

**T.C. KOCAELİ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**EFL TEACHERS' BELIEFS ON THE APPLICABILITY OF
DYNAMIC ASSESSMENT IN TWO DIFFERENT CONTEXTS:
TURKEY AND SPAIN**

YÜKSEK LİSANS TEZİ

EMİNE BURAL

KOCAELİ 2021

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24.02.2021/6

KOCAELİ 2021

“Do something today that your future self will thank you for you”

To my future self...



ACKNOWLEDGEMENTS

First of all, I would like to acknowledge my deep appreciation to all people who supported me with their patience, advice and love during the process of writing my thesis.

I am grateful to my thesis advisor Dođan Yüksel for guiding me in this enlightening journey. I offer my gratitude for his support. It has been an honor for me to benefit from his experience, to be a student who has attended his classes and to learn a lot from him for 7 years. I feel very lucky to have such a teacher. He will always be the best model for me throughout my life.

I would like to thank my thesis committee member Sezen Arslan for her insightful suggestions. She contributed to my thesis and motivated me with her smiling face during my thesis defense. I glad to meet her in such a process. I also want to thank my thesis committee member Mehmet Altay.

My dear colleagues Julio Jimenez Garcia, Leticia Martinez, Maribel Gomez, Miguel Alvarez who I work with them at a lovely school in Granada/Spain. And my dear friend Haffsa Ajdid, your contribution to this thesis is beyond dispute. I appreciate each and every one of you for your support in terms of participating to my study and finding participants in the procedure of data collection in Spain.

My lovely friend Nurdan Çınar, it has been a quite colorful journey with you that I enjoy every moment. As the person who gives the gifts of support, you checked whether I study or not for my thesis every day and encouraged me. I hope one day you find yourself living your dreams.

My classmate, Ayça Ünal, compassionately helped me in every step of my master degree life. We are the best classmates ever. I will never forget her encouragements and fairy tales that she tells when I feel sad. My colleague Steve Twyman, I thank you for your patience and support as a native speaker of English. Also, I want to thank to all my other friends for their support and compassion.

I wish to say thank you to my cute cat, Şurup eventhough she will never know this. Playing and enjoying with you and your 5 little children was my break-time activity. Your hug motivated me to study again. Whenever I was stressed, your presence in my study room, gave me peace.

Lastly, My mother Nebahat Bural who has supported me on every step of this process with her infinite patience and encouragement. She tried to carry a millstone around my neck during her all life. My mom, you deserve a round of applause!

EMİNE BURAL
KOCAELİ
2021

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ABSTRACT

Dynamic Assessment offers a different way of thinking about assessments. DA posits that solo performance is insufficient in order to support individual's development, understand the process of learning and overcome difficulties. Abilities and development show themselves during active individuals' collaboration. Therefore DA should be applied in the classroom by teachers. Therefore, teacher beliefs are one of the most essential aspects of education as they have a significant impact on the learning process. Beliefs are important because they influence the actions of teachers.

In the light of this information, the present research intended to study the beliefs of EFL teachers on the applicability of dynamic assessment regarding their gender and degree level in two different concepts: Turkey and Spain. The participants included 96 EFL teachers in Spain and Turkey. A self-made questionnaire on dynamic assessment was used to collect the data. To analyze the data, both descriptive (in the form of frequency counts, figures and tables) and inferential statistics (Independent T-Test, One Sample T-Test, Factor Analysis) were used. The results of the research showed that the beliefs of EFL teachers from Spain and Turkey towards the applicability of DA was significantly positive. The result of the independent sample t-test between female and male EFL teachers showed that there was no significant difference between the EFL teachers in Spain and Turkey. This simply means that the beliefs of female and male EFL teachers, towards the applicability of DA were the same. Also, the result of the independent sample t-test between different educational levels showed that there was no significant difference between the EFL teachers in Spain and Turkey. This means that the beliefs of BA and MA EFL teachers, towards the applicability of DA were the same.

Key words: Dynamic Assessment, Teacher Beliefs, EFL Teachers, Zone of Proximal Development, Scaffolding

ÖZET

Dinamik Değerlendirme, değerlendirmeler hakkında farklı bir düşünme şekli sunar. Dinamik Değerlendirme bireyin gelişimini desteklemek, öğrenme sürecini anlamak ve zorlukların üstesinden gelmek için tek başına performansın yetersiz olduğunu varsayar. Yetenekler ve gelişim, aktif bireylerin işbirliği sırasında kendilerini gösterir. Bu nedenle Dinamik Değerlendirme öğretmenler tarafından sınıfta uygulanmalıdır. Bununla birlikte, öğretmen inançları, öğrenme süreci üzerinde önemli bir etkiye sahip oldukları için eğitimin en önemli yönlerinden biridir. İnançlar, öğretmenlerin eylemlerini etkilediğinden dolayı önemlidir.

Bu bilgiler ışığında bu araştırma, İngilizce'yi yabancı dil olarak öğreten öğretmenlerin cinsiyet ve eğitim düzeylerine göre dinamik değerlendirmenin uygulanabilirliği konusundaki inançlarını iki farklı kavramda incelemeyi amaçlamaktadır: Türkiye ve İspanya. Çalışmanın katılımcıları İspanya ve Türkiye'deki 96 öğretmenden oluşmaktadır. Verileri toplamak için Dinamik Değerlendirme'yi ölçen bir anket kullanılmıştır. Verileri analiz etmek için hem tanımlayıcı (frekans sayımları, şekiller ve tablolar şeklinde) hem de çıkarımsal istatistikler (Bağımsız T-Testi, Bir Örnek T-Testi, Faktör Analizi) kullanılmıştır. Araştırmanın sonuçları, İspanya ve Türkiye'den İngilizce öğretmenlerinin Dinamik Değerlendirmenin uygulanabilirliğine yönelik tutumlarının anlamlı derecede olumlu olduğunu göstermiştir. Kadın ve erkek öğretmenler arasındaki bağımsız örneklem t-testinin sonucu, İspanya ve Türkiye'deki İngilizce öğretmenleri arasında anlamlı bir fark olmadığını gösterdi. Bu basitçe, kadın ve erkek öğretmenlerin inanışlarının aynı olduğunu göstermektedir. Ayrıca, farklı eğitim düzeyleri arasında bağımsız örneklem t-testi sonucu, İspanya ve Türkiye'deki öğretmenler arasında anlamlı bir fark olmadığını göstermiştir. Bu da, lisans ve lisans üstü eğitimi alan öğretmenlerin Dinamik Değerlendirmenin uygulanabilirliğine yönelik tutumlarının aynı olduğu anlamına gelmektedir.

Anahtar Kelimeler: Dinamik Değerlendirme, Öğretmen İnanışları, İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenler, Proksimal Gelişim Bölgesi, Yapı İskelesi

LIST OF ABBREVIATIONS

DA : Dynamic Assessment

EFL : English as a Foreign Language

ESL: English as a Second Language

SCT : Sociocultural Theory

ZPD : Zone of Proximal Development

BA: Bachelor of Arts

MA: Master of Arts

L2: Second Language



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INTRODUCTION

With respect to Zone of Proximal Development, Dynamic Assessment incorporates a different method of assessment that introduces guidance into the assessment process in order to define students' maturing abilities and assess their potential performance. DA develops language learning's abilities and has certain impact on the learner authority over their own learning with its undeniable prominence in hand. Instruction and assessment can be unified through the application of DA. This unification provides mediation during the assessment process. On the basis of the ZPD, the focus should be on what students will succeed with the aid of a teacher or someone who is more experienced during an intervention and what is done with the help of others reveals the ability or capability of students. Overcoming challenges with the aid of others like mediators or teachers can demonstrate an individual's ability or capability, which means that he/she will resolve this obstacle by himself/herself later. ZPD opens a door for the mediator to observe the skills of the learners. In the light of this information, Caroline, Coffin, Shrestha, and Prithvi (2012) assert that “mediation allows the tutor to collaborate on an assessment task more closely with the learner, thereby enabling the tutor to move them to the next level of their ZPDs.”

Another main focus of this study is teacher beliefs. For education and teaching, the belief of teachers is vital. They are one of the most important facets of education as they greatly impact the learning process. Belief is important because it can impact the actions of teachers and act as an interpretation method for teachers. In the recent decades, analyzes of teacher beliefs have shown that the beliefs of teachers are profoundly impacted by perception, reasoning and believing what they have learnt. Therefore, researches about what EFL teachers think about DA is crucial.

The purpose of this thesis is to examine whether the utility of the Dynamic Assessment between EFL teachers who are involved in Spain and Turkey in terms of their different levels of education and gender differs significantly. The research also explores the teacher beliefs to the implementation of DA in two different context, Spain and Turkey. EFL teachers in Turkey and Spain participated to the study. A total

number was 96 EFL. In Turkey, 51 teachers are working as English teachers and 45 teachers in Spain. They have been teaching English for many years on the basis of a compulsory education scheme. The researcher used a questionnaire to find out the teacher beliefs on DA. To conclude, because teacher beliefs are one of the most significant aspects of education, what teachers think about the application of DA has a big role. The findings seem to support the relevant literature in general. The findings indicated that the attitude of EFL teachers who work in Turkey and Spain towards the applicability of DA was significantly positive.



CHAPTER I

1. INTRODUCTION

1.1. INTRODUCTION

This thesis aims to investigate the teachers' beliefs on Dynamic Assessment regarding their gender and degree levels in two different concepts: Turkey and Spain. The chapter reviews the background to the study on Dynamic Assessment and teacher beliefs, stating the problem, aims, research questions, and operational definitions.

1.2. BACKGROUND OF THE RESEARCH

Many scholars have been studying the idea of learning and how to test it for years. When we are born, we are familiar with many incidents and learn intrinsically how to respond to them. This happens generally in social settings, and we establish ourselves, gain confidence and become social by social interactions. The universal knowledge of learning is that the education we receive begins with our families and then continues with our schools and friendships. Vygotsky (1978) suggests that learning of children begins before they go to college. The school is a place where we go on education by learning different subjects like science, history, mathematics, art, literature. All those subjects share something in common, which is language. Language learning, however, is a different concept because it embodies a dynamic nature, shifting from culture to culture and different abilities which address different learners' cognitive skills.

Exams or assessments can be carried out to examine whether or not a learning process has taken place. Generally, summative tests are applied at schools. The success is based on the results in those tests, which examines just the knowledge of students about a subject. But, both the results and the process have importance during learning. Therefore Dynamic Assessment (Hereafter DA) gains an importance in the field of education since DA integrates assessment and instruction. Hence, In language learning DA offers a better educational opportunities by applying Vygotsky's sociocultural

theory into assessment. DA takes its roots from Sociocultural Theory (SCT) which suggests that the focus should not be on the product, it should be on the process in order to understand development and learning.

A considerable amount of research on DA analysis has been published in the last few years. The research show that, in the world of Applied Linguistics, this is becoming an area of concern. Many researches (Antón, 2003; Grigorenko, Sternberg & Ehrman, 2000; Kozulin & Garb 2001; Schneider & Ganschow, 2000; Lantolf & Poehner, 2004, 2007, 2008; Poehner & Lantolf, 2005; Poehner, 2005) indicated that DA may be a practical method to improve the development of second-language learners when being tested, breaking the dichotomy instruction-assessment in the second-language classroom.

Dynamic Assessment offers a set of features that make it a special method of assessment. Possibly the most important is that DA doesn't differentiate the instruction from the assessment, it sees them as *an apple cleft in two*. Thus, DA focuses on fostering change in the ZPD by mediation while the assessment is underway, with an emphasis on the inseparability of instruction and assessment. For the same purpose, when DA is used, the purpose must be to assess the future progress of the students, and to assess the tuning of their individual ZPDs. In this way, current mediation will contribute to potential progress and the ZPD of the learner is what needs to be identified within the assessment. The aim of the assessment process is independent problem solving. In addition, learning is a collaborative process that, through a cognitive process of internalization and concept formation that goes from interpersonal to intrapersonal, contributes to the fulfillment of the given task. In order to facilitate the development of learners, the mediation needed to achieve this task, it needs to be responsive to the ZPD of the learners.

Vygotsky defines development and gives information about how we assess development. Vygotsky (1998) sees development as “a continuous process of self-propulsion characterized primarily by a continuous appearance and formation of the new which did not exist at previous stages.” (p.190). Lantolf and Poehner (2008) subsequently interpreted and adapted the creation concept for Vygostky as “the ability

to regulate one-self in carrying out an activity. This means that the person understands the nature of what is to be done, is able to bring the appropriate resources to bear, and can evaluate her or his activity in the activity.” (p.281). Hence, development is fundamentally a dynamic and contextual mechanism in which ideas are incorporated and then used as instruments for further development.

Many researches have been conducted studies on how teacher beliefs affect their practices and perceptions. Because teacher beliefs have a significant impact on the learning process, they are fundamental to teaching and learning and also they are one of the most critical aspects of education. Zeichner and Tabachnick (1981) demonstrated several years earlier that their beliefs are influenced by the thousands of hours spent as student teachers in the classroom. These conservative values remain latent and become a major influence during advanced university pedagogy studies, until the applicant is in his own classroom. Kennedy (1997) suggested that “they already have what it takes to be a good teacher, and that therefore they have little to learn from the formal study of teaching” (p. 14).

