over the level of resistance to authority ... there should be a trainer out of the institution [who] will tell the application [and] positive

consequences of [any] approach ... not out of us [our instructors] ...but someone qualified [out of the institution] (Bella, Group Discussion Session).

In this excerpt, Bella seemed to experience self-awareness of not being resistant to authority which showed the reason of her demand for having someone else as an expert out of the institution. Similar to Bella, Taylor became aware of her lack of knowledge of speaking assessment, and she stated many ways of satisfying the lack of speaking assessment. The stated ways were all sourced out of the institution as stated in below in her reflection journal entry:

Do I really know how to assess someone's speaking performance and progress? I myself don't know the exact answer, but I can say I have some clues about it. For someone teaching for 17 years, what a shame! And do we have to have an oral proficiency exam? I don't know because we keep applying that trial and error method but how much do we reflect on the results, why do we keep changing things, I'm tired of thinking actually. So sometimes doing what they is easier [sic]. But I've realized after this session that we need to find our 'roots' to whatever we decide to do. Maybe the ELT department can help, maybe more academic work, maybe presentations on what we have done so far, summarizing briefly the causes and effects of changes made in the system. But we need help (Taylor, Reflection Journal).

As a final construct, *contextual difficulties of DA application* were arisen as the instructors had become more familiar with the DA method by means of the provided material in Week 2. Their knowledge base with regard to DA was constructed in this week, but it remained in terminological knowledge only. However, the first impression of both instructors towards the application of DA was with lots of question marks. They remarked that their context is not appropriate for such a dynamic approach to assessment. Taylor, for instance, stated her concerns in the following reflection report entry:

But we may not have the enough time for scaffolding for each student. I think time limits worry me. I have to keep the lesson going but help whoever needs it. Will I be distracting others' attention? Can I finish tasks on time, because we have weekly units to cover and they are included in the quizzes and exams? Or could DA be a better idea if I was teaching my own class in the department? [the result might be negative in a centralized system]. Maybe it will work for a teacher in the department (Taylor, Reflection Report).

Bella had similar concerns regarding the contextual difficulties that might arise in the application of the DA method but she was observed to have more positive attitude

when she stated her curiosity of learning about the details of the method. Her statement from reflection report was indicated below:

Drawbacks in my mind are mostly concentrated around the application of this assessment type and providing the suitable environment for it. However, I'm sure the details will settle once I have more information about its application (Bella, Reflection Report)

As a result, the themes emerged at the end of the data analysis of the findings in Week 2 was displayed in Table 7. The position of the individual instructors was also depicted in the Table to have a deeper understanding of their individual experiences out of a collective discourse of this participatory action research.

Table 7

Emerging Themes in Week 2

Main Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Instructors' reflection on speaking course practices	Focusing on task completion	Criticising herself for much teacher talk Use of teacher talk to break the uncomfortable silence in the classroom
Assessment policy of the setting	Feeling the sense of power of the policy in a centralized system Being aware of the inconsistency in assessment and instruction policy	Advocating the actions of the syllabus Feeling the limitation of the power relationship within the syllabus office Feeling the need for more planned action
Instructors' reflection on assessment practices	Not feeling so happy to score students' speaking skill	Looking for different assessment techniques by indicating the ineffectiveness of hers
Instructors' need for theoretical knowledge	Feeling lack of theoretical knowledge Stating the need for someone outside the institution to resolve theoretical need	Feeling lack of theoretical knowledge Stating the need for someone outside the institution to resolve theoretical need

Contextual difficulties of DA application	Considering that the context is not appropriate for the application of DA	Stating some drawbacks in application
		Positioning herself positively (towards DA)

As shown in Table 7, in the content of Week 2, context became a more focused theme of the discussion. In addition, the power relationship in the policy dynamics of the context was one of the most frequently voiced themes of the week. In addition, both instructors explicitly stated their needs of theory in particular to speaking assessment as it was in Week 1. They explained in Week 2 that the help for this need would be better satisfied by someone out of the institution. With regard to contextual difficulties of DA application, Taylor was observed to have more negative lens towards the application of DA in their context. Bella also had some concerns about DA application, but she looked for more details to conceptualize the method and its application; therefore, she was observed to position herself more positive towards DA as in parallel with her desire of searching for new techniques of speaking assessment.

4.1.1.3. Week 3

In the third week, the instructors of speaking courses in the L3 level were expected to cover one main task and one extra task if they had time. In the main task, it was indicated that students would learn about different types of film genre and practice discussing and recommending films they like. In the procedure of task, students were required to have a worksheet including the description of various film genres and they were asked to write a film title opposite to the description of each film genre. After filling in the worksheet, students were expected to talk in pairs about their favourite films in different genres and make recommendations to their pairs. The useful language for the conversation was provided and the instructors were asked to go over this language before the pair work. In the end, the whole class discussion on the favourite films was planned in the flow of the course. With regard to assessment, one criterion was provided for the main task which is stated as “the students will be graded according to their talk about one of their favourite movie” (Speaking course material). The Task two, specified as extra, was an information exchange activity. That is, there were two copies of one dialogue, in each of which there were different gaps. In a pair work, students were expected to fill in the gaps by using the information they got from their

peers. The role of the instructor and the grading criterion was stated in the material:

Ask the students to work in pairs and exchange information about the films. While the students are busy with the tasks, the teacher will walk around the class, listen to the pairs and grade them according to their performance individually (Speaking course material-Unit 3).

The assessment criteria in both tasks were regarded as vague by the Researcher and the presence of a grading criterion in an extra task was criticized as it might not have been possible for all speaking instructors to cover the extra task. Her reflection was observed in the following entry in the Researcher Journal:

As a researcher, my observation is that the tasks assigned to the speaking instructors were not well-organized. The assessment criterion was *“the students will be graded according to their talk about one of their favourite movie”* which was so blurred I think. What is meant by talk is a question to be raised. ... In addition, there was an extra activity which Taylor included in the courses requiring students to work in groups and work on separate sheets including information gaps. By exchanging their information, they tried to complete the gaps. Though it is an extra activity, there was a criterion for the assessment like *“ask the students to work in pairs and exchange information about the films. While the students are busy with the tasks, the teacher will walk around the class, listen to the pairs and grade them according to their performance individually?”* This criterion is also vague and meaningless (according to me) as it is extra, and not all teachers can use this activity (Researcher Journal).

In speaking classes, Taylor implemented both main and extra task in the classroom. Before the first task, she provided a framework to the students within which she expected students to talk such as what they like about the film, IMDb (Internet Movie Database) points ... etc. Students worked in groups and Taylor monitored the classroom. Later, students individually talked to the whole class about their favourite films in various genres. During students' talk, Taylor was observed to give rare feedback either on accuracy or fluency of the students' speaking performance. The second task was conducted in the form that was expected from the instructors and rare feedback acts were observed.

In Bella's classroom, the tasks of Week 3 were not applied. Rather, she brought another activity to the classroom which made students talk about five items that they wanted to have on a desert island. This observation is striking because Bella did not implement the task and material which was provided by the syllabus team to which she also belonged. In classroom practice, however, it could not be said that there was much difference as she focused on making students speak without any attempt of feedback to

any correct or wrong production of the students.

After the speaking class observation of Week 3, participants came together for the discussion session of the week. The agenda of the week was determined as

- (i) to delve into theory through the introduction of the core concepts of sociocultural theory, which are foundations of DA,
- (ii) to discuss the regulation of human mind by considering the important stages in people's life, and
- (iii) to have a closer look at interactionist DA application and discuss its applicability in instructors' context; its advantages, disadvantages, gains, and limitations.

In discussion session, the analysis of discourse produced by the participants revealed four main themes under which individual instructors experienced different meaning-making processes. Main themes were labelled as *reflection after action*, *reflection on assessment practices*, *reaction towards the policy of speaking courses*, and *reflection on DA*. The constructs emerged as a result of thematic analysis mainly fell under these categories; however, the experiences of each instructor were observed to be similar and different under different themes, which will be explained below.

First of all, under the theme of *reflection after action*, Bella again stated that the aim of the course was encouraging students to speak in English. She believed that student would be able to speak accurately and fluently once they believed in themselves. In the following statement, this belief of Bella is evident:

I might be so relaxed.. I do not know but my only concern is making these students believe in what they are doing. [the spoken language of the students] will be mended later. I do not know, it might be unconsciousness [but I believe] that [the spoken language] will be regulated later. Our first aim is encouraging [the students] (Bella, Group Discussion Session).

As explicit in above excerpt, Bella started to use the Vygotskian terminology in her discourse while she was mentioning about the regulation. In her conceptualization, she was found out to believe in self-regulation of students but she did not seem to have the role of the mediator in the self-regulation process of the students. She was observed to have the role of settling and providing the necessary environment for students to speak as both a teacher and the syllabus office member.

In the flow of the discourse, the instructors were asked about their beliefs on

fossilization of inaccurate syntactic and/or functional language when it was not regulated by others (instructors in this context). The reason for such a concern was that there was an instructor who was regarded as an authority in speaking classes by the students. But the instructors were observed to approve the inaccurate use of language in order for not to interrupt the fluency of the student talk. While discussing the fossilization concern, both instructors felt uncomfortable while they were experiencing some awareness moments. The following excerpt displayed the experienced discomfort of the instructors:

T: I was surprised... what am I doing, why do I work (laughs) what am I teaching, can I teach I [think] I cannot do [my job]

B: All my enthusiasm got lost. What are we doing?

...

B: I cannot defend what I am doing. I had been thinking that what I am doing is logical till now [but] it is shaken now.

Following this discomfort, disorientation from the previous beliefs and disorientation from other stakeholders of the institution was observable in the following exchange of both instructors:

B: I feel myself so unhappy because [the discussion] created awareness for me but the others [the other instructors] are not [aware of]... ignorance is bliss... we were [so] happy when we did not know what we were doing...

T: [I t was good that] we say just speak and [the students] speak

B: I said confidence...what did I base [confidence] on? You are right that it is unfairness, it is indiscipline

...

it is necessary to ask the same question to the [other instructors] you (the Researcher) did not do anything, you just asked questions and [we discovered that] we did not have answers [to these questions] (Group Discussion Session)

The discomfort experienced by Taylor was also stated in her following reflection journal entry:

[Bella] and I were puzzled about what we have been doing so far. :) [*sic*] I even questioned myself about what and how I have been teaching. There was despair. But this is the starting point of self-reflection in order to become better teachers. So, every cloud has a silver lining :) [*sic*] (Taylor, Reflection Journal).

Other than the reflections on course practices, another main theme emerged was *reflection on assessment practices* under which both instructors produced relatively more constructs. First of all, with regard to Taylor's reflection on her assessment practices, it was again observed that she tried to give full points to the students as long as they speak in the classroom. As the task made all students speak in the classroom, all

students got 15 (full) points in speaking class of Taylor. She uttered the following statement while reflecting on her assessment:

I graded [the students] but how did I? For example, [as soon as] [the course was over], I scored all the students in order not to forget. I had to give full points [to the students]... As indicated in the assessment criterion [of the syllabus] I gave full points to the students as long as they talked. Did they talk, yes, full points (Taylor, Group Discussion Session).

Although she acted by stickly following the assessment criterion of institution while scoring students' speaking performances, she expressed her disbelief in the assessment system of the school in the following reflection journal entry:

I thought about my students. Have I ever been unfair to them? I would never wish that. So I need evaluation criteria but developed not only on experience and need, but also on some theory or school of knowledge. Also, the assessment criteria should be tried and proved successful in some other universities in Turkey because the researches done abroad may not be culturally appropriate here. In this sense, our assessment systems should be amendable, yes (Taylor, Reflection Journal).

In contrast to Taylor's actions, Bella, as observed in previous weeks, was not supporting the idea of giving full points to all students as she thought that the creditability of assessment would be damaged. In Week 3, in the following utterance, Bella repeated her idea that she was looking for some areas to take points off the students.

[In which areas did I take points off] I often give full points but in which [areas] did I take the points off? There should be a reason to take the points off [it is not possible] to give full points to all students (Bella, Group Discussion)

The search of Bella for the areas to take the points off the students might be a sign for her discomfort with the assessment criterion of the institution. Although she did not explicitly state this, she was observed not to accommodate the provided criterion, rather she was seeking for new methodologies in order to be consistent in assessment. As one of her solution, she stated that she adopted a criterion to assess the progress of the students by considering the students' performances in previous weeks. Her method is observable in the following statement:

I try to remember [what did the class do in the previous week] five minutes before the course... it is not a previously organized [method] [it was thought just before] five minutes of the course... (Bella, Group Discussion)

I had a student [...] she could not produce much in the first week but in the activity of this week, she surprisingly spoke [very well]... I gave full

points to her by comparing this week with the previous week (Bella, Group Discussion Session).

In the content of Bella's discourse in regards to the reflection on assessment practices, it emerged that she focused more on the progressive development of the students in her pursuit of more meaningful criterion of speaking assessment. However, she was observed to apply the progressive assessment with her intuition, not in a systematic way. Her desire for adopting a more systematic progressive assessment was stated in the following excerpt:

... there was nothing organized [but] I wish to have a more organized [method] by which I kept the records of [the students] misuses and check their progression (Bella, Group Discussion Session).

In addition to the experienced discomfort by instructors in both instruction and assessment of the two-hours speaking courses, a *reaction towards the policy of the courses* arose and emerged as one of the main themes. However, individual differences were observed in the experience of this reaction. Taylor, for instance, was observed to be more aggressive in her reaction, and her first focus was on the material and the role of the instructor in speaking classes. The following voices emerged in Taylor's discourse with regard to her reaction:

I [examined] the material of next week and I have no idea about how to fill in the 90 minutes... I do not know
 [In this week's content] we did not have any structure about [the task] like who are the characters, what is the plot, what is the end of the film, should [the talk] include spoiler or not... we only have the task [which assigns students] to talk about their favourite film
 [As] I said last week, the only thing we do is providing an environment for students to speak... [The students] will speak and the instructors will be in the classroom (Taylor, Group Discussion Session).

In contrast to the reaction of Taylor, Bella was observed to be more moderate because she was the stakeholder of the syllabus office and material development process. Although she gave credits to the aggressive reaction of Taylor, she tried to settle down the reaction by stating the future plans of the syllabus for the next term. The following statements were expressed by Bella:

[The syllabus] will not progress in the same fashion... it was just for the first term... in the second term, student will start to give presentations, for instance. ... Actually all the system was structured on focusing the L1 students only, we applied the same to the L2 and L3 [classes] but the expected [outcomes] might not be same for L1 and L3 students... There should be [more] structured [organization] not just making the students

speaking. We [the instructors] cannot apply the same [tasks] to L3 students in second block... but it is not certain for now (Bella, Group Discussion Session).

As understood from the above verbatim of Bella, her concerns were similar to Taylor's and her discontent with current syllabus policy even though she was in the team. Her statements made the case explicit that the structure of policy for L3 speaking classes was not well-organized. It was found out that in Bella's discourse that she broke her resistance of advocating the policy of the syllabus and became more aware of the problems encountered particularly in speaking courses. Bella started to feel the need for change in the policy which was observed in her following reflection report entry:

I felt the need to make a change in our assessment methods both in writing and speaking. But before that, it occurred to me that we, maybe, need to make changes in our syllabus/curriculum designs. I think we should go over our objectives and then come up with new applications (Bella, Reflection Report).

The reflection of instructors on DA applications was the final main theme emerged in Week 3. The participants were provided with materials including DA applications in different skills and in different contexts. The constructs accumulated under this main theme indicated reflection of both instructors on the DA applications. In the first place, both instructors came out with the reflection that "we are already doing this while we are delivering feedback" (Taylor, Group Discussion). However, they understood the difference by indicating the use of feedback in a graded way to understand the ZPD of the students and making judgements within the students' ZPD. With regard to individual reflections on applications, similar to the emerged themes in Week 2, different reflections were observed in two instructors' conceptualization. Taylor, first of all, was approaching to the DA application in a critical way. One of her concerns was providing mediation during the assessment, which had not been a part of examination in their local education system. She expressed her ideas in the following excerpt:

In fact, this is a very inverse thing to our education system, no teacher helps during the examination and waits for whether the result will change or not... As we [the instructors] did not experience such an [education] system, how do we approach to it [DA], I do not know whether there will be prejudices [to DA application] or not.

It seemed in the verbatim of Taylor that her educational background and her experiences as an assessor in her professional life shaped her ideas firmly, which would

hinder her accommodation and/or assimilation of a new and relatively different way of assessment. Other than her cautious stance towards DA application in the current assessment understanding, Taylor highlighted the limitations which might not let the application of DA in her context in the following statement:

It is approximately 4-5 minutes that we spare time for each student in the classroom. I do not know whether it will be possible to give feedback, scaffold, and assess [the performance]... In the current system, I just try to note down [the name of the student] who speak [in the classroom]
... it is also stated [in the article] that it [DA] is time-consuming (Taylor, Group Discussion Session)

As shown in her statements, although Taylor still expressed her concerns about the application of DA in her context, her approach evolved to be more positive after reading the materials on DA applications, which was explicit in her following reflection journal entry:

DA, for now, seems OK, but we should see the practices. My only concern is the time. I hope time will be enough to deal with each student individually. Then I can assess their performances and progress better. The consequences of using such an assessment system might be positive I think. The students may be more positive about learning and they can increase their self-motivation since they know that the teacher will be scaffolding whenever they need, which is less threatening (Taylor, Reflection Journal).

In Bella's case, her enthusiasm to learn about DA was explicit likewise in Week 2. Compared to Taylor, she was observed to have more space in her belief system to accommodate new methodologies. Moreover, she was observed to have the courage to apply the method in the classroom once she completed the meaning-making process of the DA method. In her following reflection journal entry, her enthusiasm and desire for application were evident:

I found DA quite exhilarating and promising actually, I have been waiting for this week to come to understand how DA is applied in the classrooms. How DA practitioners spare time for each student individually and how their feedback/report cards are prepared comprehensively inspired me a lot. I know the drawbacks of its being time consuming and requirement for special training to conduct such a thing, but still, why not? We can give it a chance (Bella, Reflection Journal).

As a result of the data analysis of Week 3, four main themes emerged under which different sub-themes were identified in the dataset of each participant. These themes and sub-themes were displayed in Table 8.

Table 8

Emerging Themes in Week 3

Main Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Reflection after action	Discomfort and disorientation	Discomfort and disorientation
Reflection on assessment practices	Discomfort in assessment Being stick to assessment criterion of the school	Discomfort in assessment Intuitive acts in speaking assessment
Reaction towards the policy of the speaking courses	Aggressive reaction to the course material and the role of the instructor	Moderate reaction to the encountered problems Acceptance of the problems
Reflection on DA application	Positive attitude Limitation of her belief system	Enthusiasms to learn about DA Willingness to apply the method of DA

In Week 3, first traces of discomfort and disorientation were observed in this week. Both instructors became more aware of the problems in the speaking course and speaking assessment practices. Hence, they were found out to experience feelings of discomfort in Week 3. As they disoriented themselves from their current practices, they started to look for new ways of practising their profession, thus their attitude to the DA methodology was observed to be more embracing, which was observed in their reflection on DA application.

4.1.1.4. Week 4

In the fourth week, the speaking classes were provided with two tasks as in the previous weeks. The first task was a game activity in which instructors were required to group the students and show a picture of an object on the provided material (e.g. a chair, a table, a board) to one of the students from each group who would be expected to describe the object to his/her group members. There was no assessment criterion specified for this task, but a language focus was mentioned. That is, the instructors were

asked to explain to students that they had to use the word "it, they, this, or these" when they were describing the objects. The second task was not specified as an extra activity, which might have been regarded as a task to be covered during the course by the instructors. The second task provided a situation of choosing a venue for away day holiday for the staff members of a company. The students were expected to talk with their pairs to decide the best venue for the holiday under the light of given staff comments and venue descriptions. In this task, neither an assessment criterion nor a language focus was observed.

In the classroom practices of the tasks, Taylor was observed to cover both tasks in the classroom. For the first task, it was not easy for her to group the students. Once the students were grouped, the task was practised in parallel to the instruction of the task. Taylor was observed not to emphasize the language focus of the task and let the students speak in a joyful environment of the game without any intervention to the speech of the students. As for the classroom observation, there was not much language production achieved in this task because the students described the objects which could be easily described by only producing the colour of the object. For most of the students, there was no need for a full sentence to describe an object. In the second task, the students worked in pairs and no feedback acts of Taylor were observed when she was monitoring the classroom.

Bella, in her speaking class, brought another activity to the classroom independent from the tasks provided by the syllabus office. She reflected some pictures from the scenes of different films and asked students work in groups and create a story about what happened before, now and after the scene that they chose to write a story for. While students were working in the groups, she moderated the group works and warned students when they switched to Turkish. After the students had written their stories, one student from each group was presented their story. Similarly, Bella was observed to rarely give feedback during the talk of the students.

In discussion session, the objectives of Week 4 were determined as

- (i) to introduce the concept of ZPD which is a core concept underlying Dynamic Assessment procedures,
- (ii) to differentiate between the concepts of Zone of Actual Development (ZAD) and ZPD,
- (iii) to discuss on participants' assessment practices focusing on whether they reflect the distinction between ZAD-ZPD, and

- (iv) to discuss the way how the ZPD concept is applicable to foreign language classrooms.

Guided by the above objectives, the group discussion session produced six main themes under which different experiences of participants were observed. First of all, under the theme of *reflection after action*, Taylor's experiences in speaking courses had evolved from discomfort to *dissatisfaction* which she stated many times in Week 4's discussions. One of her statement signed her unhappiness was presented below:

I contribute nothing [to students' speaking skill] I feel like that I go into the [classroom] to entertain the students for 90 minutes [thus] I feel myself so unhappy... That is to say, speaking courses do not go well for me (Taylor, Group Discussion Session).

On the side of Bella, she often stated that she was content with the course because it was enjoyable but she *accepted the aimless notion of the course* as indicated in Week 3. These two different moods of the instructors' regarding their reflection on the speaking courses were observed to lead a *tension between these two group members*, which emerged as another theme of Week 4's data analysis. That is, Taylor implied that Bella was rather satisfied because she did not incorporate syllabus materials into the course although she was a member of the syllabus which was explicit in her following reflection journal entry.

This week consisted of a heated discussion about the speaking assessment system at the institution. So the difference is always good. I was mostly shocked by the fact that my colleague, despite working in the syllabus office, did not use all of the speaking materials prepared by the Office. Then how can she have an idea of what's going good and what materials need improvement for the next year? How can I be sure they care about my feedback about the materials? I was puzzled and began to lose my trust and hope. Then I thought to myself it's OK to change or adapt the materials. But then why does such an office exist? (Taylor, Reflection Report).

Bella, on the other hand, *justified her actions* by stating that syllabus made all instructors free to incorporate any materials into the course by considering the dynamics of their classroom. One of her remarks is presented below:

I am thinking about my classroom [...] My classroom is so vigorous, [and] this material is not suitable for them. I thought that the material of this week would be boring both for the students and for me[so] I decided to use another material (Bella, Group Discussion Session).

The experienced tension within the group was expected during the participants' reflective and transformative actions. In addition, the tension undermined the dissatisfaction of Taylor and discomfort of both when they stated that they needed the

training to learn how to teach speaking and how to design materials for speaking courses.

The following exchange emerged out of the discourse of the Week 4:

T: I am not sure about my knowledge regarding how to teach speaking [...] I [will] ask whether we know how to teach speaking. How is [speaking] taught?

B: We [also] need to study and [find out] when to teach, now or later?

T: There should be a training about how to teach speaking...[Is it possible to] prepare a material, if so, how is it prepared?" (Group Discussion Session).

