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**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Department of Foreign Language Education  
English Language Teaching Program

**THE IMPACT OF DYNAMIC ASSESSMENT ON SECONDARY SCHOOL EFL  
LEARNERS' SPEAKING SKILL**

Havvanur RİZELİOĞLU

Master's Thesis

Ankara, (2024)

With leadership, research, innovation, high quality education and change,

*To the leading edge... Toward being the best...*



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DİNAMİK DEĞERLENDİRMENİN İNGİLİZCE'Yİ YABANCI DİL OLARAK  
ÖĞRENEREN ORTAOKUL ÖĞRENCİLERİNİN KONUŞMA BECERİLERİ ÜZERİNE  
ETKİSİ

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### Abstract

Dynamic assessment based on Vygotsky's sociocultural theory has recently begun to be used in the field of second language acquisition and learning. Thus, this study aims to investigate the effect of dynamic assessment on the speaking skills of secondary school EFL learners. Regarding the gap in the literature, secondary school students were included in the current study. Following a mixed method, this study includes both qualitative and quantitative data. The data consists of speaking tests, an open-ended questionnaire, and an unstructured interview. 10 secondary school EFL learners participated in the study and the participants were divided into two groups: experimental and control group. The study consists of three stages: Pretest- DA Speaking Tests- and Posttest. Participants' speaking skills were assessed based on their narration of short English stories. At the end of the whole process, the scores obtained as a result of the tests were compared statistically. Quantitative data results proved that the experimental group displayed better development in speaking skills than the control group. The researcher also gave an open-ended questionnaire to the experienced teacher and asked him to evaluate the progress of the participants. The teacher's answers were also in line with the quantitative data and indicated that the experimental group performed better. In the last stage, unstructured interviews were conducted with the experimental group participants to evaluate the process. At the end of these interviews, it was concluded that the participants were satisfied with the process and that the process positively affected their development.

**Keywords:** dynamic assessment, vygotsky, speaking skill, oral production skills, secondary school learners, zone of proximal development, sociocultural theory

## Öz

Vygotsky'nin sosyokültürel teorisini temel alan dinamik değerlendirme son dönemde ikinci dil edinimi ve öğrenimi alanında da kullanılmaya başlanmıştır. Bu nedenle, bu çalışma dinamik değerlendirmenin ortaokul İngilizce'yi yabancı dil olarak öğrenen öğrencilerinin konuşma becerileri üzerindeki etkisini araştırmayı amaçlamaktadır. Literatürdeki boşluk nedeniyle mevcut çalışmaya ortaokul öğrencileri dahil edilmiştir. Karma yöntem izlenen bu çalışma hem nitel hem de nicel verileri içermektedir. Veriler konuşma testlerinden, açık uçlu bir anketten ve yapılandırılmamış bir görüşmeden oluşmaktadır. Araştırmaya 10 ortaokul öğrencisi katılmış ve katılımcılar deney ve kontrol grubu olmak üzere iki gruba ayrılmıştır. Çalışma üç aşamadan oluşmaktadır: Ön-test- DA Konuşma Testleri- ve Son-test. Katılımcıların konuşma becerileri, İngilizce kısa öykü anlatımlarına göre değerlendirilmiştir. Tüm sürecin sonunda testler sonucunda elde edilen puanlar istatistiksel olarak karşılaştırılmıştır. Nicel veri sonuçları, deney grubunun konuşma becerilerinde kontrol grubuna göre daha iyi gelişim gösterdiğini kanıtlamıştır. Araştırmacı ayrıca deneyimli öğretmene açık uçlu bir anket vererek katılımcıların ilerlemesini değerlendirmesini istemiştir. Öğretmenin cevapları da nicel verilerle uyumlu olup deney grubunun daha iyi performans gösterdiğini göstermiştir. Son aşamada ise süreci değerlendirmek amacıyla deney grubu katılımcılarıyla yapılandırılmamış görüşmeler yapılmıştır. Bu görüşmelerin sonunda katılımcıların süreçten memnun kaldıkları ve sürecin gelişimlerini olumlu yönde etkilediği sonucuna ulaşılmıştır.

**Anahtar sözcükler:** dinamik değerlendirme, vygotsky, konuşma becerisi, sözlü üretim becerileri, ortaöğretim öğrencileri, yakınsal gelişim bölgesi, sosyokültürel teori

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*to my dear mom and dad...*



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## Symbols and Abbreviations

**ZPD:** Zone of Proximal Development

**ZAD:** Zone of Actual Development

**SCT:** Sociocultural Theory

**MLE:** Mediated Learning Experience

**DA:** Dynamic Assessment

**NDA:** Non-Dynamic Assessment

**CEFR:** Common European Framework of Reference for Languages

**E.T:** Experienced Teacher

**M:** Mediator

**EFL:** English as a Foreign Language

**MKO:** More Knowledgeable Others

**ELT:** English Language Teaching

**L2:** Second/Foreign language

## Chapter 1

### Introduction

This chapter depicts the background of the study, aim of the research along with the research questions which is followed by statement of the problem, assumptions and limitations of the study. At the end of the chapter, operational definitions are explained.

Assessment in language education is a critical and challenging area. McNamara (2004) explains that we assess in order to gain insights into learners' level of knowledge or ability. Several different studies have been conducted and different assessment methods have been introduced to assess language skills. Therefore, assessment is defined as a complex concept by Earl (2013) because there are countless methods and reasons for assessment. Standard tests, rating scales and rubrics, observation and anecdotal records, and portfolios (Mcafee & Leong, 2011) can be given as examples of some of the methods used in assessment. Among them, standardized tests are one of the most common methods used to assess student success. These tests are a one-time test method that is usually carried out in the middle and end of the semester and includes a general comment about the development of students at the end of their learning. There are standards or criteria set in these tests. This makes it easier for teachers and evaluators to assess in terms of time and effort; however, it is insufficient in depicting learners' success since it focuses on assessing success at a single point in time (Elliott et al. 2010). Because single-time evaluations which are conducted to assess the student's entire learning period show the student's current performance, not their overall success. In other words, the learners are assessed and categorized according to only their final results. Thus, the outcome overshadows the learning process of the learners. Similarly, Fatemipour and Jafari (2015) agree that static assessment is not sufficient because it is limited to measuring students' current performance. The process is, indeed, as important as the outcome in language learning, and the learners need to be assessed using multiple assessments apart from the static assessments which focus on the only outcomes rather than the learning process. Vygotsky argues that "the only appropriate way of understanding and explaining ... forms of human mental functioning is by studying the process, and not the outcome of development" (as cited in Lantolf and Thorne 2006, s.28).

In addition to many factors such as mood, emotional or morale, physical or internal motivation problems, many external factors such as the environment in which the exam carried out, the evaluator, and the evaluator's approach to the student are some of the important factors that affect the assessment. Considering all these, it can be assumed that static evaluations are insufficient in providing information about the student's success. Feuerstein (1979), who also reported this deficiency, stated that static evaluations were insufficient to indicate students' success and he instead developed dynamic evaluation that complements student development (as cited in Ku, Shih, and Hung, 2014).

Elliott (2003) interprets dynamic assessment as an inclusive method in which feedback is given within the evaluation process and varies depending on the performance of each student. Additionally, Cotrus and Stanciu (2014) add that dynamic assessment not only reveals students' learning potential but also reveals their abilities. In this respect, it would be an appropriate decision to use dynamic assessment to assess the ability of students to learn a foreign language. Accordingly, studies on dynamic assessment in assessing basic English skills have been increasing in the literature in recent years. However, there are still not enough studies conducted on assessing speaking skills via dynamic assessment. Dynamic Assessment is, indeed, a suitable evaluation method to assess speaking skills, which by its nature requires constant interaction and is a dynamic process. and its application should be increased. This assessment method, which allows constant interaction with students while measuring their speaking skills, has a structure that combines instruction and assessment making it easy to observe and understand learners' performance better. DA takes its roots from Vygotsky's (1987) Sociocultural Theory (SCT). This theory argues that interaction with other people is the basis of learning. According to SCT, in these interactions, the learner is provided with mediation and is enabled to internalize the information he has learned within the limits of the Zone of Proximal Development (ZPD) (Vygotsky, 1986).

In light of this information, the current study provides a study of the issue of Dynamic Assessment from the framework of Vygotsky's sociocultural theory in order to assess secondary school EFL learners' speaking skills.

## **Statement of The Problem**

An overlooked problem when assessing students is different learning styles. Not all the learner learns in the same way and at the same time. For this reason, while some students perform very well in the classroom, they cannot get very good marks in the exams (Yıldırım, 2008). The students are categorized as successful or not successful according to the grades they got at the end of their semester. The students are obliged to pass high-stakes tests successfully in order to pass their classes or to reach a good place. For this reason, teachers, administrators, and institutions plan their own lesson plans and curricula according to these tests. Students who are used to being taught in such an environment continue their education with the terms they memorize and do not engage in in-depth learning.

The situation is even worse in language education. Students are generally taught grammar training rather than productive skills such as writing and speaking. Therefore, speaking and writing skills in English become frightening areas for students. Hence, students cannot reveal their real skills in these areas because of the feeling of inadequacy. When teaching or assessing speaking skills, teachers generally do not provide the necessary feedback to students, and students fail to realize what they did wrong, their mistakes, and what they can do to correct them.

Consequently, dynamic assessment helps with this problem by preventing students' anxiety in speaking skills and revealing students' performance with the necessary assistance.

## **Aim and Significance of the Study**

Dynamic Assessment is a relatively new area that has just started to be studied in our country, therefore in-depth studies in this field are very few. The current research contributes to the literature in different aspects. In this section, the contributions of the current study to the literature will be stated. Regarding the literature, it can be seen that most of the studies on dynamic assessment in the field of English language teaching have been carried out with adult learners or university students. (Özturan, 2022; Orhon, 2022; Keten, 2021; Bayram, 2021; Kırtız, 2021; Ünal, 2021; Yılmaz, 2021; Ulu, 2020; Kır, 2020; Güteryüz-Adamhasan, 2019; Çalış, 2018; Yılmaz-Yakışık, 2012). So far, there is only one study conducted in secondary schools and it is on writing skills (Şentürk, 2019). For this reason, the current study is important because it was conducted with secondary school students under the age of 18 to contribute to the gap in the literature. The study also makes



a significant contribution to the literature since it was conducted in a state school and is a longitudinal study.

In addition to assessing whether DA has an effect on the difference between pre-test and post-test scores of EFL secondary school students, the study also investigates the opinions of the participants. Thus, this study is useful to get insights into students' perceptions and their performance during DA. To that point, this study aims to discover the impact of the Dynamic Assessment on the secondary school EFL learners' speaking skill.

### **Research Questions**

The current study focuses on finding an alternative way to assess learners' speaking performance. Hence, it tries to find answers to the following questions.

**RQ1:** What is the impact of Dynamic Assessment on the secondary school EFL learners' development of speaking skills?

**RQ2:** How does the DA-based speaking test sessions affect the experimental group's speaking skills?

**RQ3:** What are the secondary school EFL teacher's thoughts on the achievement of their students' speaking performance at the end of the study?

The answer of first research question will be presented in the quantitative results part of this study, the second research question is will be answered with the quantitative and qualitative findings and lastly, third research question will be answered in the qualitative part of the study.

### **Assumptions**

The current study has two assumptions. Firstly, it is assumed that the experimental group will show more improvement and receive higher scores in the scoring than the control group since a comprehensive 4-week DA speaking test process including feedback and mediation will be applied to the experimental group in the study.

Secondly, although participants are expected to be satisfied with the DA process because they will interact a lot during the process, they are also expected to give negative feedback since it is a process they will probably experience for the first time.

### **Limitations**

The first limitation is that the research area is limited to a single school due to the difficulty of obtaining the necessary permissions. Therefore, the study needs to be carried out in different secondary school areas for generalizability. Another limitation is the limited number of participants. Although it is necessary to work with small groups due to the nature of the study, the number of target students could have been slightly higher in terms of the diversity of qualitative data content. And the last one was time limitation. Since the study was carried out in the Ministry of Education, the study period was limited. Additionally, since the study was carried out in the Ministry of Education, the content of the researcher's study was limited by the grammar rules determined by the curriculum. For this reason, speaking skills were tried to be assessed based on the narration of the stories available, rather than in a natural speaking environment.

### **Definitions**

**Dynamic Assessment (DA):** Based on Vygotsky's concept of Zone of Proximal Development, DA was first introduced by one of Vygotsky's collaborators, Luria (1961) during her comparison of 'statistical' with 'dynamic' approaches to assessment. Contrasting 'statistical' with 'dynamic' approaches to assessment, Luria stated that the former improperly supposes that an individual's solo performance on a test portrays a complete picture of the capabilities of individuals. The latter, on the other hand, indicates an individual's performance with assistance from someone else and the extent to which the person can utilize this assistance both in completing the same task or test and in transferring this mediated performance to different tasks or tests. (Poehner & Lantolf, 2005)

**Sociocultural Theory of Mind:** Sociocultural theory is a term created by Vygotsky. According to Woolfolk (1998), it expresses that social interaction paves the way for continuous step-by-step changes in children's thoughts and behavior that can vary greatly

from culture to culture. The theory suggests that learning is a social process, and people learn by interaction and from those who are more skilled and knowledgeable around them.

**Zone of Proximal Development:** According to Vygotsky (1978), the 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” (p. 86).

**Mediation:** Poehner (2008) describes mediation as a type of assistance from the most implicit to the most explicit which is supplemented every time there is a breakdown in student performance to assess the maturing abilities of learners. Mediation can be offered either pre-planned or spontaneous in the format of hints, prompts, and leading questions.

### **Summary of Chapter**

In this chapter, readers are given general information about the study, and some important terms used in the study are explained. As the readers are now familiar with these terms that will be used frequently in the study, they will be able to better understand the expressions in the following chapters.

## **Chapter 2**

### **Theoretical Basis of Research and Literature Review**

This chapter presents a review of the relevant literature on the topic. First, it presents the background information about the theoretical basis of Dynamic Assessment. Then it presents a comparison between Dynamic Assessment (DA) and Non-dynamic Assessment (NDA). Lastly, the chapter demonstrates key DA studies conducted in L2-speaking contexts.