Teachers transform their experiential teaching worlds into a unique understanding of what constitutes good teaching and learning, and based on these beliefs and experiences they describe their teaching philosophies. Beliefs support and reveal a person’s world. Teachers use their pedagogical theory to create instructional experiences that encourage or hinder learning by all students. Since the ideologies of teachers are embodied in their classes, we have to gain an understanding of how educational philosophies form the basis for educational practice. By exploring how teachers start to see learning and teaching (through an emphasis on their beliefs and teaching activities), we get an idea about the types of opportunities that can be developed for teacher education systems to encourage inquiry-based education.

1.3. STATEMENT OF THE PROBLEM

Throughout their education and career, students are asked to take many high-stakes tests. Students are left with difficult exams to move on to the next stage, and this challenge is expected to be overcome alone. During this process, importance is given

only to their results because they could go to top schools or get a good job in the future in both Turkey and Spain. Therefore, the benefits of the teaching process or the actual skills they may possess are not regarded as significant as the exam results. Since the tests' results have importance, many teachers adjust their curriculum to the test concept. Therefore, teachers may take out listening and speaking parts, which are vitally important in learning a new language, from their own curriculums.

In dynamic testing, feedback is provided from the examiner to the test taker on the consistency of the results, while feedback is not given in static testing. In comparison, dynamic testing and static testing vary in the relationship between examiner and examinee. There is a two-way collaborative interaction between the examiner and the examinee in dynamic testing. And for every infant, the relationship is individualized.

Applying Dynamic Assessment may lead the students to more successful test results. In comparison to DA, the static assessment relies on the outcomes of the previous growth of the students. Once the assessment is completed, students receive little or no input on the consistency of their results. Due to this outcome, DA has a big role in the future of any educational system. Beside, the teacher beliefs on Dynamic Assessment is also important. Teacher beliefs are one of the most critical facets of education as it has a huge effect on the learning experience. Belief is critical because it affects the behavior of the students. They act as a kind of interpretive mechanism for educating themselves and when determining what to do in their classrooms. Ferede, Melese and Tefera (2013) argue that “teachers’ beliefs influence their judgments and practices, thereby determine how they behave in the classroom” (p.30). Therefore, the researcher aims to study the beliefs of teachers who work in Spain and Turkey, towards the benefits of Dynamic Assessment. The researcher also aims to study whether teachers’ gender and years of teaching experience in two different concepts: Turkey and Spain affect the applicability of DA or not. In this research, it was agreed to use a convenience sampling process. The researcher's previous teaching experience in Spain and her connections were the main reasons for choosing Spain as a research setting. The study also focuses on gender of participants since the researcher believes that men and women may have different brains and they may use different teaching approaches.

1.4. SIGNIFICANCE OF THE RESEARCH

DA is a relatively recent approach to L2 assessment proposed by Lantolf and Poehner (2004) and Poehner and Lantolf (2005) in the field of L2 research. There has been a growing interest in and enthusiasm for the use of DA in language assessment since 2004. However, a relatively limited number of DA studies have been published up to now, particularly in the Turkish and Spanish contexts. Also, there is no study that compare the beliefs of the teachers who work in Spain and Turkey in the literature. There is no study about teacher beliefs on Dynamic Assessment not only in Turkey but also in Spain. To this end, the current study aims to yield new perspectives on teachers' beliefs regarding their gender, educational level and the country where they teach English.

1.5. AIM OF THE RESEARCH

This research's aim is to investigate whether there is a significant difference in the applicability of DA between EFL teachers who work in Spain and Turkey regarding their different level of education and gender. Also the research investigates the beliefs of the teachers who work Spain and Turkey towards applicability of Dynamic Assessment. This study took place in Turkey and Spain with EFL teachers. The participants were in total, 96 EFL teachers. 51 teachers work as an English language teacher in Turkey and 45 teachers work as an English language teacher in Spain. Based on a compulsory education system, they have been teaching English for many years. The researcher used a questionnaire, given to the teachers to find out information about their beliefs on Dynamic Assessment.

1.6. RESEARCH QUESTIONS

The present thesis presented the following research questions in order to explore the use of DA in an EFL teaching context:

1. What are the attitudes of the teachers who work Spain and Turkey towards applicability of Dynamic Assessment?

2. Do EFL teachers from Spain and Turkey hold significantly different attitudes regarding the applicability of Dynamic Assessment?
3. Do male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment?
4. Do EFL teachers with different level of education from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment?

Accordingly, the following hypotheses were also tested:

- H1. EFL teachers from Spain and Turkey hold a positive attitude towards the applicability of Dynamic Assessment.
- H2. EFL teachers from Spain and Turkey do not hold significantly different attitudes regarding the applicability of Dynamic Assessment.
- H3. Male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment.
- H4. EFL teachers with different educational level from Spain and Turkey do not hold different attitudes regarding the applicability of Dynamic Assessment.

1.7. OPERATIONAL DEFINITIONS

1.7.1. Dynamic Assessment

Dynamic Assessment is “a procedure whose outcome takes into account the results of an intervention. In this intervention, the examiner teaches the examinee how to perform better on individual items or on the test as a whole. The final score may be a learning score representing the difference between pre-test (before learning) and post-test (after learning) scores, or it may be the score on the post-test considered alone.” (Sternberg and Grigorenko 2002, p. 234)

1.7.2. Zone of Proximal Development

Zone of Proximal Development is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under guidance or in collaboration with more capable peers.” (Vygotsky 1978, p.86).

1.7.3. Scaffolding

Scaffolding is “a way of operationalizing Vygotsky's concept of working in the zone of proximal development.” (Wells 1999, p.127). Alternatively, Scaffolding is “the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill s/he is in the process of acquiring.”(Bruner (1978, p. 19).

1.7.4. Mediation

“Mediation is any kind of assistance from the most implicit to the most explicit which is offered whenever there is a breakdown in student performance to assess the maturing abilities of learners” (Poehner, 2008, p. 38). It can be scripted or spontaneous in the form of hints, prompts and leading questions.

CHAPTER II

2. LITERATURE REVIEW

2.1. INTRODUCTION

This part of the dissertation is divided into two sections in order to give a conceptual and theoretical framework of the research. The first part aims to offer a general definition of dynamic assessment, its history and its constructs used in the research. The second part deals with teacher beliefs and related research examples.

2.2. SOCIOCULTURAL THEORY (SCT)

Humans are intrinsically social beings. After we are born, lots of different social interactions happen around us, starting with our families, schools, friends, colleagues and in others. Our dynamic and complex learning process even starts as soon as we are born. Therefore, we need social interaction to be able to develop emotionally and cognitively. There will not be achievement without interaction. Thorne and Poehner (2015) state “developmental processes take place through participation in cultural, linguistic, and historically formed settings such as family life, peer group interaction, and in institutional contexts like schooling, organized social activities, and work places (to name only a few)”.(p.1)

Sociocultural theory (SCT) is the theoretical basis for dynamic assessment. It was put forward around the 1920s and 1930s by Vygotsky, a Russian psychologist, and his colleagues. The theory of Marxism has a role in its origins, Vygotsky even constructed “a psychology grounded in Marxism” (Wertsch, 1995, p.7). Vygotsky and his colleagues acknowledged Marx’s ideals and applied this to the psychological plane. Implying that, the cognitive roles of human beings, could also be those components of SCT that contribute to DA directly. The perception of human beings’ forms, and form their world through concrete physical instrument movement. Therefore, Vygotsky states “human beings shape and are shaped by their environment through concrete

activity mediated by physical tool” (Poehner, 2008, p.25). Wertsch (1985: 199) stated three basic principles of SCT as follows:

1. Human cognition is not merely biological but also it is significantly social,
2. Both material artifacts (e.g. technological devices for education or toys for children) and psychological or symbolic tools (e.g. language, numeracy, thoughts and logic) mediate human performance,
3. understanding people’s performance and cognitive development should be analysed holistically.

The most basic principle of the SCT is that the human mind is being mediated. Through mediation, people become agents of their own learning. All of us were born into a culture that exists with others. We are introduced to society and its desires in one way or another. Vygotsky (1978) suggests mediation as the basis of higher psychological processes. They are always mediated by cultural interferences, social practices, and activities. According to him, individuals' cognitive processes are guided by their experience of contact with the environment, even though they operate on their own.

Through mediation, by pushing the limits of their potentials, one can go beyond their present potential. Shafari and Sardareh (2016) state the following: “it is worth mentioning that mediation is not just a matter of giving help, but it is more a matter of giving an appropriate assistance. This type of assistance does not aim at helping the individual to solve a problem by getting the right answer, but push the individual toward independence to be able to perform what is appropriated in a given situations.” (p.104) Lantolf and Thorne (2006) state that mediation is seen as “the process through which humans deploy culturally constructed artifacts, concepts, and activities to regulate the material world or their own and each other’s social and mental activity” in SCT (p.79). Mediation has importance when being exposed to new concepts and ideas. When a child is mediated they can deal with the difficulties of the new concept, then, they will overcome it by themselves when they face the same thing when alone. However if a child is not encouraged or mediated by a more educated person, a failure will occur. Feuerstein (1988) explains the fundamental importance of mediation

stating that “the more a child is subjected to mediated learning experiences, the greater will be his capacity to benefit from direct exposure to learning.” (p.58)

Through mediation, one can observe the new abilities in a learners’ mind. Additionally, if abilities are mediated by an outsider, forthcoming abilities can be observed easily. Individuals become increasingly dependent on internal mediation and gaining higher cognitive capacity. Shafari and Sardareh (2016) express that “to see what functions are fully internalized and developed, we can observe a person independent performance; however, only through external forms of mediation we would be able to see the abilities that are still forming.” (p.104). Mediation not only encourages, but also it helps people to understand that mediation also allows them to realize their abilities. A person can fix a dilemma through mediation that they could not solve previously through independent means.

The word regulation which refers to the capacity of human people possess to manage their physical and mental behaviours, is one of the most essential ways of mediation. This mechanism of cognitive growth comprises of three key phases of development. The first step is called object regulation, in which human actions are controlled through or by objects. The second step, known as other regulations, includes a series of mediations from those around us. This can include explicit or implicit corrective guidance and adult care. In the final step, self-regulation, a person needs very little or no support from others as they self-mitigate, to control their mental processes. The management of mental tasks changes from absolute dependency on others to self-regulation. (Summer, 2008). Thus, Thorne and Tasker (2011) point out that SCT views this cognitive development as a “process of gaining greater voluntary control over one’s capacity to think and act either by becoming more proficient in the use of meditational resources, or through a lessening or severed reliance on external meditational means” (p. 496).

Briefly, as mentioned, SCT is concerned about the direction from other regulation, to a degree of self-regulation, to demonstrate the connection between its path of learning, and the production of cognition. This moving distance takes place inside the ZPD from Vygotsky's viewpoint.

2.3. ZONE OF PROXIMAL DEVELOPMENT (ZPD)

Shabani, Khatib and Ebadi (2010) discovered that Lev Semenovich Vygotsky suggested the concept of Zone of Proximal Development (here after ZPD) during the late 1920s and he detailed the concept until his death in 1934. However, there are some conflicting ideas on its historical background (Poehner, 2008, p.32; Chaiklin, 2003, p.43). In spite of those different perspectives, perhaps, the best known concept of Vygotskian socio-cultural psychology is the ZPD. Vygotsky indicates that ZPD is understood in order to describe the learner's actual improvement and accessible next level through usage of semiological mediation, skilled peer and adult facilitation, and environmental implements. It is believed that learners learn best when they are in collaboration with more skilled person, such as a tutor, a peer or a teacher. With the help of such collaborative endeavour, learners internalize psychological implements, capabilities, and new concepts. Learners can also direct and guide their own behaviour during the interactions. So these kinds of interactions that are between less knowledgeable and more knowledgeable, are the heart of ZPD.

Among his numerous interfaces, Lev Vygotsky (1978) examined the connections between development of child and teaching. After his examinations, he found that teaching guides development. Vygotsky states that a child's development should be advanced by the teachers, by invigorating abilities, and teaching should foresee the development to be sufficient. In this regard, Zone of Proximal Development was proposed by Vygotsky. Vygotsky (1978) provided a definition in his book that "the zone of proximal development... the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under guidance or in collaboration with more capable peers." (p. 86)

ZPD is introduced by Vygotsky (1962) to criticize the psychometric-based testing that dominates examinations in Russian schools. This is a kind of traditional testing and it focuses on only the learners' current level instead of focusing on potential

improvement for future. Vygotsky indicated that testing should be based on both, the child's potential improvement and the child's current level. The actual level of development is termed *yesterday of development*, because it demonstrates what has already been done or created. The degree of assisted performance which is defined as *tomorrow of development* shows what a person can succeed in, in the future (Vygotsky, 1978). The Zone of Proximal Development is not only the issue of learning but also the issue of cognitive development. "The Zone of Proximal Development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the buds or flowers of development rather than the fruits of development". (Vygotsky, 1978 p.86)

Moll (1990) investigated that there are aspects of the zone should be understood to understand ZPD completely; the need for social introduction, the use of whole activities and change. Changing and growing is the aim of ZPD. ZPD has a dynamic system which continues every time. The aim of formal or informal instruction is to promote improvement and growth. Vygotsky (1987) believes that guiding and taking precedence of improvement are the only good instructions. There are several publications about ZPD and its concern to instruction (Chaiklin, 2003; Cole, 1996; Tharp & Gallimore, 1988; Tudge, 1999; Wells, 1999; Wertsch, 1985, 1998).