In speaking courses of L3, there seemed that the instructors were not just limited by outsourced reasons such as lack of objectives and ineffectiveness of the course materials. The instructors were observed to be limited also by their perceived insufficient expertise in teaching speaking, which emerged as they were reflecting on their actions (or non-actions) in speaking courses. The experienced discomfort and evolving mode of dissatisfaction were determined as the obvious products of such awareness.

While reflecting on assessment practices, both the reflections and practices of instructors were observed to be consistent with their reflection and the practices in previous weeks. That is, Taylor, similar to the previous weeks, expressed that she continued to give full points to students regardless of their performances or contribution. Bella, consistent with her previous actions, judged the scores of the students considering their being enthusiastic to speak in the classroom. As a result of the analysis of the data corpus in Week 4, the main theme *use of assessment in the classroom* emerged. In Taylor's case, although she attempted to make use of the assessment in the classroom for making students not to speak in Turkish in the first weeks, she quitted her attempts in the following weeks. Therefore, no use of assessment was observed both in Taylor's reflections and her practices during Week 4. On the other hand, several codes emerged in Bella's dataset under this theme. In her dataset, Bella was found out to be indecisive about her use of assessment in the classroom. She thought that assessment was necessary in order to encourage students to struggle to speak in the course, but she regarded assessment as a threatening phenomenon which she did not expect her students to be impeded by her assessment during the course. The following Bella's excerpt was coded under this theme:

... I do not want [the students] [to feel so stressed] but I want them to know that they will be [scored] .. in fact they are in my [desired] zone in terms of assessment. They do not ask but they know that they will be scored [for their speaking] that is why they are struggling [to speak] that much, I think. In the other way, we cannot make [the students speak in the

course] (Bella, Group Discussion Session).

As understood from the above excerpt and the other codes within the theme, Bella had an effort to make use of assessment in her classes by using it as implicit motivation for students' oral production. Thus, it can be interpreted that speaking assessment was viewed/considered by Bella as a *motivational force* rather than being a formative tool, which could be used for informing her about the students' progress.. As the discussion was flowing; however, Bella was observed to experience an awareness moment with regard to the inconsistency in the system of the speaking courses. Her awareness accompanied with a number of questions in the following exchange:

B: ... we need to have something in hand [for evaluation] now I ask that what would happen if we did not score this two-hour [speaking] courses

T: Hmm... let's think in that way

B: [The students] would not participate [in speaking], they might talk in Turkish [...] they have the potential [of doing such things] but there is a disconnection in somewhere, we both call it as speaking club and grade the students. Why do we grade? According to what we grade? We grade overall, so why do we grade? (Group Discussion Session).

Another theme emerged as a result of the data analysis of Week 4 was the *perceived role of the instructors in speaking courses*. Once the instructors reflected on their roles in the courses, both came out of the perception of their roles. For Taylor, she expressed that she regarded herself as a *provider* only. In the following excerpts, her perception of her role and the connection between her perception and feeling of dissatisfaction is explicit:

I am in the position of a provider that is why I am going to those courses in an unhappy mood [...] I do not [instruct] anything, I am going to the classroom and I feel myself very unhappy as I feel like going to the classroom and occupying students for 90 minutes (Taylor, Group Discussion Session).

In contrast to the perceived dissatisfaction of Taylor, Bella stated that she really liked the course. This might have been because she incorporated her own materials in the course which made the courses more entertaining. Same as Taylor, the sub-theme of *provider* under the main theme of *perceived role of the instructors in speaking courses* emerged in Bella's discourse, which validated the interpretation about her satisfaction in speaking courses. In the following excerpt, she explained that she was doing nothing but providing entertaining materials for better task completion in speaking courses.

I do not say I am teaching something but [I only appreciate myself] when I see that the activity [works] in the classroom and the students speak

[voluntarily]. I only say that I provide the suitable setting, that is I provide an appropriate material in which the students can express themselves [...] there is nothing more because I do not do anything (Bella, Group Discussion Session).

Under the light of the findings obtained in Week 4, it was understood that besides the problems in speaking assessment, there were problems in the instruction of the course because of the limited specifications in course objectives; thus, instructors could not position themselves in any roles other than being a provider of either language or material.

Within the discussed context of the speaking courses, instructors' *perception of student progress* was under inquiry and emerged as another theme of the week. Under this theme, sub-themes of the participants differed in terms of their perception of student progress. That is, Taylor emphasized that she could not observe any progress in students' speaking skill by pointing out the specific students in the classroom. Her overall perception could be grasped in the following excerpt:

... Is there anyone for whom I can say that there [is a development]? There is only M (student name) who set a goal for more speaking and he started to talk more [in the classroom]. Other than [M], I cannot notice anyone [who made a progress] (Taylor, Group Discussion Session).

Unlike Taylor's detailed comments on the students' progress, Bella supported the efficiency of speaking courses by stating that much speaking production was achieved as a result of these courses as compared to the previous years. Although she accepted the encountered problems, her perception of student progress was *positive* in terms of their oral production in these courses. Her statement below reflects her position:

...In spite of all the complications, it is a well-going system ... if there was no speaking class; [we] would not be able to make the student speak that much in course book [tasks]... I think they passed a threshold, last year these poised sentences [was not produced] by L1 students last year (Bella, Group Discussion Session).

As seen in Bella's except, her positive perception was framed by L1 students. When Bella was asked to reflect on the student progress in her classes, she was unable to answer as she did not have a rubric to make such an analysis. She stated that there was no instruction in speaking courses; hence, it was not possible for her to make a judgement on students' progress. In the following excerpt, she herself mentioned the difficulty of judgement in speaking classes:

I am not the one who [contributed to the progress of the student] because I am not teaching in this two-hour speaking course, [which] makes me evaluate students [according to their] production, in that case, I am evaluating [the performance] which I did not [instruct] (Bella, Group Discussion Session).

In her above statement, Bella, in fact, depicted the situation in a clear way. There was a two-hour speaking class for which no objective or assessment criterion was determined but still, there was a teacher judgement. Although Bella reflected on the inconsistencies within the policy of speaking courses, she thought it as a well-going system which triggered students to speak in the target language.

The discussions in Week 4 were mainly settled around the course policy in which instructors' roles and the student progress were broadly discussed. As for the materials regarding the DA in this week, the instructors were asked to reflect on their modes of assessment and their use of either ZAD or ZPD in their classes. Their reflections were coded under the theme of the *reflection on DA method*, which emerged as another theme of the week. In their reflections, both instructors stated that they were sensitive or tried to be sensitive to the potential of the students but they had some limitations in doing so. Although both instructors underlined the existence of the limitations, the source of the limitations differed in the dataset of each, which produced different sub-themes in different datasets. That is, Bella stated that she felt herself *limited in practical and theoretical terms* as indicated in the following reflection journal entry:

I'm not saying that we are applying DA as the way it should be, but at least I can say that we are not totally indifferent to their potentials. Of course, basing our limited practices on a theory and actually enriching the practices we do in class to promote their potentials would give us different perspectives and enlarge our vision (Bella, Reflection Journal).

As indicated by Bella, she sought for students' potential in her practices but practising DA would require practical and theoretical knowledge in which she regarded herself limited. Taylor, on the other hand, expressed that she felt herself limited by the physical conditions despite her efforts to be sensitive to the student's potential. Taylor was observed to be reserved to the application of DA method when she pointed out the physical limitations, which is explicit in the following reflection journal entry:

I try to be sensitive to the potential of my students but if only the number of my students in one classroom was smaller. Considering that I have three classes, this is difficult. I would like to say this is possible with only my speaking class, but there are more than twenty students, so I don't think this

is gonna [sic] work out ☹[sic] In the studies we have read so far, the researcher meets with the [students] individually every week, we don't have so much time (Taylor, Reflection Journal).

As a result, as seen in Table 9 below, six themes emerged in the analysis of obtained data during Week 4. Under these themes, emerged sub-themes in the dataset of each instructor were also shown in Table 9.

Table 9

Emerging Themes in Week 4

Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Reflection after action	Dissatisfaction	Acceptance the aimless notion of the course Discomfort
Tension between instructors	Criticisms to Bella for not incorporating syllabus materials	Justification for her actions
Use of assessment in the classroom	<i>No theme emerged</i>	Use of assessment as a motivational force
Perceived role of the instructors in speaking courses	Provider of the setting for speaking	Provider of the setting for speaking
Perception of student progress	No observed progress	Production of much student talk Unable to provide a judgement
Reflection on DA method	Limitations of the physical conditions	Practical and theoretical limitations

As revealed in data analysis, Week 4 was a week during which instructors had several feelings of ups and downs , which led a tension in a participatory action research discussion session. While Taylor was feeling dissatisfaction during the week, Bella was observed to compensate for such a feeling by incorporating her own materials into the course. However, in contrast to previous weeks when she was in the position of defending the speaking course policy of the syllabus, she became aware of the problems

in the conduction of the course; thus, she experienced a discomfort during the week. In terms of their perception of the roles as a teacher, both instructors stated their perception as being a provider of the language and the material. In addition, instructors had different perceptions of student progress in speaking courses. Bella thought that there was more oral production of student although Taylor stated that there was not student progress at all. Under the final theme of the instructor's reflection on DA method, both highlighted probable limitations in the application of the method, which might have been either personal or physical limitation.

4.1.1.5. Week 5

In Week 5, instructors and students were provided with a material which asked the students to plan a designation of a product in a group and talk about their plan to the whole class later. There was also an objective of the course which was defined as "talking about processes/inventions" (Speaking course material). On the material, some examples of designed products were provided like an umbrella tie or a chopstick fan. After examining these examples, the students were expected to design a product which had an original name and purpose in groups of two or three. In addition, the students needed to determine the target group for their product, describe the feature of the product and talk about its market value in the groups. Later, they were asked to take turns to present their designed products to the class by including the above points in their presentations.

In terms of teacher practice, both instructors were observed to implement the assigned task and material in the classroom. Both Taylor and Bella incorporated the material as described on the material; that is, they first introduced the product designs on the material, then grouped the students and asked them to plan a designation by considering the points indicated on the material. Later, the instructors moderated the group of students while they were discussing on their plan of product design. When the discussions were over, the students in the groups presented their plan of the product by highlighting the expected points. While students were speaking, no remarkable feedback act of the instructors was observed in the classroom observation. Instead, in some cases, the instructors were observed to paraphrase the sentences of the students in order to enable the clarity of the speech for the rest of the class.

After the courses of Week 5, the participants gathered for the discussion session

during which the instructors reflected on their actions in class and covered the materials regarding DA methodology. The objectives of the Week 5 were determined as

- (i) to introduce different methods of dynamic assessment and having discussion on their application in the current practices of participants and
- (ii) to discuss several studies on language learning that had been carried out within the DA framework.

The data corpus of the Week 5 consisted of the discourse of instructors in group discussion session, their reflection reports, their KWL charts and the researcher journal. As a result of analysis of the data, three main themes emerged in Week 5. These themes were labelled as *self-reflection after action*, *inquiry about the application of DA method*, and *conceptualization of DA method*. The emerged themes and the sub-themes emerged in the dataset of each participant were presented below as the findings of the Week 5.

First of all, the overall reflection of instructors on their actions in the classroom was coded under the theme of *self-reflection after action*. Within this theme, Taylor was observed to have the same discomfort as the previous week regarding her perceived limitation of the context and the speaking material. However, in Week 5, the discourse of Taylor indicated self-examination of own practices. That is to say, she started to examine her actions more closely rather than just attributing all negativity to out-sourced limitation. In the following excerpt, she reflected on her mediation acts in the classroom:

This week, I focused on to what extent I am mediating the students.. to what extent I am providing clues to the students [...] I noticed in my [practices] that it depends on my mood, my tiredness, and sometimes on students [...] for instance, I [judge] the student that it will take time to [mediate] him/her [for some] weak and hopeless [students] [...] I noticed that I was directly [providing the accurate form] but for the students who had the capacity to understand my mediation easily, I provide the mediation (Taylor, Group Discussion Session)

In the excerpt of Taylor above, it was understood that Taylor started to self-examine herself as a result of introspection she was doing in the research process. She started to use the terminology of socio-cultural approach to learning and searched for her mediation acts in the classroom. As a result of her self-examination of mediation acts, it was revealed that Taylor acted differently for individual students but her acts

clearly depended on previously judgements of students' potential. That is to say, Taylor did not use mediation to understand the actual and/or potential zone of the student; rather, she only helped the high-capacity students for their accurate production. Thus, it might have concluded that Taylor's level of mediation differed for individual students, but she avoided working in the ZPD of low-capacity students that she previously judged.

The self-reflection after action was also observable in the dataset of Bella. In her data, it emerged that Bella felt emotional dissonance as a result of her discomfort experienced in the previous week. Bella signaled her discomfort both in her intonation and facial expression during the session. In the following exchange, Bella voiced her experienced discomfort which was shared by Taylor as well:

B: In the first weeks, I was so motivated that I [judged] students formatively (by considering their performance in the previous week) [but now] (laughs)

T: I was unhappy in the beginning now B is unhappy and M is also unhappy (laughs) [...] I do not know what to think really, I do not know which one is good which one is bad (Group Discussion Session)

Although Bella was observed to be motivated and enthusiastic in speaking classes, her first emotional dissonance was experienced in Week 5. In previous weeks, when the discussion was hot on the problems in the speaking course policy, she was in the position of defence of the policy, which might be regarded as natural as she was in the team of the syllabus. However, in Week 5, following her confirmation of her discontent in the speaking classes, a detachment from the group of policy-makers was uttered clearly by Bella in the following statement:

I am not sitting here as a syllabus member. The decisions decided in [syllabus] were not my decisions. I am sitting here completely as a member of this [action research] team (Bella, Group Discussion Session)

In the above excerpt, Bella was regarded herself out of the syllabus team. This detachment was observed to be experienced due to her reflection on her practices and previous conceptualization in a dialectic nature of the participatory action research. As a result of the discussions and critical questions in the discourse, Bella was observed to have another point of view, which enabled her to judge the policy out of her own reconstructed conceptualization. It might have been concluded that her experiences in a critical, reflective and dialectic context paved the way for her to become aware of the limitations of a context, group and/or people on herself and she started to react to these

limitations. She was still a syllabus member, but her conceptual detachment might have enabled another kind of inclusion into the group.

Another theme emerged in the data corpus of the Week 5 was the *conceptualization of DA method*. Week 5 was the week when DA methodology was discussed broadly. Although there were materials in the previous weeks regarding DA methodology, the instructors were observed not to overcome the contextual problems and settle their mind for inquirers of a new methodology. Week 5, however, revealed that instructors started to put an effort into conceptualizing the methodology. In addition, it was understood that it would not be easy for them to fully conceptualize the methodology because of the limitation of their previously constructed beliefs regarding assessment. The statements in the exchange below were the indicators of why DA method was hard for instructors to conceptualize in the context of this study:

M: ... there is no comparison among students in the interactionist [way] of DA method as you provide mediation for individual students. According to you, is it a drawback of this methodology?

T: It was a hard question because we have been in the [comparative] system till now, we [had been educated] in the same system and we are teaching in the same system.

B: We always evaluate [the performance] by using the same rubric [...] how can it be possible to grade individually, there must be a rubric (Group Discussion Session).

As indicated in the above exchange, instructors were cautious towards the DA method in particular to interactionist DA method as they had no experience evaluating the performance within the students' own potential. They had no previous experience as a student or as a teacher. That is why, when they were asked about which DA approach they found applicable if they were asked to apply, Bella's reply was clear on the side of interventionist approach:

I want [to apply] interventionist [approach] in the first round until I am [get used to it] because if I start with interactionist [approach] I will not know what to say; thus, interventionist [approach] might be [applied] only after I gain enough experience [...] first I need to be trained then I [could mediate] spontaneously. (Bella, Group Discussion Session)

Under the light of the above extract, it was concluded that Bella started to understand the dynamics of the DA method, which was explicit in her hesitance towards the application of the interactionist approach. Considering that providing individual mediation required more knowledge and expertise, hesitance towards the interactionist approach was expected from inexperienced teachers in DA methodology. Therefore, the

hesitance might have been regarded as the first traces of conceptualization for Bella. Moreover, in the following reflection journal entry, Bella stated that it was possible for her to adopt interactionist approach once she had enough experience:

I would choose interventionist approach, as I believe it is going to give me more guidance at the beginning. In time, I would switch to interactionist approach which gives me more freedom to adapt my mediation, of course based on students' needs (Bella, Reflection Journal Entry).

In Taylor's response, it was observed that she would need more time to conceptualize the methodology. In the following excerpt, her confusion was explicit when she questioned her own knowledge on the spot:

If I were [the teacher who will apply DA method], I would choose a mixed approach. [...] It was like some interventionist some interactionist. I think that I could not understand both well (Taylor, Group Discussion Session).

In the above excerpt, the confusion of Taylor was explicit. Her confusion might have stemmed from her question marks that she still had about the possible problems she would encounter in the application of DA method. These problems were voiced as personal problems and student-related problems in her reflection journal:

... I think it would depend on the student and my mood, patience and health. But I feel closer to interventionist approach and cake format. But it seems easier to use sandwich format. So I need to try and see all before I finally decide (Taylor, Reflection Journal Entry)

In spite of the voiced variables that would interfere in Taylor's possible application of DA, she uttered that she needed expertise in the method likewise Bella. It was explicit that the instructors needed time and effort to conceptualize the relatively new methodology and it would require more time to incorporate the method into their practices. Although the instructors both stated the need for hands-on experience to fully conceptualize the method, the gap in the theoretical knowledge was observable. Apparently, there was no construct related to mediating individual student within the individual zone of the development in their belief system as their schooling and professional experience did not provide such an experience.

Therefore, the instructors were observed to *explore new perspectives*, which emerged as another theme as a result of analysis. In the following excerpt, Taylor's reflection on her practices from the point of social learning displayed her recognition of her discontent, which paved her way for the exploration for new perspectives, which was provided by DA methodology in this study:

We have [talked about] mmm helping to learn socially, now I am thinking how I helped the students in speaking courses, with which knowledge did I support them? ... Can they say that [Taylor] teacher taught me that? I

could not find the answer... [I provided] nothing.. I gave the task and they did. There was no contribution of mine (Taylor, Group Discussion Session).

The above excerpt indicated that Taylor accepted her discontent regarding her role as a teacher in the speaking classes. Although assessment of speaking courses had been mainly discussed in sessions, instructors were observed to reflect on their discontent in not only assessment but also instruction of this course. As observed in previous weeks, instructors' statements related to DA methodology themed under the possible limitations that would be encountered in the application. Though the instructors approach cautiously to DA methodology in Week 5, their exploration acts to conceptualize DA were observable in the discourse. In the following excerpt, for instance, Taylor stated her will to apply DA but she emphasized the limitations again:

... I would like to provide mediation individually and judge [their performance individually] but there is no time for it, it would be only possible if I called them for [individual] tutoring but the schedule [does not let such an arrangement]. (Taylor, Group Discussion Session)

As explicitly stated in the above excerpt, Taylor was still trying to overcome the obstacles of her perceived limitation for the application of an individual method. Because of the perceived limitations, Taylor was observed to explore for GDA in order to decide for an application in the classroom, which is explicit in the following statement:

I noticed that the class [consists of 3-4 students] in the materials we have examined so far. It is possible to [apply DA] in these contexts but in the classes of 20-25 students? I have not [read about] GDA. If I see it, I will decide whether it will work or not. [Under the light of examined] materials, [individual DA] does not work in our context (Taylor, Group Discussion Session).

Bella also stated some limitations such as workload but she was observed to be more willing to explore the method and accommodate it in her conceptualization, which was observed in the following excerpt:

Now, I noticed that feedback has no actual impact [on students' development] and we need to make use of mediation [...] it is so idealistic, so idealistic, indeed. ... I do not want to resort to limitations. Can it be applied, why not. We can start slowly (Bella, Group Discussion Session).

Under the light of the analysis of the above excerpts and other codes under the theme, it was found out that instructors were not only limited by some contextual limitations but also limited by their perceptions of such limitations. That is to say, the same contextual limitations limited both instructors in a different way as a result of their perception of such limitations.

Although Taylor was right in her concerns about the application of interactionist DA in a crowded classroom, her perception of these concerns was observed to hinder her exploration for a new methodology. Therefore, Taylor might have needed more time in her transformative experience of sorting out a limitation in her current context.

To summarize, the three themes emerged out of the dataset of Week 5. The themes and sub-themes emerged in the dataset of each instructor were displayed in Table 10.

Table 10

Emerging Themes in Week 5

Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Self-reflection after action	Self-examination of own practices	Emotional dissonance Detachment from the syllabus office
Conceptualization of DA methodology	Confusion about the methodology	Rooms for conceptualization
Exploration of new perspectives	Hindrance of perceived limitations	Willingness for exploration of new perspectives

As revealed in data analysis, in Week 5, both instructors' reflection on their practices led them to another phase in their transformative way. For Bella, the discomfort experienced in Week 4 was observed to be turned out to be an emotional dissonance, which even led her to the detachment from the syllabus team to which she was so attached in the first weeks by defending its actions in the discussion sessions. Moreover, Taylor was observed to start examining her actions in the classroom rather than examining problems out of the class. In Week 5, the instructors talked much more about the DA methodology and put rather effort into conceptualizing the method. Taylor experienced confusion in the first place as she had still questions about the probable problems in application. For Bella, however, she was observed to have rooms for conceptualization, which was signalled by her reasonable, cautious approach to the DA methodology. Finally, the emotional dissonances both instructors had experienced

so far caused instructors to explore new ways to sort their dissonance out. Though DA methodology was provided as content within this particular study, their explorative acts even within DA methodology were observed in Week 5. The dataset of Taylor displayed that she was hindered in her exploration by her perceived limitation, which might have taken her time to overcome. Bella, on the other hand, was observed to be willing to explore new ways of practices despite the limitations that were emphasized by both.

4.1.1.6. Week 6

In Week 6, the objective was determined by the syllabus as making interviews. In order to realize this objective, a task which asked students to prepare interview questions and answers to these questions was assigned in Week 6. In this task, students were expected to pick a character no matter whether they were dead, alive, fantasy or real and prepare at least ten questions and answers in pairs and act the interview out in front of the classroom. In acting out, one of the students was expected to be a reporter and the other was expected to be interviewee who would present the pre-prepared questions and answers that they prepared together with his/her pair.

With regard to teacher practice, Bella was observed to incorporate the assigned task in her classroom as defined on the material itself. That is, she instructed students to prepare at most ten interview questions and answers for a character they chose. The students paired up for the task and studied on preparing questions and answers for 15 minutes under the moderation of Bella. Later, in acting out stage, two students of each pair sat on chairs in front of the class and acted their interview out. It was observed that the acting out was more or less like reading out from the paper because most of the students read their pre-prepared questions and answers without having any eye contact with their task pairs. In actions of Bella, her repetitions of the students' accurate utterances were observed during the presentation of the first group most probably because she wanted to draw the attention of the students to the point that they needed to act the interview out by using intonation in questions and answers. However, the students kept on reading aloud what they wrote before. After third presentation, Bella explicitly instructed students not to read out of the paper; however, in some pairs, insistence on reading was observed which was not reacted by Bella after her explicit warning. The inaccurate utterances of students were noticed mostly in form sometimes

in function but there was no feedback of Bella for inaccurate utterances either in form or in function. Moreover, it was observed that no functional language specific to interviews was used by the students as it was not instructed before or during the presentation of the students. As seen in previous weeks, Bella was observed to perceive the aim of the course as entertaining students, which was explicit in her following instruction to the students: “be creative and have fun” (Bella, in class).