#### **Foundations Of Dynamic Assessment**

Dynamic Assessment has its origin in the Russian researcher L. S. Vygotsky's concept of the zone of proximal development within the scope of Sociocultural Theory. From 1920-30s to his death, Vygotsky investigated how social environment affect the human mental process in his studies. After his death from tuberculosis at the age of 38, his colleagues Luria and Leontiev were the ones who carried on his study and transferred his ideas (Poehner, 2008, p. 25). However, the regime of that time did not support the studies of Vygotsky and his colleagues; hence they were not known even in the Soviet Union for ages (Kozulin, 1990, s. 240). Vygotsky's work became important again as a result of the perspectives that emphasize the social environment's role in the development of mental processes which took the place of theories that liken the mind to a computer which took the place of the early behaviorist models of psychological functioning (Poehner, 2008, p. 25). A new generation of scholars learned about Vygotsky's ideas with the English translation of the compilation works that appeared in the 1990s. (Poehner, 2008, p. 25). Since then, Vygotsky's ideas still influence the work of many researchers and educators with various types of learners around the world. One of these influential ideas is Sociocultural Theory (hereafter SCT). Within the SCT framework, Vygotsky's one of the most fundamental contributions to psychology and education, he argues that the mind is not the part that the origin of knowledge is formed, instead it is formed via the socio-interaction that occurs between a more and a less knowledgeable individual (Lantolf, 2008). Here below, each of the key terms will be explained in detail respectively.

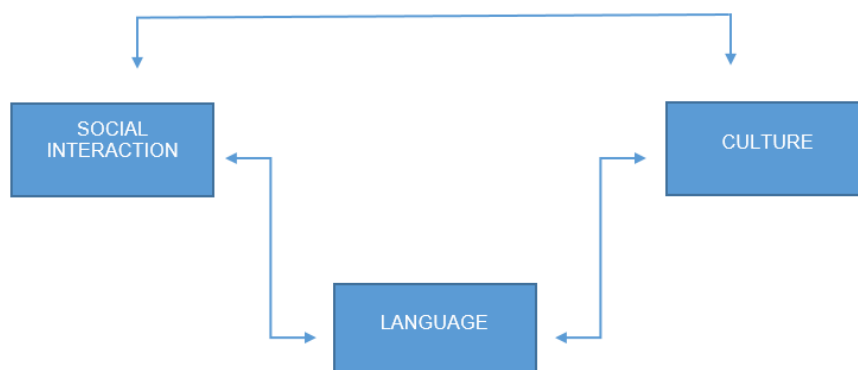
## Sociocultural Theory

Vygotsky believed that interaction with other people is the basis of learning. From this point of view, he developed his well-known Sociocultural Theory in response to the leading idea of that time: Behaviorism. According to Demirezen (1988), the major principle of behaviorist theory rests on the analyses of human behavior in observable stimulus-response interaction and the association between them (p. 136). With this regard, behaviorism is not satisfactory to describe all kinds of human behavior and individuals' learning;

*behaviorism does not capture the complexity and breadth of learning and it fails to acknowledge the subjective, creative, and intuitive dimensions and prior learning* (Bransford et al., 2000, as cited in Kasonde Ng'andu et al., 2013).

Vygotsky objects to the idea that human behavior can be explained as just a reinforced response to stimuli. His sociocultural theory emphasizes that collaborative dialogues with more knowledgeable members of society help individuals develop their mental skills and learn cultural values. Indeed, learning, and cognitive functions are the products of social interactions and Vygotsky (1978) states that personal, behavioral, and environmental factors in society foster children's cognitive development. The parents, teachers, caregivers, and even peers as well as the culture are the reasons for developing upper-level learning.

**Figure 1** The relation among sociocultural interaction, language and culture



Constructing his Sociocultural Theory, Vygotsky's inspiration was the Marxist philosophy that "human beings shape and are shaped by their environment through concrete activity mediated by physical tools" (Poehner, 2008, p.25 ). Both the theories of Vygotsky and Marx have three principles in common: Individuals' cognitive functions are not solely the result of biological aspects, social factors are also important. Additionally, both theories state that both psychological/symbolic and physical tools can be used in the human performance mediation process. Third, interpreting human beings' cognitive development and their performance is a holistic factor. (Wertsch, 1985 ).

As stated in the first guideline, Vygotsky objects to the idea that innate abilities alone are decisive in the cognitive development and learning of individuals. Instead, he argues that social & environmental factors and social interaction are also the determinants in building knowledge and cognitive development. Likewise, Lantolf, Thorne, and Poehner (2015) claim that "while human neurobiology is a necessary condition for higher mental processes, the most important forms of human cognitive activity develop through interaction within social and material environments, including conditions found in instructional settings" ( p.2 ). According to Poehner (2008), the tools used in the mediation process stated in the second guideline are divided into two categories physical tools which can be technological devices in medicine such as hearing aids, pacemakers, prosthetic limbs, and eyeglasses ( Poehner, 2008, p. 26) and psychological/symbolic tools such as signs, various numeric and writing systems, graphs, charts, and tables (Kozulin, 2003, p. 18, as cited in Poehner, 2008, p.27). The physical tools are concrete ways for individuals in mediation whereas the symbolic tools are the abstract ones. As for the last common guideline, it stands for the idea that the human mind and social interaction should be regarded together since interaction and mediation processes are particular for each individual.

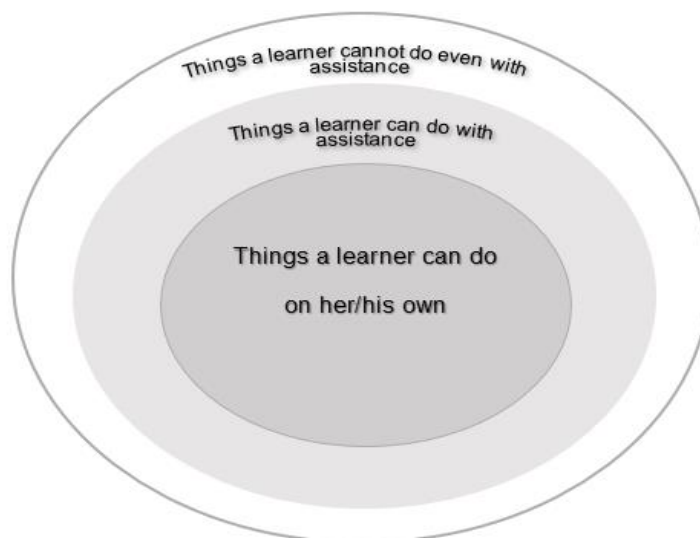
Learning should not be regarded as a process occurring nothing more than individually. It is necessary for the individual to interact with society and be supported socially and culturally for their cognitive development. However, in order for this support to be permanent individuals have some responsibilities such as internalizing this information and developing higher-level learning, as well. Here, some important terms, which are also embraced by Sociocultural Theory, come to light; *Zone Of Proximal Development, mediation, internalization, and regulation*. These terms will now be explained under the headings in detail.

## Zone of Proximal Development

Vygotsky is one of the pioneers of the sociocultural aspect of developmental psychology, and he is well-known for his main contribution to education; the zone of proximal development (hereafter ZPD) concept. He formulated his theory in line with his sociocultural theory. Sociocultural theory asserts that an individual can develop upper-level cognitive functions through collaborative interaction. Additionally, ZPD is the gap between what a learner is capable of doing without assistance and what they are able to do with assistance. According to Aljaafreh and Lantolf (1994), furthermore, ZPD is the framework bringing together the whole parts of the learning setting such as the resources, the lecturer, the student, their social and cultural background, and their aims and motivation. In his book *Mind in Society* Vygotsky defines ZPD as:

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 adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

**Figure 2** *Illustration of Vygotsky's Zone of Proximal Development*



Vygotsky's ZPD emerged to describe how cognitive growth occurs. Instead of considering a child's potential regarding a static measure such as IQ tests, Vygotsky argued that a developmental measure should be used to assess children's educative potential better (Ohta, 2005). The motivation behind the formulation of the ZPD was Vygotsky's critique of psychometric-based testing in Russian schools. He demanded that standardized tests concern the learners' present knowledge and they are not interested in learners' potential capability for future learning. Accordingly, traditional testing gives information about a learner's current level of learners' achievement, it does not give information about a learner's future development potential (Shabani et al., 2010). However, Vygotsky was a development-oriented pioneer and placed emphasis on students' future potential rather than their current abilities.

There is another term that is compared by ZPD; Zone of Actual Development (ZAD). Since ZAD only reflects what has already been developed or achieved, it is insufficient to adequately describe development. Vygotsky (1978) defines ZAD as "functions that have already matured, that is, the end products of development", whereas ZPD is "diagnostics of development" (Vygotsky 1998), which helps to discover learners' next level of development. According to Vygotsky, one must be informed about an individual's ZAD and ZPD to be able to understand their level of mental functioning since ZAD is the reflection of the ZPD within the framework of this theory (Orhon & Mirici, 2023). To move from ZAD to ZPD, one must be provided assistance by more knowledgeable others (hereafter MKO). MKO can be described as someone who knows a lot about a subject which can be academic stuff, experience, etc. MKO is also defined as which can be defined as any agent who leads to "greater learning in the less knowledgeable" (Huong, 2007, p. 332 as cited in Jarrett, 2022, p.4). Another important term of SCT that appears during this assistance procedure is scaffolding.

Owing to the fact that the concept of scaffolding is generally associated with SCT, it can be thought that Vygotsky was the one who defined scaffolding, yet it was actually Bruner. The term scaffolding was first introduced by Wood, Bruner, and Ross (1976) as "a process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts" (p. 90) Similarly, Bruner (1983) defines scaffolding as "a process of setting up the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it" (p.60). Morgan and Sgass (2016) explain scaffolding and relate the concepts of scaffolding and ZPD; scaffolding proposes temporary and flexible support that can be quickly and easily assembled and disassembled following a learning task is carried out. Thus, the ZPD



development of the learner expands and scaffolding is moved to the edge of the new learning border. Giving learners the most challenging tasks they can accomplish with minimal scaffolding results in the utmost learning gains.

### **The Components Of Mediation**

According to Lantolf (2000) “ the most fundamental concept of sociocultural theory is that human mind is mediated “ (p.1). Correspondingly, Lidz and Gindis (2003) emphasize the mediation process by defining it as “...understanding individual differences and their implications for instruction that embeds intervention within assessment procedure” (p.99). That is to say, it suggests that the human being is not involved in direct interaction with the world, instead they mediate through the use of some tools. Caroline and Prithvi (2012) explain mediation from the Vygotskian SCT perspective, and state any human activity (i.e., higher mental functions) is mediated by objects (e.g., computers), psychological tools (e.g., text) or another human being (Kozulin, 2003; Wertsch, 2007)”. Similarly, Poehner (2008) also explains this situation with a good example:

*“To take a mundane example table. To, consider the activity of constructing a obtaining the necessary raw materials (assuming for a moment that one opts not to simply visit a local hardware store), one must first chop down a tree and then carve out the pieces of wood that will later be sanded, finished, and assembled. Unlike other animals, humans have developed tools to facilitate each stage in this process, including axes, saws, sanders, and drills. While one need not use the latest power tools, it is impossible to imagine accomplishing this activity without using some basic tools. In this way, humans are able to transform their environment in ways that other animals do not. ” (p.26)*

Mediation is considered worthy within SCT since it helps to understand and promote the developmental process (Ableeva, 2010) For instance, it helps the problems, that the learners experience when they deal with a task, to be understood by the examiners (Ableeva, 2010), or it helps the tutor to study together more closely on an assessment task with the learner, thus providing the tutor to move them to the next level of their ZPDs (Shrestha & Coffin, 2012). Lantolf and Thorne (2006) maintain that within the SCT framework, mediation is a process individuals use to arrange the material world or their own and each other's social and mental activity by using culturally constructed artifacts, concepts, and activities. Thus, it brings us to another term; regulation, which is associated with the mediation process.

Lantolf and Thorne (2006) defined regulation as one form of mediation. According to Vygotsky (1978), there are three types of regulation. They are object regulation, other regulation, and self-regulation. Object regulation is a kind of mediation of an object in the environment of an individual to regulate their cognition or behavior which may include looking up a coursebook to complete a task. The second one is other- regulation; it is the regulation provided by other significant people in the environment such as parents, teachers, etc. A good example of other regulation can be found in the paper of Bodrova and Leong (2006); In other regulation, children can be the subjects of another person's regulatory behavior (as in most of the interactions with adults), as well as the main character regulating the other person's behavior (as in the interactions with peers or younger children). The last one is self-regulation, in this stage, individuals have mastered and internalized outer regulation types and now they can mediate themselves independently.

Self-regulation leads us to another term associated with SCT; internalization. Vygotsky (1978) describes the internalization process as "...internal reconstruction of an external operation" (p. 56). Accordingly, Lantolf (2000) explains the relationship between self-regulation and internalization as "reconstruction on the inner, psychological plane, of socially mediated forms of goal directed activity" (p.13).

Literally, the main idea behind internalization is that individuals grasp the external norms through socialization and they regulate their own behavior. A notable example of this idea can be babies. The babies are born in an environment where they are consistently exposed to a language spoken around by their parents, families, etc. Ultimately they internalize the words and in time use them to maintain their interaction with their environment. As it is aforementioned, it is obvious that language and interaction are the key factors in this internalization process and also in the cognitive development process of individuals. They are mediated during this process, then they notice their performance problems, they evaluate their own performance and thus leads higher autonomy. (Poehner, 2008).

### **Dynamic Assessment**

Dynamic assessment, which is rooted in Vygotsky's concept of the ZPD, is an interactive assessment type that embeds instruction into assessment procedures. Dynamic Assessment ( hereafter DA) views assessment from a different standpoint. DA unifies assessment and teaching by opposing the conventional views which justifies that these two concepts are independent from each other. This unification is grounded in Vygotsky's concept of development (Poehner, 2008). Accordingly, DA states that individuals learn by

negotiating and getting assistance from others. Even though it is thought that Vygotsky is the one who developed dynamic assessment since it takes its source from Vygotsky's theory, he is not the one who put forward this concept (Poehner & Lantolf, 2005). It was Vygotsky's colleague Luria (1961) who first introduced dynamic assessment by comparing it with static one in a paper, and it was Feuerstein who popularized the term (Poehner, 2007).