Roosevelt (2008) indicates that keeping learners in their ZPD's, by giving them socially meaningful, attractive learning and problem-solving tasks, should be the education's main goal. Problem-solving tasks should be harder than what the learner can do alone so that they will need to appeal for help from an adult, a teacher or a competent peer in order to finish the task. It is believed that if the learner does the activity with the help of an adult, a competent peer or a teacher, the next time they can finish the same task without help, they can do it alone. The learner's ZPD will be raised as a result of that process. In this regard, Yılmaz-Yakışık (2012) indicated that ZPD is a big opportunity for educational psychology since ZPD helps to form qualitative approach's soul. This is the polar opposite of the quantitative approach which ignores the learners' intellectual developments.

The developmental psychology of Vygotsky is the transition from low mental functions to high mental functions. Vygotsky (1978) argues that children must first enhance their Low Mental Functions, after that they are able to enhance their High Mental Functions through social interaction with competent peer, adult or a teacher. The Zone of Proximal Development is this immediate potential's region for cognitive development. Low Mental Functions (LMF) are genetically determined, inborn, proactive and spontaneous. High Mental Functions (HMF) are developed and acquired through social interaction. In Vygotskian perspective, LMF and HMF are different from each other. Associative learning, involuntary attention, simple perceptions, reactive attention, sensation, reflexes are examples of LMF. Memory, language, counting, thinking, perception, problem solving can be counted as examples of HMF.

ZPD is a framework that puts together the variables of schooling, such as the teacher, the learner, the atmosphere and even activity, under one roof, as previous paragraphs indicate. Sheltered under this mutual roof, ZPD claims that each person's learning process is built socially, with the aid of the mediator. The results of this statement remind us of the scaffolding, which is another key of Vygotsky's sociocultural Theory.

2.4. SCAFFOLDING

As most people would be aware, scaffolding is built around the exterior of new buildings to allow contractors to have access to a high structure and gives the building support. Once the building work is complete and the structure safe, the builder removes the scaffolding. This metaphor of scaffolding has been broadly utilized. The constructors have basic but temporary assistance in the same way. Teachers need to have temporary support mechanisms to help learners establish modern understandings, principles and skills. Like extrapolated from this example, the teacher represents the worker and the removal of the scaffolding stands for the teacher's help that is not permanent. If a child can do with help now, they can do on their own tomorrow. It appears essential to refer back to the primary definition of this allegory by Bruner (1978) as takes after, "the steps taken to reduce the degrees of freedom in carrying out

some task so that the child can concentrate on the difficult skill she is in the process of acquiring". (p. 19)

Scaffolding has lots of advantages. It builds a good connection between teachers and students. By the means of scaffolding, the teacher builds a bridge between the two knowledges, the knowledge that is taught and the current knowledge. In regards to foreign language education, scaffolding supplies better education. Scaffolding blocks failure and anxiety so the students want to learn more with the help of support that is given by the teacher. The teacher models or demonstrates to offer the support that students need, and then the teacher steps back. Consequently, the students have an improved chance of utilizing the information freely and individually. The following scaffolding description is given by Wood, Bruner and Ross (1976). "Those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence".

The word scaffolding was first used by Wood, Bruner and Ross (in 1976), as a symbol for instruction and learning assistance. They used scaffolding in order to define parental tutoring's nature in the field of language development. They suggested that good scaffolder parents focused their children's concentration on the task at hand, kept them engaged, and worked on the assignment. These parents split the task into logical components and drew the attention of their children to the simple and relevant points. In comparison, these parents have displayed and shown good results while also retaining the task at an acceptable degree of complexity. The parents thus got support with mediation suited to the challenge and assessed the willingness of the child to learn.

Gibbon (2002) states that learning will take place only when the teacher supports students. This is because the student will probably be working within their Zone of Proximal Development. Vygotsky's work offers that, learning lies behind improvement. Whereas this thought doesn't overlook the idea that teaching

experiences should not be totally past the capacity of the student. It questions the notion of learner preparation by recommending that it is the teacher who is usually aware of beginning a new phase of learning. Then drawing on what the learner is willing to do on his own at the present time.

As Mercer (1994) explains that Scaffolding reflects the level and type of cognitive assistance that a parent may have for the child's learning, which anticipates the child's own internalization of mental functions. Also he states that educational researchers discuss and describe variations in the standard of teachers' intellectual help while being sufficiently rigid to exclude certain forms of assistance provided by teachers. Hammond (2001) makes the following explanation based on this Mercer's statement. The term scaffolding and support can differ in a situation where a student is unable to spell a particular word. In this case, if the instructor gives information about the correct spelling, it is called help. Alternatively, if the teacher gets the student to think about the spelling, by encouraging them to intellectualize the sounds and their representations, this is called scaffolding. Therefore scaffolding is qualitatively different from help. It doesn't teach simply what to think, it teaches how to think. Hammond also offers that although Vygotsky didn't use the specific term of scaffolding, it is stated that an innate part of Vygotsky's learning theory is interactional-driven and collaborative. As nearly all these definitions uncover the hypothetical premise of platform that lies inside the Vygotskian ZPD viewpoint (Hammond, 2001). Scaffolding is the practical application of ZPD.

The notion of scaffolding in L2 is a reminder of corrective feedback studies in the ZPDs of the students (e.g. Aljaafreh & Lantolf, 1994; Nassaji & Swain, 2000; Storch, 2002). This research shows that L2 learning can be promoted within the fundamental concept of scaffolding. These trials often include an alternate approach for research such as the Dynamic Assessment, apart from these simple and accurate expectations.

2.5. DYNAMIC ASSESSMENT

2.5.1. The History of Assessment

Gould (1996), states that, until the late nineteenth century, most people hadn't taken any exams during their entire lives, except for the Chinese service exam around the 14th century. Assessment became widespread only in the twentieth century. After this date, assessment became the focus of attention for researchers and educators. Throughout history, individuals have been checked to verify their skills with the help of tests. Gould also implies that the USA began using the general intelligence test for potential army recruits and those who would come to the country to take up permanent residence. Since that time, tests have begun to be used in different fields including education. Today, tests are used in various concepts such as applying for a job, getting the right to drive a car, gaining admittance to a university, or a better high school, even for getting a scholarship.

Assessment of achievement is one of the ways in which teachers and learners are educated about both schooling and learning challenges. Conventional assessment practices, however, are far from instruction and evaluation convergence. This is because they do not get a better view of the learning and success of the students. Due to this inefficiency, dynamic assessment (DA) is introduced which "assesses an individual's potential for future development by embedding instruction in the assessment process itself" (Lantolf & Poehner, 2010: p.13). An early tests' purpose was to assess literacy skills via translation (Spolsky, 2017: p. 380). Language assessment's history goes back to the end of the nineteenth century, and its widespread use started in the twentieth century with the first oral examination. This was designed to test French, German and Spanish in 1913. (Spolsky, 2000: p. 537).

Language tests have often undergone improvements often following the prevailing empirical shifts in the field. In many people's lives, language tests play an important role. They act as gateways to major transformative periods in schooling, employment and migration from one community to the other. Because language tests

are tools for the administrative monitoring of individuals, it is clearly important for them to be understood and watched. Language studies from the past to the modern time are important historical documents. They will allow us to think about attitudes towards language, language teaching and language instruction. This is because there is no alternative proof about what has happened in the language classrooms in the past.

Lantolf and Frawley (1988, p. 188) point out that proficiency emerges from the individuals' interaction, so it is not an entity behaving in isolation. McNamara (1997) also agreed that the contributions, made by the instructor, during the skill assessment, are integral to the subsequent results. He finds out that the assessors should give up the presumption that competence is the cognitive behavior of a single person operating in a mysterious sort of isolation (p. 449). Instead, it recommends that the existence of support, which may offer valuable insights into an individual's development capacity, should be part of not just the assessment process, but also the ranking scale (p.454). The analysis is in accordance with the DA.

A look at the history of teaching and testing shows that the two have already had an undeniable connection. However, although this relationship is often readily apparent in situations, such as the relationship between the discrete point assessments and the audio-lingual teaching approach, at other times the effect is not so immediate (Sternberg & Grigrenko, 2002). The newer approaches to communicative language instruction are a case in point, where improvements in teaching are more evident than those in research. In other words, testing is behind instruction.

2.5.2. What is Dynamic Assessment?

Luria first introduced Dynamic Assessment in 1961, as “the unification of assessment and instruction grounded in Vygotsky’s understanding of development” (1979, cited in Çalış, 2018, p. 21). Then, many researchers described DA in their own words. For example, Lidz and Gindis (2003) described DA as “an approach that takes individual differences into account providing interventions during the assessment

process” (p. 99). Poehner (2008) clarified DA with its main goal as “the total integration of assessment and instruction during educational activities for learners’ development” (p. 12). A further definition for DA by Sternberg and Grigorenko (2002) is provided below:

a procedure whose outcome takes into account the results of an intervention. In this intervention, the examiner teaches the examinee how to perform better on individual items or on the test as a whole. The final score may be a learning score representing the difference between pre-test (before learning) and post-test (after learning) scores, or it may be the score on the post-test considered alone (p. 234).

All these meanings explicitly show that the position of teachers, shifts, within DA from being the observer, mediator, guide or co-worker to being the observer. DA also promotes the participation of students when teachers provide support specifically relevant to their success and modifiability (Yılmaz-Yakışık, 2012: p. 38). DA also promotes the engagement of students.

According to Haywood and Lidz (2007), since the early 1960s, among psychologists and educators there has been a growing interest in DA. People like Feuerstein and colleagues in Israel; Guthke and his colleagues in Germany; and in the US, Budoff, Lidz, Brown & Campione, Haywood, Stenberg. As Haywood and Lidz (2007) yield, the successful interference provided by the examiner during the testing procedure and the analysis of the response of the examiner to the intervention is a typical feature of DA. (Abbleva, 2010: p.97).

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

intervention, the examiner teaches the examinee how to perform better on individual items or on the test as a whole” (p.7).

These concepts are meant to offer a clear conceptualization of DA, but do not clarify the relation between DA and how it is situated within the Vygotskian tradition. The DA description includes the basics of SCT, such as ZPD, mediation and development. Vygotsky did not use the term DA. However, he did discuss “the whole range of possible interactive interventions to be used during ZPD assessment, such as leading questions, modelling, starting to solve the tasks and asking students to continue” but he did not develop a systematic procedure for the evaluation of the ZPD (Kozulin & Garb, 2002: p.113).

After Poehner introduced Dynamic Assessment in 2005, DA related research has been one of the focal points of language assessment studies. Although it is a new area of research, a robust amount of research literature has been published in the field (e.g., Ahmadi Safa, Donyaei & Malek Mohamadi, 2016: p. 153; Orikasa, 2010: p. 2). Although a vast array of research has focused on writing (e.g., Shrestha & Coffin, 2012: p. 55), reading (e.g., Kozulin & Garb, 2002: p. 112), and listening skills (e.g., Hidri, 2014: p. 2) all over the world, researchers have not focused on speaking skills in much detail in their DA research (Hill & Sabet, 2009: p. 537; Ebadi & Asakereh, 2017: p. 2).

Especially in the Turkish EFL context, DA has not been researched and it has not been welcomed. There has not been enough research on the field although, there have been some attempts to search for DA in the last decade,

2.5.3. The Role of Assessment in Second Language Education

In today’s world, the English language has become a lingua franca, and a growing number of non-native speakers have spoken English skills. This popularization attracted attention to the value of teaching English and posed many questions related to teaching, because learners encounter many problems

communicating in English, particularly in the sense of English as a foreign language (EFL). McNamara (2004, p.765) clarifies that we assess to find out learners' ability and knowledge level. Poehner (2008) believes that the information which is attained with the help of assessment procedures would be seen as an integral part of good teaching and welcomed enthusiastically.

Teachers' lack of experience with the theory and concepts underlying evaluation methods has contributed to a bifurcation between assessment and teaching. Teachers usually arrive in their classes unprepared for the complexities of designing effective evaluation methods, introducing policies and evaluating outcomes. (Torrance & Pryor, 1998). Instead, they're armed with an expansive collection of activities (e.g. dictations, portfolios, cloze assessments, community assignments, quizzes) along with little theoretical knowledge to direct their usage. In this respect, Edelenbos and Kubanek-German (2004) recommended the development of diagnostic skills to be added to teaching skills in the assessment of learners. Their analysis in classroom-based testing shows that not all teachers are similarly competent to capture the level of skill of the learner.

In the field of language testing, conventional models of measurement have dominated. Standard summative assessment attempts to summarize student learning at a time, claim at the end of the course, but cannot provide instant, contextualized feedback that is useful in aiding teachers and students in the learning process. Dynamic Assessment, a method of determining the true ability of adolescents, applies to the interactive aspect of learning to the evaluation process. Some researchers and teachers have a traditional way of thinking about assessment and Dynamic Assessment offers a different way of thinking about assessments. DA posits that solo performance is insufficient in order to support individual's development, understand the process of learning and overcome difficulties. Abilities and development show themselves during active individuals' collaboration.

Sternberg and Grigorenko (2002) believe that a dynamic procedure provides more information than other assessments. They argue that, Dynamic Assessment broadens the understanding of the learner's abilities and skills, and as a result, allows more valid and appropriate analysis and use of the findings of the evaluation. Dynamic Assessment principles can also make way for new generations of tests. They state that DA suggests integrating instruction and assessment is something educators believe no longer important. They also claim that DA offers a potentially driven approach to the convergence between assessment and instruction, something that even more educators feel is important. Therefore, we should add that DA procedures are essential for teachers and learners, as they provide not only ratings or qualifications, but perspectives into the depth of individual abilities.