In Taylor's in-class practices, she was observed not to implement the assigned task. Rather, she assigned students to prepare presentations on different cultures of different countries before Week 6 and listened to students' presentations in Week 6. Before presentations, she made the students discuss on different cultures to warm them up for the presentations. Students presented their presentations in groups and Taylor did not intervene in the presentation while students were presenting. She listened to the presentations and took some notes regarding the performances of the students, which she shared with the class at the end of the course. The observed week had been the only week when a feedback session was observed. Although Taylor could not provide individual feedback to students in groups, she addressed the common problems that she observed in the presentation. In the last 15 minutes of the course, she both provided feedback to the students about their problematic areas and instructed them about how to make the presentation. She underlined the points such as good eye contact, use of gestures and mimics, how to prepare better slideshows, etc. For the next week, she informed students that she would listen to their presentations again. In next week's presentations, the students were expected to consider the points that Taylor emphasized in the feedback session. In Week 6, Taylor was said to incorporate the tenets of DA when she worked in the G-ZPD and mediated all the class members about the problems they experienced in their presentations. In addition, when she expected the students to make presentations again for the upcoming week, she must have considered judging to what extent the students regulated the provided mediation.

On Friday in Week 6, after all the courses, the discussion session was organized as usual. The objectives of Week 6's discussion session were determined as

- (i) to lean over the concept of the Zone of Proximal Development once again as its understanding will underpin the participants' DA conceptualization and

- (ii) to discuss on case studies in which DA was implemented in different skills by various practitioners.

As a result of the data analysis, five themes emerged out of the data corpus of Week 6. These themes were labelled as *reflection on beliefs and practices*, *negative state of emotions*, *discussion on the quality of the material*, *conceptualization of DA*, and *concerns over DA methodology*. The emerged themes, sub-themes and their interpretations were presented as findings obtained in Week 6.

First of all, with regard to the theme of *reflection on beliefs and practices*, the comments of both instructors underpinned their understanding of instruction and assessment as separate from each other. Projected from the behaviouristic stance, the instructors were observed to first instruct the content knowledge and then awaiting the emergence of the behaviour to judge it. In the following statement of Taylor, she stated her discomfort for requesting students to prepare a presentation before giving any instruction about how to prepare a presentation:

... It was one of [the situations] I dislike the most. I said [the students] to [prepare presentation] and came to [the classroom] then I listened to their presentations (Taylor, Group Discussion Session).

As stated clearly, in her previous course, Taylor practiced an action of judging students before instructing them, which was understood as opposite to her beliefs of course conduction. As she acted in contrary to her beliefs, her feelings of discomfort were obvious in her statements. This observation can be interpreted as an implication for her need for more time and effort to conceptualize DA methodology in the case of Taylor as DA regards assessment and instruction as unified action.

For Bella, her reflections were mostly on her personal beliefs concerning her separate understanding of instruction and assessment, which was transparent in her following comment:

...as we do not regard feedback part as necessary, we focus more on the instruction part...the program was designed in parallel [to that understanding] we do not have a concept of leaving time for individual feedback (Bella, Group Discussion Session).

Although Bella used “we” pronoun in her above statement, it was understood that she reflected on her personal beliefs in terms of instruction and assessment. This reflection might have been regarded as a critical assessment of her assumptions, which signalled her readiness to accommodate newly introduced concept in her belief system.

In addition to their reflections, the theme *negative state of emotions* emerged as another theme in Week 6. In the dataset of both instructors, they repeatedly mentioned about dissatisfaction they had in speaking courses. Bella, for instance, stated her state of emotions in the following excerpt:

I could not make it out this term. I could not get used to it. I [do not feel] satisfied with what I am doing [in the classroom] ... I think the unplanned [stance of the course] reflected on me as well ... I am still trying to entertain the students but there is something missing and [the course] is like on shaky ground (Bella, Group Discussion Session).

As explicit in the above excerpt of Bella, as in the previous week, she continued to feel the dissatisfaction in the course because of its vagueness in terms of learning objectives and outcomes. Although she was content with the entertaining aim of the course in the first weeks of the term, she became aware of the problems in the design of the course and the provided materials, which pushed her to feel dissatisfied during the weeks. In a similar vein, Taylor expressed that her students might not have liked the course instructor because of the vagueness of the course in the following excerpt:

It seems like students do not like me because I am [conducting an] aimless [course] or I cannot do that is why it seems to me that the students feel that [aimless situation] and do not like me. Why do they like you if do not [teach a content]? (Taylor, Group Discussion Session)

In the above excerpt of Taylor, she was observed to experience an emotional dissatisfaction in speaking courses, and she ascribed this dissatisfaction to the course design. As interrelated with the dissatisfaction of the instructors, they mostly discussed on the *quality of the material*, which emerged as another theme of the week. Within this theme, Bella expressed that she asked the syllabus team about the objectives of the week and the syllabus team decided to add an objective to the course material which was determined as “making interviews”. Her expressions below indicated that her awareness contributed to the action of the syllabus of the school although she still was not completely content with the material:

I asked what our objective was [in the syllabus office] there was none .. none (laughs) we (the syllabus team) decided to link [the content of the academic skills course to the speaking courses] and [determined objective] as “making interviews”.. I do not know how it will be reacted (Bella, Group Discussion Session).

It seemed in the above statement of Bella that she acted upon on her awareness about the quality of the material of the week and the syllabus team welcomed this action

by a small addition to the material. However, Bella was understood to have further questions about the material that she directed to team members, but she was not satisfied with the answer:

... the guidance to the instructors was doing what they would like to do... that is, if they would like to instruct a structure, they can do it.. I asked about it [the syllabus team said that] we were not guiding them about what to do; they could do whatever they wanted to do (Bella, Group Discussion Session).

It was understood from the statements of Bella that the syllabus office insisted on the free nature of speaking courses without providing any guidance to the instructors. Although Bella had reactions against this situation, she was observed to be limited by team members within the syllabus that were already observed in Week 2 Her below statements made her limitations clearer:

“It should be changed and [the change] should be requested by the top. The philosophy we have [as a syllabus] is a philosophy of one or two people. It is not the philosophy that this institution needs to have” (Bella, Group Discussion Session).

Although Bella was a member of a syllabus office during this study, her detachment from the syllabus team observed in Week 5 seemed to continue as she became aware of her constraints in her social setting. As she raised her awareness of different theories and viewpoints as a result of critical self-reflection in a dialectic discourse, she was observed to proceed in her transformation. The experience of detachment of Bella and her critical approach to the material of the week was the strong indicators of her awareness of constraints.

The problems of the material were also shared by Taylor. She stated her uneasiness with the material in terms of its organization and lack of guidance, which made her implement a different task in her classroom independent from the syllabus in Week 6 as stated before. The problems voiced by Taylor were observable in her following statement:

Are [the students] supposed to make interviews with each other? [If so] will they both prepare questions.. how will it be? There are problems in the organization of the material therefore we need a clearer guidance as a teacher. It should not be like [providing] a teacher with an aim of making interviews and do whatever you would like to do (Taylor, Group Discussion Session).

Other than the reflection of instructors on the practices and the material,

which revealed the above-mentioned themes in instructors' transformative experiences, their conceptualization of DA methodology was going on in parallel with the determined objectives of the week. In Week 6, the materials involving the case studies were observed to help the instructors to further conceptualize the DA methodology. The utterances which indicated the instructors' conceptualization during Week 6 were coded under the theme of the *conceptualization of DA*.

Within the theme of *conceptualization of DA*, both instructors were observed to use accommodation strategies because they were looking for the analogies between DA methodology and their current practices. This observation could be found in the following exchange happened between the instructors:

T: In fact, it is in our [professional practices] [from time to time], isn't it?
Thus, it seems like to be easier to adapt [the methodology]

B: We will only [give the feedback] in a more systematic way in fact

...

T: I generally say [statements to the students like] "what, again, I can't hear you."

B: Hah. It will be more systematic. We will know where we are and the level of the mediation... (Group Discussion Session).

As signalled by the cautious stance of Taylor towards the DA in the previous weeks, she was expected to need more time to conceptualize DA. Week 6 was the week when her efforts to understand the method could be observed in her questions and her self-talk in the session:

When the quantity of mediation decreases, the level of the student increases, it is inversely correlated (Taylor, Group Discussion Session).

The above statement was observed to be illustrated on KWL chart of Taylor as shown in Figure 2.

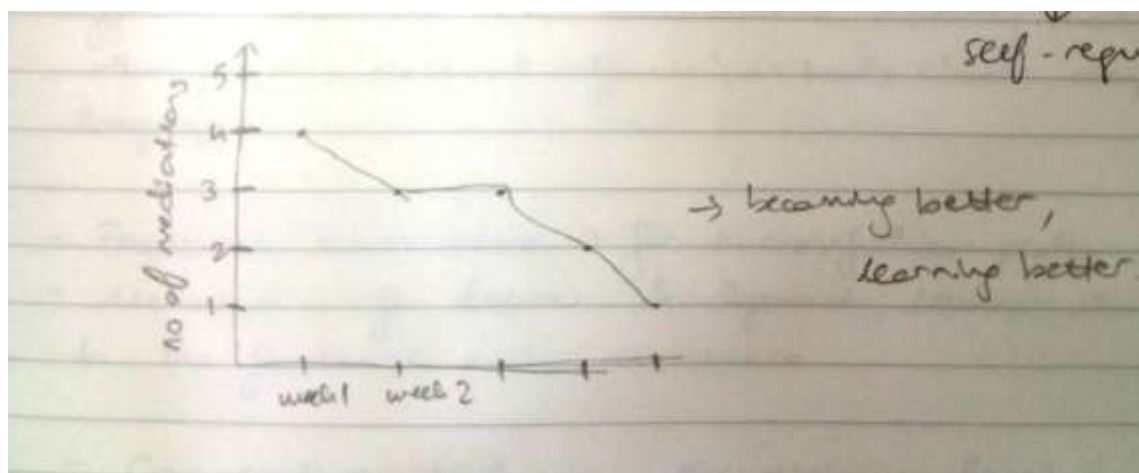


Figure 2. A graph from Taylor's KWL chart

Bella, on the other hand, was observed to be ready for accommodating a new methodology in her teaching repertoire. When she was asked to reflect on her learning experiences in Week 6 by considering the points of “being sensitive to learner’s ZPD” and “working in the ZPD of learners”, her reflection below indicated her conceptualization:

We seek an improvement in students’ performance to call it “sensitive to ZPD.” Working in ZPD, I believe, is to organize our mediations or feedbacks according to students’ needs and potential. Through effective mediating, we address to the students ZPD [*sic*] and have a general idea how far a student can go with that specific mediation [*sic*]. Depending on the performance of the student, we can go from implicit to explicit. (Bella, Reflection Journal Entry)

In addition, Bella was observed to have concerns in DA methodology, which might have been regarded as reasonable concerns for an inexperienced teacher in DA methodology. The stated concern of Bella in the following excerpt also indicated her progress in the conceptualization of the method:

... one of the concerns for me is to use appropriate level of implicitness or explicitness. I think I need to see more examples, both in interventionist style and interactionist style (Bella, Reflection Journal Entry).

Along with the conceptualization of the instructors, *their concerns over DA methodology* in the classroom were observable and emerged as the last theme of the week. The materials including case studies of DA application caused instructors to question it by considering the classroom dynamics and the student profile in their own setting. In the case of Taylor, she was observed to be resistant in her concerns with regard to classroom management when providing individual feedback to the students. Although Taylor had been critical to the course and syllabus design of the speaking course since the beginning of the study, and her initial efforts to understand DA were observed in Week 6, she still could not sort her concerns out in her conceptualization. Her statements in this theme were almost same to the ones in previous weeks. One of her utterances in Week 6 was presented below:

As far as I understood my concerns always turns out to be that these studies were all conducted with 3-4 students, I am sure it is going well [in these settings] but ... how will I [cope with] the other students when I am providing individual feedback to one student. (Taylor, Group Discussion Session).

Similarly, Bella had concerns to a new methodology in a language classroom,

which was stated as whether their student profile would keep on responding to teacher mediation as in the case studies they had read about. Her concern was explicit in the following exchange:

B: Does not it burn the other side out? I am not talking about myself. What about the student, does not s/he say that's enough [I do not want to respond more]?

M: Does s/he say, I do not know

...

B: [The students] should be [informed about it before] [that would work] (Group Discussion Session).

The concern of Bella seemed to be sorted out in the above exchange. Furthermore, in her reflection journal, it was observed that she started not to worry about student reaction as long as she informed the student beforehand. Still, in order to sort her concern out completely, she was observed to be willing to act DA in her classroom to understand the reactions of the students. Her entry was presented below:

the teacher [*sic*] provides the correct answer, it made me question if this process would affect students and cause them to give up in the middle. Then, we talked about informing students beforehand about the aim of this implementation. That made sense to me but still I need to implement it myself to see how my students would react. (Bella, Reflection Journal Entry)

As shown in the above excerpt of Bella, she clearly indicated that her concerns were not the ones which would hinder either her conceptualization or provisional tries of a new methodology in the classroom. Rather, she was willing to implement the method in order to evaluate the strengths and drawbacks of the methodology, which might have brought a solution to the problem they had in their setting. This interpretation was an indicator of how far she had progress in her transformation of having a different perception to the speaking courses.

As a result, five themes emerged in the analysis of obtained data during Week 6, which were displayed in Table 11. Under each theme, emerged sub-themes in the dataset of each instructor were also shown in the table in order to delve more into their individual progress in their personal transformation as a result of critical dialogue brought by this participatory action research.

Table 11

Emerging themes in Week 6

Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Reflection on beliefs and practices	Divided perception of assessment/instruction	Critical assessment of her assumptions
Negative state of emotions	Emotional dissatisfaction	Dissatisfaction
Quality of speaking material	Experienced uneasiness with the material	Detachment as a result of her limited actions on the material
Conceptualization of DA	Use of accommodation strategy	Use of accommodation strategy
	Initial efforts for conceptualization	Progress in the conceptualization
Concerns about DA application	Resistance in her previous concerns	Willingness for exploration of new perspectives

As revealed in the data analysis of Week 6, the reflection of both instructors indicated their perception towards the relationship between instruction and assessment. Both instructors were observed to regard assessment and instruction as divided from each other. However, Bella's critical assessment of her beliefs on that division was obvious during Week 6. Moreover, as in the previous two weeks, the attitudes of both instructors towards the speaking courses were negative; that is, they were observed to have either emotional or professional dissatisfaction during Week 6. Their dissatisfaction was also evident on the quality of speaking material, which enabled both instructors to display different actions like adopting another material for Taylor, and an observed detachment from the syllabus team for Bella. Further, as a result of experiences of instructors with the materials on DA, they were observed to have progress in the conceptualization of DA during Week 6. The instructors were understood to look for patterns in their practices which are similar to DA, which indicated their use of accommodation strategies during their conceptualization. As expected, the position of instructors was different in their progress of conceptualization. That is, initial efforts to conceptualize DA for Taylor were only possible in Week 6.

Bella, on the other hand, was observed to have progress in her conceptualization of DA methodology. Their concerns for DA methodology were obvious regarding the personal and professional limitations. Their concerns were understood to be one of the major reasons and indicators of the instructors' prior and potential pace of DA conceptualization.

4.1.1.7. Week 7

In Week 7, the task assigned to the students and the instructors was named as movie scenes. An objective of the course was observable in Week 7, which was specified as "talking about events in a time-line" (Speaking course material). In parallel with this objective, the task required students to work in groups of three and choose one of the three scenes from different films which were provided on the material. In groups, students were expected to complete the story of the film by considering what happened before the moment of the scene, what is happening at the moment of the scene, and what is going to happen next in the story of the film. Once the group work was over, the students were required to present the story by taking turns among group members. In Week 7, there was an assessment criterion on the material which was stated as: "students will be graded based on group participation and individual contribution to the group presentation" (Speaking course material). As understood from the assessment criterion, the only requirement of the student in this course was the participation, which had been already mentioned by Bella in previous weeks.

With regard to teacher actions, only Bella was observed to implement the above-mentioned task that was provided by the syllabus office. She conducted the course as described in the material. That is, she introduced the task after a brief introduction of the material, grouped the students, moderated their group work and observed their presentations after the group works. During the presentation of the students, Bella was observed to act on the inaccurate language production of the students rarely.

In terms of Taylor's practices, she was observed not to incorporate the assigned task in the classroom; rather, she listened to the students' presentation on the same topic as the previous week once again. This week, Taylor was observed to share the feedback with the group of students after the presentation of the group, and she focused more on the criterion of what was better this time. The below statement was one of her utterances at the feedback session to one of the groups:

I cannot believe it G (student name) was walking around and they read it not from the notes. H's (student name) presentation was very good much better thank you very much...you could make the notes a little more bigger, you could [have] change[d] the font size.. yes that is improvement (Taylor, in class).

As explicit in the above statement and the class observation of Week 7, Taylor provided feedback to the progress of students by comparing their previous presentation performance and their current performance and focused more on the improved sides of the students. Considering her previous and current actions of Taylor, it was concluded that there was a change in her judgement of the students' performances as she had a criterion with which she judged the progress of the students. Although she was expected to act in the tenets of DA after her exposure to the materials on DA, her practices were not completely said to be parallel with the DA. That is, the judgement made by Taylor was on the progress of the students rather than having a judgement about the students' ZPD in terms of the presentation skills. Still, the actions of Taylor in Week 7 were significant as she acted on the stated problems she had encountered in speaking classes, and tried a progressive assessment, which indicated her introspection she was doing in participatory action research discussions. Her reflections on her actions will be presented along with the findings of group discussion session below.

Following the classes of both instructors, the group discussion session was organised. The objectives of Week 7's discussion session were determined as

- (i) to discuss on case studies in which DA was implemented in different skills by various practitioners,
- (ii) to discuss on a case study in which Formative Assessment was administered and one other in which DA was implemented and
- (iii) to discuss the differences in implementation of FA and DA by referring to the earlier discussion (in Week 1&2).

As a result of the analysis of the data collected during Week 7, three themes emerged which were labelled as *reflection after action*, *conceptualisation of DA*, and *concerns over DA implementation*. The analysis and interpretation of data coded under these themes and the sub-themes emerged in the personal dataset of each participant were presented as the findings of Week 7.

At the beginning of the group discussion session, instructors were asked to reflect on their speaking course practices in Week 7, and their articulations with regard to their reflection on their practices were coded under the theme of *reflection after*

action. Within this theme, Taylor was observed to reflect on her practices positively. She stated her feelings of satisfaction as a result of her practice of progressive assessment in Week 7. In the following statement, her positive reflection was explicit:

I really like it, I don't know, [I really like] to observe the development. Both I felt myself useful and I observed [student progress] (Taylor, Group Discussion Session).

Taylor felt content with her practices during Week 7 as she had objectives through which she judged the students' presentation performances. In Week 6 and 7, Taylor was observed to act on the points that she regarded as problematic in the course design of speaking courses. In the previous weeks of Week 6, she stated the lack of objectives in speaking task and materials several times. In Week 6 and 7, however, she decided on her own objectives for the speaking class as independent from the institutional syllabus, to which she reacted to Bella's practices during Week ... In her classroom practices during Week 6 and 7, Taylor was observed to experience tension and choose between acting on her contextual knowledge of adhering to the institutional syllabus in a centralised system and her personal practical knowledge of having an objective in practice. As projected from her practices and reflection, she was understood to act on her personal practical knowledge, which was uttered in her following excerpt:

We wanted something and observed whether they [the students] could [manage] it or not. In the other [previous tasks] we could not observe that because I did not know what to [judge] ... but this time I [listed] my expectations [and] judge them again ... I had already taken notes with a different [coloured] pen on the same notes... Then, I could [judge] what was good and what was bad (Taylor, Group Discussion Session).

In contrast to Taylor's positive reflection on her practice in Week 7's speaking course, Bella's dissatisfaction with her practices remained similar to previous weeks in Week 7. In the below excerpt, she clearly voiced her dissatisfaction:

I am not content with myself in this term. I am content with neither myself nor my course... I could not tidy myself up [at all] I feel that I am doing nothing but seizing the day. (Bella, Group Discussion Session)

As revealed in Week 6, Bella's action on the material development in the syllabus office was observable by her suggestion to add objectives to the course material. However, she solved the problem by her action in Week 6, which was also explicitly expressed by Bella in her dataset during Week 7. The following utterance indicated her reflection:

I do not know, we [the syllabus team] add an objective then let's [conduct

the lesson] according to it but it does not [sound to me like]... I am still not satisfied with [the course] I do not know, this term is not going well [for me] (Bella, Group Discussion Session).

Other than the reflection of the instructors on their practices after their speaking courses, their *conceptualisation of DA method* was observable in the session during which the participants discussed the reading materials on DA method. As similar to the previous week, the Week 7's content included case studies on different strategies of assessment like formative assessment, scaffolding and DA. In addition, the instructors were provided with an article on DA in listening skill. The instructors' articulations during the discussion on these studies revealed their conceptualisation of DA during Week 7.

Regarding her conceptualisation, Taylor was observed to accommodate novel information about DA in her current understanding of giving feedback. The following statement was one of the indicators of her accommodation actions:

It seems to me like we are not aware of [giving mediation] but practising it.. it has remained only to get into shape and be systematic ... I am trying to give feedback by [an awareness to some extent] [like] at which level I provided the feedback, [and] [what was the respond of the student] (Taylor, Group Discussion Session).

As explicit in her above statement and others in her personal dataset, Taylor was observed to filter novel information of providing mediation through her previous knowledge of giving feedback that was constructed before. Therefore, she was found out to conceptualize mediation as levelled feedback ranged from implicit to explicit hints to the students' inaccurate productions of language. Therefore, it was found out that there was a change in Taylor's perception of using feedback as she stated of being more aware of the efficiency of feedback in terms of its contribution to student development, which was voiced in the following statement:

I started to think which one of feedback will work.. there was no meaning in [providing lots of feedback] (Taylor, Group Discussion Session).

In addition, her perception regarding the inaccurate productions of students was observed to be changed when she commented on the practice of one of her colleagues in the meeting, which was stated in a humorous way in the following excerpt:

..in this week's syllabus meeting... one of the instructors said that she did not deal with [inaccurate language in writing portfolios], she was directly writing the correct form [and] I said [to myself] that there was no respect for ZPD (laughs) .. I wished [that] she had dealt with more [...] (Taylor,

Group Discussion Session).

The conceptualisation of Taylor in regards to DA in the classroom was in the progress as understood from her reflections on her practices and case studies included in the reading material. However, it was observed that her conceptualisation was a perceptual change as she struggled to modify her settled beliefs of giving feedback in a systematic way through DA rather than understanding DA as judging the potential of the students and working in the ZPD of the students.

The analysis of Bella's dataset also revealed her conceptualisation of DA. During her conceptualisation process of DA in Week 7, she reflected on her weaknesses that she might not have known how to deal with in practice, and identified the points she needed to be developed. The following excerpt was an example of her statements in this theme.

I do not know the wording of the group [dynamic] assessment... we actually do it but it sounds to me like we will be able to produce solid sentences [for mediation] if someone said to me [apply DA], I do not know what is implicit what is explicit, I do not know according to which I would be sensitive. That is, I have a problem with wording [of mediation] it can be solved slowly (Bella, Group Discussion Session).

As obvious in the above excerpt of Bella, she discriminated between her feedback practices and mediation, and she stated her own needs to appropriately mediate the students in a situation where she needed to apply DA. Her concern was mainly over the language she would use while mediating the students and how to attune the implicit/explicit mediation, which was expected to be questioned in the way of conceptualisation of DA methodology. Therefore, it can be interpreted that Bella had progress in her conceptualisation of DA and she indicated her rooms for further conceptualisation as she thought that she would sort her weaknesses out "slowly" in the process.