The first example of DA can be assumed as Socratic dialogues propounded by Plato (Poehner, 2008). The underlying logic of Socratic dialogues is to show the interlocutor the flaws through the question-and-answer method, and cooperatively provide new learning at the same time. Poehner (2008), states that an example of such a dialogue occurs in Phaedrus (Plato, 1998), where Socrates employs a series of leading questions and suggestions to help the title character identify certain logical problems in a speech he had been admiring, and thereby sets the stage to launch off in new directions of thinking on the topic. To some degree, then, Socratic dialogue involves simultaneously assessing and instructing. (p.23) DA has developed as an alternative to "static" types of assessment, namely, standardized tests (Antón, 2009); and the first description of DA was proposed by Lidz as "an interaction between an examiner-as-intervener and a learner-as-active participant, which seeks to estimate the degree of modifiability of the learner and the means by which positive changes in cognitive functioning can be induced and maintained" (1987, p. 4).

There have been discussions of DA or static testing in testing literature (Snow, 1990); however, Poehner put an end to this discussion by commencing non-dynamic assessment (hereafter, NDA) to develop a continuum. He remarked on the difference between NDA and DA using Vygotsky's ideas. Accordingly, NDA or traditional assessment is the already developed skill of the learner while DA is about the whole development process plus developing skill. NDA and DA are also will be compared and explained in detail below.

### **Models of Dynamic Assessment**

Lantolf and Poehner (2004) suggested two general schools of thought on DA in L2 research, which are interventionist and interactionist DA. The distinction between these two is how the mediation is offered. In the first one, the mediation is pre-scripted and it depends on quantitative tenets (Lantolf & Thorne, 2006: p. 80); however, in the second one mediation is dependent on the interaction and the responses learners' responsivity and it relies on qualitative tenets. The main difference between these two is whether mediation is pre-scripted or flexible (Davin, 2011).

- **Interventionist Dynamic Assessment**

There is a standardized form of mediation and process in interventionist DA (Poehner, 2008: p. 44). The mediation forms are prearranged from implicit to more explicit in a hierarchical order. The examiner takes an active role in providing support and mediation to the learner in interventionist DA and he can not change the mediation types according to the learners. Interventionist DA provides mediation with the help of standardized tests and systematic feedback. Hereby, they are assumed as objective and used mostly in standardized tests (Lantolf & Poehner, 2011).

Brown's study with his colleagues will be explained here as an example of interventionist DA. Brown and his colleagues promoted Brown's Graduated Prompt Approach. This approach was based on the standardized prompts and leading questions and they were supplied during the administration of the test after each item or problem. The only difference of this study from other interventionist studies is that Brown and his colleagues mainly focused on transfer tasks in their study and they tried to discover how far the individuals can transfer their new ability to novel problems once they've mastered the mediation processes (Poehner, 2008, p. 51).

- **Interactionist Dynamic Assessment**

Contrary to interventionist DA, mediation is not predetermined in interactionist DA. Rather it depends on the collaborative interaction between the examiner (mediator) and the learner. (Lantolf & Poehner, 2006). Prompts, questions, or hints are produced during the interaction between the mediator and learner and they are developed according to the learner's needs. Moreover, in interactionist DA the mediator is able to determine the learners' needs immediately and implement appropriate assistance (Ableeva, 2010). The feedback during the interactionist DA is also according to the learner's response (Lantolf, 2009), which makes it sensitive to learners' ZPD. Therefore, the interactionist approach is aligned with Vygotsky's view of dialogic interaction as "both participants share the responsibility of development" (Vygotsky, 1998, p.201). Accordingly, the interactionist DA is the most widely performed form of DA (Davin, 2013: p. 303), and it is more proper to use in the classroom. Antón's (2009), Poehner's (2005), and Ableeva's (2010) studies in L2 DA research can be given as examples of interactionist DA. However, the most important one is known as the 'Mediated Learning Experience' which was developed by the pioneer of interactionist DA, Feuerstein.

## Feuerstein's Mediated Learning Experience

Reuven Feuerstein, who is an Israeli cognitive psychologist made significant contributions to the fields of education and psychology. The most important one of these contributions is the Mediated Learning Experience (MLE) theory. He developed the theory during his practices with disadvantaged children whom he named "culturally deprived" (Feuerstein et al., 1979). Those children were the orphaned and traumatized youths coming back to Israel after the Holocaust (Feuerstein et al., 1980). However, the implementation area of the theory has expanded greatly and it has supported contemporary classroom teaching and interventions in all sectors of education (Oon-Seng, 2003). According to Feuerstein, mediated learning is the interaction occurring between an organism and their environment through a human mediator.

Although he and Vygotsky developed their own theories without knowing each other, Feuerstein's theory and Vygotsky's ideas have some similarities. Accordingly, some researchers stated that Dynamic Assessment takes its roots from this theory which states that the cognitive skills of human beings are not concepts that can be fixed just like one's eye or hair color, instead they can be adjusted by the adequate forms of interaction and instruction (Feuerstein, Rand, & Rynders, 1988). Mediated Learning Experience (hereafter MLE) is revealed as a result of Feuerstein's theory of Structural Cognitive Modifiability. The meaning of the term is the capability of individuals to change or adjust the structure of their cognitive functioning to be able to accustom to the inconstant requirements of life status. MLE assumes that individuals learn via two basic methods; direct exposure to stimuli and MLE. Direct exposure is an unmediated encounter of individuals with stimuli in the environment whereas MLE is the interaction in which learning is conducted with the help of an experienced, generally a parent who interposes himself or herself between the child and the world of stimuli (Tzuriel, 2013).

According to Feuerstein et al. (1979), MLE interactions are proximal factors explaining individual differences in learning and cognitive modifiability. Although Feuerstein recommends 12 criteria of MLE in his review (Feuerstein and Feuerstein, 1991), Tzuriel (2013) states that there are certain of them that are perceived as required and adequate for an interaction to be classified as MLE: intentionality and reciprocity, mediation of meaning.

- **Intentionality and Reciprocity:** Due to the fact that interaction requires at least two parties and learners are the ones who are the builders of the interaction (Poehner, 2005), their reciprocity is crucial to figuring out their cognitive modifiability.

Reciprocity is basically can be defined as the mediatee's or the learner's contributions to the interaction. Likewise, Lidz (1991) recommended the term 'learner reciprocity' to define the contributions of the learners to the process since a successful interaction depends on the moves made by both participants (p.110). To be able to carry out the process effectively, both the mediators and the mediatee should participate in the process actively and intentionally. By so doing, the mediator can notice the problems of the mediatee via his reciprocity acts. At this point, the term intentionality comes to the stage since, according to Poehner (2008, pp. 57), it is the adult's deliberate efforts to mediate the world, an object in it, or an activity for the child. Lidz, moreover, states that it includes a number of mediator behaviors, such as "initiating, maintaining, and terminating the interaction" (1991, pp. 74–75)

- **Mediation of meaning:** Tzuriel (2013, p. 62) defines mediation of meaning as the "mediator's response that conveys the affective, motivational, and value-oriented significance possessed by the presented stimuli." Mediation of meaning is the third of the key MLE attributes which holds the first two together. Experiencing the mediation of meaning, the learners will be able to connect present events to those in their past.

### **Formats in Dynamic Assessment**

Sternberg and Grigorenko (2002) proposed two major formats within DA procedures; sandwich and cake. Although these are not the only formats used in the DA procedures, they are the most commonly used ones. They are discussed below.

- **Sandwich Format**

In this approach to DA, intervention is similarly sandwiched between a statically administered pre-test and post-test (Poehner, 2005, 24). It basically consists of three steps; pre-test, mediation, and post-test. The examinees are to fulfill a pre-test and then they are given instruction (the instruction can be pre-scripted or can be regulated according to examinees' needs during the instruction process), and lastly, the examinees take a post-test. The result of the post-test is compared to the result of the pre-test to determine how much the examinee has improved after the instruction.

Sternberg and Grigorenko (2002) stated that in the sandwich format, instruction can be administered individually or in a group setting. Sandwich format has been used in DA research including L2 studies (Budoff, 1987; Kozulin & Garb, 2002; Poehner, 2005; Ableeva, 2008, 2010).

- **Cake Format**

In the cake format, mediation is offered during the assessment process, usually whenever a problem occurs. According to Sternberg and Grigorenko (2002), the mediator gives mediation to learners each time the task is difficult for them. The prompts and hints are pre-arranged and there is a pre-determined sequence from implicit to explicit. The reason why this is called cake is that in this format the prompts and hints are provided one after another like the layers of a cake and these prompts are likened to the layers of a cake. Guthke, Heinrich & Caruso's (1986) L2 DA research can be an example of cake format.

### **Non-Dynamic vs. Dynamic Assessment**

In an attempt to define dynamic and non-dynamic assessment procedures, three categories of distinctness which are proposed by Grigorenko & Sternberg (1998) will be explained here. The first category concerns the roles of the examiner and the examinee, and the communication between them. In NDA, the examiner does not intervene in the assessment process and does not assist the child with feedback. Correspondingly, Teo (2012) describes the role of the examiner in NDA as "...to look for what is fixed, permanent, and unchanging in the learner" (p.10). The examinee is all alone in the assessment process and they are categorized as failure or successful by regarding their final score on the tests.

Contrarily, in DA the examiner is the active agent of the assessment process as well as the examinee by interfering and providing the examinees appropriate and required feedback and mediation. In DA, moreover, attention is paid to the results of the intervention, and the mediator (examiner) shows examinees how to improve their skills on each item of the test (Sternberg & Grigorenko, 2002). The second category is about the role of feedback in DA and NDA processes. In NDA, the examiner holds an exam to assess the examinee but does not provide any feedback. In DA, however, the examiner immediately provides feedback to the examinee each time he makes a mistake until he comes up with the correct answer. The last category is the focal point of these two assessment types. While NDA puts

emphasis on the product during the assessment process, DA concerns the process itself as well as the product. Similarly, Poehner states that while NDA concentrates on the existing level of the learners, DA concerns the development of the learner during the assessment process.

All in all, in NDA learning does not take place. The examiner does not assist the examinees during the assessment process. There is a standardization in non-dynamic assessments; there are certain norms or criteria and the examinees' skills or performance on that assessment is determined by them. The examinees are to take those assessments and they are assessed according to their current abilities. DA, on the other hand, is a progressive process. It is more process-oriented type than product-oriented. The examiner is also the mediator who actively takes a role in the assessment process by providing necessary feedback and mediation to the examinee whenever they need it. DA supplements NDA by providing clues about the potential and the development of the learner (examinee).

### **Dynamic Assessment vs. Formative Assessment**

Formative Assessment and Dynamic Assessment are often confused with each other, or there is a misconception that Dynamic Assessment is part of Formative Assessment (hereafter FA). However, these two are separate processes. FA is informal and unsystematic generally, so there is a possibility that it either over or underestimates learner ability and progress. This results in incorrect or inadequate instruction. DA, on the other hand, is a systematic process and it decreases the possibility of faulty evaluation (Rea-Dickins & Gardner, 2000).

According to Poehner and Lantolf (2005), there are three ways to differentiate DA and FA. Due to the fact that DA is a systematic process, mediation cannot be offered haphazardly but must be tuned to those abilities that are maturing, and as they mature further as a consequence of mediation, the mediation itself must be continually renegotiated. As for FA, however, the teachers are generally inadequate in interacting with the learners in a way that systematically improves development. The second difference is that FA, unlike DA, generally aims to improve the student's performance on a specific task rather than long-term improvement, even if it is more systematic as in Leung and Mohan's (2004) study. The final difference relates to the contexts in which these assessments are used. FA is generally related and limited to the classroom and is frequently compared to summative assessment. Feedback and assistance provided during summative evaluation are thought to compromise



reliability and validity in interpreting test results. DA, on the other hand, argues that assessment and instruction are a whole and should be given together for the development of the student (p. 260-261).

### **DA Studies in EFL Speaking Contexts**

Studies on the effect of dynamic assessment on speaking skills have been less researched with regard to other language skills. There are certain studies on this topic around the world and in Turkey. A greater part of these studies showed that DA has an important effect on the learners' speaking skills. (Anton, 2009: p. 576; Ebadi & Asakereh, 2017: p. 17; Poehner, 2005: p.317; Yılmaz-Yakışık, 2012: p.128; Kır,2019: p.98; Orhon, 2022: p.195.)

One of the most substantial studies conducted in this field is Poehner's doctoral thesis (2005). He carried out his study on the oral proficiency of learners of French. The study was in pre-test – enrichment – post-test format. The participants were six advanced undergraduate learners of L2 French and they were to narrate the short videos after watching them. At the beginning of the study, the researcher gave the participants a pre-static and a dynamic assessment. Then, the researcher conducted the enrichment program according to the results of pre-DA and pre-SA tests. As a result of these tests, the researcher was able to identify the problems the participants faced during the completion of the tasks and the possible mediation they needed to overcome these problems for an enrichment program over the course of a six-week period. After the enrichment sessions, the post-DA and post-SA sessions were repeated. Additionally, Poehner conducted transfer assessments at the end of his study to see to what extent the participants could extend their knowledge. In all of the sessions, the participants were required to watch a brief video clip and then narrate the scene in French. The result of the study showed that the interactions between the participants and the mediator have an important effect on their development. The study of Ebadi and Asakereh (2017), in which they examined the effects of interventionist and interactionist DA on speaking ability and cognition, has also an important place in this respect. They conducted their study with two male participants. The data results of the study showed that DA helps learners improve their speaking skills and their self-regulation, as well.

In the Turkish EFL context, there has been a scarce study conducted mainly on the effect of the DA on the speaking skills of the learners. Yılmaz-Yakışık (2012), in her doctoral

dissertation, adopted and followed the same steps as Poehner's doctoral dissertation (p.88) She investigated the effect of DA on English Language Teaching (ELT) preparatory class students' speaking skills. At the end of her study, she concluded that participants in the DA group performed better at solving linguistic problems and using accurate narrative verb tenses than those in the NDA group.