2.5.4. Integrating Assessment and Instruction

A standardized test is the premier form of assessment. In this approach, standardization of instruments and procedures and statistical analysis of results is at the forefront. Poehner (2008) claims that standardized tests explicitly have a variety of advantages on other forms of testing. For instance, a standardized test may be conducted at the same time by thousands of participants.; equipment and techniques can be readily used anywhere in the world, individuals can take the test many times; and The test outcomes for people, as well as for whole populations, can be fairly easily compared. Gholamalalian (2015) notes that classical static language studies have dominated the field of language science for many years. The central purpose of such assessments was to ascertain whether some pre-determined standard of competence had been reached. Traditional static assessment was limited because it did not specifically aim to inspire learners to become independent knowledge creators and problem solvers.

Grigorenko and Sternberg (1998) state that there are three major differences between dynamic and static paradigm. First, the static test is concerned with a product formed in terms of pre-existing knowledge whereas dynamic testing deals with a psychological process in terms of learning and change. The second difference is about

the role of feedback. In dynamic testing, feedback is provided from the examiner to the test taker on the level of results, while feedback is not given in static testing. Thirdly, dynamic testing and static testing differ in terms of examinee-examiner relationship. There is a two-way collaborative partnership between the examiner and the examinee in dynamic testing. And for every child, interaction is individualized. So the traditional approach of static testing is replaced with helping and teaching in dynamic testing.

The perception of abilities as attributes that one can have in varying quantities has become a normalized way of understanding human intelligence, and the assessment performance is then taken to be a representative sample of what individuals have in their minds. Importantly, this point of view further illustrates why the majority of the assessments praise solo performance. Allowing some sort of assistance during the assessment process would mean that one could no longer distinguish the potential of people in their pure shape. This view has been debated on a range of grounds. Lantolf and Frawley (1988) states that proficiency is the product of interaction between individuals. It is not the property of a person behaving in isolation. And Swain's (2001) analysis of dialogic experiences between examiners and language learners was an empiric justification for their claim. She states that during a proficiency interview, linguistic futures of an examiner's behaviour can "differentially support or handicap a test candidate's performance" (p. 287)

Dynamic Assessment brought a new perspective to assessment since it approaches instruction and assessment qualitatively. DA challenges traditional ideas on teaching and assessment by implying that they can not be viewed as separate activities, but should be entirely integrated. In other words, teaching and assessment are not separate activities, they should be seen as fully integrated according to DA. This integration takes place when an action is incorporated in the evaluation procedure in order to interpret the skill of people and to lead them to greater stages of functioning (Lidz and Gindis, 2003, p. 99). That idea is grounded in understanding of development of Vygotsky.

According to Vygotsky, civilization and culture are the ideal habitat for humans. As a consequence, the growth of a person is influenced by a socio-cultural environment and is shaped by human social experiences during their lives (Lantolf, 2007a, p.32). Learning a students' potential development is a reliable tool for their future improvement. It gives an idea about future.

2.5.5. Interventionist and Interactionist DA

The two general methods of DA, interventionist and interactionist, have been explained by Lantolf and Poehner (2008). The key difference in the methodology of the researchers is how they approach mediation (Poehner, 2008). In one way, the mediation is step by step standardized to achieve a measurable stage. While in a second way, mediation is more open to the reactivity of learners to acquire quality insight. Furthermore, the interventionist DA is similar to non-dynamic assessment context in terms of its validity, generalization, and reliability (Poehner, 2008, p. 45)

Vygotsky's expectations for cooperation dialog are accompanied by Interactionist Dynamic Assessment. Vygotsky (1978) states that "we must not measure the child, we must interpret the child" (p.204). This approach helps the mediator and the learner to work and therefore is highly vulnerable to the student's ZPD. On the other hand, the interventionist DA remains closer to some static assessments' forms. Interventionist DA uses structured management procedures and types of aid. The interventionist DA is concerned with quantifying the speed of learning index (Brown and Ferrara, 1985). The amount of assistance required for the learner to reach a given destination, easily, and effectively. In comparison, the DA focuses on the growth of a group of students, or an individual learner.

2.5.6. Sandwich and Cake Formats of DA

Sternberg and Grigorenko (2002) proposed *sandwich* and *cake* formats to implement in DA procedures. In the sandwich format, there are three steps; pre-test, mediation and post-test. In pre-test, which is the first step, learners are asked to complete some exercises on their own to interpret their difficulties and establish a

standard measure. Then, in mediation, which is the second step, instructions are given according to their needs or mistakes. In post-test, that is the final step, they are asked to solve activities again to assure the effectiveness of given mediation. As Poehner (2005) describes “in this approach to DA, intervention is similarly sandwiched between a statically administered pre-test and post-test.”(p.24). Sternberg and Grigorenko (2002) believe that this format can be used with both groups of participants and individuals.

On the other hand, within the cake format, mediation is given during the assessment procedure. Whenever learners face a difficulty with the assessment items, mediation is given from implicit to explicit by the mediator and learners go one by one with the tasks. Sternberg and Grigorenko (2002) explain that “the successive hints are presented like successive layers of icing on a cake and the number of hints varies across examinees, but not the content of them” (p.27). Also, Şentürk (2019) explains this situation in her thesis;

“Presumably, this format is named as the cake format due to the significance of these mediated sequences. To make it more concrete, it seems possible to state the process of making a cake: There are lots of ingredients of the cake such as sugar, eggs, flour, baking powder and oil. If the chef mixes them in a random order, his cake will neither rise nor be tasty. That is to say, the right sequence of intervention decides the quality of the mediation. Furthermore, it is possible to increase the number of layers or the variety of ingredients of the cake in a way that is similar to the multiplicity or diversity of interactionist interventions for some learners extra needs.” (p.21)

There are number of hints that are given to the learners by the mediator in this format and those hints change according to needs of learners. This format has advantages since it is efficient and it allows for mediation immediately after a difficulty.

2.5.7. Studies with Dynamic Assessment

Studies and findings on DA as well as online research indicates, all DA-related research in language classes, except for a few, focuses on the nature, usage and marking of this assessment. Among the very few research that explore English-language teachers' beliefs about DA, Hidri (2014) explores how to improve the current assessment of listening comprehension of EFL learners in the Tunisian context. The assessment procedure included both static and dynamic methods. And he reports that “although the new assessment [DA] provided better insights into learners' cognitive and meta-cognitive processes than did the traditional assessment, raters were doubtful about the value of and processes involved in DA mainly because they were unfamiliar with it” (p.1).

Naeini and Duvall (2012), examined the university students' reading capabilities through the mediation of the DA approach to assessment and instruction. In the sample, 8 females and 2 males were undergraduate university students who study in the English Language Department of Islamic Azad University. Both traditional and dynamic assessments (mixed method) were used to be able to define the difference between current and future levels of learners. Participants took part in a pre-test, mediation and post-test in this mixed method study, respectively. The mediation process required three intervention sessions each focused on a variety of separate reading comprehension sub-skills. In addition, the researchers presented structured interview questions in an effort to clarify the thoughts and experiences of the participants on their own reading skills. These audio-taped dialogues have demonstrated that participants perceive their reading comprehension abilities as inadequate due to their poor understanding of vocabulary. In the other hand, the research findings showed that static strategies greatly underestimated the function of the learner, while DA presented an opportunity for teachers to gage the future growth of their learners. Not unexpectedly, this research shows that, considering its functional pitfalls, DA may be a complementary solution to the deficiencies of traditional studies.

Ajideh and Nourdad (2012) examined the effect of DA on the reading comprehension of EFL learners at different skill levels. In this quasi-experimental studies, 197 Iranian university students played a role. The results revealed that while DA had improved reading effects of 15 learners' comprehension at all proficiency levels, the proficiency groups did not differ significantly in taking advantage of this method of assessment.

Tavakoli and Nezakat-Alhossaini (2014) have researched the feasibility of applying corrective feedback in the context of the DA technique. These techniques were focused on reported speech structures of foreign language learners. At Iranian Language Center, two English language groups have been selected as an experimental group and control group. In both classes, there were 15 students. The experimental group offered dynamic assessment-based treatment, while the control group only followed language center routines. The participants took two post-tests, one immediately after treatment and the other two weeks later. The results showed that the combination of corrective feedback and DA had a big effect on improving participants' understanding of reported speech structures.

Sardrood and Javad (2011) studied DA in Iranian EFL classrooms. They believe that DA practice is limited to clinical treatments of children who have learning disabilities. They also believe that in EFL contexts DA hasn't been incorporated widely. In order to explore the future of the methodological application of DA methods, the study has followed a structure focused on post method guidelines and pedagogical concepts. The research is conducted in Iranian EFL classrooms with 51 Iranian EFL teachers. The data collected through two instruments, a questionnaire and an interview. The aim of the study is to explore applicability of DA in Iran context through seeking EFL teacher beliefs on DA practice in their own classrooms. The results showed that a full-fledged implementation of DA is too demanding and many teachers were not positive about the practice of DA in their classrooms.

Nosrati (2016) believes that there have been little studies as to what impact Dynamic has on teacher and student learning, how instructors understand DA and how they actually implement them. This study focused on the teachers' beliefs and actions with regard to DA in order to shed light on this issue. This research was aimed at exploring the beliefs of teachers about DA, and to explore the degree to which teachers are acquainted with and use dynamic assessment in their classrooms. Therefore, he developed a written questionnaire which has 10 questions. Those questions intended to embrace issues related to both practice of DA and theory of DA. The participants were 50 English language teachers who were selected based on the convenience sample of procedure. Their teaching experience ranged from 6 to 14 years. The participants' major included English Literature, TEFL, and linguistics. The results have shown that most teachers have a good approach to the practice of Dynamic Assessment in their classes, but they say that total dynamic appraisal is too demanding in the Iranian EFL classroom.

2.5.8. Studies With Dynamic Assessment in Spain

In her dissertation David (2011) tracked movement across the ZPD and observed group DA in an early foreign language learning programme. The purpose of the study was twofold: to decide the effectiveness of the DA in an early language study and to examine a methodology that could enhance the assessment of early language students. The researcher finds this analysis unique since it followed the progress of 9 students in group DA. In this study, while focusing on functional and the syntactic development of WH questions in Spanish, the teacher taught within the students' ZPDs. This study seeks to develop the awareness of group DA at an elementary school in Spanish. The data was collected quantitatively and qualitatively. All classes during this period were recorded and transcribed. This research indicates that DA acts as alternatives in elementary language programs to the exclusive use of summative research. Teachers can accomplish more of their curriculum goals through incorporation of instruction and assessment, and have a better understanding of the development of students. The analysis underlines feasibility and the positive effects of Dynamic Assessment.

Anton (2009) analyzed the application of the DA at university level in the advanced Spanish curriculum. The use of DA practices as a means for assessing language skills, engaging in learning and documenting the development of learners are given special attention. With third-year Spanish language majors, assessment procedures conducted for the aim of illustrating the potential of DA for contexts of second language learning. Students took a five-part diagnostic test in the study. Two aspects of the examination, the writing and speaking portions, were carried out in compliance with the DA procedures. The effect of mediation on various activities is under-studied. A qualitative analysis of the results reveals that a DA offers a simpler and deeper picture of the current and changing skills of learners, which enables programs to create personalized education strategies that are tailored to the needs of students.

Garcia (2011) investigated Dynamic Assessment in a Spanish classroom. His study explored the applicability of a cognitive developmental activity using Dynamic Assessment (DA). The study carried out the consequences of implementing Dynamic Assessment in the foreign language classroom and assessed oral proficiency in a beginner Spanish course which has 30 beginner students. The study focuses on potential development of learners rather than on their existing problem-solving skills. Students were allowed to use mediation to complete their assigned task. The participants in this study were randomly selected out of a pool of 62 Spanish students who are at university level in the North East of the United States. The results of the data analysis showed that mediation was only effective when the concepts were in the students' ZPD. This study states that on the process of second language acquisition, using DA assessment in oral tests encourage students' development. In order to conceptualize a reliable prediction of the future progress of the learner, it was discovered that assessment needs to be a dynamic process.

Mata and Dolores (2014) explored a study to verify the criterion validity of Spanish version of Application of Cognitive Functions Scale (ACFS) which is one of the techniques for learning potential of pre-schoolers. The study applied to 87 children whose ages vary between 48 and 63 months, in the second year of preschool. The

children were assessed in a separate room, on an individual basis and by a psychologist trained in DA techniques. Two years later, the students were reassessed with regards to metacognition, comprehension, and scholastic abilities. The findings of the analysis revealed that this study provided evidence of the utility of the Spanish edition of ACFS. However in Dynamic Assessment, more research is needed especially with preschool children.

2.5.9. Studies with Dynamic Assessment in Turkish Context

Kır (2020) in her thesis investigated the effects of Dynamic Assessment on learners' speaking skills and Metacognitive Awareness. The research also aims to analyse the development of speaking ability of learners with the ability of assessment and instruction. 13 EFL preparatory school students volunteered for the research. All of the participants were aged between 18 and 25, and; they were at pre-intermediate level. The participants' speaking test scores were low in the Turkish EFL context at a foundation university. Based on students' pre-test scores, they were assigned to the control and experimental groups purposively. To determine their metacognitive awareness level, the researcher conducted semi-structured interviews. Mediation provided to the experimental group during four weeks in the light of interactionist DA. The control group was only tested without mediation through Non-Dynamic Assessment procedures. The findings of the research have shown that the experimental group and metacognitive awareness of the students in the experimental group were higher than post-test scores of control group. The researcher stated that interactionist DA sessions help to improve speaking ability among learners.