Another problem that Bella encountered in her conceptualisation of DA method was identified as her separated understanding of instruction and assessment which was regarded as unified in DA. Her questions below, which were asked on a case study, indicated her effort to understand the instruction and assessment unity in DA:

I am thinking about that in this "would-shock" case, wasn't the student familiar with [would-shock use] at all, why did not the teacher know whether the student knows or not?... If it [the form/function] does not emerge, could it be said explicitly because some part of it instruction and some part of it is assessment ... in order the enable the flow. ... I have [the

question] in my mind that if the teacher knows about the learning of the student, why did it not emerge, if [it was not instructed before] why the teacher was struggling [to emerge the form] (Bella, Group Discussion Session).

Bella's above articulation displayed that she was putting effort to understand the instruction and assessment unity; however, it was clear that she was used to assessing student performance after instruction in order to judge the student's comprehension of the instructed content. Thus, it was not easy for her to understand the core tenet of DA of working in the ZPD of the students, which was covered in the discussed case study. However, during the discussions, she was observed to start making her mind clear about that unity which was explicit in her following response to reflection question asking her perception of the differences between FA and DA:

I guess FA is not as systematic as DA. Teachers who use FA don't have clear objectives. FA mostly deals with if the students have shown any development. DA, on the other hand, emphasizes how far a student can go with the help of the mediations. Instead of focusing on the current level, DA focuses on how to take a student to the next level (Bella, Reflection Journal Entry).

The final theme emerged in Week 7's analysis was *concerns over DA*, which was consistently discussed theme in almost all weeks during this action research discussion sessions. The instructors' cautious stance toward the implementation of DA was explicit in Week 7; however, their points of view towards the concerns were discrete. Taylor, for instance, had perceived that DA application in the classroom would be challenging for the class of 20-25 students. In addition, she was observed to attribute the potential challenges of DA to the variables such as class size, her state of health, lack of time or the learning styles of the students, which were uttered in the following excerpts:

... [the class] is crowded, I am concerned with not sparing enough time with [individual] students... my voice is bad (smile) [when illness, crowd and lack of time all come together]. (Taylor, Group Discussion Session)

(on her reflection on DA application in listening skill) With lower levels this [DA] may be more difficult, especially if the language learners are Turkish as our students already have worries about understanding somebody else's English. (Taylor, Reflection Journal Entry)

Bella also had some concerns over the implementation of DA in the classroom; however, her reflections on the case studies included in Week 7 indicated her concerns were about her in/probable actions in DA implementations. For instance, in the

following excerpt, she questioned her patience in giving 'graded mediation' to the students:

Is not it difficult to[provide mediation one by one]? ...Do we have a possibility of [providing explicit correct answer] without patience? [yes, we do]. Could we [such rounds of mediation] till the line 33 (as depicted on the excerpts of the case study) (Bella, Group Discussion Session).

As displayed in her verbatim above, Bella was questioning her characteristic of having patience in the course of her probable mediation acts in DA implementation. Therefore, it was concluded that her attributions were self-directed.

To conclude the findings of Week 7, three themes emerged out of the data collected, which were shown in Table 12. In addition, the sub-themes emerged in the dataset of each instructor were displayed in the table to depict the experiences they individually had in the process of transformation.

Table 12

Emerging Themes in Week 7

Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Reflection after action	Acting on her problems Content with her practices	Continued dissatisfaction
Conceptualization of DA	Perceptual change	Progress in her conceptualisation
Concerns over DA implementation	Concerned with outsourced problems	Self-directed concerns

As revealed in the data analysis of Week 7, both instructors reflected on their actions in different ways. That is, Taylor was observed to act on the problems she encountered and changed the course material, which made her content with the course. Bella, on the other hand, was found out to be dissatisfied with the material and her actions accordingly, which was also observed in the previous weeks. In terms of their DA conceptualization, both instructors were understood to have progressed in varying

degrees. Bella, for instance, conceptualized the method in terms of its unity of assessment and instruction and the difference between feedback and mediation. She had some concerns about the language during mediation, which was regarded as an indicator of her conceptual progress. For Taylor, she was observed to have perceptual changes in the progress and use of accommodation strategies during her conceptualisation. Finally, both instructors were observed to have concerns over DA implementation in the classroom, but their concerns were not shared. That is, Taylor was observed to be concerned with out-sourced problems like class size, her state of health, and lack of time. Bella, on the other hand, had self-directed concerns, which were indicated by her questions, directed to her characteristics.

4.1.1.8. Week 8

The task of speaking course in L3 during Week 8 was a reading circle activity in which students were expected to read a reader (adapted version of *The Hound of the Baskervilles*) and make a group presentation related to a single section in the reader. However, the readers were not available for the students because of a problem experienced between the book company and the school. Therefore, both instructors were observed to cover different speaking materials in their classes.

In Taylor's classroom, the students made presentations on the scenes of the movies that they would like to talk about. During the presentation, there were no feedback acts of Taylor was observed and she did not intervene in the presentation of students, but she asked questions about the film at the end of the presentation. After all presentations, she was observed to instruct students to pause less during their speech and use fillers in their speeches in order to make the audience busy. This was a moment of teacher talk which could be named as an instruction during the course.

In the classroom of Bella, she covered an intonation and stress activity at first in which student practised a written conversation by paying attention to the stress that context requires. Later, she made a free speaking activity asking different questions to the students such as 'how is the life going like for you' and 'what is the thing you laughed much recently'. Each student in the classroom participated in all the activities. In terms of teacher acts in speaking course of Week 8, Bella was observed to change her feedback acts and provisionally tried meditational moves. It was not a planned action, that is, Bella had no focus about the areas that she was making judgements and giving

instruction but she communicated with the students by working on their inaccurate use of language. In the exchange below, she worked in ZPD of one student who could not emerge the noun form of “depress” in her production:

- S: I get tired of everything
 B: Why? What happened? What did you live?
 S: I am in depress*
 B: You are in?
 S: depress
 B: You are in? noun form, noun form
 S: depression
 B: depression, good (Classroom observation)

As explicit in the above exchange, the student inaccurately used the verb form of “depress” in her production which was approached by an implicit hint by Bella in the first round. The student could not make use of the hint of Bella and repeated the inaccurate sentence again, which was reacted by more explicit hint indicating the inaccurate part of speech leading to the accurate production of the student. This exchange indicated that Bella changed her approach to the inaccurate production of the students in her feedback acts. In the first weeks, she was observed to use recasts in her feedback acts regardless of student regulation of the recast, but in Week 8, she expected the students to respond to her mediation. This change in her use of feedback was regarded as an indication of her acting on a new conceptualisation of DA. In a similar vein, in the following exchange, Bella worked in the ZPD of another student who had difficulty with the accurate pronunciation of the word "accident".

- S: we talked about something - accident [æssɪdənt]* with our family
 B: something
 S: accident [æssɪdənt]*
 B: accident [æksɪdənt]
 S: yes
 B: ok, accident [æksɪdənt]
 S: yes
 B: accident [æksɪdənt]
 S: [æksɪdənt]

As seen, Bella was insistent on the students' use of accurate pronunciation, as she could not judge whether the student made use of her quite explicit mediation on her inaccurate pronunciation. This exchange was intriguing as it displayed the difference between the feedback acts of Bella in the first weeks and Week 8. That is, in the first weeks, the answer of student "yes" was enough for Bella while delivering feedback; however, she was insistent on hearing accurate pronunciation in Week 8 probably in

order to be sure about the self-regulation of the student by making use of her instruction in the form of mediation.

To conclude the classroom observation of Bella, it can be stated that there was an observable change in the use of feedback. Although she could not be said completely incorporate DA method in her actions, she started to try the meditational moves for which she had some concerns in previous weeks. It was explicit that she did not use mediation to judge the speaking performances of students, but she started to be sensitive to the ZPD of the students and acted accordingly in her meditational acts.

At the end of the week, following speaking classes of both instructors, a discussion session was organised during which the instructors reflected on their in-class actions and the materials regarding DA methodology. The objectives of the Week 8 were determined as:

- (i) to discuss on DA administration in listening skill
- (ii) to watch a DA implementation video in which an interactionist DA in speaking skill was administered in one by one tutorial setting
- (iii) to discuss the applicability of interactionist DA in participants' setting and to discuss the contribution of video watching to their understanding of DA.

Under the light of the objectives, the dataset obtained through the discussion session revealed three main themes in Week 8 which were labelled as *reflection after action*, *conceptualisation of DA*, and *positive attitude towards DA implementation*. It is necessary to note that the session of Week 8 produced less verbatim as compared to previous weeks as video watching of case studies covered more time in the session.

First of all, the session had started with the reflection of instructors on their actions in speaking courses; therefore, the patterns found in dataset regarding the instructors' reflections was themed under *reflection after action*. Concerning their reflections in individual datasets, Bella reflected on her provisional try of DA in her classroom. Although she did not implement DA as an approach in the course, she used the mediation as a technique in the classroom, which was reflected on as follows:

I tried to implement DA from time to time. Actually I did (laughs). I did but [the first mediation, the second mediation]... anyway, my passion may not be enough for now, I need to have a plan (Bella, Group Discussion Session).

As seen in her reflection, the provisional trying of mediation technique (although

voiced as DA) in the classroom was difficult for her probably because she had no focus for the language or skill that she might have worked in the ZPD of the students. She accepted that she needed a planned action for the mediation.

For Taylor, she was observed to be content with the flow of the course in which she integrated presentation skills. Her content was observed to be connected with the reflections of students on her practices, which was explicit in the following excerpt:

I [thought] that C [student] [dislike me] or B [student] did not like me.. C came, B came [and shared their positive thoughts] and I could not believe it... I started to [touch to the students] and I understood that there was [an important] impact of the material, task, and course conduction. The student started to believe in what they are doing (Taylor, Group Discussion Session).

The reflection of Taylor on her class actions was limited to the student reflections on the course. She thought that her changes into the course materials made her and the students be satisfied with the speaking course. Considering her reflection, it might have inferred that Taylor sorted her problems out in her speaking classes as she associated the problems with the materials and tasks delivered by the syllabus office at the outset. In other words, in Week 8, Taylor was observed to complete her action research cycle in terms of her perception of the problems, working on the problems and reflecting on the outcome of her actions. Hence, her transformation in the way of changing her pedagogy and approach to the speaking courses might have been limited to material adaptation at the time of Week 8.

The data concerning the DA understanding revealed the theme *conceptualization of DA* as in the previous weeks. However, the patterns signalling DA conceptualization was found only in the dataset of Bella. Bella tended to clarify her conceptualization in either terminological or conceptual level whenever she had a chance in the discourse, which was interpreted as her further progress of DA conceptualization. The following excerpts were two of these instances:

...we consider transfer as transcendence, don't we? it takes [the task] a step further?"
what I understood from transcendence [task] is [that] it is not the [same as the studied task]. [For instance] past tense, I [provide mediation in past tense] and judge whether the students use [my instruction] in a similar task or make the similar mistakes [as in the studied task] (Bella Group Discussion Session).

In addition to Bella's efforts to clarify her conceptualisation as explicit in above excerpts, she brought out new concerns to the discussion in terms of the implementation

of DA, which was regarded as indicators of her DA conceptualisation. Her following concern of not knowing of 'communication intent' of the student while providing mediation was a point she emphasised in the session:

I noticed that ... I do not know what [the student] wants to tell about... [it is ok to mediate upon inaccurate production] but I do not know what to say when [the student stop talking] [because] I do not know the [communicative intent of] the student ... It just came to my mind now, this constructed something in my mind (Bella Group Discussion Session).

Under the light of the findings related to the conceptualisation of DA method, Bella was observed to communicate through her novel conceptualisation of DA. Although she sometimes felt insecure about her understanding, she did not stop asking about them and bringing out new concerns to the discourse in order to improve her understanding. In parallel with her provisional tries of meditation technique in Week 8, her use of DA-related terminologies and practice-related concerns during discussion session indicated her progress on the way of accommodating DA knowledge in her pedagogical and practical knowledge. In this process, though, her settled belief regarding the division of assessment and instruction was observed to challenge her. In the following exchange, for example, she was found out to look for comprehension check activities after the mediation in listening skill. When elaborated on the topic, her acceptance of her already set assumption was observed.

B: (referring to DA practice in listening skill) [after listening of the audios] is there any activity given. We mediate during listening but is there any activity, is there any comprehension check, true/false [activity]? Is not there any [activity] by which we can assess [comprehension]?

M: they already assessed [during listening]

B: (laughs) [yes] okey. In fact it is completely opposite to our experiences (laughs) (Group Discussion Session).

The final theme emerged in the dataset of Week 8 was *positive attitudes of instructors towards DA implementation* in their classes. Despite having challenges through their conceptualisation of DA methodology and being cautious to the DA implementation in a class within their setting, both instructors stated their will to implement DA in their classes and evaluate their own experiences of DA. However, the themes emerged in the dataset of instructors displayed a difference between their attitudes towards DA implementation. That is, Taylor, for instance, had been observed to focus on her concerns on DA implementation in her class since the beginning of the study; however, her final remarks on DA implementation were far more positive and her

will for implementation was obvious. Her positive attitude was apparent in the following Reflection Journal entries:

In our case, I think we are very worried about classroom management problems that may occur during DA in the classroom. But if we set up our frame and rules at the beginning of the year, I think we won't have so many problems. And we need experience to learn how to apply DA and overcome possible problems. So we should start, wait and see (Taylor, Reflection Journal Entry).

I believe in time, together with experience and needs analysis, and also self-reflection, we can develop our own ways of applying DA. It may help a lot to remember later how a student reacted to our mediation". (Taylor, Reflection Journal Entry)

In the case of Bella, she turned out to have more concerns over DA implementation as she had already experienced the use of mediation in her class in Week 8. Although she was understood to have positive attitudes towards implementation, she underlined the need for guidance for initial tries. Her entries below were coded under this theme:

Personally, I sometimes ask questions about which mediations I should present to the students so as to help them figure out the correct answers on their own. For the starters I guess, until teachers gain some experience, they need to be guided (Bella, Reflection Journal Entry).

I would support any application, which could help me improve myself and my teaching. I know it cannot be applied completely, why not start it with little steps and see where it will take us? I would suggest them [her colleagues] to brainstorm about how and in which areas we can implement this kind of assessment and as we get better maybe we can spread the application to new areas (Bella, Reflection Journal Entry).

As seen in the above entries, Bella indicated her willingness to incorporate DA in her classes and she actually tried mediation technique in her Week 8's practices. However, her need for guidance and her analogy of "little steps" displayed the room in her belief system left for further professional development.

As a result, three themes emerged out of the dataset of Week 8 which were displayed in Table 13. Under each theme, emerged sub-themes in the dataset of each instructor were also shown in the table in order to depict their individual progress in their personal meaning-making process during the study.

Table 13

Emerging Themes in Week 8

Themes	Sub-themes that Emerged in Taylor's Dataset	Sub-themes that Emerged in Bella's Dataset
Reflection after action	Content with the adapted material Emotional relationship with the students	Positive reflections on provisional tries of mediation as a technique Need for a planned action
Conceptualization of DA	<i>No themes emerged</i>	Progress in her conceptualisation of DA method
Positive attitudes towards DA implementation	Willingness to implement DA in her class	Willingness to implement DA in her class Need for guidance in her first implementations

As a result of the analysis of data in Week 8, reflections of instructors on their actions in their speaking classes were themed as *reflection after action*. Under this theme, Taylor was observed to positively reflect on her actions of adopting different materials and content different from syllabus office. She was also observed to associate her positive reflection on the course with the positive reaction of the students. For Bella, she was observed to positively reflect on her use of mediation technique in the classroom in general but her experiences caused her to think about a planned action for the incorporation of DA in her classroom. Regarding the second theme of conceptualization of DA, no theme emerged in the dataset of Taylor. However, frequent codes patterned in the dataset of Bella indicating her progress in her conceptualization of DA method. Under the final theme of positive attitudes towards DA implementation, willingness to implement DA in their classes emerged as sub-theme in both datasets. However, Bella's emphasis on her need for guidance in her first implementations was interpreted as her seek for further professional development within the frame of DA methodology.

4.2. Instructors' Integration of DA into Practice

The content about DA in terms of its theory and implementation was completed

during weekly discussions lasted for eight weeks. Throughout this process, their experiences and conceptualization were closely observed, analysed and presented in the above section. After the completion of theoretical phase of the study, the instructors were invited to integrate DA in their speaking courses in order to fully capture how their conceptualization of DA was put into practice by the instructors. Both of them welcomed and accepted to design speaking course content allowing them to practice DA. It is due to note that the speaking courses were removed from the syllabus of L1 and L2 classes and only remained for two L3 classes in the third block of the academic year. Therefore, the syllabus office enabled the two speaking course instructors to design the course content on their own and make the assessment accordingly. Therefore, both instructors decided to use that such authorisation to design a course by integrating DA but they requested to have sessions in which they collaboratively discuss about the objectives, content and the materials. Thus, two more discussion sessions were organised by the participation of the instructors and the researcher. These sessions, however, were not researcher-led discussions. That is, the existence of the researcher was only to record the discussions and answer any questions that the instructors had about DA.

During the discussions, the instructors identified three contents to focus on during the next nine weeks by considering the needs of the students that they observed in the first term. Hence, the instructors came up with the following contents in which they decided to work in the ZPD of the students using DA methodology. The contents were:

- (i) *extreme adjectives*: These adjectives are non-gradable adjectives like "gorgeous, brilliant, exhausted, etc.". The instructors stated that the students rarely use these kinds of adjectives in their speech, and they frequently use the adverb "very" with the gradable adjectives like "very beautiful, very clever, very tired". So, they decided to work in the ZPD of the students in order to decide whether the students had these adjectives in their ZPD, and instruct them to use these adjectives in their actual speech. The focus would be both on the function in terms of using the adjectives in the accurate context and the pronunciation.
- (ii) *question formation*: The instructors identified "question formation", 'wh-question formation' in particular, a need for students as a content they want to

focus on. It was identified as one of the most crucial needs of the students by the instructors by alleging that L3 students could not replace auxiliaries in wh- question formation. Question formation was identified as a syntactic focus by the instructors.

- (iii) *presentation skills*: "how to make a presentation" was identified as the final content that the instructors focus on during DA integrated courses. It was a skill-based focus of the instructors, and they decided to enhance the students' ZPD by focusing on their presentation skills.

Considering the above contents, the instructors discussed on the time they needed to work on each content, sequencing of each lesson, and instructional materials to be covered in each lesson during two discussion sessions. As a result, they decided to work on each content for three weeks in a row. They prepared lesson plans and materials for each week, and they shared and edited the documents collaboratively via e-mails or face-to-face interactions. However, the use of DA methodology remained as bound to personal choices of the instructors thus they had the freedom of using either the interactionist or interventionist approach; sandwich or cake format of DA.

The instructors were observed in their experimentation with DA in their speaking courses during nine weeks. The analyses emerged different themes in individual DA implementation, which displayed the personal lens that the individual instructors filtered the DA-related knowledge through in the process of this participatory action research study.

4.2.1. Taylor's Integration of DA into Practice

In Taylor's classroom, her experiences within DA-based planned courses were observed during nine weeks, of which analyses indicated some impediments to DA-based pedagogy in Taylor's classroom. Although she included negative feedback in her courses in parallel with the pre-determined focus and objectives, *her previous experiences and concerns over DA implementation* emerged as impediments to her DA-based pedagogy. The indicators of these impediments were observable in her actions, which were group-based, divided into instruction and assessment, and aligned with FA.

First of all, Taylor was observed to adopt a group-based approach in her practices which refers to the actions during which she addressed the whole classroom in either instruction or feedback session. In Taylor's classroom, very few individual

feedback sessions were observed. For instance, Taylor was observed to note down the inaccurate utterances of students while they were playing a question asking activity. Later, she worked on the inaccurate utterances with the whole classroom after the activity was completed. The following interaction exemplified her actions of working on two of the students' error within her group-based approach:

T: Another question was (unint.) 'What we eat in general?' ... (writing on the board) So, is this a question?

Class: No

T: Yes, H.

H: What do we (unint.)?

T: What do we eat in general or what is the name of the name of the courses we eat in general? Right?

...

T: So, mm this is my favourite. (writing on the board) 'What with we play tavla (backgammon)?' 'What with' is a real invention. Thank you very much for your contribution to English. (laughs) But we cannot accept it, I am very sorry. 'What with we play tavla (backgammon)?' So, how can we ask this in a better way? Yes, A.

A: What do we play tavla [backgammon] with?

T: Very good, yes. 'What do we play tavla [backgammon] with?' And tavla [backgammon] is actually backgammon, right? (In-class conversation)

As shown in the above exchange, Taylor worked with the whole classroom on the individual errors of students, which were detected during their previous performance. Although the use of negative feedback of Taylor was explicit on the errors of question making and her efforts to integrate the whole classroom to think about those errors, Taylor's delivery of negative feedback did not reflect the DA principles. That is, as exemplified in the exchange above, she could not be sensitive to the ZPD of one student or the whole classroom by acting on the immediate error of the students. Therefore, her actions were like giving feedback on the errors by eliciting the accurate answer from the volunteered students who had already regulated how to make questions in specific instances. In that way, it was not possible for Taylor to assess either the potential of the individual students or the whole classroom in terms of their regulation of question making skills. Therefore, the approach integrated into the speaking classes of Taylor was named as a group-based approach rather than GDA as the DA principles were not met in the group. When Taylor reflected on her overall actions in her DA-based planned courses, her re-statements of her previous concerns over DA implementation underpinned her group-based approach:

We applied [the courses] as a classroom. I thought [before] that it was very

challenging because I observed in theory that it [DA] was more successful and efficient in face-to-face applications ... I had concerns [like] we did not have that much time, we would not be able to [have] face-to-face tutoring sessions, would it work or not, ... how we would manage the classroom, what the others would do when I gave feedback to [one student] (Taylor).

It might have concluded from Taylor's practices and reflection that *her concerns over DA* implementation hindered Taylor to adopt an individual approach in DA-based courses. Therefore, she adopted a group-based approach in her courses but her approach failed to meet DA principles in terms of being systematic in her feedback acts.

In addition, the divided understanding of assessment and instruction by Taylor displayed in her actions during which she sequenced the course into the steps of first instructing the content and then assessing/providing feedback. For instance, in the first course planned within DA pedagogy, she first projected a slide-show including non-gradable adjectives and instructed their meaning and pronunciation. Later, she requested students to use these adjectives in context. This action of Taylor demonstrated that the principle of DA, which unifies assessment and instruction, could not be internalised by Taylor at all. This case was indicated in Researcher Journal entry below.

... Taylor conducted the course addressing to the whole classroom ... Her procedure of the course followed the steps of first instructing and then giving feedback which was expected not to be divided in DA approach. Therefore, my observation reflected that it was (and probably will be) hard for Taylor to change her pedagogy which had been formed in parallel with assessment and instruction division as a result of her myriad experiences of this division (Researcher Journal Entry)

Finally, it could be concluded that Taylor's actions to integrate DA approach in her practices were aligned more with FA than DA. In her three weeks practices within the domain of each content determined before, her actions based on the feedback sessions at the end of the course addressing to the whole class (or rarely to individual students). One of the individual feedback sessions was provided below:

T: What were our focuses? [These were] pronunciation and reading. You really did not read. It was good in this term. There were short noted on the slides. You spoke when you saw them. I think it was good as a presentation skill. For pronunciation, I caught two: How do we [verbalise] this (by showing the word 'chemicals')?

S: chemicals [kem.i.kəl] (accurate pronunciation)

T: But what did you say?