Similarly, Kir (2019) conducted her study with 13 EFL preparatory school students studying in the Preparatory Year Program of a university. She followed the sandwich format of DA in her study. The sandwich format consists of three stages: pretest-mediation-posttest (p.42). In her study, she investigated the effect of DA on the learners' speaking skills and on their metacognitive awareness and revealed that participants in the DA group scored better than those in the NDA group and the interactions during the process affected metacognitive awareness of the participants positively.

## **Chapter 3**

### **Methodology**

This chapter details the methodology used to carry out this study in sections. Initially, the chapter displays the description of the setting and the participants. Next section describes data collection tools and the data collection process. As it is a mixed-method study, the process of this study will be presented in two different formats. For the quantitative part, statistical results will be depicted, and for the qualitative part the results will be presented through content analysis. The final section presents the data analysis in detail.

#### **Setting and Participants**

The study is executed in an EFL context with 10 seventh graders at a secondary school in Trabzon province throughout the 2023/2024 academic school year. The participants are all 13-year-old Turkish native speakers and have the same educational background. Reviewing the literature, it can be seen that the studies conducted in this field took place mostly with upper-level university students. There is a scarce study (especially in Turkey) conducted with a secondary level of students. Therefore, this current study was conducted with secondary school learners with an aim of contributing to the literature.

Before implementing the study, the researcher informed the school principal and the English teacher about the study and she remarked that due to the nature of the study, she needed students who could form sentences in English. Consequently, the participant selection method in this study is purposive. The participants, naturally, can not be expected to be experts in the English language since they are only secondary school learners. Their assumed level is A2 according to CEFR as it is stated in the Turkish Ministry Education English Lesson Teaching Curriculum (MoNE, 2018). Yet, in order to carry out the study properly, students with better speaking skills were tried to be selected. In the beginning, the number of participants was targeted as 14 students. The motivation behind keeping the number of participants limited is that interactionist DA requires one-on-one and specified instruction and assessment for each session. That is to say, the large number of participants may lead to make the process difficult for the both researcher and the participants due to factors such as limited time and participants' motivation. Bearing this in mind, 14 volunteer students were targeted as participants to be able to observe each of them in detail.

At the beginning of the semester, the researcher visited the classroom and explained the study to the students. She clarified the aims and the procedure of the study and she emphasized that voluntary participation is the most important criterion and they could

withdraw from the study at any time they want. Although the targeted participant number was 14, only 11 students volunteered to participate in the study. Next, the researcher handed out content information forms, which she created for both the students and for their parents since the participants are younger than 18, to the students who agreed to participate in the study. The cohort was randomly divided into two groups experimental (n=6) and control groups (n=5). Of these eleven participants, one informed the researcher that his family would move to another city so he had to withdraw from the study. It was a fortune that this student was from the experimental group, and the participant was excluded from the study, his data collected in the first session was not included in the study as promised in the content information form.

In total, the final numbers of the participants are 10 (5 girls, 5 boys) who are divided into experimental and control groups, and the motivating factor is that the two groups have equal numbers. In order to preserve the participants' anonymity, all participants were given pseudonyms. Since the research does not aim to search for whether the gender factor affects speaking development, gender equality was disregarded while choosing the participants. The participants of the study are displayed in the following table according to their distribution in two groups.

**Table 1:** *Participants of the Study*

<b>Groups</b>	<b>Number</b>	<b>Gender</b>
Experimental Group	5	3 Male/ 2 Female
Control Group	5	2 Male/ 3 Female

## Data Collection

The first step to carry out this study was to obtain permission from the relative institutions and organizations. First of all, approval was received from the Hacettepe University Ethical Committee (Appendix H) that the study is suitable to be carried out and it is found ethically appropriate.

Following the approval received from the ethics commission, the documents required to apply to the Ministry of Education were prepared and submitted. The important point here is that since the participants of the study are secondary school students and under the age of 18, the Ministry of Education requires permission from the students, their parents, and the ministry to carry out the study (see Appendix B, C, D). After the permission process, the data collection phase began.

The interactionist sandwich format of DA was selected to conduct this study. Accordingly, the data collection process consisted of three stages: pre-test-mediation-post-test. In the data collection process of the study, storytelling technique was used. According to Hirai and Kouzumi (2009), the storytelling technique helps teachers unite learning and assessment, which is the fundamental side of classroom assessment.

The purpose of this study is to see whether DA has an effect on students' speaking skills. Accordingly, a 6-week program was developed for the current study. The researcher carried out the study by paying attention to speaking mostly in English. However, due to the age and level of the participants, she sometimes switched to their native language, Turkish. As the initial step of the study, a pre-test was administered to both groups to see the deficiencies of the participants in the experimental group and what kind of mediation they needed. The researcher did not mediate the students at this stage. Both of the groups took the same test and they were required to read a short English study and narrate it to the researcher. The researcher conducted the tests herself, yet to increase the inter-rater reliability an experienced teacher accompanied the researcher in scoring the participants. The experienced teacher did not intervene in the tests, he only observed and scored the participants. The experienced teacher (hereafter E.T) is not the teacher who taught the participants at school. In this way, any possible factors and biases that could affect students' performance are prevented. When the process was explained to the experienced teacher, it was seen that he already had basic knowledge about dynamic assessment. The researcher, again, provided the necessary information to the experienced teacher regarding dynamic assessment, the process and content of the current study.

At the end of the pre-test (also in the post-test), the scores given by both researchers were calculated and the average score was determined as the final grade of each participant. The pre-test sessions took 15 minutes per each and they were all conducted one-to-one with the participants. The researcher also audio-recorded the sessions.

Following the pre-tests, the main part of the study started. A four-week DA speaking tests were given to the participants. The tests were similar to the pre- (and post-test) to make the study valid. In this stage, the participants were given again short English stories and they were required to read and narrate them. This stage was conducted with both groups in the form of one-to-one sessions, too. The researcher did not assess the participants' speaking skills in this part, rather she only conducted the tests. E.T also did not participate in the DA speaking tests. The participants in the experimental group were supplied with meditation each time they made a mistake. Nevertheless, the participants in the control group were not given any kind of mediation or feedback, rather they were only given the DA speaking tests.

During the mediation processes with the experimental group participants, the researcher pursued an interactionist approach to DA. The hints or feedback were not prepared in advance, they were formed through the interaction between the researcher and the participants of the experimental group. The experimental group participants, additionally, were informed that they could ask for help any time they needed. They were also informed that the researcher could ask questions about the short stories, provide feedback, or make comments at any time.

Adapting Poehner's mediated system (Mediation Typology), the researcher supplied mediation from most implicit to most explicit to the participants every time a breakdown occurred in students' performance or every time they needed help. The type of mediation was determined according to the student's level (ZPD) and responsiveness. For this reason, interactionist mediation was applied in order to be most beneficial to the students throughout this process.

The sandwich format was preferred during the placement of mediation. There are three stages in the sandwich format: Pretest - Mediation - Posttest. In the pre-test phase, the participants were not provided any kind of mediation. In the mediation phase, implicit and explicit mediation given to the students was provided according to the student's needs. In the post-test, the participants were not provided any kind of mediation again, and the effect of the mediation stage on the participants was assessed. The mediation Typology used by Poehner (2005: p. 160) in his study was used with all participants in the experimental group for the current study. The components of Mediation Typology are specified in Table 2.

**Table 2: Mediation Typology by Poehner (2005)**

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1. Helping Move Narration Along
2. Accepting Response
3. Request for Repetition
4. Request for Verification
5. Reminder of Directions
6. Request for Renarration
7. Identifying Specific Site of Error
8. Specifying Error
9. Metalinguistic Clues
10. Translation
11. Providing Example or Illustration
12. Offering a Choice
13. Providing Correct Response
14. Providing Explanation
15. Asking for Explanation

In addition to these mediations, students were also provided with mediation in their native language when it was necessary. Lantolf and Thorne (2006) state that as a requirement of SCT, students use their L1 (native language) as a mediation tool to organize their L2 learning (p.9).

Poehner also emphasizes that students' responsiveness to these mediations is also important. Because, depending on the reaction received or not received from the students, the mediator decides the mediation he should provide and how he should provide it. In this study, Poehner's Learner Responsiveness Typology (2005: p. 183) was used to assess the responsiveness of the participants more accurately. It is stated in the Table 3 below.

**Table 3 : Learner Responsiveness Typology by Poehner (2005)**

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1. Unresponsive
2. Repeats mediator
3. Responds incorrectly
4. Requests additional assistance Incorporates feedback
5. Overcomes problem
6. Offers explanation
7. Uses mediator as a resource
8. Rejects mediator's assistance

As the last step of the study, after these four-week DA speaking tests, a post-test was applied to both groups to measure the speaking skills of the participants. This test had the same format as the pre-test and DA speaking tests and was in 15-minute sections per participant. E.T accompanied the researcher in scoring the speaking skills of the participants; the average of their scores was calculated and given to each student as the final result.

After the whole assessment process, the researcher had an unstructured interview with the participants in the experimental group about the process. These interviews were used to gather information through a number of questions. The questions were about mainly the DA speaking tests, and the participants' opinions regarding the stories in the sessions, their thoughts about the process basically.

The researcher, furthermore, gave an open-ended questionnaire (see Appendix A) to E.T to assess the participants' speaking skill development as an expert. The main purpose here was that the participants were not mature enough to evaluate their own development due to their young age and level. By doing so, the researcher aimed to enhance inter-rater reliability and eliminate any possible bias.

All stages are also explained one by one in the instruments section.



## **Instruments**

As for the data collection instruments, the researcher chose simple short English stories for the participants regarding their level and age. The short English stories were chosen as stories that would attract students' attention, be appropriate to their level, and not cause harm. They were sent to the relevant Ministry of Education institution for control and approval. Although the stories were open-access resources, the researcher again obtained permission from the company to use them in her study. Before the implementation phase, the stories and tasks were reviewed by the expert to ensure face validity. To ensure equal conditions, the researcher implemented all stages herself in both groups. The researcher (also referred to as the mediator) is an English Teacher and has three years of teaching experience at different levels. She holds an undergraduate degree in foreign language teaching and she is doing her master's in the same department.

The duration of each session, (pre-tests- DA speaking tests- post-tests), in this study took 15 minutes. They were conducted as one-to-one sessions with the participants and they were audio-recorded. The researcher also had unstructured interviews with the participants of the experimental group about the process. Additionally, she gave an open-ended questionnaire form to E.T so that it could be evaluated by someone else.

## **Pre-tests and Post-tests**

The aim of the current study is to find out whether DA has an effect on the speaking ability of secondary school learners. Mediation is the main source of DA to develop the learners' skills. With this aim, the researcher implemented the pre-tests to find out the learners' shortcomings and what kind of mediation they needed.

In the pre-test session, both the control and experimental groups were required to read short stories and then narrate them. At the beginning of each session, the learners were given a glossary to look up the words they didn't know in the stories. The reason behind this is that, in this study, the aim is not to assess their vocabulary knowledge but rather to assess their grammar and fluency especially their use of appropriate tenses. At the beginning of each narration part, the researcher asked the students a few questions about the related story as an introduction phase. In this way, it was aimed to reduce the stress level of the participants and to guide them to speak more. As Krashen's affective filter hypothesis (1985) recommends emotional factors are efficient in the learning of a new language process.

In the post-test session, both of the groups took the same test format used in the pre-test to assess the development or change in the learners' speaking skills. The researcher asked the students a few questions about the related story as an introduction phase, too. The participants again were required to read short stories and then narrate them. E.T again participated in the post-test sessions and assessed the participants with the researcher. To ensure similarity in both the pre-test and the post-test, the selected stories were of the same type. The stories were about the life of well-known personalities in history. In the pre-test, a short story about the life of Isaac Newton was chosen, and in the post-test, a short story about the life of William Shakespeare was chosen, whose difficulty level was slightly increased since it was after the mediation stage.

The pre-test story was about scientist Isaac Newton. The researcher asked questions of the participants at some necessary places. The questions were about topics in the story, such as Isaac Newton's life, his school, and what he discovered. In the post-test, during the participants' narration of the story, the researcher asked them about information and important events about William Shakespeare in the story.

### **DA Speaking Tests**

Following the pre-tests, the essential part of the study was implemented. DA speaking tests of the study took four weeks. In DA speaking tests, both of the groups took similar tests as they did in the pre-test sessions. Among the short stories used at this stage, the first week was about the life of a hero (Robin Hood), the second week was about a shopping adventure (Monster Shopping Trip), the third week was about space (Cold Planet), and the fourth week was about the life of a character again (Emmeline Pankhurst). The researcher conducted this part with the control group without any feedback or mediation whereas she gave mediation to the experimental group. The experimental group participants were provided feedback and mediation each time they made a mistake. They were informed that they could ask for help any time they needed. The researcher also stated that she would intervene at any time to ask questions about the short stories, provide feedback, or make comments.

In the DA speaking tests, the researcher didn't score the participants' speaking performance and E.T did not attend the DA speaking sessions. The aim of conducting this part of the study was to see the effect of DA and mediation on the students' speaking skills. Consequently, the researcher only conducted the speaking tests and tried to find out the difference regarding the before and after process of mediation in DA speaking tests.

The DA Speaking story was again chosen as the life of a hero in order not to disrupt the flow of students passing the pre-test. The researcher asked the students questions about the important parts of the story.

The 1<sup>st</sup> DA Speaking story was again chosen as the life of a hero in order not to disrupt the flow of students passing the pre-test. The researcher asked the students who read the story of Robin Hood questions about the important parts of the story. When deciding which questions to ask, attention was paid to the questions that participants could give long answers to and that would allow the researcher to observe how they use grammar structures and tenses. In fact, this is valid for all stages. The 2<sup>nd</sup> DA Speaking story was about monsters going shopping. And the 3<sup>rd</sup> story was about aliens. The participants enjoyed these stories very much. And this helped them become more engaged in the conversations. The 4<sup>th</sup> speaking test was also chosen as a life of a hero to create flow while moving on to the post-test. On completion of this four-week DA speaking test, participants were taken a post-test to see their development. A table showing the stages of the study is given below.