Ulu (2020) explored a study which investigates micro-genetic development of EFL learners in the use of interactive meta-discourse markers through interactionist DA in writing. It also aims to find out the learners' perceptions toward DA implementation. Seven pre-intermediate Turkish students who enrolled in a preparatory school of a foundational university in İstanbul, participated to the study. The data collected through prompt reflection, semi-structured interview and opinion

paragraphs that students wrote. The result of the study showed that DA was effective in developing learners' use of the meta-discourse markers and their self-functioning. Also, the findings revealed that students had favourable perceptions about integration of assessment and instruction.

Yakışık (2012) investigated Dynamic Assessment of ELF students' speaking skills at School of Foreign Languages, Gazi University. She believes that her dissertation offers an alternative way of testing oral skills through integrating instruction and assessment into a single unit. The main focus was improvement of oral narrations of English Language Teaching (ELT) students. Learners' test scores results were not the focus of the analysis, but their development was tried to be promoted, in view of DA's theoretical base. Both control groups' and experimental groups' results dynamic assessment and non-dynamic assessment were compared before and after the treatment. Non-dynamic assessment (NDA) was used to measure the independent success of learners and DA was used to classify particular areas that required further development. Pre-test just applied to the experimental group. The results of the study showed that interactions in the ZPD helped the learners to overcome their linguistic problems and helped the mediator to understand the learners' linguistic competence. also the study revealed that learners found the assessment procedure beneficial.

Çalış (2018) conducted a study to observe the impact of the implementation of Dynamic Assessment in raising students' metasyntactic awareness. Her study was a case study which includes both qualitative and quantitative analysis. The participants of the study are students who study at the academy of foreign language department at Mersin University. The data collected through assessment tasks, researcher journal, tabulation of scores, reflective questionnaire and interview. Also the transcriptions of the mediation processes were used. The findings of the study showed that implementation of DA had positive effects on raising students' metasyntactic awareness. She states that Dynamic Assessment can be used as an alternative way of testing students' cognitive abilities. She indicates that learners should also be given the chance to become part of the learning process and recognize the deficiencies. Like teachers, students should also have the right to talk about their learning progress.

Şentürk (2019) examined the influence of Dynamic Assessment on secondary school students' tense preferences via writing activities. The study took place in İstanbul with three 6th graders at a state secondary school. For the application of the Dynamic Assessment, the study questions concerned with the extension of students' development to the target grammar rules in terms of their beliefs and improvements between subsequent treatments. In addition, the researcher looked at the mediator's and test-takers' perceptions on the process. Data gathered by open-ended questionnaires, semi-structured interviews, instructor journals and assessment tasks. The results of the study showed that the participants have become faster in identifying their own errors and providing the correct answer to the mediator's hints and prompts. Consequently, it can be claimed that notwithstanding their differing degree of development, all participants have grown. In addition, interviews and open-ended questionnaires provide constructive input from learners on the application of the Dynamic Assessment. On the other hand, the teaching journal points out that this approach is time-consuming and inapplicable to any context, considering its incontrovertible advantages over the success and advancement of students.

2.6.TEACHER BELIEFS

Belief, which may be called thought, opinion, faith, assumption, notion, view or mind set, has an undeniable effect on many things. These include human actions, behaviours, decisions, choices and purposes. However, it is very difficult to examine what belief means as a philosophy, and how it is affected by different variables like interests, personal backgrounds, perceptions and styles. So, there are a lot of connotations of belief and definitions. Approximately, five decades ago Rokeach (1968) defined the concept of belief as “any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase ‘I believe that...’” (p. 113). A further definition is offered by Richardson (1996, p. 105), “beliefs are thought of as psychologically-held understandings, premises or propositions about the world that are felt to be true.” Also Pajares (1992) states that belief is about;

“attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding and social strategy” (Pajares, 1992, p. 309).

Teacher beliefs are fundamental to teaching and learning. They are one of the most essential aspects of education as they have a significant impact on the learning process. Beliefs are important because they can influence the actions of teachers and act as a kind of interpretive mechanism for educating students. As well as when determining what to do in their classrooms and making sense of what they do by their beliefs. In past decades, research into the beliefs of teachers has shown that a teacher's practices are immensely affected by the understanding of what they know, think and believe. Teacher's beliefs, described as world views and conceptual models, form teaching and learning activities. (Ernest, 1989). Holt-Reynolds (1992) found out that teachers' past learning and teaching experiences shape their perspectives. The word teacher cognition is used by Borg (2003) in order to refer to “what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom” (p. 81). Ferede, Melese and Tefera (2013) argue that “teachers' beliefs influence their judgments and practices, thereby determine how they behave in the classroom” (p.30). It is now assumed that “teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thought, and beliefs” (Borg 2003, p.81)

Studying teacher practices and beliefs is important and needed. Lytle and Cochran-Smith (1990) said, “the voices of teachers, the questions and problems they pose, the frameworks they use to interpret and improve their practice, and the ways they define and understand their work lives are absent from the literature of research on teaching” (p. 83). Referring to this statement, in Ball and Cohen's (1996) work, they state that teachers' “beliefs about what is important, and their ideas about students and the teacher's role all strongly shape their practice” (p. 6). Literature also indicates that teaching beliefs are an important aspect of the awareness that forms the actions of

teachers in the classroom (Johnson, 1992). For example, teachers go into their classrooms inspired by personal philosophy of teaching and learning and a personal awareness of the educational conditions. Teachers' beliefs play an important part in enforcing the program and what happens in classrooms. In addition, it is important to consider teacher awareness as a contextual consideration when discussing teacher beliefs in the field of professional development. Certain teachers' beliefs are internalized and unchangeable (Kennedy, 1997)

Teacher beliefs, meanwhile, not only impact the teaching and learning process, but also affect the teacher's professional development as well. In the process of teacher development, they play a central role because teachers are strongly affected by their beliefs. These in turn are closely connected to their values, their views of the world and their perceptions of their position within it (Williams and Burdenn, 1997). Beliefs of teachers may be described as strong, immune to reform and new knowledge, as well as obstacles to improvements in teaching practices. This is as a result of the beliefs inherent in the identity of the teacher.

The only studies examining EFL teachers' beliefs on DA more thoroughly were carried out by Es-hagi Sardrood (2011), Karimi and Shafiee (2014), and Shafipoor (2015), Ghomalian, Fumani&Nemati, (2015). Es-hagi Sardrood (2011) focused on 51 Iranian EFL colleges, language institutes and school teachers' beliefs of DA. The data was gathered by a structured questionnaire and interview. The findings indicated that a full execution of the DA was too demanding for most teachers and that the attitude was detrimental with the DA exercise. Teachers were worried whether DA is feasible in Iranian EFL classrooms or not when teachers lack DA education, technical tools and guidance. The feasibility of DA is also questioned due to issues such as a large number of students in EFL classrooms, time-constrained nature of DA procedures, overreliance on the teachers' teaching and assessment abilities and, the common practice of static tests as the mainstream. The paper suggests that the framework for the investigation of this study, focused on post-method pedagogy, can be used as a blueprint for the critical assessment of any alternate method or theory that is applied in the sense of the ELT.

Rafiee and Adokh (2016) carried out a study about teacher beliefs. This study seeks to provide an understanding of the beliefs of insiders, EFL learners and teachers, on the process and practicality of dynamic assessment in Iran's educational setting. In view of these goals, participants, 25 teachers of EFL, were expected to complete two surveys. Forty-five EFL students were also required to respond to a questionnaire, using an interventionist style procedure during an essay. The findings showed that students in language classrooms had favourable views of the DA, but they were not quite positive in their views. The questionnaire results of the teachers revealed that DA practicality in Iranian English classroom was low. The teachers' attitudes towards the practicality of DA were negative. Implications and recommendations were also provided for further study.

Karimi and Shafiee (2014) examined teachers' beliefs about DA in terms of their duration of service and academic degrees. The participants were 42 Iranian EFL teachers. Study data obtained from industry sectors, colleges, private language organisations, universities. Researchers have reported a significant difference between the BA holding and the MA holding of teachers in their opinions about DA. The results of this contained the following. The MA community has conceptualized DA as a continuous, dynamic and challenging learning experience, suggesting a preference for interventionist and interactionist dynamic assessment. In the other side, the BA group supported the interventionist DA. In terms of the application of the DA, most of the MA group did not regard themselves as passive agents, whereas the BA group had such an opinion. The researchers indicated that further studies are needed which is about DA regarding beliefs of English language teachers.

Shafipoor's (2015) purpose was to investigate the principles for DA by Iranian EFL university teachers. The participant for the study were 65 EFL university teachers on the basis of impartial sampling with an average of four years' teaching experience. They all took part in the Ph.D. and M.A. TEFL holders of various English Language Translation main courses at Islamic Azad University, Tehran. This study used a semi-structured interview, 5-scale likert questionnaire and observations. The research used

qualitative as well as quantitative approaches. The results showed that, considering most of the items, there is no clear correlation between what the university teachers believed in and what they might do in reality. In other words, the teacher's understanding of the concept is an essential element in both experience and philosophy, but it is not enough to provide a perfect context for Dynamic Assessment. In addition, the findings indicated that the duality of the assessment standards of teachers and structures inhibits teachers' authority to enforce the DA from a teacher conceptualization viewpoint and to improve their performance in the schools.

Ghomalian, Fumani and Nemati's (2015) aimed to examine the perceptions of EFL teachers on the applicability of Dynamic Assessment. Male and female teachers' point of view on DA regarding their gender and degree were also examined. 100 University EFL teachers from 7 English language institutes in Iran, participated to the study. In order to collect the data a self-made questionnaire was utilized. The findings indicated that EFL teachers had a positive attitude to the feasibility of DA. Another result of the study was that male and female EFL teachers had equal and positive views about the feasibility of DA. Also the researches found that teachers at various stages of education held common and positive views about the applicability of Dynamic Assessment.

2.7.GENDER DIFFERENCES

The term gender, which is mostly confused with the term *sex* reflecting the biological and anatomical structures or actions of men and women, refers to the socially defined roles behaviours, activities and peculiarities for men and women (Bem, 1983; Lippa, 2005). The variations in the brains of men and women have effects that show the connection between the human brain and language. In this regard, women appear to have a little more of an advantage than men. This is because they are more able to succeed at verbal activities via the female brain system. There are some examples about this suggestion. For example, in a research study to investigate gender variations in the linguistic potential of infants, KnoX and Kimura (1970) performed

listening experiments and revealed that boys were weaker at speech comprehension and production from the left hemisphere but nonverbal sounds were more identifiable.

The scientific fact that men and women have different brains, using different approaches to their gender, their learning patterns, and the practice that they do in a language school have consequences for the same tasks. Oxford's (1995) research on gender disparities in language classrooms focused on the various learning patterns found in females and the particular language learning strategies typically used by females in language classrooms. After some discussion about the differences, like; field dependence or independence, objectivity or subjectivity or, reflection or sensory preference among female second language learners. She indicated by proposing further studies required to enhance comprehension among second-language individuals' ties. She said:

“Anatomy is not destiny, as Freud suggested, but a learner's sex-or, more likely. Gender can have profound effects on the ways Thai learners approach language learning, ways which may in turn affect proficiency. More research is dearly needed to untie the Gordian knot of style and strategy differences between the sexes and to understand better the relationships involved.” (p. 146-147)

Vernon (1960), who compared males with females in verbal and nonverbal tasks, published another study demonstrating differences in the memory outputs of boys and girls. The result of the study showed that girls performed well in the bulk of verbal tasks and tests of rote recall. These distinctions also can be applied to academic skills and learning methods so as to provide both gender of language classes with equal and more sufficient educational opportunities. There are consequences in the pedagogical sense for gender relation to usage of language learning techniques. Klein (2007) emphasizes that women are more involved than males in language techniques, and that condition leads significantly to their dominance. Furthermore, Flor-Henry (1974) says “a biologically determined, gender-related, lateralized differential hemispheric vulnerability distinguishes the male brain from the female brain” (p.148).

Dordinejah and Porghoved (2014) looked at the relationship between the gender of English-speaking teachers in Iran and their performance as viewed by their learners. 250 of the 48 teachers (19 males, 29 females) in the English institutes in Mashhad engaged in the study. The findings of the analysis carried out by the Iranian EFL Teachers' Success Scale (Pishghadam & Moafian, 2009) performed by the students indicate that there is no significant difference between the male and female EFL teachers in terms of their success as shown by their learners.

Coenen and Klaveren (2016) carried out a study. A mixed methodological approach was used. The data was collected through opportunistic questionnaire of 116 students who take three teaching courses at two universities in UK. All the teachers were supplied with research material and advised to enter into an arrangement that they could exit at any time. A total of 108 teachers, including 41 males and 67 females, completed all stages of the study. No statistically significant differences in perception and intuition scores between the three classes of student teachers have been identified using a one-way ANOVA. Interviews also found that the gender of the teacher had no obvious effect on the degree of academic engagement of children or on the perceived nature of their classroom experience. Again from a child's point of view, the gender of the teacher was essentially immaterial.

Winkelmann (2016) was intended to examine the effect of teacher gender on third and fifth grade students' academic achievement and attendance. The STAR assessment was used which was a computer adaptive exam. It adjusted to the level of difficulty depending on the student reaction. The results showed that teachers' gender did not make a statistically significant difference in the academic development in terms of mathematics. Another result was that attendance was not influenced by the gender of the teacher.