S: chemicals [tʃem.i.kəl]*

T: Yes ... but you know the [accurate pronunciation]

S: Well, it was because of the anxiety. I knew it as chemicals (inaccurate pronunciation) and I had learnt the accurate form when I came [to this school]...

(In-class conversation)

As displayed in the above exchange between one of the student and Taylor, Taylor's feedback was explicit on the inaccurate pronunciation of the student. She expected the student to verbalise the inaccurate pronunciation once again but the student correctly verbalised it. Therefore, Taylor insistently asked for the inaccurate pronunciation to build her feedback on even though the student had already provided the accurate pronunciation. The conversation went with the justification of the student for her erroneous pronunciation. Although Taylor worked with an individual student in that sample exchange, her post feedback did not inform about the student's potential to use correct pronunciation in another independent performance. Even if the student alleged that she had learnt the accurate pronunciation, it was limited to her comments on her own learning. This action was one of the actions of Taylor in the courses planned within the DA-based pedagogy, but it was understood that Taylor's practices aligned with FA in which she did not have a systematic approach to immediate errors of the students. The alignment of her practices with the FA might have been interpreted as her acquaintance with FA in writing courses that she practised several times in portfolio assessment during her experiences in the context of the same school.

4.2.2. Bella's Integration of DA into Practice

In Bella's experiences of DA integration in her practices, it was observed that she adopted interactionist approach and worked in individual students' ZPD. She kept a notebook on which she devoted pages for individual students, and she noted their responses to her mediation by which she tracked the students' development within their individual ZPD. As a result of the analysis, two major themes related to her practices emerged, which were labelled as *the integration of interactionist DA* and *alignment with functional language theory of DA*.

As related to the theme of *integration of interactionist DA*, Bella was observed to persistently stick to the principles of DA approach as she worked in the ZPD of each student by providing mediation ranged from implicit hints to explicit hints to obtain the target behaviour of the students within the determined outcomes. In addition, Bella kept a notebook for the developmental progress of the students because of the crowded number of the students in the classroom. In fact, Bella was ready for such integration as she spontaneously tried mediation technique in her classroom before. Therefore, it was

not surprising to observe her putting DA principles into practices within a more planned action plan. In order to support this finding, an instance from the teacher-student interaction was provided below:

(while working on the answers to the question making exercise)

R: Why elephants two big ears?*

B: Again?

R: Why (pause) has elephant two big ears?

B: True? B! (silencing the student B)

R: Why elephant has big ears?*

B: That's true?

R: İki kulak hocam [Two ears teacher] (rising intonation)

B: Hah! That makes sense to you? I am the problem here? (laughs) Really? Just think about it again. The question form.

R: silence

B: Are you using "have" and auxiliary verb of "have got/has got" form? .. There are two alternatives. You can use "have" with present tense in the form of present tense with an auxiliary verb like "do/does" or you can use it with "got" like in the question of .. 6. Think again.

R: (long silence)

B: I need an auxiliary form. Hah

R: Why.. why has elephants got two big ears?

B: Ok! make it plural.

R: Why have elephants got two big ears.

B: ... So, does it make sense to you?

R: Yes

B: What is the other alternative? A?

A: Why do elephants have got in got big ears?

B: Haah (rising intonation), ok! I was gonna jump on you (laughs) (In-class conversation)

As shown in the interaction between Bella and student R, there was a problem in student R's question making with "why" question word on which Bella provided graduated mediation to the student. That is, she started with an implicit hint, asking the student to repeat the question. As a response to her explicit mediation, the student thought about her error and paused after "why" where she should have placed an auxiliary verb. Later, in her utterance "has" was placed correctly as an auxiliary but lacked "got" in the form of "have got/has got". After having another implicit hint from Bella, the student tried to form the question by using the present tense form in which she failed with the question "Why elephant has big ears?*". Because the student could not produce accurate structure despite the implicit form of mediation, Bella judged that the student had not regulated to form questions in both alternatives which led her to instruct these two alternatives. After the instruction, the student produced the sentence, but she omitted the marker of plurality which was mediated by a rather explicit hint of

"make it plural" by Bella. Later, Bella asked the other alternative form the classroom, and one student responded it with a minor mistake that was self-corrected. In this case, it might have been interpreted that the responding student benefited from the instruction of Bella while she was working in ZPD of student R.

Although Bella previously stated that she would start with the interventionist mode of DA in order to feel herself more secure, she incorporated interactionist DA during her practices. In some cases, when the other students wanted to intervene in the interaction between Bella and one specific student, she silenced the others and focused on the production of that specific student. At these times, however, the other students were understood to benefit from the mediation of the teacher, as they were aware of the fact that they would take a turn in the activities. Thus, the other students in the classroom might have called as *secondary interactants* on the basis that majority of them attended to the mediation of the teacher. As a result, GDA practices were observable in Bella's practices, which might have considered as a natural outcome of the in-class practice of DA no matter the approach that the teacher adopted for DA implementation.

The instances leading to the emergence of the theme *alignment with functional language theory of DA* were the ones in which Bella acted out of the planned action for DA integration. Specifically speaking, in the content of presentation skills, Bella was observed to focus more on language use errors of the students rather than attuning her instruction according to skill-based potentials of the students. The instance below reported Bella's mediation for a student who failed to use passive voice in her presentation:

S: These colours use in hospitals

B: All right. These colours use in hospitals. Do you think this sentence is (directed at other students) Hey! Come on, stop! These colours use in hospitals. Do you think this sentence is correct?

S: (waiting) in hospitals

B: No, try again.

S: (waiting) use hospitals

B: No ... ok the problem is about the voice of the sentence. What is the voice? What is voice? Voice of the sentence?

(Responses from the class)

Active voice, passive voice? Right, voice of the sentence? So?

S: (No answer)

B: In which voice this sentence? Active or passive?

S: (waiting) active

B: So, this sentence is active right, this sentence has active voice. Do you think it is correct?

S: (waiting) yes

B: why? (laughs) (inaudible) Colour? Does colour use something? or the people use colours?

S: (waiting)

B: ok! again I am asking you? I am not giving up on you. mmm. Colours. Does do colours use or do we? do we? do people use colours? So, in here ... these colours use in the hospital. Colour uses what? in the hospital

S: (waiting)

B: ok ... this sentence should be in passive voice. Make it passive.

S: The hospital is used green colour

B: No, no

S: (smiling)

B: make the object of that sentence ... again again try again what uses what here? Focus! Hospitals aren't used, the colour is

S: (waiting)

B: All right, ok. The green colour is used in the hospital (the other students accompanied the answer) right, now it is passive voice and the green colour is used by people ...ok?

S: Ok.

B: Go ahead (In-class conversation).

In the above excerpt, Bella worked in the ZPD of the individual student during her presentation. It was a three minutes long exchange and Bella was observed to be insistent on her mediation for the emergence of the correct use of passive voice during this exchange although it was well understood that student did not have the potential for independent performance for that use. This exchange displayed two characteristics of Bella's DA integration. First of all, she did not focus on presentation skills as planned but changed her focus to the functional misuse of the student which was out of the plan. This action demonstrated Bella's alignment with functional language theory of DA approach and acted accordingly on the students' misuse of functional language. At that very point, the introspection of previous case studies was explicit. Moreover, although Bella was observed to work in one students' ZPD in that case, her relatively late explicit hint displayed her effort to make the other students attend to that interaction.

4.2.3. Instructors' Reflections on Their Experiences with DA

At the end of the whole process of theoretical discussions on DA and instructors' practical experiences with DA in their speaking classes, the instructors were interviewed about their reflections on their own experiences throughout this participatory action research study. With an aim of depicting the instructors' own reflections on the whole process of their conceptualization constructed during one-year-long DA study,

individual interviews were conducted and these interviews were analyzed within the individual data set of instructors.

First of all the analyses, Taylor's reflections on her experiences demonstrated her perceived improvement in terms of material development for speaking courses. As discussed in the first weeks of action research discussion sessions, she was uneasy about the objectives and the outcomes of the delivered materials and was not sure how to assess students' speaking performances. Therefore, she stated that she benefited from the study more in terms of learning how to develop materials that had objectives and outcomes. Her statements below indicated her perceived professional development in speaking material development:

... when I understood the system, I noticed that I could develop materials for speaking courses in particular. I had never developed materials for speaking classes, I had always found ready materials [suggesting to] make [the students] play that, or distribute the rules, but I had never questioned that whether these materials had an objective or not. But along with DA, I learned to ask the question which [behaviour] I am trying to develop, and this reflected to the other materials...asking this question was really important for me, I am turning to the 18th year in my professional life and ... I always want to develop myself [professionally] but this year I developed a different viewpoint and I am thinking about maintaining [this viewpoint] (Taylor, individual interview)

As shown in the above excerpt, Taylor stated about her professional development in terms of material development for speaking courses as result of her exposure to DA along one year. Under the light of her reflection on her development and the findings related to her progress of DA conceptualization, it might have been concluded that collaborative discussions over the problems in the current policy of speaking courses and speaking assessment resulted in the lack of objectives for Taylor, which was solved through self-developed materials with the objectives. Therefore, it was understood that she completed her action research cycle by determining her own problem and solving it by material development, which caused Taylor not to carry DA in the instruction level. In other words, she did not define any problems related to her own practice of instruction and assessment; thus, she did not act on either of them at the instruction level in the classroom. However, the contribution of DA-based discussion was obvious in her professional development in terms of providing her with an understanding of determining 'zones' of the students to work in. Although it was not possible to observe any DA practice of Taylor that enabled her to work in the students' potentials of these zones either individually or collectively, it did not mean that she

would not practice in her further practices, which was indicated in her statement of further desire to maintain her new viewpoint.

When her actions in the classroom were asked, she accepted that she did not follow DA principles in terms of interrupting students' speaking performance to mediate. In the following excerpt, her justifications were displayed:

I really wanted to use [interactionist DA] to see [how it goes] but I could not ... because I am like... I did not like to be interrupted by someone [who highlighted my mistakes] if I were learning a foreign language. [Interrupting] seems to be like [demotivating] and I do not like to treat in a way that I did not like if I were them. I could not even [try] and I was always in the interventionist side... I would like to try and see next time ... but I also think that the students do not associate [interruption] with my personality so in fact I was afraid of not being myself (Taylor, individual interview).

In Taylor's above statement, there were two explicit points which were her firmly settled teacher-self and her misconceptions about interventionist DA. First of all, DA principles required teachers to intervene in the students' performance when it is necessary to mediate students about their misuse of language within the determined objectives. However, it was concluded from Taylor's statements that the DA intervention was understood as interruption act which Taylor could not associate with her teacher-self. Therefore, it was explicit that Taylor could not act in parallel to DA principles due to her misconception of intervention within DA framework. DA also required intervention into the students' performance with a pre-prepared graded mediation. In Taylor's practices, feedback sessions were observable, but they were not in a graded way and they were similar to FA practices as discussed before. Thus, it might have been concluded that Taylor's practices only approached FA in speaking classes as a result of her experiences in this participatory action research study. This approach might have been adopted more easily by Taylor mostly because she had already had experiences with FA in writing assessment and could not change her settled perception regarding the demotivating impact of the intervention on the students.

According to the reflections of Taylor, her professional development occurred in writing skill, as well. Although the study particularly aimed to make instructors conceptualize how to incorporate DA in speaking skill, DA was discussed as an approach to language teaching in discussion sessions. Therefore, it was not interesting to observe professional development in other skills; however, writing skill practices of Taylor was observed to dominate the data set of her reflections, which was again concluded as a reason of why Taylor's speaking instruction/assessment practices align

with FA. That is, it seemed that Taylor's conceptualization of DA was not assimilation of a new approach but an accommodation of already settled perception into another skill of language.

Regarding assessment practices, the alignment with FA was also explicit. The statement below exemplified that alignment:

... I [judged] the adjective use [for instance] the students [used adjectives like] beautiful, good in the first course [but] in the final presentation they use [various adjectives]. and I noted all down and I graded by checking those notes, that is, this student was like that in the first course and [what developed] in the next course [what developed] in the presentation (Taylor, individual interview).

As displayed in the verbatim above, Taylor changed her assessment practices in speaking courses during which she tracked the development of the student over the successive weeks. However, her practices explicitly aligned with FA as she could not provide graded mediation to the students as suggested by DA principles. Although it could not be said that her FA practices were not successful and did not improve the students' performance, the point was that her DA conceptualization that was aimed to be achieved in this study was limited to changing her practices as aligned with FA.

Second of all analyses, Bella's reflections on her experiences during theoretical and practical DA exposure demonstrated her almost full conceptualization of DA and her transformation in terms of having a different perspective to student success. This finding was displayed in the following excerpt:

... I remember the class performances. When I saw [the students' performances] after [...] mediation, it started to be fun. I wish I could do [it] more. [My] viewpoint towards students has changed ... My viewpoint towards classroom has changed. I said [to myself] [that] "ok, they do not know, but I can [make them] produce with one or two mediation ... the definition of success of students has been changed [in my mind]..." (Bella, individual interview)

As discussed before, the principles of DA were observed in the courses Bella, which obviously led Bella to change her understanding of the students. Considering Bella's progress of conceptualization of DA in the theoretical phase of the study and her utilization of DA principles in her courses as planned, it could be concluded that Bella experienced transformation to some extent in terms of changing her meaning frames she already had about speaking assessment and instruction. In addition, Bella stated that the role of the teacher and the student had changed for her as a result of DA experiences. The verbatim below indicated her transformation regarding the changed role of the teacher and the student:

[in the second term] I had a role not just making students speak ... you will be careful about and, you will listen to the student, ok I will listen [to the students] but how will I listen why will I listen ... So, DA will provide an objective to the course, it made the course more meaningful. Why am I going to the course, [I am going to the course] to achieve that objective and we started to use materials not as an aim but as a tool ... and [I observed the development of the students] in [their] self-corrections, self-regulations. With my [the most implicit hint like sight or a cough], [some of the students] started to correct their mistakes, it was fun to observe how they self-regulated their errors. Especially, [in the third week] when [I brought a transcendence task] I observed that [the students] did not have the same mistakes as in the first week (Bella, individual interview)

As seen in her reflection, Bella acknowledged the DA practices in terms of their providing a role to the teacher to act on the errors of the students within the determined objectives. Therefore, she started to use the targeted materials as tools to observe the development of student potential and work in this potential to achieve the self-regulation of the students. It was also understood that Bella organized the third week of each objective as a transcendence week thus she judged each student's performance by comparing the level of mediation the student required in the first week and in the last one, which indicated her accurate use of DA principles. Still, her assessment of speaking performance of the student was asked again to Bella to clearly understand her change of meaning frames in terms of assessment of speaking performance. The response of the Bella was provided in the following verbatim:

... I need a rubric to grade students' performance, I need to have a reference while I am grading the students. Unless I have a rubric, I [tend to] compare students with each other and I think it is not a [correct] way of doing. In DA practices, [however] I did not [compare the students with each other] [because] [I have solid evidence of student performance] [I knew that] I would compare the student with himself not with [another student]. That's why I was so comfortable that I had a note [regarding the required mediation level of students in each performance] and I will compare the first performance with the last one (Bella, individual interview).

As discussed before, Bella integrated interactionist approach to her DA practices. Under the light of her reflections, it was clear that her use of DA caused Bella to judge student performance by following his/her development in his/her own zone of the potential thus she did not require comparing one student performance with another student. As a result, overall, Bella might have been commented as having progress in her conceptualization of DA and transformed her previous understanding of assessment and instruction, which was very well acknowledged by all the data sources of the study as well as her own reflection on her own change

4.3. Students' Reflection on DA Practices

As the most significant stakeholder of instruction and assessment processes, students' reflections on the practices of their instructors were also gathered at the end of the second term. The L3 students were asked to evaluate the speaking course at the first and the second term and its contribution to their speaking skill by means of open-ended questionnaires and interviews.

According to the overall analysis, most of the students stated that the speaking courses contributed to their self-confidence of speaking because the majority of them experienced speaking in English at the speaking courses that year. In addition, the students mostly found 2-hours of speaking courses inadequate to develop their speaking skills. In terms of the materials, the majority of the students expressed that there was a difference between the materials in the first and the second term. That is, they mostly found the first term materials boring and irrelevant, and indicated the development in the materials for the second term. The statements of some students regarding their evaluation on the materials were provided below:

... the activities for the first term was [not for me] that is they were not topics that I was I interested in. The second term's materials ... I started to get involved more. They were like [topic] that I could talk about more (C-interview).

the materials that were used in the first term included unbelievably boring topics that's why the hours did not pass in the lesson. But [the lessons of the second term] were more game-based, enjoyable and [the lessons] made the students to speak. The second term contributed to the students in terms of direct dialogues [that the students had] (G-open-ended questionnaire).

Concerning teacher practices, the students' reflections were mostly limited to their instructors' well-practising of the courses without a further detail about their way of giving feedback to their performances. However, some of the students from Bella's classroom were observed to state that they could get more detailed feedback in the second term, and became aware of the intervention that the instructors integrated. The excerpts below:

The two terms were almost equally same, but in the second term, we got more detailed feedback and it was more productive for me (AN-open-ended questionnaire).

She intervened in speaking but I did not feel discomforted she made us wait and she waited patiently until we produced the right [utterance] (laughter) ... I like [the intervention] because she knows more than us and she is responsible for

teaching (D-interview).

The timely intervention was efficient. For instance, in the most struggling moment, [Bella] teacher helped and made me remember the words and I still remember those words (G-interview).

The reflection of the students on Bella's intervention indicated that the interventions and the mediation that Bella provided did not deprive the students of speaking. In addition, the students were observed to regard their instructors as the more knowledgeable persons and they did not get irritated by their intervention in contrast to instructors concerns over the demotivating force of the intervention and mediation. There was no student comment observed in either open-ended questionnaires or interviews which stated any kind of demotivation stemming from the teacher intervention, particularly from Bella's students as she integrated interactionist DA in the classroom.

In terms of assessment of speaking courses, almost none of the students knew the criterion that they were evaluated over in speaking classes. However, they predicted to be graded over their performance of in-class speaking and presentation. Few students indicated their need for evaluation in process in order to observe their own development. When their suggestions to improve speaking courses were asked, there was consensus on the increase in the speaking-class hours and the integration of speaking part to proficiency exam. Some of the students stated that the absence of speaking skill in the proficiency exam caused them to give less importance to speaking skill. Although there was an assessment of speaking skill in the progress, the students' suggestion for summative speaking assessment might have been interpreted, as the current progressive assessment policy did not have a positive washback impact on student learning.

CHAPTER V

DISCUSSION

5.1. Introduction

In this chapter, the findings of this participatory action research study will be discussed in order to answer the research questions. In Chapter IV, the experiences of the instructors were presented as they engaged into participatory action research that was based on informing them about Dynamic Assessment (DA) and empowering their classroom assessment and instruction practices within DA framework. In addition, the instructors engaged in DA based lesson plan development to be incorporated in the classroom and their DA implementation in the classroom was closely examined in order to explain instructors' conceptualisation of DA methodology. Drawing on the transformative learning theory (Mezirow, 2000), traces of perspective reframing were investigated in the mindset of the instructors throughout the theoretical and practical phases of the study.

The organization of this chapter is guided by the research questions posed for the study: 1) What are the instructors' contextual and personal limitations concerning speaking assessment and instruction in their classrooms?, 2) What are the transformative learning experiences of English language instructors during their engagement in participatory action research sessions?, 3) Do the instructors take action to implement DA in their speaking classes? If so, a) What are the observed changes in their pedagogies?, b) What are the transformative learning experiences of English language instructors after their implementation of Dynamic Assessment?, 4) What are the reflections of the students on speaking courses in terms of their development and the impact of instruction and assessment on their development?

5.2. Instructors' Problematising Speaking Assessment

Before the organisation of participatory action research sessions, the instructors informed about the scope of the sessions. Hence, the action research team knew that they would discuss in-class speaking assessment policy and practices and search for ways to overcome possible problems via DA-based pedagogy to the extent that they find it practical and applicable. To this end, the first sessions were mainly concerned

with speaking assessment policy of the school and instructors' reflection on individual instruction and assessment practices in speaking classes.

This study took place in an academic year when some innovations were introduced to the speaking course and assessment policy at all levels of instruction. That is, the speaking assessment was excluded from the summative proficiency test; instead, speaking skill development was targeted to be assessed formatively throughout the year. In other words, the grade concerning speaking skill proficiency of the student was not dependent on a single performance of the student in a summative test, but it is a grade given out of the total performances of the students over the weeks. In parallel to this progressive speaking skill development policy, the classes at all levels had two-hours speaking courses in which students were graded in each week. The new policy of speaking skill instruction and assessment, the roles of the instructors in these speaking classes, their practices of speaking skill instruction and assessment were debated topics in almost every session of this participatory action research. However, the contents of first two weeks were mostly dominated by these topics, which resulted in some problems as perceived by the participants.

The data suggested that one of these problems is the differences in the perceived function of the speaking classes between the instructors. That is, while Taylor perceived the function of the course as a contribution to the students speaking skill development process, Bella considered courses as the source of discourse where the student could freely speak and gain self-confidence. The data also implied that both instructors regarded the weekly assessment policy of the speaking courses as a continuous assessment in which they graded the students according to their performance in a specific week. As argued by Sadler (1981), continuous assessment does not function formatively but rather cumulatively by adding all the scores at the end of the course, and "this practice tends to produce in students the mindset that if a piece of work does not contribute towards the total, it is not worth doing" (p.141). Thus, continuous assessment is considered a hindrance to the use of assessment for formative purposes (Teasdale & Leung, 2000). The underlying reason for inclusion of continuous assessment might draw on instructors' prior experiences in their strong summative-oriented context where they accustomed to grade students' single speaking performance in proficiency test at the end of learning process, therefore, the innovation on formative assessment of speaking skill might be filtered through existing cognition of instructors and formed as continuous assessment. As argued by Davison (2007), it is not easy to embrace the

assessment innovation in cultures where stakeholders of education are oriented to the test results of high-stakes testing.

Even if the understanding of assessment was regarded as summative assessment, the problems arose in grading practices. That is, the study evidenced that there were discrepancies between both instructors in their grading perspectives. For instance, Bella graded students by comparing their performances with each other in the classroom. Taylor, on the other hand, decided to assign full points to all students in the classroom by referring the objective on the materials that asked instructors to grade students as they talked.

The data also implied that another problem that caused instructors to have different perceptions in speaking classes regarding the function of the courses and their grading policy is the speaking course materials provided by the syllabus office. The absence of the objectives for the curricular attainments of the speaking courses confused instructors about both the instruction and assessment goals and directed instructors and students to focus on the task completion no matter how they did. Therefore, there was an apparent lack of common communities of practice between instructors and this led to different instruction with different materials in classes which even raised a conflict among participants in the group discussion sessions.

Besides the political and contextual problems that were encountered by the participants regarding the instruction and assessment of speaking skill, the individual problems encountered as a teacher of a speaking classroom were the most relevant problems for the instructors' engagement into an individual action research cycle and transformational learning. Therefore, the sessions were mostly built on their self-reflection on instructors' practices in speaking classrooms. As a result of their critical self-reflection - and as the rapport among participants were getting stronger- the individual problems were put forward by all participants. More explicitly, both instructors stated their lack of knowledge and competence in conducting a speaking skill course, in giving instruction to develop the speaking skill of the students, in supporting students under their linguistic difficulties, and in giving feedback in the right time and manner. In addition, they honestly expressed their lack of theoretical knowledge for any pedagogy to consider for speaking courses, which resulted in intuitive actions in the classroom. The verbal data, as well as classroom observations, illustrated that these intuitive actions of the instructors mostly rely on their experiences as students, which was stated as one of the components of teacher cognition by Borg (2003).