**Table 4:** *The Process of Data Collection*

Stages of the Tests	Experimental Group	Control Group	Materials
1	Pre-test	Pre-test	English Short Stories
2	1 <sup>st</sup> DA Speaking Test	1 <sup>st</sup> NDA Speaking Test	English Short Stories
3	2 <sup>nd</sup> DA Speaking Test	2 <sup>nd</sup> NDA Speaking Test	English Short Stories
4	3 <sup>rd</sup> DA Speaking Test	3 <sup>rd</sup> NDA Speaking Test	English Short Stories
5	4 <sup>th</sup> DA Speaking Test	4 <sup>th</sup> NDA Speaking Test	English Short Stories
6	Post-test	Post-test	English Short Stories

### Open-ended Questionnaire

With an aim to see the development of the experimental groups' participants, and to compare both groups an open-ended questionnaire was given to the E.T after the whole assessment process. E.T was asked to evaluate the participants' progress from an outside perspective. The reason behind using open-ended questionnaires in the study is that they offer respondents an opportunity to provide a wide range of answers. (Hyman & Sierra, 2016, p. 2) Therefore, the researcher had an opportunity to examine the opinions of E.T about the effectiveness of the process. The questions in the open-ended questionnaire were prepared by the researcher and the supervisor of this thesis. The open-ended questionnaire questions are presented in Table 5.

**Table 5:** Open-Ended Questionnaire Questions

- 
1. Do you think that Dynamic Assessment promoted the development of secondary school EFL learners' speaking performance?
  2. If yes, to what extent does DA promote the development of secondary school EFL learners' speaking performance?
  3. Considering the whole process, can you compare the experimental and control group participants?
  4. Do you think that the mediation (the interaction during the DA-based speaking tests) affected the participants' learning?
  5. If yes, to what extent did it affect their learning? Please give specific examples.
  6. What do you think about the materials used for assessing participants' speaking?

### **Unstructured Interviews**

At the end of the whole process, the researcher implemented an unstructured interview with the participants about the process. She conducted the unstructured interviews only with the participants of the experimental group since they were given the mediation and feedback. The main purpose of the unstructured interviews was to find out the opinions of the participants of the experimental group about the effect of the DA and mediation. According to Fox (2009), the intention reason for implementing an unstructured interview is to gain a 'rich picture of what is happening in a setting by talking at length and in detail to participants involved. Regarding the level of the participants and to prevent any misunderstanding, the interviews were held in Turkish (L1), which is their native language. Each interview session were audio-recorded.

### **Rubric Used In The Current Study**

A rubric can be defined as a multi-purpose scoring guide for assessing student products and performances (Wolf & Stevens, 2007, p.3). Since rubrics contain not only grading but also evaluation criteria, they make the process of exams or tests easier for both the exam organizers and the examinees. That's why they are used frequently by teachers, especially in the field such as assessing speaking skills. Accordingly, one of the points taken into consideration while determining a rubric to be used for the current study was it's being a rubric suitable for the level of the participants and its being a rubric solely on speaking skill. In the present study, the researcher and the supervisor of this thesis decided to use the rubric prepared by Dr. Burcu Şentürk by taking into account the CEFR criteria. Dr. Şentürk has many studies in the field of CEFR (Kocamangil Yıldırım & Şentürk, 2022; Mirici & Şentürk, 2019; Şentürk, 2017). After determining the rubric, the researcher received permission from Dr. Şentürk to use the rubric in the study (see Appendix F).

The rubric has five main components: fluency & pronunciation, vocabulary, grammatical range & accuracy, appropriateness of responses, and comprehension. It contains definitions for each level and the levels are scored from one to four.

## **Data Analysis**

For the current study, two kinds of analysis methods are used. Statistical software was used for the quantitative part, and in the qualitative part content analysis was conducted. The analysis process will be explained in detail below.

### **Quantitative Part**

The researcher compared the two groups' speaking performance via their narrating of English stories they read. In all of the stages, the researcher audio-recorded all of the sessions and transcribed and analyzed them. At the end of scoring the participants speaking performance, the researcher and the experienced teacher calculated their scores and the average score was determined as the final grade of each participant. Next, the researcher listed each participant's scores on each criterion of the rubric separately as pre-test and post-test. And she added their latest scores to these lists. SPSS 23 was used for analyzing the data. The motivating factor behind using SPSS was it provides an efficient and organized way for analyzing statistical data. At the same time, it was easy to access because it was provided free of charge to students in the software repository of Hacettepe University. To compare the speaking performance of the participants, the scores of each were entered separately into SPSS as pre-test and post-test. In an attempt to find out whether there is a statistical difference between the experimental and control group's speaking skills, an independent t-test was conducted before and after the DA speaking tests. The results of the analysis were stated in descriptive statistics and tables.

### **Qualitative Part**

The researcher prepared another qualitative data to support the findings of the study and to triangulate the study. She prepared an open-ended questionnaire for the experienced teacher, who accompanied her throughout the process, consisting of questions about the DA process and whether it had any impact on the participants. The survey questions were checked by an expert.

As another qualitative data, unstructured interviews were held with the experimental group participants to learn their opinions about the process. All of these qualitative data were analyzed by using the Content Analysis method. The reason behind choosing Content Analysis is that it provides an in-depth analysis and allows making inferences about the content and the participants. It is defined by Krippendorff as "a research technique for

making replicable and valid inferences from texts or other meaningful matter to the contexts of their use.” (2013, p.24). Therefore, Content Analysis is quite appropriate in this qualitative data analysis to depict the participants’ ideas and to interpret them through content analysis.

In the first step of the qualitative analysis part, the open-ended questionnaire conducted with the experienced teacher was analyzed. The first step was to transfer the data from a hard copy to a Word document. Then, the researcher made a general comment on the results. In the second stage of the qualitative analysis, there was the analysis of unstructured interviews conducted with the experimental group participants. The researcher had audio-recorded the interviews. During the analysis phase, the audio recordings of each interview were transcribed verbatim. She created themes from the results and made a general comment on these results. The analysis part of the study was also checked by the supervisor of the current study.

### **Summary of Methodology**

In the current study, with an aim to find an answer to three main research questions, two different types of data analysis were conducted. The instruments used for the data collection procedure were reading text tasks, an open-ended questionnaire, and unstructured interviews with the experimental group participants. The study consists of 10 secondary school students divided into two groups: experimental and control groups. The quantitative data was analyzed using SPSS, and the qualitative interview results were interpreted with Content Analysis.

A table prepared to summarize the methodology of this thesis is attached below:

**Table 6:** *Methodology of the Thesis*

<b>Research Question</b>	<b>Instrument</b>	<b>Participants</b>	<b>Number of Participants</b>	<b>Data Analysis</b>	<b>Type of Analysis</b>
<b>RQ1</b> What is the impact of Dynamic Assessment on the secondary school EFL learners' development of speaking skills?	Reading Text Tasks	Secondary School EFL Learners	10	Quantitative	Statistical Analysis Using SPSS 23
<b>RQ2</b> How does the DA-based speaking test sessions affect the experimental group's speaking skills?	Reading Text Tasks	Secondary School EFL Learners	10	Quantitative	Statistical Analysis Using SPSS 23
<b>RQ3</b> What are the secondary school EFL teacher's thoughts on the achievement of their students' speaking performance at the end of the study?	Unstructured Interviews	Experimental Group	5	Qualitative	Content Analysis
	Open-Ended Questionnaire	Experienced Teacher (E.T)	1	Qualitative	Content Analysis



## **Chapter 4**

### **Findings, Comments and Discussion**

#### **Introduction**

The results section includes two parts. The first part includes the results of quantitative data; an analysis of comparing dynamic assessment sessions for both experimental and control groups while qualitative results of the study are presented in the second part. In the quantitative phase of the study, in addition to the DA speaking tests which were applied to only the experimental group, pre and post-speaking tests were applied to both groups to compare their development in speaking skills.

For the qualitative part, unstructured interviews were held with the participants from the experimental group to depict their ideas about the effect of the process of DA and mediation. Moreover, an open-ended questionnaire was given to the E.T who was accompanying the researcher during the process with an aim to see the development of the experimental groups' participants, and to compare both groups' speaking performance better.

The quantitative data were analyzed by means of appropriate statistical analyses, and the qualitative data were analyzed by means of content analysis technique. The interpretation of the data will be discussed in accordance with the order of the research questions under the Discussion title. The following research questions will be addressed in this chapter:

1. What is the impact of Dynamic Assessment on the secondary school EFL learners' development of speaking skills?
2. How does the DA-based speaking test sessions affect the experimental group's speaking skills?
3. What are the secondary school EFL teacher's thoughts on the achievement of their students' speaking performance at the end of the study?

## Findings

### Analysis of Pre And Post Speaking Test Results

Each of the participants in both groups was given the pre- and post-speaking tests. Descriptive statistics of pre- and post-test results of both groups comprising standard deviation, mean, the p value, minimum and maximum scores were compared and presented in Table 7 and Table 8.

**Table 7: Descriptive Statistics for Pre-test Results**

GROUPS	N	Min.	Max.	Mean	SD	P
EXPERIMENTAL GROUP	5	6	10	8.0	1.58114	
<b>PRE-TEST</b>						.72
CONTROL GROUP	5	6	11	8.4	1.81659	

**\*(p>0,05)**

**Table 8:** *Descriptive Statistics for Post-test Results*

GROUPS	N	Min.	Max.	Mean	SD	P
EXPERIMENTAL GROUP	5	16	19	17.2	1.09545	
<b>POST-TEST</b>						.01
CONTROL GROUP	5	10	14	11.4	1.67332	

**\*(p<0,05)**

Owing to the value of 'p' being 0,72 (much higher than 0,05), it can be revealed from the statistical results in Table 7 that both the control and the experimental groups display nearly similar performances during the pre-test and there is no statistically significant difference between both groups' performance. Hence, it can be asserted that both of the groups' performances were equal in the first place depending on the pre-test assessment results. Their sentence construction and grammar knowledge were nearly the same.

As it was stated in earlier chapters, the aim of this research was to find out the students' speaking performance through the narration of short English stories. According to Table 7, in the pre-test sessions, the participants from both groups had difficulty with this. In pre-test sessions, the participants mostly made grammar-related mistakes. The participants keep on their mistakes in each criterion besides grammar-related ones during all of the pre- / DA- NDA/posttest stages. The researcher created a table to list the participants' mistakes. They are depicted in Figure 3.

**Figure 3:** *List for Error Categorization*

<b>Error Categorization</b>	<b>Examples</b>
Incorrect verb usage	He be famous. (He is famous.)
Not being able to find appropriate verb	The Sheriff tried to catch but never..  hocam hatırlamıyorum başarmak neydi.
Conjugating the verb incorrectly (Present Simple Tense)	The people says he is a good man.
Conjugating the verb incorrectly (Past Simple Tense)	He weared green clothes.
Subject-verb disagreement	He have an archer.
Wrong Negative Tense Form	He not catch him.
Short answer	T: Do you know Robin Hood?  Talk about him.  I: Yes. (She needs to explain here.)

As can be seen in Table 8, the value of 'p' is lower than 0,05 in their post-tests, which means there is a difference between both of the groups' performance. Consequently, it is obvious that the experimental group benefited from the mediation stage and achieved a better result in the post-test. And there was a difference between the control group in terms of their speaking performance. Furthermore, we can see that the students' speaking performance increased in the post-test sessions. Although this improvement was expected in the experimental group as a result of DA sessions, what is surprising is the slight improvement in the control group as well. However, as the test results are compared, it is seen that the results of the experimental group are higher than the control group. There is a significant difference in the speaking performances of both groups, and it proved that the experimental group benefited from DA sessions and mediation. Here, it can be stated that

DA sessions had an important effect on the experimental group participants' speaking performance.

To conclude, the tables above depict that the post-test scores of both experimental and control groups were higher than the pre-test scores. Although these results were expected in the experimental group, there was also a slight increase in the control group, as can be seen from the post-test. However, it is clear that the post-test results of the experimental group are better and nearly close to perfect when compared with the control group. Which means experimental group outscored control group. The results for both groups are given in detail below.

### **Analysis Of Dynamic Assessment Sessions Of The Experimental Group**

As mentioned above, following the pre-test sessions the researcher conducted a four-week DA session with the participants of the experimental group in order to compare speaking skill development of both groups. In the post-test sessions applied to both groups at the end of these DA sessions, the results of the experimental group were higher than the control group. This is an evidence that DA sessions, which constitute the main point of the study, have a great impact on this development. As stated in the method chapter, participants' speaking performances were not scored during the DA sessions. Instead, they were only given the sessions and observed by the researcher. The control group only read the given stories and narrated them without any intervention whereas the experimental group proceeded with continuous mediation and feedback in DA sessions.

In the first DA session, the participants were like fish out of water, so to speak. Since they had never had such an experience before, they did not know what strategies to use or what to do when they made mistakes. Hence, in the first DA session, participants were provided with assistance on topics such as appropriate response types and strategies they could use. In the second DA session, moreover, the participants began to realize the procedure and what happened. Then, they started to wait for mediation on the mistakes they made or for the answers and sentences they could not remember. In addition to this, they began to pay attention to their mistakes and the mediator's mediation, which resulted in their reciprocity going higher. As from the second DA session, the participants got accustomed to the process and it led to their development becoming faster. They became open to mediation and feedback from the mediator. They interacted with the mediator more. Nevertheless, it should be noted that not all of the participants were the same since their

background knowledge and responsiveness to the mediation were different from one another. Throughout the third and last DA session, the participants became more experienced and started to take control of their own learning. They did not need to be given explicit correction, instead, they recorrected their own mistakes and became making less mistakes. All of the participants showed improvement in each criterion of the rubric. Each participant showed improvement in all areas of pronunciation, vocabulary, appropriateness of responses, and comprehension. Although it was seen that all participants had some common problems during the DA sessions, the results were presented for each participant based on their most frequently repeated mistakes in the findings section.

One of the participants, Busenaz, increased her fluency and pronunciation score from 2 on the first test to 4 on the post-test. Busenaz was a shy student, but she was very willing to speak. Based on her response in the interview, it can be said that her timidity increased even more because she was afraid that the researcher would get angry at him for every mistake she made, just like his own teachers. However, the researcher noticed this shyness in the pre-test stage, and she approached Busenaz with extra care in the DA tests. And she politely pointed out and corrected the mistakes. The participants generally had a problem pronouncing the letter 'w'. This pronunciation error was already corrected before the post-test in Busenaz's case. In addition, it was practiced with each participant that the letter '-g' in the '-ing' suffix at the end of the verbs should not be pronounced. Busenaz also overcame this error in the post-test (see excerpt e for full transcript).