CHAPTER III

3. METHODOLOGY

3.1.INTRODUCTION

In this section of the thesis, the methodology is presented. Participants of the research, instruments of the research, procedures of data collection and data analysis were explained in detail.

3.2.PARTICIPANTS OF THE RESEARCH

The participants in this study included 96 EFL teachers from Spain and Turkey who work at different education settings such as primary school, secondary school, high school and university. The number of participants who work as an English language teacher in Turkey were 51 and the number of participants were 45 in the context of Spain. The teachers in the study varied by age. The participants were selected through availability sampling. Both males and females were included in the study. Some demographic information including level of education such as BA and MA, gender, were also incorporated in the questionnaire.

3.3.INSTRUMENT OF THE RESEARCH

In this thesis, a self-made questionnaire on DA was used in order to collect the data required to undertake the present study. The questionnaire, ‘Applicability of .Dynamic Assessment Questionnaire’, was prepared by three researchers (Ghomalian, Fumani&Nemati, 2015). They used the questionnaire in their study to investigate viewpoints of EFL teachers on applicability of Dynamic Assessment in Iran. At first, the researchers started turning the concepts into questions to obtain a good command of the concept of Dynamic Assessment. In all, 42 questions which address one aspect or major issue in DA, were extracted. After the review of the whole list by an expert with a Ph.D. degree in TEFL, the questionnaire was revised based on the comments that are made. Since some items were found to be redundant, the number of items was

reduced. This reduced the number of items on the questionnaire to 26. After getting approval of this expert, the questionnaire was revised again by another expert. Then items 2, 13 and 19 were eliminated from the questionnaire therefore the number of items in the questionnaire was reduced to 23. These 23 questions were considered to be final and hence were used in the main part of the study.

There were two parts in the questionnaire. On the top, some demographic information was included. Then there came 23 questions. (c.f. the Appendix for the whole content of the DA questionnaire).

3.3.1. Analysis of Reliability and Validity

Two experts helped in the process of preparing the self-made questionnaire in terms of validity. They checked all the content of the questionnaire and commented it. Both experts were fully acquainted with Dynamic Assessment and its concepts. The two experts suggested that some items should be deleted and some other should be revised. They also suggested that some terms in the questionnaire should be replaced by their synonyms because those terms were highly technical terms and could be difficult to understand for teachers.

The questionnaire was piloted to check the reliability. 30 EFL teachers participated to the piloting section to check the suitability of the questionnaire for the main study. Then, the Cronbach's alpha a measure of scale reliability, obtained for the questionnaire was .465 which was relatively low. Therefore, items 2, 13 and 19 were deleted in order to increase the Cronbach's to .60 which was acceptable.

In this thesis, Cronbach's alpha which is a measure of scale reliability, obtained for the questionnaire was .704 which was acceptable. Results of the reliability analysis indicated that the items had a satisfactory discriminating power. The accepted value of Cronbach's alpha is 0.7; however, values above 0.6 are also accepted" (Griethuijzen et al., 2015; Taber, 2018).

3.4. PROCEDURES

The data collected online through Google Forms. Before the questionnaires were administered to the participants, they are informed that the survey was anonymous, their participation was voluntary and they were free to withdraw whenever they wanted for any reason.

3.5. DATA ANALYSIS

SPSS software version 25 was used to analyze the data. Yamini & Rahimi states (2007) “The Likert scale is usually used when a special kind of survey question uses a set of ordered responses. Usually, the responses are arranged on a scale of 1 to 5” (p. 13-14). The questionnaire represented a five-point Likert Scale which has strongly disagree (5), disagree (4), undecided (3), agree (2), strongly agree (1) sections. In the questionnaire, Question 19 was the opposite of question 2. Therefore, to avoid rating fallacy, question 19 was rated in a reverse order.

Both descriptive and inferential statistics were drawn on. First, descriptive statistics including mean, standard deviation, minimum and maximum were presented. Then, for each variable a histogram including a normal curve was provided. Later, for the first research question, Factor Analysis was used to separate the questionnaire into units. It was decided to use Oblimin rotation, since little correlation among the items was found (Jennrich and Sampson 1966). Results of Factor analysis showed that there were four units in the questionnaire. And the questions in each four units have some similarities in themselves. Four names were given to the four units such as,

- Teachers’ perception of Dynamic Assessment in relation to their agency as the assessors (questions 2, 4, 5, 13, 14, 16, 17, 18, 19),
- Teachers’ understanding of Dynamic Assessment as a Classroom Practice (questions 1, 10, 12, 15, 22)
- Teachers’ perception of Dynamic Assessment in relation to the learners as its major targets (questions 8, 9, 11, 23)

- Teachers' concerns toward application of Dynamic Assessment as a social practice (questions 3, 6, 7, 20, 21)

After that, one sample t-test and independent t-test which are inferential statistics were used to analyze the data for each of the variables of the study namely beliefs of EFL teachers in males and females as well as different educational level groups like BA and MA. In order to use these tests, the data needed to be normally distributed. Hence, normality of the variables' distribution was checked using the Kolmogorov-Smirnov Test, Skewness and Kurtosis.



CHAPTER IV

4. FINDINGS

4.1. INTRODUCTION

The findings section is divided into two sections. First findings indicate internal consistency of the items and statistics for EFL teachers' beliefs. Second parts of the findings investigate the question of whether there is a significant difference on the applicability of DA between EFL teachers who work in Spain and Turkey regarding their gender and different level of education.

4.2. INTERNAL CONSISTENCY OF THE ITEMS

Table 1

The Internal Consistency Coefficients of the Items

Reliability Statistics		
Cronbach's Alpha	Based on Standardized Items	N of Items
.704	.724	23

In this study, Cronbach's coefficient α was used to calculate the internal consistency coefficients of the items included in the questionnaire. Taber (2018) describes "Cronbach's alpha is a statistic commonly quoted by authors to demonstrate that tests and scales that have been constructed or adopted for research projects are fit for purpose" (p.1273). Trobia (2008) indicates that a test of reliability basically

informs the researcher whether the respondent would have the same score for the variable if the variable were to be administered again (and again) to the same respondent. Table 1 shows that the Cronbach's alpha obtained for the questionnaire is ,704. Results of the reliability analysis showed that the items had a satisfactory discriminating power. The accepted value of Cronbach's alpha is 0.7; however, values above 0.6 are also accepted" (Griethuijsen et al., 2015; Taber, 2018).

4.3. STATISTICS FOR EFL TEACHERS' BELIEFS

Table 2

Statistics for Beliefs of EFL Teachers in Different Groups

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
Turkey	51	2.31	.345	1.39	3.22
Spain	45	2.35	.297	1.65	2.96
Female	51	2.34	.330	1.39	3.04
Male	45	2.32	.316	1.70	3.22
BA	49	2.29	.297	1.70	3.22
MA	47	2.38	.344	1.39	3.04
Total	96	2.34	.323	1.39	3.22

In Table 2, descriptive statistics for variables, (beliefs of EFL teachers) in males and females as well as different educational level groups have been summarized. The results, in this table, indicated that the mean score obtained for the belief of the EFL teachers in Turkey was 2,31 with a standard deviation of ,345. The mean score obtained in Spain was 2,35 with a standard deviation of ,297. In the study there were 51 EFL teachers from Turkey and 45 teachers from Spain. The mean score for female EFL teachers was 2,34 with a standard deviation of ,330. The mean score for male EFL teachers was 2,32 with a standard deviation of ,316. In this study there were 51 female EFL teachers and 45 male EFL teachers. The teachers vary in terms of educational degree levels like Bachelor of Arts (BA) and Master of Arts (MA). 49 EFL teachers whose educational degree level is BA and 47 EFL teachers whose educational level is MA participated to the study. The mean score of BA was 2,29 with a standard deviation off ,297. The mean score of MA was 2,38 with a standard deviation of ,344. Totally, 96 EFL teachers from Spain and Turkey participated to the study. The total

mean score was 2,33 with a standard deviation of ,322. In the table, it is also shown the minimum and maximum values. The whole scores, of course, ranged between 1,39 and 3,22.

4.4. THE NORMAL DISTRIBUTION IN DIFFERENT GROUPS

Table 3

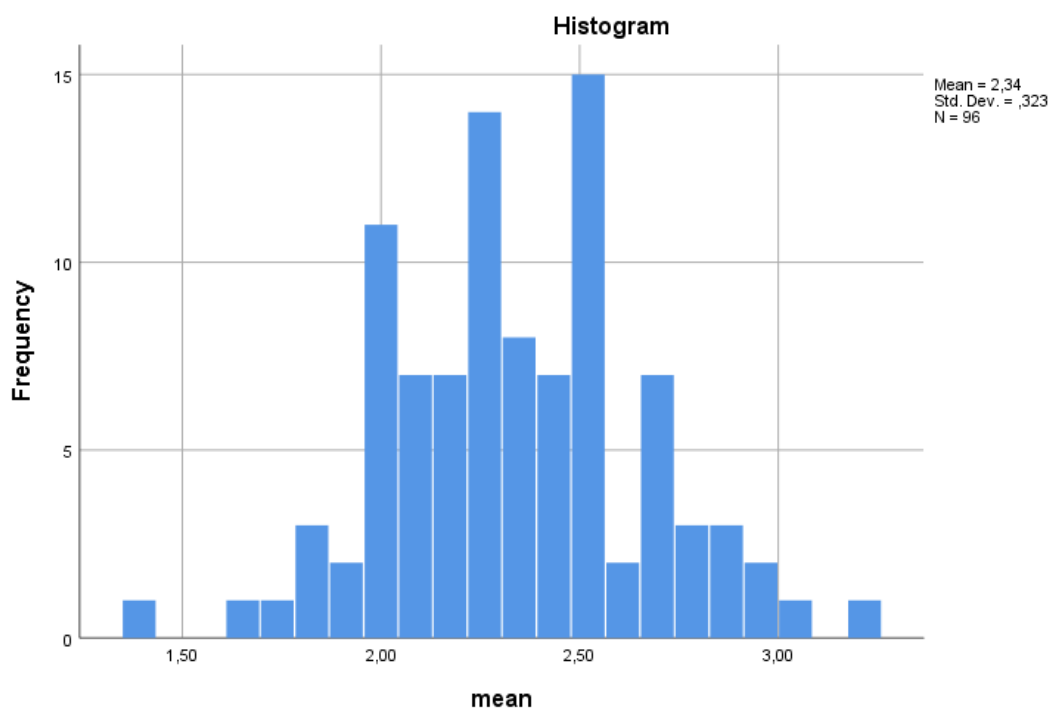
The Normal Distribution in Different Groups

<i>Group</i>	<i>N</i>	<i>Kurtosis</i>	<i>Skewness</i>
Turkey	51	.665	.144
Spain	45	-.524	.081
Female	51	.411	-.432
Male	45	.509	.770
BA	49	.938	.677
MA	47	.681	-.395
Total	96	.264	.096

The normal distribution is the most common type of distribution. Chen (2020) define it as “The normal distribution is a probability distribution that is symmetric about the mean, showing that data near the mean are more frequent in occurrence than data far from the mean. In graph form, normal distribution will appear as a bell curve.” (p.1). In order to use parametric tests like T-test which was used in this thesis, the data needed to be normally distributed. Thus, before getting to the hypotheses of the study, normality of the variables distribution was checked by Skewness, Kurtosis, and Kolmogorov-Smirnov Test (Table 3). "Skewness Measure of the symmetry of a distribution; in most instances the comparison is made to a normal distribution. A positively skewed distribution has relatively few large values and tails off to the right, and a negatively skewed distribution has relatively few small values and tails off to the left. Skewness values falling outside the range of -1 to +1 indicate a substantially skewed distribution." (Hair, Black, Babin & Anderson 2013). The results showed that Skewness and Kurtosis values ranged of -1 and +1. It means that the data is normally distributed.

Figure 1

Histogram for Normal Distribution of All Statistics



One of the clearest way to assess if a distribution is approximately normal is to look at the histogram itself. If the diagram is approximately bell-shaped and symmetrical it can be assumed normality. In table 4, the histogram is approximately symmetrical and bell-shaped. Hence it can be said that the distributions were normal.

Each research question will be analyzed separately, in the following sections.

4.5. ANALYSIS OF THE FIRST RESEARCH QUESTION

Question 1: What are the attitudes of the teachers who work Spain and Turkey towards applicability of Dynamic Assessment?

Hypothesis1: EFL teachers from Spain and Turkey hold a positive attitude towards the applicability of dynamic assessment.

In this part, Factor Analysis was used in order to separate the questionnaire into factors. The results showed that there were 4 factors whose questions are related to themselves. After the results of Factor Analysis, each factor was given the names that are related to the questions in the questionnaire. It was decided to use Oblimin rotation, because little correlation among the items was found (Jennrich and Sampson 1966). It is stated the four factors' titles and the number of the questions below.

4.5.1 Teachers' Perception of Dynamic Assessment in Relation to Their Agency as the Assessors.

- 2) Gradual assessment during the course is more beneficial than final exams at the end of class.
- 4) Contextualized language test can better assess learners' abilities.
- 5) In language assessment the focus should be on process rather than product
- 13) In language assessment some abilities that are important for learning (in particular) are not assessed by normative, standardized intelligence tests.
- 14) In language assessment observing new learning is more useful than cataloguing (presumed) products of old learning.
- 16) In language assessment the focus should be on perception rather than memorization.
- 17) In language assessment the focus should be on thinking and problem solving
- 18) In language assessment contextualized feedback is useful for helping teacher and students during the learning process.