The data suggested that discourse brought by participatory action research sessions was able to establish a social discourse allowing participants reflect and act on their previous and current perspectives which would lead transformation (Saavedra, 2000). As the instructors engage in dialogues in this reflective discourse, they recognised how their perception of assessment and speaking skill instruction have been shaped by contextual, social and cultural experiences and/or remained untouched as a result of the scarcity of professional development opportunities. Moreover, the study implied that the experiences shared through dialogues in the first weeks of group discussion sessions indicated current meaning schemes of the instructors. The instructors not only engaged in merely stating their current meaning schemes but also challenged what they knew or did not know, and thus started to problematize their individual perceptions of assessment and speaking instruction, which would lead to their professional development in this participatory action research.

5.3. Instructors' Engagement in Participatory Action Research Study

Throughout the participatory action research, the group came together for eight weeks with the purpose of discussing the current policy of speaking classroom assessment, the instructors' practices of classroom assessment, the theory and practice of DA, and its relevance to the classroom practice in instructors' setting. Following the eight weeks of group discussion sessions, the group met for two times to develop DA based lesson plans to be implemented in the classroom. During ten weeks of group discussion sessions, it is shown that the participants demonstrated commitment to learning about DA, i.e. underlying theoretical aspects of DA, different approaches of DA, DA practices in the classroom as well as G-DA and made efforts to incorporate DA in their classes and development of lesson plans for such an incorporation.

The participatory action research group involved an outside researcher who was in collaboration with insiders - two instructors from the same school (Herr & Anderson, 2005). The instructors knew each other before, and they gave consents to be in the participatory action research group. The researcher, on the other hand, met with the instructors one year before the study and had time with them in the context of the school with a purpose of building rapport with the instructors. The professional development motive of the group members to learn about DA and the rapport among group members established a favourable discourse for the discussions. Therefore, the discourse was

considered to be a reflective discourse which is crucial for transformative learning to occur (Mezirow, 2000; Kitchenham, 2008).

At the beginning of the study, there is no limitation to time or number of sessions. The progress of the study was mainly organised by the instructors, and the sessions lasted for 32 hours in ten weeks' time. In addition to time allocated for the sessions, the sustainability of the professional development was achieved to some extent as the instructors individually continued to work with the researcher as they engaged in the DA implementation in their classes. Yet, it cannot be inferred that experiences of instructors during this participatory action research study had a direct impact on the student learning. As suggested by Darling-Hammond et al. (2009) professional development programs ranging 30-100 hours over six to twelve months have the most substantial impact on student learning.

Therefore, this study has no claims about the impact of this participatory action research study on the instructors' transformation (levels) with regard to embracing DA in their mindsets because transformation might take place in a quite long time only if it occurs. However, the study evidenced that instructors gained a deeper understanding of assessment used for understanding students' potential capacity and according to their instruction to the needs of the students. In addition, some phases of transformative learning were even observed during instructors' engagement into the research. Due to DA's theoretical stance against psychometric testing, it is not easy to facilitate DA understanding among instructors whose perceptions are framed as test-oriented as a result of their experiences of schooling, and the contextual demands of the school culture (Borg, 2003; Carless, 2004; Davison, 2007). Therefore, the observable traces of instructors' transformative learning revealed that participatory action research methodology is the favourable means for transformation as it provides a discourse for critical reflection and critical self-reflection of currently held perspectives (Darling-Hammond & Richardson, 2009; Johnson, 2000).

5.4. Instructors' Transformative Learning Experiences

Throughout the study, the learning experiences of instructors, as well as their conceptualisation of DA, were examined by drawing on the Mezirow's transformative learning theory. Although it is too ambitious to state that this study transformed instructors' classroom assessment perception in favour of DA, the two instructors

demonstrated that their participation in this participatory action research impacted their conceptualisation of classroom assessment to varying extents. As being idiosyncratic for each instructor, some transformative learning phases were experienced by both of them.

The first observed experience within the frame of transformative learning was the instructors' dissonance from the grading policy of school as they experienced difficulty to grade students in tasks that lacked an objective. This caused instructors to incorporate different assessment practices, which fails to meet commonality of practice in the context of the school. Therefore, the instructors experienced a dissonance from the grading policy at different times; that is, Taylor experienced earlier in Week 2 whereas Bella did in Week 4. As instructors started to examine the contextual problems critically, they were also observed to raise self-critical reflections about their practices in these courses. Their awareness of their lack of theoretical knowledge about skill course pedagogy, their lack of knowledge about how to give feedback during speaking course were two of the major critical self-reflection of the instructors. These reflections were the observed catalysis of the transformative experiences of the instructors at the outset. Although the first step in the transformative learning experience is identified as disorienting dilemma by Mezirow (2000) which is defined as a sudden life-crisis, it was not the case for two instructors in this study. Rather, it was evidenced that the instructors' exploration for something that would enhance their assessment practices is the triggering event for transformative learning in the context under study (Clark, 1993).

Moreover, the conflicts experienced between group members were observed as another factor that fostered the transformative learning. The conflict emerged in the use of different materials for the same speaking course and their use of classroom assessment over different criteria displayed the instructors' different understanding about the objective of the course. As suggested by Saavedra (2000), dissonance and conflict within the participatory action research group were considered as a necessary condition for transformative learning. Therefore, the personal, as well as in-group conflicts, were not avoided during group discussion sessions.

During the group discussions, both of the instructors demonstrated an understanding of how assessment and instruction are divided in traditional test-based approach, and how formative assessment lacks the theoretical background to support teacher actions in the classroom. Therefore, they both acknowledged the implication of DA practices in language classes in terms of its assessment of student potential and its contribution to help individual learners to overcome linguistic problems. The impact of

participating in this group; however, was different for the instructors' transformative learning. Taylor, for instance, illustrated her understanding of the theoretical background of DA and made efforts to conceptualise the use of mediation – a key concept in DA- to assess the ZPD of the student. However, the evidence from her verbal dataset in group sessions showed that her concerns about the implementation of DA in the context of their school were undermined her transformation. In addition, her data revealed that her perception regarding the intervention was so firmly framed that she could not change her perception to intervene into the student speaking to provide mediation. Her perception of intervention as interruption which would be demotivational for the student hindered her actions of adopting mediation technique in her actions.

Bella's experiences, on the other hand, illustrated that her participation in this participatory action research contributed to her changing perspectives concerning the use of mediation to accurately assess the zone of the proximal development and provide appropriated instruction. It was evident that she acted provisional tries of meditational technique in the classroom even before the instructors gathered to develop DA-based lesson plans. Likewise Taylor, Bella was not without concerns about the implementation of DA in a classroom setting, but her concerns tended to be a demonstration of her progress in her transformation as she critically reflected on the potential use of DA rather than completely rejecting it to be implemented in the classroom.

5.5. Instructors' Actions in Classroom

As suggested by Saavedra (2000), the clearest indication of transformation is acting upon redefinitions of perspectives. Therefore, instructors' actions in the classrooms were observed and analysed to understand their reconceptualisation of speaking instruction and assessment after their engagement in DA-based participatory action research. The first action undertaken by both instructors was indicated as their willingness to gather as a team to develop lesson plans and materials in which they planned to implement DA in their speaking classes. However, the classroom observations during the enactment of these lesson plans and materials showed that individual instructors displayed different actions in the classrooms, which clearly indicated that this participatory action research impacted instructors' perceptual change in varying degrees.

In Taylor's case, the data implied her understanding of DA in terms of its underlying theory, its components and its practices in the classroom and she committed and contributed to the development of DA-based lesson plans and materials. In the classroom setting, however, she did not implement any premise of DA. That is, she avoided intervening in the student talk to provide mediation and thus could not determine the students' ZPD, which were the basic tenets of DA implementation in all approaches. However, she did not persist on the previous practices that she problematized in the first weeks of action research sessions. In other words, she changed her practices towards observing students and giving them positive and negative feedback within the determined target objectives and assessing students by comparing their individual performances over the weeks. In this regard, Taylor's instruction and assessment practices were found to be changed and aligned with formative assessment as result of her engagement in this participatory action research. The case of Taylor indicated that she experienced transformational learning through her existing meaning schemes and could not shift her existing paradigm of the distinct notion of instruction and assessment. As she already had an existing meaning scheme concerning formative assessment in assessing writing, her learning in the sessions embarked on formative assessment of speaking skill by providing feedback at the end of the performance and grading by considering the development over the weeks.

Taylor's case of learning through existing meaning schemes might be explained by many reasons that are complex and multifaceted, but the main reason could be discussed as her firmly settled perspectives in terms of the nature of assessment and instruction as well as the intervention in students' talk. Her narrations emphasizing her experiences as a student in language classes and as an instructor in the same school culture throughout her entire career implied how her perspectives regarding assessment and instruction were firmly shaped by contextual and cultural realities (Black & Wiliam, 2005; Brookhart, 2007; Shepard, 2000). Therefore, Taylor's critical reflection on the policy of speaking courses remained within the problems about the quality of the materials and the low proficiency of the students, which hindered her critical self-reflection on her own constraints as a teacher to facilitate speaking skill development of the student. In this regard, Taylor could benefit from this study to the extent that she developed materials for the speaking course, and provide feedback to the students about their performance. Although her formative-like assessment practices might have contributed to the development of the students, her actions were rather intuitively,

which was discussed as one of the drawbacks of classroom-based formative assessment (Lantolf & Poehner, 2005; Torrance & Pryor, 1998).

Bella's case, on the other hand, illustrated how she experienced a paradigm shift in her assumption as a result of her critical self-reflection in this study. The evidence of this paradigm shift was observed clearly from her DA actions in the classroom that she incorporated to understand the potential of the individual students and to appropriate her mediation for the needs of each of them. She incorporated interactionist DA in a classroom setting in parallel to DA applications that were discussed in the group discussion setting. In her attempts of implementing interactionist DA, she was successful in applying graded mediation for individual students, and she was able to make her mediation to be found meaningful for the other students in the classroom. Her actions were clear evidence of the possibility of interactionist DA application in a classroom setting, and how mediation provided for individual student catalysed the development of other students in the classroom (Lantolf et al., 2015). Regarding the transformative learning experiences of Bella, the data showed that the participatory action research sessions provided a reflective discourse for her to critically reflect on her assumption about the instruction and assessment of speaking skill in her classes. As a result of her critical self-reflection, her experienced dissonances from the already held assumptions, and DA-based content of the study facilitated her mindset to embrace a new paradigm to teach speaking skill. Her own reflection on her overall transformation of "[My] viewpoint towards students has changed ... My viewpoint towards classroom has changed" was the clear indication of her experiences transformative learning through the transformation of meaning schemes, and her making paradigm shifts in her mindset (Saavedra, 2000).

The transformative learning was experienced by not only the instructors participating in this study but also the researcher who invited instructors to participate in this action research. Although I did not act in the classroom to implement DA, the discussion and dialogues during group discussion sessions brought my theoretical understanding of DA into practical zones and helped me to gain new perspectives regarding the praxis of any pedagogical actions in the classroom. This new perspective contributed to me to understand more clearly that there is no meaning in any theoretical background unless it is well reflected in teacher practice. With the help of the voices from practitioners, even my view towards DA resorted to some changes. As long as instructors shared their negative meaning perspectives about giving negative feedback

on syntactic errors of students during their performance, they challenged my perspective of viewing DA's theory of language as normative, and the reflective discourse, as well as our readings, shifted my paradigm from normative to functional theory of language.

To sum up, it is not argued that instructors totally transformed their held assumptions and adopted a DA view to assess learner potential and to instruct accordingly by participating in this action research. However, the data displayed that participants experienced transformative learning to the extent that they could critically reflect on their assumptions and practices in the classroom. In this participatory action research, a reflective discourse was provided to the participants, in which they socially acted on both contextual and individual problems encountered in instruction and classroom-based assessment of the speaking skill. However, engagement in transformative learning is unique, which required participants to deconstruct the socially constructed experience and act on individually (Kemaloğlu-Er, 2007; Mezirow, 2000; Saavedra, 2000). Thus, the participants of this reflective discourse experienced different transformative experiences and acted accordingly. In addition, the study showed that because of the unified view of DA towards the instruction and assessment (Poehner, 2011), the learning process about DA should be in transformative nature in the contexts where conventional assessment reinforces the unrelated view of assessment and instruction. Even with a transformative aim, the study evidenced in Taylor's case that the perspective change might require more time and effort of more self-criticism.

5.6. The Impact on Students' Learning: Students' Reflections on the Effectiveness of Speaking Instruction and Assessment

As stated by many scholars (Darling-Hammond et al., 2009; Desimone, 2009; Leung, 2004), the common aim of all teacher professional development programs is enhancing teacher practice to influence better student learning. Keeping this in mind, this study presented data on the students' views concerning the effectiveness of speaking assessment and instruction, and the effectiveness of teacher practices to develop their speaking skills. Although all of the students would study English Language Teaching Department, they all stated that the speaking course at the School of Foreign Languages was their first course that they had a chance to speak in English. Therefore, most of the students appreciated the speaking course and agreed upon the fact that they gained self-confidence and started to speak in English. Due to that fact, the data on the student's reflection on the effectiveness of the courses was limited in

terms of informing the study about linguistic and/or metalinguistic development of the students in these courses. Still, there were points in students' reflections to be considered in further speaking course designs.

First of all, the data displayed that the students did not care about their points that they were gathering in speaking courses. They did not ask about them to the instructors or did not wonder the criterion over they were scored. This case illustrated that the continuous assessment in speaking classes tended to be underestimated by the students. In supporting that finding, most of the students stated that they had been more willing to speak in the classroom if there were a speaking part in the proficiency exam. This data clearly displayed the summative-oriented culture of the students, which cause them to give less value to the in-class teacher assessment. In addition, Torrance and Pryor (2001) argued that it is crucial in classroom assessment to clarify purpose and criteria for judgement of any task and involve students in dialogues to discuss the judgement criteria. However, the data in this study illustrated that the vagueness about the criteria over which the students would be graded helped less to the instructors in terms of informing students about the assessment. Therefore, the effectiveness of continuous assessment could not wash back the students' development in the process.

Other from the students' reflection on the assessment criteria, their comments on instructors' practices that impacted their speaking skill development were also observable in the study. In terms of DA practices, most relevant comments were able to be collected from the students in Bella's classroom as she incorporated interactionist DA pedagogy in her classroom. The students mostly stated that the mediations that Bella provided for them by intervening in their practice were helpful for them in terms of facilitating more permanent learning. In line with previous DA studies (Ableeva, 2010; Kao, 2014; Poehner, 2005), the comments of the students, as well as the classroom observations, illustrated that the mediations provided during DA sessions promoted student development.

Finally, the data evidenced that the intervention of Bella into students' performance was not regarded as an obstacle by the students for their motivation. Although both instructors had concerns about student motivation in speaking in the implementation of DA, Bella decided to inform students about her actions before and then act on DA. As reflected by her own words that she did not observe any obstacle for student motivation. The student voices validated Bella's reflection as they stated that the mediations from Bella were relevant as they provided by the teacher. It was evidenced

that Bella was regarded as a more knowledgeable person in the learning context by the students (Vygotsky, 1986) and thus the mediations did not hinder their motivation.

To sum up, not only instructors' classroom experiences and their transformative experiences but also the impact of instructor practices on student learning was investigated in this study. Although both qualitative and quantitative data posited limited student reflection due to their inexperience in speaking classes, their views evidenced that the current assessment practices were less effective in terms of promoting their development. As a result of instructors' changing practices, interactionist DA practices in one of the classes were reflected to be effective for individual student development.



CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter presents a summary of the study and conclusions drawn from the data findings. It also presents the review of the findings and offers some implications for in-service teacher education and DA implementation in L2 settings. The remainder of chapter considers the limitations of the study that should be addressed in the future research.

6.2. Summary of the Study

This study documented the transformative learning experiences of two instructors teaching English at the tertiary level of education as they engaged in a participatory action research which was mainly framed in DA pedagogy. As explained in Chapter 2, the studies resulted in the effectiveness of DA in L2 settings were mostly researcher-led studies. A few studies investigated another teacher practice only dealt with the conduction of DA principles in the teaching setting, but paid little attention to the teacher cognition to conceptualize DA methodology. Guided by this gap, this study considered to provide a learning environment to in-service instructors about DA theory and practice to be implemented in speaking classrooms. Due to existence of a dominant view of summative assessment that views assessment and instruction unrelated, the learning about DA was hypothesized to be only transformative by leading instructors to critically reflect on their currently held perspectives about classroom assessment. Hence, the underlying theory of this study was drawn from Mezirow's (2000) transformative learning theory to make sense of the learning experiences of the participants as a result of their engagement in participatory action research sessions.

In this study, the participants had met in group discussion sessions for ten weeks. These sessions were physically organized mainly by the researcher, but the content of the sessions as well as the flow of the discussions were collaboratively constructed in a social discourse of the sessions. The main sources of data in this study, therefore, were the verbal dataset that was constructed by the discussions of the participants and reflective reports that the instructors submitted for each week. The instructors' commitment to the action research was apparent as they stated to be willing to develop

their own lesson plans to incorporate DA into their classes for the second term. Hence, it was possible to observe DA conceptualization of the instructors as they acted on their perspective gained through reflective discourse brought by this participatory action research design. Finally, students' views on the effectiveness of the speaking courses were gathered by qualitative means in order to investigate the impact of instructors' practice on student development in speaking skills.

The findings of the study illustrated that the experiences that the instructors had in group discussion sessions were individual. That is, not only the impact of the cultural, contextual and social limitations on their teacher perceptions but also the extent of this impact was determinant in the transformation of the instructors towards a perception embracing DA. The data evidenced that professional development programs that include new pedagogies should be enacted in the forms that trigger teacher perceptual change rather than merely lecturing them about the principles of these methodologies. As displayed by the results of this study, even such form of professional development intervention was not able to completely change one of the instructors' perception towards a unified view of assessment and instruction. This case demonstrated that the central aim of professional development programs should be helping teachers to question the constraints in their perspectives throughout their entire career. In the absence of such opportunities, it might be too late to make them critically self-reflect on their currently held beliefs as shown in the case of Taylor.

The following section reviews the findings on which the above discussion is based. The research questions posed for this study are presented again and served to guide the conclusions. The section also presents conclusions about how the research questions were explored and how the data was analyzed to respond each research question.

6.3. Review of Findings

As presented in Chapter 1, four research questions were posed for this study investigating the experiences of instructors in an action research design of the study as well as student views regarding the effectiveness of speaking courses. The first question dealt with the contextual and individual limitations that were determined by the instructors in the first phases of the study:

Research Question 1: What are the instructors' contextual and personal

limitations concerning speaking assessment and instruction in their classrooms?

In the initial phase of the study, before presenting any content about DA, the participants were invited to discuss about any limitations concerning speaking assessment and instruction in their classrooms that they faced during the conduction of the speaking courses. The data from the initial discussion sessions, classroom observations, reflection reports, and KWL charts demonstrated that the first reflection of the instructors were mostly about the contextual limitations such as grading policy, insufficiency of the clear speaking course objective and unclear assessment criterion. The discussions in the group sessions also indicated that there was discrepancy between two instructors regarding the understanding of the course objective, grading policies, and implemented materials, which was discussed as another problem existing in the context of the institution. Following the reflection on contextual problems, instructors' in-class assessment, instruction and feedback practices were discussed with a particular attention to any personal limitations in conduction of such courses. The raised personal constraints were their perceived incompetence about how to instruct in speaking classes, their perceived lack of theoretical knowledge, their perceived limited knowledge about feedback acts to support students, and their chance of having less impact in the development of speaking skill via the speaking courses. The discussions and reflections also provided substantial insights about the instructors' perception of the relationship between assessment and instruction as unrelated and thus incorporated classroom assessment with an understanding of summative assessment. The perceptual changes towards DA were therefore challenged mostly by this perception based on the unrelated view of assessment and instruction. The participatory action research design of the study was grounded primarily to address these limitations. These limitations were considered as the first phase of action research cycle as well as the triggers for the transformations of the instructors.

The second research question concerned with the transformative learning experiences of the instructors as they engaged in the participatory action research cycle.

Research Question 2: What are the transformative learning experiences of English language instructors during their engagement in participatory action research sessions?

The group discussion sessions brought a reflective discourse to the instructors as much as possible to facilitate their critical reflection and self-reflection on the perceived limitations and the implementation of DA to resolve them. Although the information

was socially constructed in the discourse of the sessions, the engagement in transformative learning is individual and unique. Hence, the data obtained through the whole process of the study was examined both at the social level and particularly at the individual level to have a sound interpretation about the transformative learning experiences of the instructors.

The data evidenced that instructors experienced individual transformations, and their transformative experiences were dependent on the extent that they could critically reflect on their current perspectives. It was also displayed that how taken-for-granted perspectives hindered the actions of alternative pedagogies in the classroom setting. In this regard, the case of Taylor was illustrative. In group discussion sessions, she problematized the contextual and individual problems concerning the effectiveness of speaking courses, demonstrated an understanding of DA, and also was eager to develop lesson plans and materials to be implemented in the classroom. In classroom setting, there were observed changes in her practice; however, these changes were not reflective of her understandings in group discussion session about DA but more likely to resemble FA practices that she used to implement in writing courses. Although this study did not claim that the changes in her practices were ineffective to support student learning, the evidence from Taylor's instruction and interviews displayed that Taylor could not act on her conceptualization of DA in the classroom setting due to her already settled perspectives regarding intervention in student talk and the sequence of assessment and instruction.

The experiences of Bella, on the other hand, showed how she benefited from this participatory action research on the level of changing her perspectives as evidenced from her verbal data in discussion sessions and actions in the classroom. During the discussion in the sessions, she was able to explicitly reflect on her limitations in conducting effective speaking courses and showed commitment to be informed about DA to upgrade her practices for the sake of student development. Although she approached to the discussed contextual limitations with resistance due to her role as a syllabus office member in the school, her attempts and struggles in classroom practices and her reflections on these practices during the sessions enabled her to objectively reflect on both contextual limitations and individual limitations. Her reflections on her personal limitations as a speaking skill teacher were observed to trigger her transformation at the outset, which resulted in her actions of implementing DA in the classroom setting. The data from her follow-up interviews clearly illustrated that how

this participatory action research and the view of DA helped her to change her perspective towards the instruction in the speaking classroom, the view of student success and the role of a teacher as a facilitator of speaking skill development.

The third research question involved DA implementation of instructors in classroom setting:

Research Question 3: Do the instructors take action to implement DA in their speaking classes? If so, a) What are the observed changes in their pedagogies? b) What are the transformative learning experiences of English language instructors after their implementation of Dynamic Assessment?

After the eight sessions organized to discuss instructors' assessment and instruction practices in their classrooms, the limitations they faced to, and to present DA as an alternative pedagogy to be implemented in speaking skill courses, instructors were invited to design lessons to enact DA principles in their courses. Both instructors were eager to engage in such an experience, and syllabus office allowed instructors to design their own lesson plans and materials for speaking classes. The instructors met together and with the researcher in two more sessions to discuss about their plans and organization of upcoming nine weeks. The instructors decided to focus on three language and skill domains to assess and instruct through DA-based pedagogy over three weeks for each domain. While they agreed on the objectives and some of the materials, the organization of the courses was planned by individual instructors.

The actions of the instructors were regarded particularly important as these brought to light how instructors changed their perspectives toward the use of an alternative methodology that unifies assessment and instruction. The data showed that Bella was successfully implemented DA in her classroom. Her approach to DA was individual interactionist DA in that she enacted graded mediation for individual students; however, the classroom observation data indicated that her mediation acts were useful in the potential of other students as they were waiting their turns in the speaking tasks. That is to say, although the mediation was individual type in a classroom setting, that did not mean that other students were occupied with something else, and did not benefit from the instruction.