#### **Excerpts From Busenaz's Case:**

---

**\*M stands for the mediator.**

*Busenaz: He loved playing tricks on people.*

*M: Busenaz'cım fiillerin sonundaki '-g' harfini yazıyoruz ama okumuyoruz canım. 'He loved playin' Söyle bakayım?*

*Busenaz: 'He loved playin'*

*M: Çok güzel. (Perfect.)*

**(DA Speaking Test 1)**

*Busenaz: He said we can visit Henry's cousin.*

*M: 'w' sesini, 'v' sesi gibi telaffuz etmiyoruz. Bak bu şekilde yapıyoruz. (Makes her mouth sound like the letter 'w'.)*

*Busenaz: (Imitates Mediator.)*

**(DA Speaking Test 2)**

*Busenaz: Shakespeare worked in London as an actor and then started writing plays too. (She pronounced both the 'w' sound and the '-g' sound very well.)*

*Busenaz: Shakespeare wrote comedies and tragedies. ( The pronunciation of the 'w' sounds are correct.)*

**(Post Test )**

Ezel was having problems with the past tense conjugation rule of verbs. He constantly added '-ed' to verbs, regardless of whether they were regular or irregular, and he was. When asked about the rule, he remained silent and did not answer. Although this showed that he had learned the past tense '-ed' rule, it showed that he could not fully grasp the part of regular-irregular verbs. Throughout the process, the researcher remained silent at first, waiting for Serkan to realize his mistake, and then, when there was no response, she explained the rule to him. In the following steps, when Ezel repeated his mistake, the researcher used the strategy of remaining silent and waiting for Ezel to remember the rule. He benefited from being given feedback on his mistakes and was able to correct his own mistakes without mediation (see excerpt a for full transcript).

**Excerpts From Ezel's Case:**


---

*Ezel: They goed to London.*

*M: 'Go' nasıl bir fiil? (What kind of verb is 'go'?)*

*Ezel: ..... (remains silent)*

**(DA Speaking Test 2)**

*Ezel: He goed to Fliptune.*

*M:.... (Stays silent, waits for the student to realize his mistake.)*

*Ezel: Aa evet, go'ya '-ed' takısı gelmiyordu. (Oh yes, we don't add '-ed' to 'go'.)*

**(DA Speaking Test 3)**

Regarding Eysel's statements in the interview, she defines herself as a shy person. And she did not consider herself competent in speaking English. The main problem encountered

in the DA speaking sessions with her was that Eyaan forgot to add verbs to the sentences. The researcher started by implicitly mediating with the participant, as she does with every participant. By implying, she asked questions to Eyaan about verb rules. However, she was very close to mediation at the beginning of the DA sessions and was generally hesitant to answer. Throughout the process, the researcher was determined to interact with her, so she motivated her with comforting sentences, enabling her to interact. At the end of the process, she was one of the participants who showed the most improvement. In the post-test, Eyaan answered every question asked by the researcher correctly and with the correct sentence structure (see excerpt b for full transcript).

### **Excerpts From Eyaan's Case:**

---

*Eyaan: He not catch him.*

*M: He what?*

*Eyaan: He not catch him.*

*M: Bak tekrar 'not' dedin. Neydi kural? (Okay, you said 'not' again. What was the rule?)*

*Eyaan: Bilmiyorum... ( I don't know.)*

*M: Tamam. Bak şimdi. Geçmiş fiillerde olumsuz fiil kullanacaksak 'didn't' diyoruz, tamam mı? Ve bu hepsinde geçerli. Şimdi söyle bakalım nasıl söyleriz bu cümleyi?*

*Eyaan: ..... (silence)*

### **(DA Speaking Test 1)**

*M: Did Shakespeare go to university?*

*Eyaan: No. He didn't go to university.*

### **(Post Test )**

The surprising fact was that there was no change in the scoring of one participant (Serkan) in grammar. Serkan was constantly conjugating verbs incorrectly or there was subject-verb disagreement in his sentences. In this regard, although the mediator first started by giving implicit feedback, as it progressed, it turned into giving explicit intense feedback. However,



even in the posttest, Serkan made a mistake in conjugating the verb again (see excerpt d for full transcript).

### Excerpts From Serkan's Case:

---

*Serkan: Robin Hood and his friends is thief.*

*M: Robin Hood and his friends....? (She interrupts the sentence to make Serkan realize his mistake.)*

*Serkan: Evet. Yanlış mı? (Yes, is it wrong?)*

*M: Çoğullarda hangi yardımcı fiili kullanıyorduk?*

*(Which auxiliary verb do we use in plurals?)*

*Serkan: Am?*

*M: Çoğullar? (Plurals?)*

*Serkan: He, tamam. 'are.'. (Oh, okay. 'are')*

**(DA Speaking Test 1)**

*Serkan: Shakespeare wried comedies. (should have been 'wrote')*

**(Post Test )**

Deniz was a very excited participant while speaking. He was very shy in the first stage of the speaking tests. While communicating with him, the researcher reassured Deniz about his mistakes by emphasizing that these mistakes were normal and a natural part of the language learning process, rather than a way of informing him that would worry him. Deniz responded to the participant's mediation from the first stage and he started to use the mediator as a resource. He consulted the mediator in parts he did not know. He was one of the best participants in terms of responsiveness. However, since he made it a habit of constantly asking questions to the mediator, he could only correct his mistake in the post-test with her support. Normally, the mediator was determined not to give such constant mediation, but this was the best way to relieve Deniz's excitement and conduct speaking tests with him (see excerpt c for full transcript)..

### Excerpts From Deniz's Case:

---

*Deniz: He have an archer.*

*M: He have?*

*Deniz: Evet. Yanlış mı? (Yes, is that wrong?)*

*M: He, she, it'lerde 'have' mi diyorduk?*

*(Do we say 'have' with he/she/it? )*

*Deniz: (Remains silent.)*

*M: 'Has' diyorduk, dimi?*

*(We say 'has', right?)*

*Deniz: A evet. He has an archer.*

*(Oh, yes. He Has an archer.)*

### (DA Speaking Test 1)

*Deniz: Shakespeare have 3 kids.*

*M: ..... (Remains silent, waits for the participant to realize his mistake.)*

*Deniz: Neyi yanlış yaptım? (What did I do wrong?)*

*M: Shakespeare have 3 kids. (Repeats the mistake.)*

*Deniz: A evett. Shakespeare has 3 kids. (Oh, okay. Shakespeare has 3 kids.)*

### (Post Test )

Comparing both groups, the results demonstrate that there is a significant difference in their post-test scores ('p' value is 0,01).

### **Analysis of Non-Dynamic Assessment Sessions of the Control Group**

The results of the control group revealed that all of the participants scored slightly better in their post-tests than in pre-tests. Whilst the highest score increase in the control group was six points, it was observed that one participant showed no change in his performance. Nevertheless, the participants showed developments in different rubric criteria. Four participants advanced in vocabulary and grammar skills whereas only one of them bettered his pronunciation skill. Three participants bettered at their appropriateness of responses and comprehension skills. These results show that although mediation or feedback was not given to the control group participants in their NDA process, the 4-week story reading and narrating process caused some improvement in them, too. Nevertheless, since the participants never realized their mistakes and did not learn how to correct these mistakes or the strategies, they had almost no chance to correct their mistakes. For example, Gökberk could never establish the third-person singular 's' rule (see excerpt f for full transcript).

#### **Excerpts From Gökberk's Case:**

---

*Gökberk: Robin Hood have an archer. (NDA Speaking Test 1)*

*Gökberk: Neila! Neila have a torch. (NDA Speaking Test 3)*

*Gökberk: Shakespeare's mom have eight kids. (Post-Test)*

Ilgaz and Burçak constantly gave short answers to the mediator's questions. As we progressed with the NDA tests, although their answers were a little longer, they were still not enough (see excerpt g for full transcript).

#### **Excerpts From Ilgaz's Case:**

---

*M: Do you know Robin Hood? Can you tell me?*

*Ilgaz: Yes. (NDA Speaking Test 1)*

*M: What was the color of the beast? Can you explain a little?*

*Ilgaz: ... green. (NDA Speaking Test 2)*

#### **Excerpts From Burçak's Case:**

---

*M: Can you tell us a little about the monster?*

*Burçak: It's green. (NDA Speaking Test 2)*

*M: Who is Emmeline? Tell about it.*

*Burçak: Important girl. (NDA Speaking Test 4)*

Simten and Mehtap, on the other hand, often either forgot the verbs or used the wrong verbs. (see excerpt h and i). Since she could not get any feedback on this issue, she continued her mistakes.

#### **Excerpts From Mehtap's Case:**

---

*Mehtap: Newton grow up on a farm. (should have been 'grew up') (Pre-test)*

*Mehtap: Robin Hood a good man ('is' is missing) (NDA Speaking Test 1)*

*Mehtap: Emmeline... in Manchester. ( 'was born' is missing) (NDA Speaking Test 4)*

*Mehtap: He marry Anna. (the verb 'marry' was conjugated incorrectly.) (Post-Test)*

#### **Excerpts From Simten's Case:**

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*Simten: Hairy Henry handsome. ('is' is missing) (NDA Speaking Test 2)*

*Simten: Shakespeare famous. (She forgot the verb again.) (Post-test)*

The excerpts of the participants showing their deficiencies can be found in Appendix E.

## Experienced Teacher's Opinions On The Process

### Open-Ended Questionnaire Results

At the end of the process, an open-ended questionnaire was given to E.T who was involved in the process and scored the participants together with the researcher in the pre-tests and post-tests. The aim here was to both increase the validity of the study and to prevent any possible bias of the researcher. Thus, this study includes qualitative data in addition to quantitative one. The open-ended questionnaire questions and the E.T's answers to each question are given in the table below. The discussion of the open-ended questionnaire, starting from the first question and its answer to the last one will be given after the table.

**Table 9:** *The Results of the Open-Ended Questionnaire*

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#### Open-ended Questionnaire Form

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**1. Do you think that Dynamic Assessment promoted the development of secondary school EFL learners' speaking performance?**

Yes. Of course. The experimental group's post-test performance was better than the control one.

**2. If yes, to what extent does DA promote the development of secondary school EFL learners' speaking performance?**

Objectively, as can be deduced from the statistical results, the post-test scores of the experimental group are higher than the control group. In addition, from my own observations, I can subjectively say that, compared to the pre-test, the performance of the experimental group in the post-test was better than that of the control group.

**3. Considering the whole process, can you compare the experimental and control group participants?**

At the end of the process, I can say that the speaking skills of the experimental group made really good progress. Participants can now more easily realize their own mistakes. They also learned strategies they could use to correct their mistakes. They are now more comfortable speaking English. On the other hand, I can say that the control group is a little better than in the pre-test. But they are pretty, pretty far behind the experimental group.

It seems that the 4-week process of reading and narrating English short stories, even without any mediation or feedback, also had an effect on the speaking skills of the control group. But they still don't realize their own mistakes and thus they don't know how to correct them.

**4. Do you think that the mediation (the interaction during the DA-based speaking tests) affected the participants' learning?**

Yes. Definitely. Participants adapted to the process even more after those four weeks. And they became even more confident thanks to their learnings during the mediation process. The participants, who had not known what to do in the first place, were very confident in themselves and knew what they were doing after the mediation process. They are now able to understand the mistakes they make while speaking without needing help, and they have learned a few strategies in the process to overcome their mistakes.

**5. If yes, to what extent did it affect their learning? Please give specific examples.**

As I just mentioned, the mediation process was very helpful for the experimental group participants. To give a specific example, all students experienced a noticeable improvement in their pronunciation. They learn how certain sounds should be pronounced. For example, they now know how to pronounce the 'w' sound. And they pronounce words with this sound correctly. Such as 'were' or 'what'.

## **6. What do you think about the materials used for assessing participants' speaking?**

I really liked the materials. They were very interesting and appropriate to the students' (participants') level. I also liked how the materials were adapted to the process. The arrangement was very good. Factors such as the similarity of the material content used in the pretest and posttest and the length of the stories showed that it was the result of a meticulous study.

The presence of E.T with the researcher in the pre-test and post-test increases the reliability of his comments. Therefore the E.T's answers, which are gathered as qualitative data in addition to the quantitative results, show that this study had a positive contribution to the speaking skills of the participants. E.T answered the first and second questions by assessing the performances of the two groups, which corresponds with the researcher's observation, also. Although the participants in the control group slightly increased their scores in the post-test, they still experienced difficulties in making sentences due to mispronunciation, incomplete grammar knowledge, and constant pauses during their speaking. On the other hand, the experimental group showed a much better performance in the post-test and managed to carry the strategies they learned in the DA speaking tests to the post-test. When they made a mistake, they corrected their own mistakes without waiting for the mediator (researcher) to correct them.

As it can be understood from the answer given to the third question, E.T also thinks that the experimental group has a better performance than the control group. Although the control group also showed some improvement, the teacher agrees that the real improvement was in the experimental group.

The fourth question was about one of the key parts of the research. The purpose of asking this question was to find out whether the mediation and feedback given during the process worked for the participants. As mentioned above, while the participants were individuals who did not know what to do in the pre-test and were unfamiliar with the process, they gained an idea of what to do thanks to the mediation and feedback they received in the DA speaking tests, and this led to the development of their speaking skills. The fifth question was asked to E.T to learn a concrete example of this development. The answer E.T gave was the improvement of the participants in their pronunciation. When the two groups are

compared, the most important improvement difference is indeed in pronunciation. In the experimental group all of the participants improved in pronunciation, while in the control group, this number was only one.

The last question was to get an opinion from a different experienced English teacher in the field regarding the suitability of the materials used in the process. This question was also asked to the experimental group participants during the unstructured interview and it will be discussed below. The aim here was to see whether the materials were appropriate to the level of the participants and were interesting.

When choosing short stories, the researcher paid attention to every detail. Taking into account the age and level of the students, she tried to find materials that would attract their attention and not cause them to get bored. In addition, factors such as whether the stories were suitable for the children's level or not containing any inappropriate content were also taken into consideration. The selected stories are short, understandable, and appropriate to the level of the participants. E.T's answer also corresponds to these facts. Additionally, E.T overemphasized that choosing stories with the same content in the pretest and posttest was a very effective decision for authenticity of the research. Although the stories are open-source resources, permission from the foundations were also obtained for them.