- 19) Final exams at the end of class are more beneficial than gradual assessment during the course

4.5.2. Teachers' Understanding of Dynamic Assessment as a Classroom Practice

- 1) Language teaching and assessment should be integrated.
- 10) Contextualization is not a necessary characteristic for language test
- 12) Sentence-level language test can better assess learners' ability.
- 15) In language assessment all students typically function less than their intellectual capacity.
- 22) In language assessment authenticity is more important than reliability and validity.

4.5.3. Teachers' perception of Dynamic Assessment in relation to the learners as its major targets.

- 8) In language assessment the focus should be on retrospective approach.
- 9) In language assessment the focus should be on high transfer test (authentic task).
- 11) In language assessment the examinee should be receives mediation.
- 23) In language assessment the focus should be on prospective approach.

4.5.4. Teachers' concerns toward application of Dynamic Assessment as a social practice

- 3) Language tests should be designed and developed before the intervention class.
- 6) Reliability and validity are the most important features of language assessment.
- 7) In language assessment the examiner should be observer rather than participant.

- 20) In language assessment the focus should be on prospective approach.
- 21) Teaching and testing can not be separated in language test.

Table 4

One-Sample T- Test of Each 4 Units

	t	df	Sig. tailed)	(2- Mean Difference
Assessors	-1365.98	95	.000	-57.91
ClassroomPractice	-879.19	95	.000	-57.19
Learners	-951.54	95	.000	-57.64
SocialPractice	-968.01	95	.000	-57.69

The One Sample *t* Test determines whether the sample mean is statistically different from a known or hypothesized population mean. The One Sample *t* Test is a parametric test. One Sample *t* Test was used in this study in order to answer the first research question which is *What are the attitudes of the teachers who work Spain and Turkey towards applicability of Dynamic Assessment?* in the research.

As shown in Table 4, the t-test was significant at the level of 0.00 in first unit which is assessors ($t=1365.98$, $df = 95$, $p=0.000<0.05$). Thus, the difference between Unit 1's mean score and the expected value (60) was significant. In other words, the teachers' perception of Dynamic Assessment in relation to their agency as the assessors was significantly positive.

T t-test was significant at the level of 0.00 in second unit which is classroom practice ($t=-879.19$, $df=95$, $p=0.000<0.05$). Hence, the different between Unit 2's mean score and the expected value was significant. In other words, teachers' understanding of Dynamic Assessment as a classroom practice was significantly positive.

T t-test was significant at the level of 0.00 in third unit which is learners ($t=-951.54$, $df=95$, $p=0.000<0.05$). Hence, the different between Unit 3's mean score and the expected value was significant. In other words, teachers' perception of Dynamic Assessment in relation to the learners as its major targets was significantly positive.

T t-test was significant at the level of 0.00 in the last unit which is learners ($t=-951.54$, $df=95$, $p=0.000<0.05$). Hence, the different between Unit 4's mean score and the expected value was significant. In other words teachers' concerns toward application of Dynamic Assessment as a social practice was significantly positive.

As a result of all 4 units, it can be said that the attitude of EFL teachers from Spain and Turkey towards the applicability of DA was significantly positive. Hence, the first hypothesis of the study, EFL teachers from Spain and Turkey hold a positive attitude towards the applicability of dynamic assessment was accepted.

4.6. ANALYSIS OF THE SECOND RESEARCH QUESTIONS

Question 2: Do EFL teachers from Spain and Turkey hold significantly different attitudes regarding the applicability of Dynamic Assessment?

Hypothesis 2: EFL teachers from Spain and Turkey do not hold significantly different attitudes regarding the applicability of Dynamic Assessment.

Table 5
Test of Normality for Spain and Turkey

<i>Tests of Normality</i>		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
mean	Turkey	.083	51	.200*	.983	51	.678
	Spain	.109	45	.200*	.974	45	.391

*. This is a lower bound of the true significance.

If the sample size is larger than 50, we use the Kolmogorov-Smirnov test. If the sample size were 50 or less, we would use the Shapiro-Wilk statistic instead. In the study we have 96 participants. So in order to look at normality of distribution regarding

two different concepts, the results of Kolmogorov-Smirnov was taken in account. To decide the normality, the value of Skewness and Kurtosis were also taken in account as described before.

The table 5 shows the results of the Kolmogorov-Smirnov Test. Since p-values were greater than 0.05 ($p > 0.05$) for both Spain and Turkey, the statistics were not significant which means that the distributions were all normal.

Table 6

Independent Samples Test of Spain and Turkey

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Mean	Equal variances assumed	.624	.432	-.527	94	.600	-.03	.06
	Equal variances not assumed			-.532	93.95	.596	-.03	.06

The independent sample t-test was used in order to answer the second research question which is *Do EFL teachers from Spain and Turkey hold significantly different attitudes regarding the applicability of Dynamic Assessment?*

The result of the independent sample t-test, as presented in Table 6, showed that there was no significant difference between the EFL teachers in Spain and Turkey ($p = 0.600 > 0.05$). This simply means that the attitudes of EFL teachers' from both Spain and Turkey, towards the applicability of DA were the same. Therefore, the second research hypothesis of the study EFL teachers from Spain and Turkey do not hold significantly different attitudes regarding the applicability of Dynamic Assessment was accepted.

4.7.ANALYSIS OF THE THIRD RESEARCH QUESTION

Question 3: Do male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment?

Hypothesis 3: Male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment.

Table 7
Test of Normality for Female and Male EFL Teachers

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
mean	female	.106	51	.200*	.980	51	.526
	male	.121	45	.098	.954	45	.071

*. This is a lower bound of the true significance.

The table 7 shows the results of the Kolmogorov-Smirnov Test. Since female's p-value (.200) and male's p value (.098) are greater than 0.05 ($p > 0.05$), the statistics were not significant which means that the distributions were all normal.

Table 8
Independent Samples Test of Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
mean	Equal variances assumed	.039	.845	.434	94	.665	.02	.06
	Equal variances not assumed			.435	93.32	.665	.02	.06

The independent sample t-test was used in order to answer the third research question which is *Do male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment?* The result of the independent sample t-test between female and male EFL teachers, as presented in Table 8, showed that there was no significant difference between the EFL teachers in Spain and Turkey ($p=0.665>0.05$). This simply means that the attitudes of female and male EFL teachers, towards the applicability of DA were the same. Hence, the third research hypothesis of the study which is male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment, was refuted.

4.8. ANALYSIS OF THE FOURTH RESEARCH QUESTION

Question 4: Do EFL teachers with different educational level from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment?

Hypothesis 4: EFL teachers with different educational level from Spain and Turkey do not hold different attitudes regarding the applicability of Dynamic Assessment.

Table 9
Test of Normality for Different Degree Levels

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
mean	BA	.115	49	.119	.959	49	.082
	MA	.083	47	.200*	.977	47	.475

*. This is a lower bound of the true significance.

The table 9 shows the results of the Kolmogorov-Smirnov Test. Since BA p-value (.115) and MA's p value (.083) are greater than 0.05 ($p>0.05$), the statistics were not significant which means that the distributions were all normal.

Table 10

Independent Samples Test of Different Levels of Education

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
mean	Equal variances assumed	1.194	.277	-1.37	94	.173	-.09	.06
	Equal variances not assumed			-1.37	90.77	.174	-.09	.06

The independent sample t-test was used to answer the fourth research question which is *Do EFL teachers with different level of education from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment?* The result of the independent sample t-test between different educational levels, as presented in Table 10, showed that there was no significant difference between the EFL teachers in Spain and Turkey ($p=0.173>0.05$). This simply means that the attitudes of female and male EFL teachers, towards the applicability of DA were the same. Hence, the fourth research hypothesis of the study which is EFL teachers with different educational level from Spain and Turkey do not hold different attitudes regarding the applicability of Dynamic Assessment, was accepted.

CHAPTER V

5. CONCLUSION

5.1. INTRODUCTION

This chapter provides a brief summary of the study and discussion of the findings with research questions in relation to the relevant literature. It first gives an overview of the current study. Furthermore, the researcher states the discussion of findings, implications of the study and suggestion for further research. Discussion of findings section investigates the possible reasons for research findings by discussing them with the hitherto literature. In other words, each research question will be restated in this section and it will cover all related discussions on this research questions.

5.2. GENERAL REVIEW OF THE RESEARCH

Dynamic Assessment, is a type of interactive assessment drawing on Vygotsky's notion of Zone of Proximal Development (ZPD) which is described as the difference between unassisted and assisted performance of a learner. ZPD has been explained by Vygotsky (1978, p.86) also as the distance between the actual and potential level of a child. That is, actual level is the one at which the child completes a task on his or her own while the potential level appears from an experienced or a competent adult's tutorial. It is assumed that learners learn better by interacting with a more professional person, such as a mentor, peer or teacher. Students internalize psychological implements, knowledge, and new ideas with the help of certain collaborative endeavour. Building on ZPD and Vygotskian understanding of development, DA focuses on the processes of learning and aims at diagnosing their ZPD. It also focuses on developing ZPD by integrating instruction and assessment. The researchers which examine the effect of DA on different language skills demonstrate that DA has a positive impact on both students' performance and learning (Ableeva, 2010; Ebadi, 2016; Guterman, 2010; Hidri, 2014; Ho & Li, 2018; Lantolf & Poehner, 201; Poehner, 2005; Shabani, 2018).

The other focus of the study is teacher beliefs. Approximately, five decades ago Rokeach (1968) defined the concept of belief as “any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase ‘I believe that...’” (p. 113). The belief of teachers is important for learning and teaching. They are one of the most significant aspects of education because they affect the learning process considerably. Beliefs are important because they can affect teachers' behaviour and serve as an interpretive tool for teaching students. Analysis on teachers' beliefs in recent decades has shown that teachers' beliefs are immensely influenced by the perception, reasoning and believing in what they learned.

In the light of this information, the present research aimed to study the beliefs of EFL teachers on the applicability of Dynamic Assessment regarding their degree levels and gender in two different concepts: Turkey and Spain. The participants were 45 EFL teachers from Spain and 51 EFL teachers from Turkey. In order to collect the data, a questionnaire was used. The next section discusses the findings which emerged from analysis presented in the previous chapter. In that vein, four research questions were addressed:

5.3.DISCUSSION OF THE FINDINGS

Based on the first research question which is, What are the attitudes of the teachers who work Spain and Turkey towards applicability of Dynamic Assessment?, Factor Analysis conducted to the questionnaire. The results of Factor Analysis showed that there were 4 units in the questionnaire. The first unit, *teachers' beliefs of Dynamic Assessment in relation to their agency as the assessors*, included the participants' overall interpretation of DA and how they interacted with feedback either as a benchmark for the initiative and growth of learners or as a touchstone for the efficacy of teaching. The second unit, *teachers' understanding of Dynamic Assessment as a classroom practice*, includes the idea that teachers have assumed specific roles as classroom assessors. Whereas others regarded themselves as learning facilitators, informants and decision-makers applying DA, others attributed a more important role

to the decision-making of organizations in this regard. The role of creativity, reflectivity, criticality in the application of DA and the value of their experience with DA theory and its implementation requirements have also been included in this unit. The third unit, *teachers' perception of Dynamic Assessment in relation to the learners as its major targets*, includes the idea that teachers have a significant emphasis on student factors like their affective fields and individual distinctions as learning components because the purpose of DA is assumed to develop the learner's abilities. For example, motivation, either as a stimulus or as a product of DA, has been claimed by many participants to be a key feature of DA. The variables stated that affect the performance of DA, like learners' autonomy, self-reflection and analytical thinking have been stated. Finally, the last unit, *teachers' concerns toward application of Dynamic Assessment as a social practice*, contained sub-themes on socio-cultural issues as interpreted and/or encountered by participants manipulating the implementation and efficacy of DA. Major concerns in the last unit were the effects of syllabus and materials, institutional demands, and sociocultural factors shaping scoring system.

The One sample t-test was significant at the level of 0.00 in all four units. In other words, the teachers' perception of Dynamic Assessment in relation to their agency as the assessors, teachers' understanding of Dynamic Assessment as a classroom practice, teachers' perception of Dynamic Assessment in relation to the learners as its major targets, teachers' concerns toward application of Dynamic Assessment as a social practice was significantly positive. As a result of all 4 units, it can be said that the attitude of EFL teachers from Spain and Turkey towards the applicability of DA was significantly positive. Hence, the first hypothesis of the study, EFL teachers from Spain and Turkey hold a positive attitude towards the applicability of dynamic assessment was accepted. This result was consistent with Azarizad's findings (2013). She stated that DA as a performance-based test, along with teacher mediation during testing, could minimize the anxieties of learners, build a positive attitude towards assessment and learning, and provide an authentic meaning for testing as far as 'communicative age' is concerned. This result also was in line with Ghomalian, Fumani and Nemati's findings (2015). The researchers aimed to examine the perceptions of EFL teachers on the applicability of Dynamic Assessment. The

same self-made questionnaire was used to collect the data. The results of the study showed that EFL teachers from Shiraz English Language Institutes had a positive attitude towards the applicability of DA. This result is also in line with some studies on learners' beliefs about DA and their results demonstrated the positive attitudes of the learners towards DA (Ableeva, 2010; Çalış, 2018; Çetin-Köroğlu, 2019; Davoudi & Ataie-Tabar, 2015; Shrestha & Coffin, 2012; Şentürk, 2019, Yılmaz-Yakışık, 2012; Xiaoxiao & Yan, 2010). This result of the study wasn't in line with Es-hagi Sardrood's results (2011). The results showed that most of the teachers believed that a complete implementation of DA was too demanding and they had a negative attitude to DA practice. The teachers also questioned the feasibility of DA in Iranian EFL classrooms, where teachers are deprived of DA training, technological resources, and guideline, is questioned seriously due to the factors such as large number of students in EFL classrooms, time-constrained nature of DA procedures, overreliance on the teachers' teaching and assessment abilities and, the common practice of static tests as the mainstream. Beside, this result wasn't in line with Rafiee and Adokh's findings (2016). They carried out a study about teacher beliefs. This study seeks to provide an understanding of the beliefs of insiders, EFL learners and teachers, on the process and practicality of dynamic assessment in Iran's educational setting. The findings showed that students in language classrooms had favourable views of the DA, but they were not quite positive in their views. The questionnaire results of the teachers revealed that DA practicality in Iranian English classroom was low. The teachers' attitudes towards the practicality of DA were negative.