In addition, it was observed that Bella did not use static assessment as in some approaches of DA to take account of the pre and post-test results into consideration, but she enacted assessment and instruction dynamically like in the practices of some researchers in the field like Feuerstein (Poehner, 2005). In addition, she organized the

third week task for each domain as a transcendence task that was conceptualized as a more challenging task than the tasks incorporated in DA sessions. The transcendence task was also conducted in dynamic nature which means Bella and the student worked through the task collaboratively. The recontextualized transcendence task enabled Bella to assess students by comparing their needs of graded mediation during the first two weeks of DA session and the third week that included a more complex task. The data obtained through classroom observation and interview with Bella suggested that the implementation of DA in her classes helped her to understand student potential and development more clearly as some of her students developed control over target domains and autonomously mediated their own performance without a requirement of further support of the instructor in the transcendence tasks.

The changes were also observed in the practices of Taylor when she organized her lesson plans to be implemented in her speaking classroom. However, the evidence from her practices illustrated that she could not implement DA as planned in lesson plan development sessions. Although she acted parallel to the focuses of determined domains, her instruction, feedback, and assessment practices resembled to FA practices. For example, she persisted to follow the sequence of first presenting the instruction and then observing the student performance, which did not align with the unified assessment and instruction view of the DA. Besides, Taylor enacted feedback sessions at the end of the courses that included scaffolded feedback. As argued by Poehner and Lantolf (2005), in her feedback sessions, Taylor could have only helped to students to provide necessary information for completion of the task at hand, but missed the chance of distinguishing between ripening and non-existent abilities. As evident in her interview data, she considered the impact of this study on her development in terms of learning to develop better speaking materials, and judging student performance by comparing student performances in two or more sessions. However, no insight was gathered about how her instruction of speaking skill had been developed to be impacted on student learning, or how her engagement in this study helped her to have a better understanding of the students' ZPD.

To sum up, individual instructors' actions differ from each other, which reflected to what extent transformative learning experiences in this study impacted individual instructors' perceptions. That is, while Bella's actions clearly displayed her perceptual change occurred towards student achievement and her role as a teacher by adopting a novel methodology, Taylor was observed to experience transformative learning only by

learning through her existing meaning schemes and thus could not develop a new perspective or reformulate their already set assumptions.

The final research question dealt with the students' views on their development in speaking as a result of their participation in speaking courses.

Research Question 4: What are the reflections of the students on speaking courses in terms of their oral proficiency development and the impact of their instructors' instruction and assessment practices?

In this study, the development of student speaking skill was not be able to assessed due to the absence of any kind of summative assessment before and after the courses. Therefore, it was only possible to learn about the development of the students by resorting to the views of the instructors and the students. The instructors agreed that there was an observable development in students' performance and most of the students stated that they benefited from that course in regards to gaining self-confidence in speaking as the course was their first speaking course. When elaborated on the course content and the impact of instruction and assessment on student development, some points were emerged to be considered for the design of further speaking courses. First of all, the data showed that the grading policy was not effective in supporting the progressive development of the students. The summative oriented culture of both students and teachers regarded progressive assessment as just having or assigning a grade at the end of the weekly courses. Therefore, the students' comments displayed that the contribution of assessment into the student speaking development could not be achieved by the current grading policy of the school. Concerning instructors' changing practices, some of the students from Bella's classroom stated their awareness of changes in the materials and Bella's mediation acts in the second term. They agreed on the fact that Bella's actions provided them with more permanent learning as a result of her intervention in their performance. They did not regard the intervention as a demotivating action as they thought that the intervention was acted by a more knowledgeable person in the context – the teacher, Bella. Taylor's students, on the other hand, verbalized mostly the changes in the materials stating that they had more fun while dealing with the tasks. Because Taylor did not enact DA in her classroom, the students' views about the effectiveness of DA methodology were not collected from those students.

To sum up, the reflections of the students on the speaking instruction and assessment in their setting revealed the opportunities of these courses for speaking skill

development as well as problems related to the inefficiency of grading policy of the school. The DA implementation of Bella was considered by the students as an effective way of supporting their learning, and the intervention of Bella in speaking performance of the students was not regarded as a problem hindering their motivation.

6.4. Implications of the Study

The transformative learning experiences of the in-service instructors framed within DA were investigated through the instructors' engagement into participatory action research design of this study. Transformative learning model that was incorporated into collaborative and reflective discourse provided by the participatory action research sessions can be an effective mean of developing and changing in-service instructors' perceptions and empowering their practices with regard to alternative methodologies like DA in this study. In this regard, this study provided some implications for in-service teacher education as well as DA implementation in L2 settings.

6.4.1. Implications for In-Service Teacher Education

The transformative learning experiences provided with this participatory action research design had impacts on the professional learning of EFL instructors about DA at varying degrees. The overall findings about these experiences implied some points about the design of in-service teacher education programs.

First of all, the findings indicated that the reflective discourse and collaborative meaning-making processes in group discussion sessions enabled instructors to be aware of the influences and/or constraints by the particular setting of the school. In addition, the instructors had chance to discuss about their cultural and contextual histories that had shaped their instruction and assessment practices in the current context. The transformative experiences of these two instructors in this study implied that an in-service teacher education program should include an aim of developing a consciousness towards the structural and interpersonal constraints which prevents free and autonomous practices of teachers (Cohen, et al., 2007). Because in-service teachers have already had substantial personal histories in their teaching context, it is primarily important to make them aware of the impact of their histories on their current practices by engaging them into critical questioning of their already established perspectives. This form of

professional learning experience can only cultivate teachers who are open to new perspectives, new ideas and the tries of alternative methodologies. In other terms, the central implication of this study is that in-service professional learning opportunities should move from simply informing, lecturing to or telling teachers about the better ways of teaching to the point of engaging teachers into reflective discourses in which they could experience transformative learning by critically self-reflecting on their already established perspectives.

The study also implied that in order for DA-based changes to occur in teacher practices, a transformative learning may yield efficient teachers professional development especially in assessment practices of teachers. Also, such learning may contribute in-service teacher education programs at tertiary level in Turkey. The whole education system from primary school to the university is bound to the high-stakes test scores in Turkey, and the students are expected to pass an English proficiency exam at the School of Foreign Languages when they are accepted to departments providing English-medium instruction. This summative test dominant culture of Turkey particularly impacted all stakeholders' views towards adopting a summative-oriented perspective in every opportunity of assessment. Although summative testing is a necessity in contexts where the decisions made among the individuals in large population, teachers should be aware of the fact that what summative assessment and classroom assessment inform them about the abilities of students. At that very point, the effectiveness of DA as evidenced by other studies in L2 settings to inform teachers about the ripening abilities of the students and give them opportunity to support students in the process of development can be considered by teachers and teacher educators to empower the teacher practice both in instruction and assessment. However, its praxis-based theory and unified view of assessment and instruction of DA require a perceptual change in Turkish culture where assessment and instruction are regarded as unrelated disciplines (Öz, 2014). The means of this perceptual change can be triggered by transformative learning experiences.

Poehner and Lantolf (2011) considered DA for teacher use and produced a DA Guidebook that presents the theoretical underlying and classroom application of DA. The manual was well-prepared, reader-friendly and helpful to guide teacher use of DA, and it was incorporated in the contents of this study. However, the study implied that the impact of learning through reading a manual does not result in teachers' adoption of DA in their teaching repertoire. Particularly in context where DA is quite opposite to

what teachers have long believed in, their readings should be accompanied by critical self-reflection of currently established beliefs, which leads to transformation or resetting of perception towards a unified view of assessment and instruction. In this regard, the group discussion contents of this study can be incorporated in transformative and professional learning initiatives but particular attention should be paid to the fact that individual teachers bring individual reflections to the discussions and thus the discussions might direct to various experiences, classroom practices as well as classroom artefacts.

Given that engagement in transformative learning is a unique experience, the differences between instructors to the extent that they experienced transformative learning in the same context of discussion were not a surprising finding. However, Taylor's experiences of only learning through her existing meaning schemes implied that transformative learning is a challenging task although its impact on in-service teacher education seems favourable. The background of Taylor working in the setting of the same school for eighteen years observed to firmly establish her perception concerning assessment and instruction. Hence, although Taylor attempted to critically self-reflect on some points of discussion, her movement from her "comfort zone" of already established beliefs to the adoption of new perspectives was not possible during the data collection period of the study. However, that does not necessarily mean that she will not have further progress in her transformative experiences. Based on the finding concerning Taylor's experiences, the professional development of teachers should be encouraged to be not only transformative in nature but also frequent during the professional careers of the teachers. The on-going self-questioning in professional life might free the teacher practice from being automatic and intuitive in the classrooms. This form of professional learning experiences should be encouraged by the school, but also teachers might want to come together as a team to discuss about their perceptions, limitations and constraints. In the absence of such tradition of professional learning teams, the outsider and insider collaboration, as in this study, might provide critical self-reflection opportunities to the teachers. It is highly suggested in this study that this kind of programs should be expanded to long periods of time and sustainable as much as possible due to the challenge for transformation to occur.

6.4.2. Implications for DA Implementation in L2 Settings

The study provided implications for DA implementation in L2 setting by projecting particularly on Bella's integration of DA in her speaking classes and student reflections on the actions of Bella. As recent studies reporting DA as an effective pedagogy in L2 settings incorporated DA mostly in the tutoring settings, the effectiveness of it in the classroom setting has recently been discussed in the literature. Considering the limitations of classroom setting that does not always permit one-to-one interaction, recent studies have explored DA in the form of Group Dynamic Assessment (G-DA) (Poehner, 2009) and Computerized Dynamic Assessment (C-DA) (Poehner, Zang & Lu, 2015). In this study, Bella incorporated interactionist DA in the classroom setting by employing one-to-one interactions with the students. Although the concerns were broadly discussed in group discussion sessions with regard to implementation of such individual approach in the classroom setting, Bella decided to act out that approach of DA, which brought some implications to this study in terms of DA implementation in L2 speaking skill course. The major finding of this DA implementation is that individual mediation session between the instructor and the student did not only serve to individual development of that particular student, instead the mediations facilitated the learning of other students, as well. Therefore, the study implies that it is possible to apply interactionist DA in the classroom setting without sacrificing other students' learning. In addition, this study implies that interactionist DA, regarded as much more difficult to implement (Davin, 2016), could be put into practice by in-service teachers through a dense professional and transformative learning experience.

As informed mainly by the classroom observations in the second term, Bella's reflection as well as students' reflection, the study also implies DA as an effective mean for teachers to understand the potential of the students and help them to overcome the language-related problems in spoken language. For the students' sake, the DA implementation in L2 speaking class setting implies that the students are able to use the graded mediation provided for them and gain higher control over their spoken language. The decreasing needs of some students for explicit mediation on the focus of the course indicates DA as an efficient way of promoting student development which can be incorporated into the teaching practices by EFL teachers and instructors.

6.5. Limitations of the Study

There are some limitations of the study which will be explored in this section. First of all, the study has a participatory action research design and only represents the transformative learning experiences of two EFL instructors, Taylor and Bella who worked as EFL teachers at the School of Foreign Languages at a state university in Turkey. Therefore, the main limitation of the study is related to the applicability of the research findings to the experiences of other teachers engaging in professional learning initiatives. Due to the individual nature of transformation which is determined by the cultural, contextual and social experiences of each individual and their ability to critically reflect on their already set beliefs, it will not possible for another teacher to experience the exactly same experiences. However, since this study presents an in-depth analysis of the two instructors' transformative learning experiences, it might provide insights about the organization of reflective discourses that might be helpful to provide transformative learning opportunities for in-service teachers in other contexts.

The second limitation of this study is the time allotted for the study. Although the time allocated for a participatory action research depends on the characteristics of the particular project (McIntyre, 1995), it is considered that a sustainable participatory action research experience would have provided with more self-reflection, action and reflection on action opportunities. Because transformative learning is a life-long process, the experiences of the instructors reported in this thesis should not be regarded as an end point of learning.

Thirdly, the participatory action research was carried out in this study as collaboration between a researcher and two instructors, which was defined as outsider collaboration with insiders (Herr & Anderson, 2005). Although the researcher spent time in a research site before the data collection phase, considered to build rapport with the instructors, and took all the ethical consideration into account, the presence of the researcher in the group discussion sessions and the classroom may have, to a certain extent, impacted the information gathered from the instructors and their students.

The final addressed limitation of the study is about the data gathered about the students' speaking skill development. That is, there was an observed development in some of the students' speaking ability, but it was not possible to evidence the reasons of such development in some cases. Although the implementation of DA by Bella illustrated how DA worked for the development of the students on specific domains, the

overall development of speaking can only be explained by student comments indicating their increasing self-confidence of speaking in English. Therefore, the combination of static and dynamic assessment might have yielded more evidences about the progress of the students and how DA contributed into that progress. Because of the lack of a speaking part in proficiency exam and observation of teacher practice without any involvement, the study is limited in regards to incorporation such design of assessment combination.

6.6. Suggestions for Further Research

This study was carried out in the context of tertiary education in Turkey and concluded that engagement in participatory action research contributed to the awareness of instructors in terms of the contextual, individual and perceptual limitations that burden their assessment practices to support student learning and development. The incorporation of a participatory action research studies framed within DA in other contexts of in-service teacher education is highly suggested in order to investigate further tensions and complexities that may occur in teacher transformation. DA can also be integrated into inservice teacher training not only in tertiary education but also it can be investigated with secondary and high school English language teachers and their students. It is also recommended for further in-service teacher education programs to be expanded in time and sustainable as much as possible because the transformation is a long process that requires time and prolonged engagement.

The professional learning about DA could also be studied in pre-service teacher education context to understand how pre-service teachers experience transformative learning in the context where they have no experiences with teaching. In Turkish context, the discrete position of assessment and instruction prevails in English teacher education programs in which teacher candidates separately enrol to the courses of language pedagogy and language testing and evaluation. The impact of this discrete position on the assessment for teaching perceptions of student-teachers can be considered and studied by further researchers. The assessment is also undermined in practicum experiences of student teachers, through which they need to focus on language pedagogy and have fewer chances of tracking student development by using any alternative assessment modes. The attempts of DA researchers to present DA as an alternative methodology other than only an assessment practice might cause teacher

educators to implement DA as a part of curriculum both in theory and practice. Further research should be enacted to search DA as a language teaching methodology.

The final suggestion of this study is to further investigation of individual differences in teacher education that impact teacher transformation. Although the individual differences in learning have been well-documented, it should be investigated whether they are the same variables influencing teacher transformation. Under the light of such information, transformative learning context can be well organised by teacher educators.

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APPENDICES

APPENDIX 1. Consent of the School

Tarih ve Sayı: 02/12/2016-E.45548



T.C.
ÇUKUROVA ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü



Sayı : 23277954-050.02.04/
Konu : Yönetim Kurulu Kararı

Sayın Meryem ÖZDEMİR YILMAZER

İlgi : 25/11/2016 tarihli ve 59853 sayılı dilekçeniz.

Müdürlüğümüze iletilen ilgede kayıtlı dilekçenizde konu edilen doktora tezi çalışması kapsamında Yüksekokulumuz öğrencilerine yönelik değerlendirme ve çalışma talebinizin uygun görülmesi ile ilgili Yüksekokulumuz Yönetim Kurulu tarafından alınan 01/12/2016 tarihli ve 28/03 sayılı karar ekte yer almaktadır.
Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır

Yüksekokul Müdürü

Ek:Yönetim Kurulu Kararı Örneği (1 sayfa)

Salim KARASOY
Y.H.K.I

**BELGENİN ASLI
ELEKTRONİK İMZALIDIR**
02.12.2016

Mevcut Elektronik İmzalar

ERGÜN SERİNDAG (YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜ - Yüksekokul Müdürü) 02/12/2016 11:33

Evrağa Doğrulamak İçin : https://chys.cu.edu.tr/Validate_Doc.aspx?V=BEND4N99J
Adres:Çukurova Üniversitesi Yabancı Diller Yüksekokulu 01330 Balçova Şanlıurfa Adana
Telefon:0 (322) 338 62 75 Faks:0 (322) 338 62 75
e-Posta:yadyoi@cu.edu.tr Elektronik Ağı:www.cu.edu.tr

Bilgi için: Ömer AYYILDIZ
Unvanı: Hizmetli
Kep Adresi: chys91.kep@cu.edu.tr



APPENDIX 2. Informed Consent Form for the Instructors

Informed Consent Form

Title of Project: Transformation of English Language Instructors in Dynamic Assessment: An Oral Skill Teaching Experience in University Preparatory Program

Researcher: Meryem ÖZDEMİR YILMAZER

Academic Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN

I am invited to participate in this research project which is being carried out by *Meryem ÖZDEMİR YILMAZER*. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

The study is designed to investigate firstly, the assessment perceptions and practices of English Language Instructors, and secondly the impact of training program designed to introduce dynamic assessment to English Language Instructors. Finally, the project aims to explore the application of dynamic assessment to students learning English.

If I agree to participate, this will involve me holding a learner journal, participating in interviews and filling in questionnaires in regard to my assessment practices which I will be going through in School of Foreign Languages in Çukurova University in Adana, Turkey during the 2015-2016 spring term and 2016-2017 fall term.

I am aware that I may experience distress over the nature of the questions in interviews and questionnaires; however it is made clear to me that all responses will be confidential.

It is hoped that the results of this study will contribute to my understanding of relationship between assessment and instruction and assessment and learning. Moreover, it is hoped that training on a new assessment procedure will be developed and applied as a part of staff development agenda of schools of foreign languages in Turkey.

Any information or data which is obtained from me during this research which can be identified with me will be treated confidentially. This will be done by using pseudonyms (nick names) throughout the whole study. The data will be kept only in Meryem ÖZDEMİR YILMAZER's office and only present investigators will have access to it.

Portions of the recordings from interviews may be played in classes or during conference presentations or written transcriptions may be made for teaching purposes or for research analysis. Data from this research project may be published in future. The original recording and all copies will be available only to the present investigators.

Materials that are sensitive will be kept in a secure location in the School which will be locked when the researchers are not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply.

If I have any questions about this research I can ask *Meryem ÖZDEMİR YILMAZER* through the *contact number +90 5303722232* and through sending an e-mail to *meryemzdemir@gmail.com*. I am also free, however, to contact any of the other people involved in the research to seek further clarification and information [*Academic supervisor: Assoc. Prof. Dr. Yonca ÖZKAN*].

Signature of research participant

I understand what is involved in this research and I agree to participate in the study. [*I have been given a copy of this consent form to keep.*]

Signature of participant

Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

APPENDIX 3. Informed Consent Form for the Students

Informed Consent Form

Title of Project: Transformation of English Language Instructors in Dynamic Assessment: An Oral Skill Teaching Experience in University Preparatory Program

Researcher: Meryem ÖZDEMİR YILMAZER

Academic Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN

I am invited to participate in this research project which is being carried out by *Meryem ÖZDEMİR YILMAZER*. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

The study is designed to investigate firstly, the assessment perceptions and practices of English Language Instructors, and secondly the impact of training program designed to introduce dynamic assessment to English Language Instructors. Finally, the project aims to explore the application of dynamic assessment to students learning English.

If I agree to participate, this will involve filling in questionnaires, participating in interviews, and video recordings during my speaking classes which I will be going through in School of Foreign Languages in Çukurova University in Adana, Turkey during the 2016-2017 fall and spring terms.

I am aware that I may experience distress during video recordings and interviews; however it is made clear to me that all recordings will be confidential and they will be included in the study by my permission. Data from this research project may be published in future. The original recording and all copies will be available only to the present investigators. Portions of the recordings may be played in classes or during conference presentations or written transcriptions may be made for teaching purposes or for research analysis. Data from this research project may be published in future. The original recording and all copies will be available only to the present investigators.

Any information or data which is obtained from me during this research which can be identified with me will be treated confidentially. This will be done by using pseudonyms (nick names) throughout the whole study. The data will be kept only in Meryem ÖZDEMİR YILMAZER's office and only present investigators will have access to it.

Materials that are sensitive will be kept in a secure location in the School which will be locked when the researchers are not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply.

If I have any questions about this research I can ask *Meryem ÖZDEMİR YILMAZER* through the *contact number +90 5303722232* and through sending an e-mail to *meryemzdemir@gmail.com*. I am also free, however, to contact any of the other people involved in the research to seek further clarification and information [*Academic supervisor: Assoc. Prof. Dr. Yonca ÖZKAN*].

Signature of research participant

I understand what is involved in this research and I agree to participate in the study. [*I have been given a copy of this consent form to keep.*]

Signature of participant

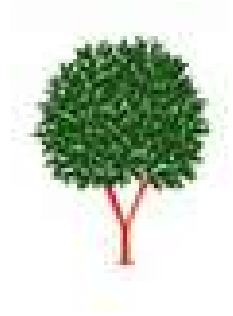
Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Date

APPENDIX 4. Contents of PAR Study

**ÇUKUROVA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

CONTENTS OF PAR STUDY*

* This PAR Study is implemented in School of Foreign Languages of Çukurova University within the framework of PhD Thesis titled as “Transformation of English Language Instructors in Dynamic Assessment: An Oral Skill Teaching Experience in University Preparatory Program”

WEEK 1

Objectives of the week:

- to introduce training schedule, give detailed information about data collection tools, and recall responsibilities of each participant in the discourse
- to introduce basic terms used in literature of educational assessment in general, and language assessment in particular in order to enable shared language in the discourse. These terms are mainly;
 - psychometric paradigm
 - assessment for learning / assessment of learning
 - summative assessment / formative assessment
 - feedback (though it is supposed to be known by the participants, theoretical underpinnings will be discussed)
- to discuss on formative mode of assessment through the leading questions; some of them might be like following ones:
 - When did you first encounter with the term of Formative Assessment (FA)?
 - What do you understand when you are asked to assess your students formatively?
 - Please reflect on your practices of FA?
 - What are your justifications of delivering feedback in your speaking classes?

Related Reading (before training)

Taras, M. (2005). Assessment – summative and formative – some theoretical reflections. *British Journal of Educational Studies*, 53(4), 466-478. doi: 10.1111/j.1467-8527.2005.00307.x

Torrance H., & Pryor J. (2002). Defining and investigating Formative Assessment. In Torrance H., & Pryor J. (Authors) *Investigating Formative Assessment*. Open University Press, Philadelphia, USA.

Data Collection Tools:

- KWL chart (see Appendix 1) of which K and W charts are asked to be filled before reading the article following the fill of L chart after training.
- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

KWL Chart

Topic: Terms in Assessment Field (Summative Assessment, Formative Assessment, Assessment for Learning, Assessment of Learning)

Date: ___/___/___

K-W-L Chart

What I Know	What I Wonder (or want to know)	What I have Learned

* You can expand the boxes it as much as you need.

Guidelines for Reflective Report of Week 1

In week 1, basic assessment terms were covered with a particular focus on formative assessment (FA). Could you please reflect on your experiences in Week 1's content?

Please exceptionally focus on the following points:

- Did you learn something new about assessment in general?
- Is there anything straightforward which contradicts with your knowledge before Week 1's experience? If so, could you mention about these contradiction(s) in detail?
- Think about your practices of FA. How come do you name this practice as FA and does it associate with the description and discussion covered in Week 1's content?

Thank you very much for your contribution.

WEEK 2

Objectives of the week:

- to discuss on instructors' own reflection of their speaking courses, undermine their insistence on fluency in speaking assessment by focusing on their acts in the classroom
- to introduce dynamic assessment by focusing on the basic terms like;
 - what is *learning potential* in dynamic assessment
 - the theory behind the dynamic assessment conceptualization
 - brief explanation about the difference between FA and DA (Dynamic Assessment)
 - some approaches in dynamic assessment; namely, cake and sandwich formats

Tasks (submitted before training)

Instructors' own video-recordings were submitted before and they were asked to watch and reflect on their practices.