### **Unstructured Interview Results**

Current work, as the name suggests, includes a dynamic and constantly changing process. Hence, it led us to choose unstructured interview type among the interview types. The motivation behind this choice is that the content of the interview questions in the unstructured interview can be easily changed according to the information collected from the participant (Karasar, 2015). It provides flexibility to the researcher during the process. Moreover, an unstructured interview creates a friendly atmosphere and due to the fact that it takes place in a conversational manner, participants can express their thoughts more easily. The ones affected by the process was the experimental group; therefore, unstructured interviews were conducted only with them. They were audio-recorded. Parts of the excerpts of the dialogue with each participant will be given below.

These talks focused on two main points. The first one was how the students felt during the process and how they evaluated themselves and the other one was their opinions about the DA process. When the participants were asked how they felt at the beginning and end



of the process, all of them stated similar opinions such as they were confused and a little worried at first, but towards the end they expressed that it was fine. Their answers are stated below and interpreted by the researcher. The researcher also created themes from the common answers given by the participants and depicted them with graphics.

*Deniz: I was afraid at first. I mean, speaking... and explaining things in English scared me. Then, when I talked to you and you helped me with my mistakes, I felt even more comfortable.*

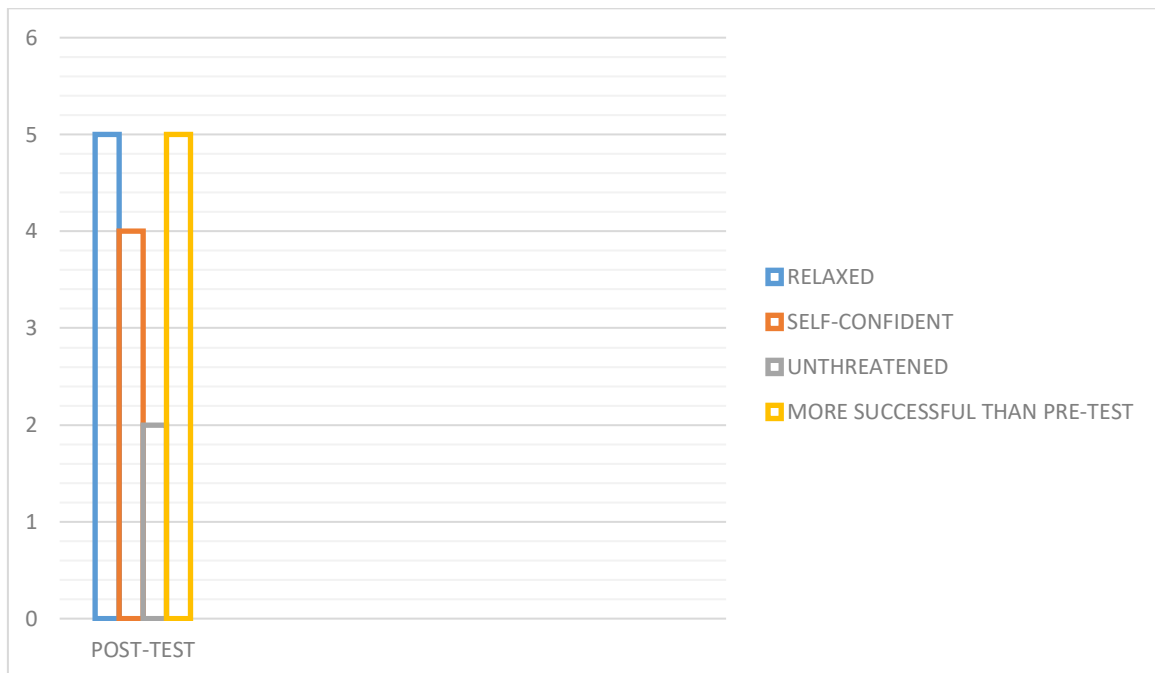
*Serkan: I was excited and anxious. I've never had an opportunity like this, so I really wanted to participate. But I think my speaking performance was bad. I had a lot of trouble speaking English, especially with pronunciation. Do you remember, hocam, we had great difficulty in pronouncing the 'w' sound (he is laughing.) Thank you again. Now I know how I can do it (He moves his lips as if sounding the 'w' sound).*

*Ezel: I didn't know what to do in the first place, I was nervous. I mean, you told us about your study, but I didn't know how to speak in this study. When you helped me with my mistakes, I started to adapt to the process even more.*

*Eyşan: Teacher, I could hardly speak at first, because I was really shy and excited. When I hesitated, I didn't know how I could make up for it. I paused frequently. I'm more comfortable now. When someone asks a question, I can easily answer it.*

*Busenaz: I was very hesitant and shy. At first, I thought you would get angry when we made mistakes, just like our teachers. But it didn't happen that way. You approached us with a smile and guided us through every mistake we made. You corrected our mistakes. In the post-test, I spoke to you very comfortably. In my opinion. (She is laughing.)*

It is understood from the dialogues with the participants that though the students did not see their own scores, their evaluations of themselves and the process were parallel to the other data results. From the dialogues, it can also be understood that the teachers' attitudes also had an effect on their development process. To give a concrete example, one of the participants, Sudenaz, stated that she thought the researcher would be angry at them when they made a mistake which could raise their anxiety level. This will be discussed in detail under the discussion title. The common answers given by the participants are listed below in themes.

**Figure 4:** Common Opinions of the Experimental Group About Their Feelings During Pre-test**Figure 5:** Common Opinions of the Experimental Group About Their Feelings During Post-test

Next, the researcher asked the participants for their ideas about the DA process to get an idea about this process from the ones who experienced it. The reason behind it was though there had been sufficient data obtained on the DA process and the researcher had obtained concrete results, the participants were the people who had personally experienced the process. Certain parts of each participant's answers to this question and themes which were created from common answers are stated below. The answers will be discussed under the discussion heading.

*Deniz: This was a very different experience. We don't normally read stories that much. Even if we read, we do not explain them like that. We read stories one-on-one continuously for 4 weeks, and you listened to me while I told them. You have informed me of my mistakes and corrected them. It made me very happy that it was a one-to-one process. So, my motivation increased. This situation was also reflected positively in my school and English lessons.*

*Serkan: I was scared at first, but you helped me a lot in these four weeks. The process was like we were having a conversation rather than a strict lesson. Normally, I get nervous when speaking English and my teachers get angry with me. You not only showed me my mistakes but also showed me how to correct them. My teachers are not like you. They just say my mistakes and don't tell me how to correct them. Also, the stories were very entertaining. Thank you.*

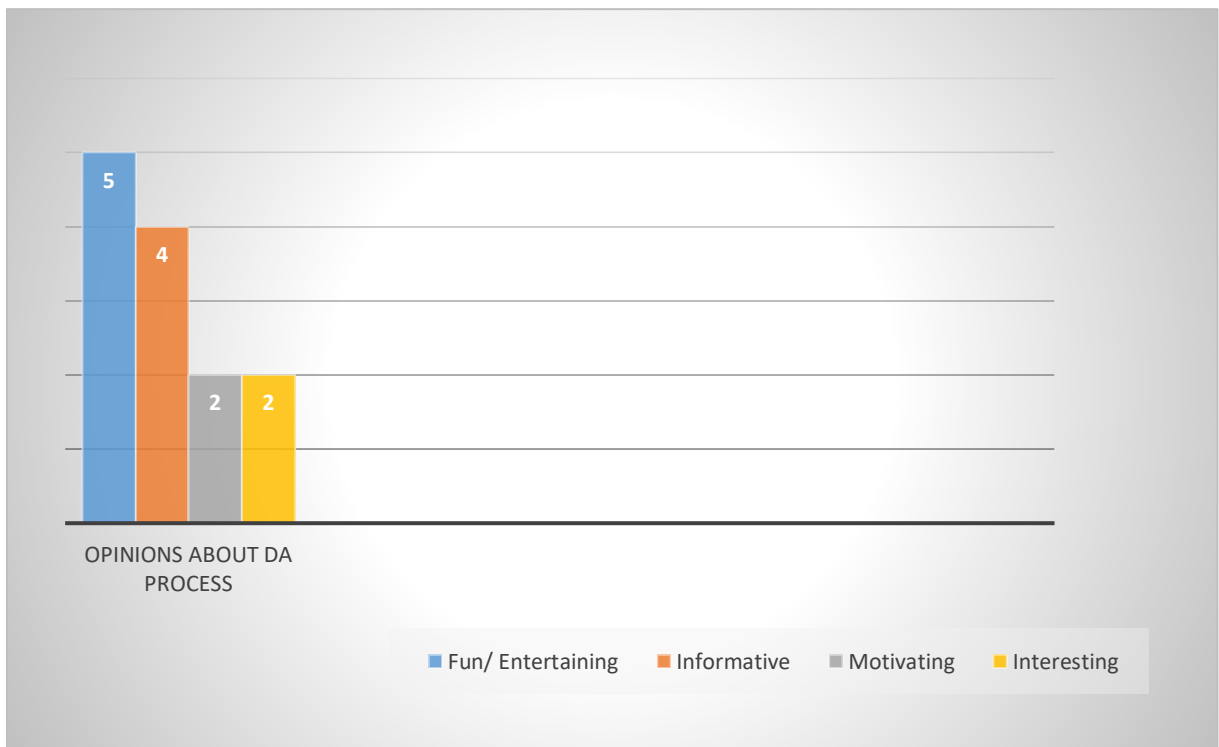
*Ezel: It was a very different experience. I felt like a big person. (He is laughing.) You sat in front of me and listened to me carefully, teacher. You corrected my mistakes. My pronunciation was very bad. That's why I was so ashamed, to be honest. In fact, I was very hesitant during the pre-test because of this. But with your feedback in four weeks, I felt much more relaxed. This process especially improved my speaking skills and self-confidence.*

*Eyşan: I had a lot of fun. It never happened like this at school. When I made a mistake, the teacher either did not pay attention to it or gave general information and passed it on. For example, thanks to you, I learned why we use 'didn't'. The stories were also very nice. I learned many things from them.*

*Busenaz: It will remain an unforgettable experience for me, it was super! I felt like a very important person. You helped me one-on-one with every mistake I made. You*

*provided me with feedback. When I hesitated you helped me find my answers myself instead of giving direct answers. These always happen during the DA process. When I made a mistake on the pre-test, I immediately said 'I don't know.' and waiting for direct answers from you. But in those four weeks, I slowly started to find my own answers with the feedback you gave me. Even now, when I am explaining something in English at school I see the benefits of this process for me. Thank you very much.*

**Figure 6:** Common Opinions of the Experimental Group About DA Process



## Discussion of the Findings

This study aimed to demonstrate the secondary school EFL learners' development in English speaking skills. This was assessed by giving students short stories in English and requiring them to narrate the stories after reading them. In order to analyze this topic, both qualitative and quantitative data were collected to find answers to the research questions. According to the findings obtained, it is found that DA had a considerable effect on the development of participants' speaking skills. This section presents the discussion of the findings in reference to each research question.

### 1. Discussion of the First Research Question: “What is the impact of Dynamic Assessment on the secondary school EFL learners’ development of speaking skills?”

This research question was determined to reveal whether the DA process had an effect on the students' speaking skills. For this purpose, the participants were divided into two groups, and while one group was provided with feedback and mediation during the DA tests, the other group (control group) did not benefit from the DA process at all. When the speaking skills of the participants in both groups were assessed with the speaking rubric in the pre-test conducted at the beginning of the study, it was statistically seen that there was no significant difference in the speaking skills of both groups ( $P > 0,05$ ). However, when the post-test scoring of both groups was occurred as a result of interactive mediation and feedback during the four-week DA speaking test with the experimental group, a huge difference was revealed in the scoring of the two groups ( $P < 0,05$ ).

Comparing the pre-test and post-test results of the experimental group, the answer to the first research question is that DA speaking tests caused a significant improvement in the participants' speech. Therefore, it can be said that the participants of the experimental group benefited from mediation in DA speaking tests. Observing the results of the experimental group participants, all of the participants showed improvement in all criteria except grammar. (5 students in all, 4 students in grammar). Participants who constantly hesitated in the pre-test and waited for an answer from the mediator for each mistake they made, learned strategies to correct the mistakes they made thanks to DA speaking tests.

One of the feedback given to the participants in the DA speaking tests was about the second form of the verbs. In the pre-test one of the participants applied the '-ed' suffix, which comes to regular verbs, to all regular and irregular verbs; however, after he received feedback in DA speaking tests he began to apply the rules of the past tense in regular and irregular verbs better. (see Excerpt 1 and Excerpt 2)

The other participant was constantly using 'not' with the verbs to form negative verbs in the past tense. Although her mistake was explained to the participant in the pre-test session, it was repeated in the first DA speaking test again, and it turned out that the participant had not learned this subject completely. When the researcher reminded the participant of the rule during the DA process, Eyaan did not make the same mistake again (see Excerpt 3/4/5). The researcher also always approached the participants in a motivating manner during this process. She didn't act in a way that would make them nervous or frightened. This also made a great contribution to the progress of the process. As Gardner (1985) stated in his model 'attitudes toward the learning situation' is a vital component of motivation existence.

Another important issue that the participants improved in the DA speaking tests was the use of 3<sup>rd</sup> person singular -s. When both groups were compared, there were participants in both groups who had problems with using the third-person singular 's' suffix in the first place. Nevertheless, in the DA speaking tests, the participant (Deniz) in the experimental group had the opportunity to correct his mistakes with the feedback he received, whilst the participant in the control group (Gökberk) never noticed his mistakes in the third person singular 's' suffix and did not have the opportunity to correct them. However, it should also be noted that although Deniz received feedback and corrected his mistakes in his dialogues with the researcher, he made the same mistakes again in each session. The mistake about the third person singular 's' could not be understood permanently by Deniz, rather it was corrected only by reminding (See Excerpt 6/7).

## **2. Discussion of the Second Research Question: “How do the DA-based speaking test sessions affect the experimental group’s speaking skills?”**

To find an answer to the second research question, both quantitative and qualitative data results can be interpreted. The second research question will be discussed, starting with the results of the quantitative data and continuing with the results of the qualitative data.