For the second research question which is, Do EFL teachers from Spain and Turkey hold significantly different attitudes regarding the applicability of Dynamic Assessment?, the results of the independent sample t-test showed that there was no significant difference between the EFL teachers in Spain and Turkey. This means that the attitudes of EFL teachers' from both Turkey and Spain, towards the applicability of DA were the same. They have positive attitude towards the application of Dynamic Assessment. Actually, there is no study conducted which compares Turkey and Spain regarding teachers' beliefs about the applicability towards DA. Also there is no study which investigates the teacher beliefs about DA in the context of Turkey or Spain. But the results of Aslan's study (2016) was in line with this result. Her research provided

several distinctive conceptualizations among teachers of two diverse communities by exploring the meaning of the metaphors. The research was an attempt to discuss Spanish and Turkish instructor pre-service metaphors. Cultural values are known to have an influence on education and learning experiences, as well as on how the socialization of teachers occurs in their society. This result showed that there is no differences in two different cultures. There are some studies in Spain includes the topics which are related to DA. Their results demonstrated the positive attitudes towards DA (Anton, 2009; David, 2011; Garcia, 2011). Anton's findings (2009) was in line with this result in terms of positiveness towards DA. The researcher investigated implementation of Dynamic Assessment in an advanced Spanish program. A qualitative analysis of the results found that DA describes the current and changing potential of learners more simply and richly. David (2011) researched group DA, monitoring the flow through ZPD in an early learning curriculum for foreign languages. The present research underlines the successful use of DA in primary languages as an alternative to the single use of summative examinations. The analysis underlines feasibility and the positive effects of Dynamic Assessment. The results of Garcia's study (2011) also showed positive attitude towards DA. The researcher investigated Dynamic Assessment in a Spanish classroom. His study explored the applicability of a cognitive developmental activity using Dynamic Assessment (DA). The study suggests that in the process of second language acquisition, using DA assessment in oral tests encourage students' development. In order to conceptualize a reliable prediction of the future progress of the learner, it was discovered that assessment needs to be a dynamic process. There are some studies in Turkey includes the topics which are related to DA. Their results demonstrated the positive attitudes towards DA (Çalış, 2018; Ulu, 2020; Yılmaz-Yakışık, 2012). Ulu's findings (2020) was in line with this result. She explored a study which aims to find out the learners' perceptions toward DA implementation. The findings revealed that students had positive beliefs about integration of assessment and instruction. Yakışık's results (2012) was also in line with this result in terms of positiveness towards DA. She investigated Dynamic Assessment of ELF students' speaking skills. The study revealed that learners found the assessment procedure beneficial. In other words Learners' beliefs towards DA was positive. Çalış's findings (2018) showed that implementation of DA had positive effects on raising students' metasyntactic

awareness. She states that Dynamic Assessment can be used as an alternative way of testing students' cognitive abilities.

For the third research question which is, Do male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment?, the result of the independent sample t-test between female and male EFL teachers, showed that there was no significant difference between the EFL teachers in Spain and Turkey. This means that the attitudes of female and male EFL teachers, towards the applicability of DA were the same. This result was in line with Ghomalian, Fumani and Nemati' findings (2015). They aimed to examine the perceptions of EFL teachers on the applicability of Dynamic Assessment. Beliefs of male and female teachers examined. The results of the study showed that male and female EFL teachers from Shiraz English Language Institutes had same and positive beliefs about the applicability of DA. This result also was in line with Winkelmann's results (2016). The study examined the effect of teacher gender on third and fifth grade students' academic achievement and attendance. The results of the study showed that attendance was not influenced by the gender of the teacher. Another result was that teacher gender did not make a statistically significant difference in the academic development in terms of gender in mathematics. This results was same with Dordinejah and Porghoved's results (2014). They looked at the relationship between the gender of Iranian English language teachers and their performance as viewed by their learners. The results of the study suggested that there is no significant difference between the male and female EFL teachers in terms of their success as viewed by their learners. The results of this research question was also inline with the results of Coenen and Klaveren (2016). A mixed statistical methodology was used and the findinds showed that no statistically significant differences in interpretation and intuition ratings have been identified between the three groups of instructors. Interviews found that the teacher's gender had no obvious effect on the degree of children's academic involvement or the perceived nature of their experience in the classroom. The teacher's gender was again basically immaterial from a child's perspective.

For the last research question which is, Do EFL teachers with different level of education from Spain and Turkey hold different attitudes regarding the applicability

of Dynamic Assessment?, the result of the independent sample t-test between different educational levels showed that there was no significant difference between the EFL teachers in Spain and Turkey. It means that the attitudes of EFL teachers with different educational level (BA,MA), towards the applicability of DA were the same. This result was in line with Ghomalian, Fumani and Nemati' findings (2015). They aimed to examine the perceptions of EFL teachers on the applicability of Dynamic Assessment the results of ANOVA test indicated that the attitude was not significantly different among the three education levels. Thus, teachers with different levels of education did not hold significantly different attitudes regarding the applicability of DA. This finding is supported by the findings of Saw's research (2009) in his article, Evaluating the effect of teacher degree level on student achievement in Taiwan. The results of his study showed that a teacher's M.A. degree would not necessarily present a signal of teacher quality. Similarly, Goldhaber (2007), Goldhaber and Brewer (1997), and Nye et al. (2004) found that teacher's higher academic degree was not associated with increased student achievement.

5.4.IMPLICATIONS OF THE RESEARCH

Since the emphasis on the role of interaction and socialization burgeon, the present study's emphasis is on DA. Being a unique study, this research will allow a variety of contributions to the field of second language teaching. Firstly, it contributes to the existing knowledge of DA by providing the positive attitudes of EFL teachers both in Spain and Turkey towards it. Secondly, it doesn't only verify the feasibility of DA in actual life, but also attempts to consolidate the theoretical foundations of the methodology and to provide proof both of its efficacy and of its legitimacy. Thirdly, the results can be insightful for teachers and practitioners, as well as for academics and scholars interested in second-language pedagogy studies. Language schools and universities, in particular, may benefit from the results of the present study in syllable design and evaluation. Educators can benefit from the findings by being able to apply them to their own teaching activities, their own schedules for lectures, and also syllabi and course tests. Lastly, this is the first study exploring and reporting the EFL teachers' beliefs on Dynamic Assessment regarding their gender and degree levels in two

different concepts: Turkey and Spain. In that vein, it is pioneer and crucial research proving the beliefs towards DA.

5.5. LIMITATIONS OF THE RESEARCH

Study is expansive in nature, and no single piece of research can ever be considered complete. It is precisely for the same reason that scholars are actively conducting research on even a single topic. The present thesis is not an exception. Accordingly, in the present paper, the researcher faced some limitations. This thesis was written during Covid-19 Pandemic. It was the most effective limitation in this study because The Covid-19 Pandemic has affected people regardless of nationality, level of education, income or gender. Most governments around the world decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. Therefore, in this thesis, the data collection had to be online and it was difficult to access to the teachers, especially the teachers who work in Spain. Data collection like face to face interviews or sort of treatment in the schools in terms of getting more reliable results, were difficult. Teachers have lots of on-line classes and they don't want to stay in front of the computers for other reasons. The best way for getting the data for the research was using a self-made questionnaire. Another limitation is the number of participants. If the questionnaire is conducted to more participants, it can be more reliable and valid.

5.6.SUGGESTIONS FOR FURTHER RESEARCH

Considering the findings and limitations of the current study, a few suggestions can be made for the following studies. Firstly, there is no study about teachers' beliefs on Dynamic Assessment in Turkish EFL context. Also there are few studies in the literature about that topic. Teachers' beliefs are one of the most essential aspects of education as they have a significant impact on the learning process. Applying DA may lead the students to more successful test results. Therefore, in order to understand what EFL teachers think about Dynamic Assessment, more studies are needed in this area.

Other researchers can include other variables like years of experience, teachers' mother tongue, types of motivation, teachers from other countries etc. Also the researches may use other tools to collect data like sort of treatment or semi-structured interviews. They can make a comparative study between ESL and EFL teachers. Additionally, the number of participants may be expanded.

CONCLUSION

The present research intended to study the beliefs of EFL teachers on the applicability of Dynamic Assessment regarding their gender and degree levels in two different concepts: Spain and Turkey. In an EFL teaching context, the researcher addressed the following research questions in Turkish EFL context: (1) What are the attitudes of the teachers who work Spain and Turkey towards applicability of Dynamic Assessment? (2) Do EFL teachers from Spain and Turkey hold significantly different attitudes regarding the applicability of Dynamic Assessment? (3) Do male and female EFL teachers from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment? (4) Do EFL teachers with different level of education from Spain and Turkey hold different attitudes regarding the applicability of Dynamic Assessment? In order to find answers a questionnaire was given to the participants. The participants were 45 EFL teachers who work as an English language teachers in Spain and 51 EFL teachers who work as an English language teacher in Turkey. Their beliefs on the application of Dynamic Assessment was important since teachers have a significant impact on the learning process and teacher beliefs are one of the most essential aspects of education.

To analyze the data, both descriptive (in the form of frequency counts, figures and tables) and inferential statistics (One Sample T-Test, Independent T-Test, Factor Analysis) were used. The findings of the study showed that the attitude of EFL teachers from Turkey and Spain towards the applicability of DA was significantly positive. Also, the result of the independent sample t-test between different educational levels demonstrated that there was no significant difference between the EFL teachers in Spain and Turkey. The results also showed that there was no significant difference

between male and female EFL teachers in Spain and Turkey. This means that all groups in the study have the same and positive attitude towards application on DA.

To conclude, because teacher beliefs are one of the most significant aspects of education, what teachers think about the application of DA has a big role. The findings seem to support the relevant literature in general. The findings indicated that the attitude of EFL teachers who work in Turkey and Spain towards the applicability of DA was significantly positive.



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APPENDIX

Appendix: Applicability of Dynamic Assessment Questionnaire

Dear respondent: This questionnaire is only for research purpose and your information will be kept confidential. Thank you so much in advance for your cooperation.

Position/Job: Teacher

Years of teaching experience ----- year(s).

Gender: Male Female
Degree level: BA MA PHD

Please read each statement and indicate the extent to which you agree or disagree with the statement. Put an X in the appropriate box to indicate your opinion.	Strongly	Agree	Undecide	Disagree	Strongly
	Disagree	Disagree	Disagree	Disagree	Disagree
1. Language teaching and assessment should be integrated.					
2. Gradual assessment during the course is more beneficial than final exams at the end of class.					
3. Language tests should be designed and developed before the intervention class.					
4. Contextualized language test can better assess learners' abilities.					
5. In language assessment the focus should be on process rather than on product.					
6. Reliability and validity are the most important features of language assessment.					
7. In language assessment the examiner should be observer rather than participant.					
8. In language assessment the focus should be on retrospective approach.					
9. In language assessment the focus should be on high transfer test (authentic task).					
10. Contextualization is not a necessary characteristic for language test.					
11. In language assessment the examinee should be receives mediation.					
12. Sentence-level language test can better assess learners' ability.					
13. In language assessment some abilities that are important for learning (in particular) are not assessed by normative, standardized intelligence tests.					
14. In language assessment observing new learning is more useful than cataloguing (presumed) products of old learning.					
15. In language assessment all students typically function less than their intellectual capacity.					
16. In language assessment the focus should be on perception rather than memorization.					

17. In language assessment the focus should be on thinking and problem solving.					
18. In language assessment contextualized feedback is useful for helping teacher and students during the learning process.					
19. Final exams at the end of class are more beneficial than Gradual assessment during the course.					
20. In language assessment the future development is constructed.					
21. Teaching and testing can not be separated in language test.					
22. In language assessment, authenticity is more important than reliability and validity.					
23. In language assessment the focus should be on prospective approach.					



CURRICULUM VITAE

Personel Information

Name Surname: Emine Bural

Date of Place and Birth: [REDACTED]

Language(s): English

Phone/ e-mail : [REDACTED]

Educational Background (Institution and Year)

High-School: Gediz Anadolu Öğretmen Lisesi (2008-2012)

Bachelor's Degree: Kocaeli University (2012-2017)

Master's Degree: Kocaeli University (2018-2021)

Professional Background as an English Language Teacher

2017-2018: Colegio Padre Manjon (Spain/Granada)

2018-2019: Kuruçeşme Ortaokulu (Kuruçeşme/Kocaeli)

2019-2020: Özelsin Koleji (Gebze/Kocaeli)

2020-(still working): TOBB Ortaokulu (Aksaray/Merkez)

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