Related Reading (before training)

Elliott, J. (2003). Dynamic assessment in educational settings: Realising potential. *Educational Review*, 55(1), 15-32. doi: 10.1080/00131910303253

Data Collection Tools:

- KWL chart (see Appendix 1) of which K and W charts are asked to be filled before reading the article following the fill of L chart after training.
- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

KWL Chart

Topic: Personal Reflection on Speaking Class Activities & Dynamic Assessment

Date: ___/___/___

K-W-L Chart

What I Know	What I Wonder (or want to know)	What I have Learned

* You can expand the boxes it as much as you need.

Guidelines for Reflective Report of Week 2

In week 2, your own reflections on your speaking classes were discussed and an introduction to dynamic assessment (DA) was covered in the session.

Could you please reflect on your experiences in Week 2's content? Please exceptionally focus on the following points:

- Please reflect on the discussion made on your actions of speaking assessment. Were you aware of something new as result of your own reflection and discussions made in the session?
- What do you think about DA after the introduction? Do you think that it would be a useful assessment tool for speaking? What might be the advantages and disadvantages of using this tool?
- What is your own attitude towards adopting a new assessment tool? Do you think whether it is necessary or not? Please share your ideas with justifications.
- If you have any other comments on anything covered in the session, they are quite appreciated.

Thank you very much for your contribution.

WEEK 3

Objectives of the week:

- to delve into theory through the introduction of the core concepts of sociocultural theory; which are foundations of DA; some theory-related terms to be discussed will be;
 - symbolic tools
 - cultural artifacts
 - regulation/self-regulation
- to discuss the regulation of human mind by considering the important stages in people's life
- to have a closer look at interactionist DA application and discuss its applicability in instructors' context; its advantages, disadvantages, gains, and limitations.

Related Reading (before training)

Anton, M. (2009). Dynamic assessment of advanced second language learners. *Foreign Language Annals*, 42(3), 576-598. doi: 10.1111/j.1944-9720.2009.01030.x

Lantolf, J., & Poehner, M. (2011). Chapter 1. The foundations of Dynamic Assessment. In Lantolf J., & Poehner, M. (Authors). *Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide*. Calper Publication: Pennsylvania.

Data Collection Tools:

- KWL chart (see Appendix 1) of which K and W charts are asked to be filled before reading the article following the completion of L chart after training.
- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

KWL Chart

Topic: Foundations of Dynamic Assessment & DA practice in a language classroom

Date: ___/___/___

K-W-L Chart

What I Know	What I Wonder (or want to know)	What I have Learned

* You can expand the boxes it as much as you need.

Guidelines for Reflective Report of Week 3

In week 3, we finally covered a practice of DA in a foreign language assessment along with having a closer look at the core theory behind DA.

Could you please reflect on your experiences in Week 3's content? Please exceptionally focus on the following points:

- Please reflect on the experiences of reading about a theory underlying an assessment approach. We have discussed that theory generally lacks in your practices of assessment (in the Week 1's session). In your opinion, what kind of difference might theoretical knowledge of assessment make?
- What do you think about DA application in foreign language assessment? When do you think it is more appropriate to use this kind of assessment in your class, what might be the consequences?
- During discussion, what kind of reflection did you make on your own practice regarding assessment in the whole context (system) of yours? Did you feel any need of amendment in the system?
- If you have any other comments on anything covered in the session, they are quite appreciated.

Thank you very much for your contribution.

WEEK 4

Objectives of the week:

- to introduce the concept of Zone of Proximal Development (ZPD) which is a core concept underlying Dynamic Assessment procedures.
- to differentiate between the concepts of Zone of Actual Development (ZAD) and their ZPD.
- to discuss on participants' assessment practices focusing on whether they reflect the distinction between ZAD-ZPD.
- to discuss the way how the ZPD concept is applicable to foreign language classrooms.

Related Reading (before training)

Aljaareh, A., & Lantolf, P. (1994). Dynamic negative feedback as regulation and second language learning in the Zone of Proximal Development. *The Modern Language Journal*, 78(4), 465-483.

Lantolf, J., & Poehner, M. (2011). Chapter 2. The Zone of Proximal Development. In Lantolf, J., & Poehner, M. (Authors). *Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide*. Calper Publication: Pennsylvania.

Data Collection Tools:

- KWL chart (see Appendix) of which K and W charts are asked to be filled before reading the article following the completion of L chart after training.
- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

KWL Chart

Topic: Zone of Proximal Development (ZPD), Use of ZPD in Second Language Acquisition

Date: ___/___/___

K-W-L Chart

What I Know	What I Wonder (or want to know)	What I have Learned

* You can expand the boxes it as much as you need.

Guidelines for Reflective Report of Week 4

In week 4, we discussed current practices in speaking classes and briefly focused on the concept of zone of proximal development (ZPD).

Could you please reflect on your experiences in Week 4's content? Please exceptionally focus on the following points:

- Please reflect on the discussion over speaking class we have in the session. How do different ideas of participants regarding speaking classes affect your perception towards these courses?
- If you were asked to revise current practices of speaking courses, what would be your primary concerns?
- What do you think about the concept of ZPD? Do you think that it is applicable to current educational practices in your own context? As a teacher, have you ever think yourself as being sensitive to the potential of your students?
- Think of some of the types of assessment you use in your language classroom. How do you think the knowledge and abilities you are assessing reflect the Zone of Actual Development (ZAD)-ZPD distinction? Are these abilities in learners' ZAD or ZPD? How do you know? (This is reflection question from chapter 2)

Thank you very much for your contribution.

WEEK 5

Objectives of the week:

- to introduce different methods of dynamic assessment and having discussion on their application in the current practices of participants
- to discuss several studies on language learning that had been carried out within the DA framework

Related Reading (before training)

Lantolf, J., & Poehner, M. (2011). Chapter 3. Dynamic Assessment. In Lantolf J., & Poehner, M. (Authors). *Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide*. Calper Publication: Pennsylvania.

Lantolf, J., & Poehner, M. (2011). Chapter 4. Dynamic Assessment and second language learning. In Lantolf J., & Poehner M. (Authors). *Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide*. Calper Publication: Pennsylvania.

Data Collection Tools:

- KWL chart (see Appendix 1) of which K and W charts are asked to be filled before reading the article following the fill of L chart after training.
- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

KWL Chart**Topic:** Dynamic Assessment and Second Language Learning**Date:** ____/____/____**K-W-L Chart**

What I Know	What I Wonder (or want to know)	What I have Learned

* You can expand the boxes it as much as you need.

Guidelines for Reflective Report of Week 5

In week 5, we discussed procedures followed in application of Dynamic Assessment (DA).

Could you please reflect on your experiences in Week 5's content? Please exceptionally focus on the following points:

- We had talked about the unified view of assessment and instruction in DA applications. What is your reflection regarding this unified view? According to you, is it possible to adopt such an approach in your classes?
- In your institution, what is philosophy behind assessment and teaching? Are they regarded separately but still dependent on each other or vice versa? Do you observe any inconsistency in practice of these two actions (teaching and assessment)?
- We had discussed major approaches and methods of DA administration. If you are now asked to design and implement DA in your courses, which approach and method do you use and which points do you focus on in your administration?
- If you were try to convince department/institution head or colleagues about DA, what would you tell them? Which approaches and methods would you emphasize in making your argument as sound as possible? (A reflection question from taken from Chapter 3)

Thank you very much for your contribution.

WEEK 6

Objectives of the week:

- to lean over the concept of the Zone of Proximal Development once again as its understanding will underpin the participants' DA conceptualization
- to discuss on case studies in which DA was implemented in different skills by various practitioners

Related Reading (before training)

Bodrova, E., & Leong, D. J. (1996). Chapter 4. The Zone of Proximal Development. In Bodrova, E., & Leong, D. J. (Authors). *The Vygotskian Approach to Early Childhood Education*. NJ: Prentice-Hall. Upper Saddle River.

Lantolf, J., & Poehner, M. (2011). Chapter 5. Dynamic case studies. In Lantolf J., & Poehner, M. (Authors). *Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide*. Calper Publication: Pennsylvania.

Data Collection Tools:

- KWL chart (see Appendix) of which K and W charts are asked to be filled before reading the article following the fill of L chart after training.
- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

KWL Chart**Topic:** Dynamic Assessment Implementations**Date:** ____/____/____**K-W-L Chart**

What I Know	What I Wonder (or want to know)	What I have Learned

* You can expand the boxes it as much as you need.

Guidelines for Reflective Report of Week 6

In week 6, we talked about case studies addressing Dynamic Assessment (DA). Could you please reflect on your experiences in Week 6's content? Please exceptionally focus on the following points:

- We also discussed Zone of Proximal Development (ZPD) again by the help of another source (Bodrova & Leong, 1996). How could you express the terms “being sensitive to learner’s ZPD” and “working in the ZPD of learners” in your own words? What might be the outcomes of putting these terms into action in language classes?
- We had talked about the case studies addressing different notions of DA. How do these case studies help you to conceptualize DA administration? Could you please reflect on your experiences upon reading these studies?
- In which aspects, do these DA administrations (case studies) differ from your expectations of DA application? Do you believe that such an approach will help to learner development in speaking skill?
- What do you think about dynamic assessment administration in class context as depicted by case study 3? Could you please reflect on your experiences through reading these case study?

Thank you very much for your contribution.

WEEK 7**Objectives of the week:**

- to discuss on case studies in which DA was implemented in different skills by various practitioners
- to discuss on a case study in which Formative Assessment was administered and one other in which DA was implemented
- to discuss the differences in implementation of FA and DA by referring to the earlier discussion (in Week 1&2)

Related Reading (before training)

Lantolf, J., & Poehner, M. (2011). Chapter 5. Case studies. In Lantolf J., & Poehner, M. (Authors). *Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide*. Calper Publication: Pennsylvania.

Data Collection Tools:

- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

Guidelines for Reflective Report of Week 7

In week 9, we talked about case studies addressing both Dynamic Assessment (DA) and Formative Assessment (FA) practices. Could you please reflect on your experiences in Week 9's content? Please exceptionally focus on the following points:

- Although we mainly focus on the assessment of speaking skill, we discussed on a case study implementing DA in listening skill. Could you please reflect on this case study? What do you think about the result obtained as a result of mediating moves of the mediators during the conversations under investigation?
- Case study 5 & 6 was about FA. What might be your reflections regarding the differences between FA and DA. What do you think about the contribution of FA into student learning in discussed interactions?

Thank you very much for your contribution.

WEEK 8

Objectives of the week:

- to discuss on DA administration in listening skill (though our focus is speaking skill, the participants seek for detailed information about DA administration in listening skill as it was briefly discussed in one of the case studies)
- to watch a DA implementation video in which an interactionist DA in speaking skill was administered in one by one tutorial setting
- to discuss the applicability of interactionist DA in participants' setting and to discuss the contribution of video watching to their understanding of DA.

Related Reading (before training)

Lantolf, J. & Poehner, M. (2011). Video case studies. In Lantolf J., & Poehner, M. (Authors). *Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide*. Calper Publication: Pennsylvania.

Material

a CD including two case studies through which an interactionist DA in speaking skill was administered in one by one tutorial setting

Data Collection Tools:

- KWL chart (see Appendix) of which K and W charts are asked to be filled before reading the article following the fill of L chart after training.
- Reflection reports of the participants (submitted after training)
- Journal of the Researcher
- Video recordings of the discussions during training

KWL Chart

Topic: Dynamic Assessment in Listening Comprehension; Video-based DA procedures

Date: ___/___/___

K-W-L Chart

What I Know	What I Wonder (or want to know)	What I have Learned

* You can expand the boxes it as much as you need.

Guidelines for Reflective Report of Week 8

In week 8, we watched video case studies addressing DA practices in speaking skill and discussed about this practice. Could you please reflect on your experiences in Week 8's content? Please exceptionally focus on the following points:

- What might be the contributions of these video-case studies to your understanding of DA? Do they fit well to the theoretical discussion made so far or watching a DA implementation drive your conceptualization into different direction?
- What do you think about moves of the mediator? According to you, how did these moves help the mediator to have judgements about students' performance? Would the judgement be different if the collaboration between mediator and the student was absent?
- How do you tell this experience of watching DA video-case studies to any of your colleagues? Although we (as a group) have an agreement on the difficulties of interactionist DA administration, could you support this kind of application in your own context? If yes, how could you support?

Thank you very much for your contribution.

APPENDIX 5. Samples from Instructors' Work

Sample 1

KWL Chart

Topic: Foundations of Dynamic Assessment & DA practice in a language classroom

Date: 4/10/2016

K-W-L Chart

What I Know	What I Wonder (or want to know)	What I have Learned
I know that DA is an assessment technique which focus on the learning potential of students rather than assessing what they are already know. In that sense, the important thing is adopting an individualized approach to assessment. Besides, in order to implement DA, guidance or lead assistance should be given to students. Without proper instruction or assistance, a "high profile" student may not show progress as much as a student with "low profile" who gets assistance. DA is based on ZPD of Vygotsky. ZPD deals with students' not current level but to what extent they can learn.	I wonder the implications of DA on the teaching/learning environment. Is it going to change the perceptions of teachers about assessment? Plus, the techniques that we use while we are actually assessing the potential of students.	I learned how DA were applied in speaking and writing assessments. Besides, the theory behind DA, how it was originated, became more clear. The more I study DA, the more I question my own assessment techniques or our approach to assessment as institution. I think that and also what DA practitioners state, to be able to apply DA effectively, we need the appropriate environment for it. I know that for my institution, adopting this specific technique will not make much difference unless we adopt curriculum / syllabus accordingly.

* You can expand the boxes it as much as you need.

Sample 2

- p. 71. using DXI as a placement test in advanced grammar course → if a student is aware of the problem during mediation, that means it is in his/her ZPD.
- Vygotsky (1986) recognizes the importance of first language in mediating the internalization of additional languages.
- Poehner's study (2008) - advanced French speaking and listening course - He met individually with the learners once a week for six weeks. He also designed a set of instructional materials that targeted each learner's problems. passé composé or imparfait.
 note: How many students were there in total??
- Study of Aljaafreh & Lantolf (1994). interactionist approach (p. 81) - on use of English tense, articles, prepositions and modal verbs - 3 adult ESL learners. The tutor met with the students individually once a week for 8 weeks.
- 'A learner that is able to respond to implicit mediation is considered to be at a more advanced level of development than a learner who requires more explicit mediation' (p. 85)
- Nassaji & Swain (2000) - use of articles. from implicit to explicit mediation. The ZPD learner exhibited consistent growth over time, a pattern not observed in the non-ZPD student's performance. (p. 89)

Sample 3-Reflection Report

Guidelines for Reflective Report of Week 6

In week 6, we discussed current practices in speaking classes and briefly focused on the concept of zone of proximal development (ZPD).

Could you please reflect on your experiences in Week 6's content? Please exceptionally focus on the following points:

- Please reflect on the discussion over speaking class we have in the session. How do different ideas of participants regarding speaking classes affect your perception towards these courses?
- If you were asked to revise current practices of speaking courses, what would be your primary concerns?
- What do you think about the concept of ZPD? Do you think that it is applicable to current educational practices in your own context? As a teacher, have you ever think yourself as being sensitive to the potential of your students?
- Think of some of the types of assessment you use in your language classroom. How do you think the knowledge and abilities you are assessing reflect the Zone of Actual Development (ZAD)-ZPD distinction? Are these abilities in learners' ZAD or ZPD? How do you know? (This is reflection question from chapter 2)

Thank you very much for your contribution.

I always welcome new ideas about practices and it makes me realize that there is not one correct way to do something. Sometimes, I realize that there are a lot of considerations to go over before I make a decision, it is team work so everybody has to be on the same page. There may be different ideas among the members, however, I believe if we stick to the theory, we can overcome these opinion differences.

Since the beginning of sessions, I have come to realize that we haven't decided on our objectives clearly. We wanted them to speak freely and without feeling any pressure to overcome their social anxiety, however, there is also a grading system. I would be more direct and clear about our objectives and grading criteria. Then, based on objectives, I would design a more systematic speaking syllabus.

"Your child is smart but he is lazy" is, I think, an indication of DA. We are mostly aware of our students' potential as we spend a great deal of time together and their practices in class may give us some reliable data to figure out actually what they are on academic level how they learn best. I'm not saying that we are applying DA as the way it should be, but at least I can

say that we are not totally indifferent to their potentials. Of course, basing our limited practices on a theory and actually enriching the practices we do in class to promote their potentials would give us different perspectives and enlarge our vision.

I'm afraid the assessment types I use in the class reflect their potentials, they are mostly concerned with their ZAD. Actually I think don't know how to ask right questions to address their ZPD. Maybe I'm using the right assessment type but not for the right student or in the right situation.



Sample 4-Reflection Report

Guidelines for Reflective Report of Week 7

In week 7, we discussed procedures followed in application of Dynamic Assessment (DA).

Could you please reflect on your experiences in Week 7's content? Please exceptionally focus on the following points:

- We had talked about the unified view of assessment and instruction in DA applications. What is your reflection regarding this unified view? According to you, is it possible to adopt such an approach in your classes?

I think it's a great idea, but is it really practical? And I still should have some basic criteria because otherwise how will I decide who's really improving or how much? We usually tend to decide on a student's progress based on some steps to be taken so in this case it may be difficult to follow which step each student is at. I think this is directly related to the number of students you're responsible for. (Meryem sorry I was interrupted often and I could hardly concentrate ☹)

- In your institution, what is philosophy behind assessment and teaching? Are they regarded separately but still dependent on each other or vice versa? Do you observe any inconsistency in practice of these two actions (teaching and assessment)?

In general, the syllabus team prepares the teaching order for each block, we teach whatever is on it, and the testing office prepares the exams and quizzes based on the teaching orders. To make sure every teacher and class is following the order, we have weekly meetings with the syllabus and testing offices. Despite all these efforts to unify and harmonize the teaching and testing system, sometimes there occur problems. Sometimes the language level in the classes and in the exams do not match, or the task types. Or this year, for example, we mostly teach the course book (16 hours a week), but the testing office focused on skills (8 hours a week) in the first achievement exam. And worst, we have speaking classes (or club should I say?) but no assessment of any type for speaking skill. In short, this is the worst time this year to answer this question because everything is vague.

- We had discussed major approaches and methods of DA administration. If you are now asked to design and implement DA in your courses, which

approach and method do you use and which points do you focus on in your administration?

A hard question to answer. I think it would depend on the student and my mood, patience and health. But I feel closer to interventionist approach and cake format. But it seems easier to use sandwich format. So I need to try and see all before I finally decide.

- If you were try to convince department/institution head or colleagues about DA, what would you tell them? Which approaches and methods would you emphasize in making your argument as sound as possible? (A reflection question from taken from Chapter 3)

Before I attempt to do such a thing, I should have some information about group DA because I strongly believe they'll say DA is difficult and impractical to use with each student at YADYO because we have 22-27 students in one classroom and the teachers may have more than two classes, which will turn into a burden for the teachers to follow each student's progress. But I'm almost sure they would like to hear about a piloting first, learn about the results, hear some teacher feedback and then they may consider implementing it, if it's asked to them.

Thank you very much for your contribution.

CURRICULUM VITAE (CV)

Adı Soyadı : Meryem ÖZDEMİR YILMAZER
Doğum Tarihi : 02.11.1986

Derece	Alan	Üniversite	Yıl
Lisans	İngilizce Öğretmenliği	Çukurova Üniversitesi	2009
Y. Lisans	İngiliz Dili Eğitimi	Mersin Üniversitesi	2012
Doktora	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2018

Yüksek Lisans Tez Başlığı: Mentor and Supervisor Support on the Teacher Self-Efficacy Beliefs of English Pre-Service Teachers

Danışman: Asst. Prof .Dr. Şaziye YAMAN

Doktora Tezi Başlığı: Transformation of English Language Instructors in Dynamic Assessment: An Oral Skill Teaching Experience in University Preparatory Program

Danışman: Assoc. Prof. Dr. Yonca Özkan

Görev Ünvanı	Görev Yeri	Yıl
Araştırma Görevlisi	Mersin Üniversitesi-Eğitim Fakültesi-İngiliz Dili Eğitimi ABD	2010-2012
Araştırma Görevlisi	Çukurova Üniversitesi-Eğitim Fakültesi-İngiliz Dili Eğitimi ABD	2012-2017
Öğretim Görevlisi	Çukurova Üniversitesi-Yabancı Diller Yüksekokulu	2017-

ESERLER

A. Uluslararası hakemli dergilerde yayımlanan makaleler :

A1. Özdemir-Yılmaz M., & Özkan Y. (2017). Speaking assessment perceptions and practices of English teachers at tertiary level in the Turkish context. *Language Learning in Higher Education*, 7(2), 371-391. doi: 10.1515/cercles-2017-0015

A2. Özdemir-Yılmaz M., & Özkan Y. (2017). Classroom assessment practices of English language instructors. *Journal of Language and Linguistic Studies*, 13, 324-345.

A3. Özdemir-Yılmaz M., & Başol, H. Ç. (2017). Acquisition of verbs and argument structures in Turkish. *International Journal of Language Academy*, 5(18), 17-30. doi: 10.18033/ijla.3615

A4. Örsdemir, E., & Özdemir-Yılmaz M. (2016). Note taking in the EFL listening classroom: An action research. *International Journal of Language Academy*, 4(11), 208-208. doi: 10.18033/ijla.406

A5. Yaman, Ş., & Özdemir M. (2012). Moving from theory to practice ELT pre-service teachers. *International Journal of Applied Linguistics & English Literature*, 1(1), 27-38. doi: 10.7575/ijalel.v.1n.1p.27

B. Ulusal hakemli dergilerde yayımlanan makaleler :

B1. Özdemir-Yılmaz M., & Örsdemir, E. (2017). Further questioning oral communication strategy instruction from a different perspective: Is implicit learning possible? *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 46(2), 289-297.

C. Uluslararası bilimsel toplantılarda sunulan ve bildiri kitaplarında (proceedings) basılan bildiriler :

C1. Özdemir-Yılmaz M., & Özkan, Y. (2017). Approaching to teachers' grading: What is the correct order for implementing peer- and self-assessment in higher education context?. *INTED, 11th annual International Technology, Education and Development Conference*.

D. Uluslararası bilimsel toplantılarda sunulan ve özet metni basılan bildiriler :

D1. Özdemir-Yılmaz M., & Başol, H. Ç. (2017). Acquisition of verbs and argument structures in Turkish. *The 3rd CukurovaInternational ELT Teachers' Conference: Reshaping Teaching and Learning English for the 21st Century*. Adana, Turkey.

D2. Başol, H. Ç., Özdemir-Yılmaz M., & Örsdemir, E. (2017). Intercultural awareness for geographically dispersed and culturally diverse students: Practical implications. *The 3rd CukurovaInternational ELT Teachers' Conference: Reshaping Teaching and Learning English for the 21st Century*. Adana, Turkey.

D3. Özdemir-Yılmaz, M., & Örsdemir, E. (2016). Teachability of communication strategies: Is it possible to teach them implicitly. *Glocalisation of professional development in ELT: Think global, act local*. İzmir, Turkey.

D4. Özdemir-Yılmaz M., & Özkan, Y. (2016). Exploring classroom assessment practices of English language instructors. *The 5th International Conference on Language, Literature and Culture*. Burdur, Turkey.

D5. Örsdemir, E., & Özdemir-Yılmaz, M. (2016). Note taking in the EFL Listening Classroom: An action research. Replacing clichés: Teaching subordinated to learning. Adana, Turkey.