To evaluate statistically, comparing the pre- and post-test results of the experimental group, it is clear to say that the experimental group's scoring results in the post-test are higher than those in the pre-test. However, the same development did not occur in the control group. This demonstrates that there must be a factor that will create such a difference between these two tests. This is where DA speaking tests come into play. This 4-week period provided to the experimental group had a positive effect on their speaking skills. For the errors of the participants noticed in the pre-test and the errors that emerged during this 4-week DA period, the mediator was in interaction with the participants constantly and helped the participants with mediation and feedback.

While providing mediation, the researcher paid attention to giving it from implicit to explicit each time. First, she preferred to remain silent and waited for the participants to realize their own mistakes. Then, if they did not understand, she repeated the mistakes. If the participants did not understand again, she asked the participants to repeat their mistakes. In DA speaking tests, the mediation types most used by the researcher were generally 'request for verification', and 'reminder of directions'. Moreover, at times the participants did not understand at all or remained clueless, 'providing explanation' was the mediation type that the researcher used as a last resort. Deniz was a very excited participant while speaking. He was very shy in the first stage of the speaking tests. While communicating with him, the researcher reassured Deniz about his mistakes by emphasizing that these mistakes were normal and a natural part of the language learning process, rather than a way of informing him that would worry him. Deniz responded to the participant's mediation from the first stage and he started to use the mediator as a resource. He consulted the mediator in parts he did not know. He was one of the best participants in terms of responsiveness. However, since he made it a habit of constantly asking questions to the mediator, he could only correct his mistake in the post-test with her support. Normally, the mediator was determined not to give such constant mediation, but this was the best way to relieve Deniz's excitement and conduct speaking tests with him. Overall, it is revealed from the results that DA speaking tests had a significant positive impact on the speaking skills of the participants. The statistical results comparing the min and max values and mean value of both groups are stated below.

**Table 10:** *Descriptive Statistics for Pre and Post-test Results*

	Experimental Group					Control Group				
	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD
<b>PRE-TEST</b>	5	6	10	8.0	1.58114	5	6	11	8.4	1.81659
<b>POST-TEST</b>	5	16	19	17.2	1.09545	5	10	14	11.4	1.67332

When participants were asked to evaluate the process, they stressed that it was very efficient. DA sessions, indeed, changed participant's perception of speaking tests. All of them stated that they gained self-confidence thanks to the DA speaking test sessions and that they felt more comfortable while speaking English. They also found the stories used in the process entertaining. Accordingly, it can be concluded that the participants were satisfied with the process.

However, the point that needs to be discussed here is the comments of all participants regarding the behavior of the mediator (researcher) in the DA speaking procedure. All of the participants emphasized how satisfied they were with the mediator's supportive and motivating behavior during this process, and this affected their development. Participants stated that they remained shy and passive at first because they thought that the mediator's behavior would be strict, like their teachers at school. Hence, this significantly affected the responsiveness of the participants, too. While the participants acted timidly and did not communicate with the mediator by remaining silent in the pre-test sessions, the response of the participants increased as a result of the mutual interaction thanks to DA test procedures. At this point, the current study coincides with the study of Zoghi and Malmeer (2013), who concluded that applying a dynamic procedure can break affective filters. Regarding the results of the first and second research questions, the current study is consistent with the results of the studies of relevant literature implying that DA sessions help positively learners (Poehner, 2005; Davin, 2011; Yılmaz-Yakışık, 2012; Çalış, 2018; Orhon, 2022).



**3. Discussion of the Third Research Question:** “What are the secondary school EFL teacher’s thoughts on the achievement of their students’ speaking performance at the end of the study?”

The results of the open-ended questionnaire conducted with E.T who was personally involved in this process are similar to the quantitative data. As stated by the E.T, the impact of the DA process on the participants is undeniable. Referring to the difference between the participants' pre-test and post-test progress, E.T exemplified this difference through the participants' pronunciation development. The results of unstructured interviews conducted with participants who experienced the process personally are also similar to the other data. Even though the participants did not know their scores, when they were asked to evaluate their situation in the pre-test and their situation in the post-test, they all stated that there was an improvement in themselves. There was not any negative feedback received from any of the participants such as stating that there was no change in themselves or that they did not learn anything during the process. Overall, the findings of the current study found similar results to the results of studies conducted by Yakışık-Yılmaz (2012) in Turkey and Ebadi & Asakereh (2017) in the world, which were also conducted on the same skill.

**Summary of the Chapter**

In this chapter, the analysis of the result of the current study was given along with the discussion of the study results. The results of the study revealed that the DA procedure has a positive effect on secondary school EFL learners’ speaking skills.

## **Chapter 5**

### **Conclusion and Suggestions**

#### **Introduction**

This chapter reports the summary of the research following the implications and limitations of the study, and it concludes with suggestions for further research.

#### **Summary of The Study**

The current study was conducted with the aim of exploring whether there is an effect of DA on secondary school EFL learners' speaking skills. This was measured by having participants read and narrate short English stories given to them. Starting from this, 11 secondary school EFL learners were chosen, however, one of the participants had to withdraw from the study since his family would move to another city. The participants were divided into two groups the experimental group and the control group. Initially, the participants were given a pre-test to see their performance and their defects before the DA procedure. Following the pre-test session, the experimental group was provided a 4-week DA speaking test in which they were provided mediation and feedback, whilst the control group had no feedback or mediation (NDA process). Then, both of the groups had a post-test to see their progress and to evaluate their speaking skills. At the end of the whole process, the researcher gave the experienced teacher, who accompanied the researcher during the process, an open-ended questionnaire to assess the participants' speaking skills. The reason behind this was to ensure the triangulation of the study. Lastly, the researcher implemented unstructured interviews with the experimental group participants to have an idea about the process from the ones who experienced it themselves. The quantitative data of the study was analyzed by means of appropriate statistical analyses, and the qualitative data were analyzed by means of content analysis techniques. The study consisted of six weeks. The results of the study indicated that DA has a positive important effect on the secondary school EFL learner's English speaking skills.

### **Implications Of The Study**

This study has great importance due to the fact that studies with secondary school students are very rare in the existing DA literature, especially in Turkey. For this reason, the current study makes an important contribution to the existing DA literature. Moreover, owing to the current study covering speaking skills in English, which is assumed as one of the most difficult skills in teaching the English language, it has also made a significant contribution to the DA literature on speaking skills. The stages in the study are also important in terms of guiding teachers to conduct it in their classrooms.

### **Pedagogical Implications of The Study**

The current study, which investigates the effect of DA on speaking skills, is pedagogically important as it contributes to the gap in the literature by being conducted with secondary school EFL students under the age of 18. The study also makes a significant contribution to the literature as a guide for both researchers and teachers, as it was conducted in a public school and is a longitudinal study. Here, it will be explained how this thesis contributes to the current L2 DA literature. This research has some pedagogical implications for language teachers. The results of the study show that feedback given to students in line with their needs can benefit students' progress. Consequently, this thesis is like a guide on what can be done to support students' development in speaking skills, which is considered one of the most difficult skills in a foreign language.

English is perceived as one of the most difficult and unlikable subjects to learn in our country. Speaking English, in particular, is like a taboo in our country; therefore the most difficult skill to develop and measure in English becomes the speaking skill. This study shows that our approach to students when measuring their speaking skills can change such factors. Providing immediate feedback to students' mistakes not only helps them see their mistakes, but also makes them see themselves as more 'visible' and 'respected'. As can be seen from the results of the interviews with the students, 'confronting the students and listening to them' and 'having a dialogue and explaining' instead of scolding them for their mistakes makes them feel more important.

The study's findings may also provide teachers with clearer information about the support they can provide to students in planning their lessons and during the lesson. The study findings also revealed that students were very shy and felt bad while speaking English, and

this affected their speaking skills. Since this is also a common problem among students in our country, the solution found in this study is very important in terms of education. Considering the results of the current study, it is seen that approaching students positively and preventing them from getting excited has a positive effect on their speaking performance.

As a result, this study has made many contributions to the literature in terms of pedagogy. The findings of the study include information about students' learning processes, how or what kind of feedback can be given to them when they make mistakes, and how this feedback should be conveyed to students.

### **Limitations of the Study**

There are several limitations to the research. The most important one of these is the small number of participants ( $n=5$  for the control group,  $n=5$  for the experimental group). Although the aim of the research was to conduct in-depth research with a small group, the number of participants could have been larger in order to transfer the results of the study to a broader population. As explained in the study, purposive sampling had to be used in participant selection, which may limit the generalizability of the results. At the same time, since the study took place in the Ministry of Education, a long-term study could not be carried out. This is one of the limitations of the study. Since the study took place in the Ministry of Education, furthermore, the content of the researcher's study was limited by the grammar rules determined by the curriculum.

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## APPENDIX-A: Open-Ended Questionnaire

### Open-Ended Questionnaire Form

1. Do you think that Dynamic Assessment promoted the development of secondary school EFL learners' speaking performance?
2. If yes, to what extent does DA promote the development of secondary school EFL learners' speaking performance?
3. Considering the whole process, can you compare the experimental and control group participants?
4. Do you think that the mediation (the interaction during the DA-based speaking tests) affected the participants' learning?
5. If yes, to what extent did it affect their learning? Please give specific examples.
6. What do you think about the materials used for assessing participants' speaking?

## APPENDIX-B: Informed Consent Form (Students)

### BİLGİLENDİRİLMİŞ GÖNÜLLÜ KATILIM FORMU (ÖĞRENCİ)

Tarih: ...../...../.....

Merhaba,

Yapacak olduğum çalışmaya gösterdiğiniz ilgi ve bana ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca size ne yaptığımı ve bu araştırmaya katılmanız durumunda neler yapacağımızı anlatmayı amaçladım.

Katılacağınız bu çalışma dinamik değerlendirmenin İngilizce'yi yabancı dil olarak öğrenen ortaöğretim öğrencilerinin konuşma becerisine etkisini tespit etmek amacıyla Dr. Öğretim Üyesi İsmail Fırat ALTAY danışmanlığında hazırlanacak olan yüksek lisans tezidir. Bu sebeple de, uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğrenci görüşleri, araştırma için büyük bir önem arz etmektedir. Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

The Impact Of Dynamic Assessment On Secondary School EFL Learners' Speaking Skill (Dinamik Değerlendirmenin İngilizce'yi Yabancı Dil Olarak Öğrenen Ortaokul Öğrencilerinin Konuşma Becerileri Üzerine Etkisi) adlı tez çalışmamıza gönüllü olarak katılım esastır. Katıldığınız çalışmada sağlıklı veri toplayabilmek için ses kaydı yapmak istiyorum. Kayda alınacak bu görüşme ve ders kayıtları, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacaktır. Sizin isteğiniz doğrultusunda kayıtlar silinebilecek ya da size teslim edilebilecektir. İsminizin araştırmada kullanılması gerekecekse, bunun yerine takma bir isim kullanılacaktır. **İstedığınız zaman görüşmeyi kesebilir ya da çalışmadan koşulsuz şekilde ayrılabilirsiniz.** Bu durumda yapılan kayıtlar ve görüşme verileri kullanılmayacaktır. Araştırmada size hiçbir sorumluluk yüklenmeyecek olup uygulama sırasında rahatsızlık hissederseniz gerekli destek sağlanacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Sormak istediğiniz herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederim.

**Katılımcı Öğrenci:**

Adı, soyadı:

Adres:

Telefon:

E-posta:

İmza:

**Sorumlu Araştırmacı:**

Dr. Öğr. Üyesi İsmail Fırat ALTAY

**Adres:****Tel:****e-posta:****İmza:****Araştırmacı:**

Havvanur RİZELİOĞLU

**Adres:****Tel:****e-posta:****İmza:**

**APPENDIX-C: Informed Consent Form (Parent)**  
**BİLGİLENDİRİLMİŞ GÖNÜLLÜ KATILIM FORMU (VELİ İZİNİ)**

**Tarih:** ...../...../.....

Sayın Veli;

Çalışmaya göstermiş olduğunuz ilgi ve bana ayıracağınız zaman için şimdiden çok teşekkür ederim. Bu form, yaptığım araştırmanın amacını size anlatmayı ve çocuğunuzun bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır.

Araştırma, bir tür öğrenci değerlendirme çeşidi olan dinamik değerlendirmenin ortaokul öğrencilerinin İngilizce konuşma becerileri üzerindeki etkisini tespit etmek adına gerçekleştirilecek olan Dr. Öğretim Üyesi İsmail Fırat ALTAY danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de, uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğrenci görüşleri, araştırma için büyük bir önem arz etmektedir. Bu araştırma için, Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Velisi olduğunuz öğrencinizle çalışma süresince İngilizce hikaye okuma ve anlatma temelli yapılacak çalışmada öğrencinizin hiçbir kamera kaydı alınmayacaktır. Çocuğunuzla görüşme sırasında oluşabilecek kesintileri önlemek amacıyla ses kaydı yapmak istiyorum. Kayda alınmış bu sesler, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacak, kimseyle paylaşılmayacaktır. Çocuğunuz veya sizin isteğiniz doğrultusunda kayıtlar silinebilecek ya da isteğiniz doğrultusunda size teslim edilebilecektir. Çocuğunuzun ismi çalışmada kullanılmayacaktır. Kullanımı gerekirse, bunun yerine takma bir isim kullanılacaktır. **Çocuğunuz istediği zaman görüşmeyi kesebilir ve çalışmadan ayrılabilir.** Bu durumda yapılan kayıtlar ve görüşme verileri yazıya aktarılmadan silinecektir. Öğrencinize hiçbir sorumluluk yüklenmeyecektir. Öğrenciniz, uygulama sırasında rahatsızlık hissederse gerekli destek sağlanacaktır.

Bu bilgileri okuduktan sonra, velisi olduğunuz öğrencinin bu araştırmaya gönüllü olarak katılmasını ve araştırma dâhilinde benim size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Çocuğunuzun çalışmaya katılması ile ilgili onay vermeden önce veya onay verdikten sonra sormak istediğiniz herhangi bir durumla ilgili benimle iletişime geçebilirsiniz. İstedığınız takdirde araştırma sonucu hakkında bilgi almak için de irtibat numaramdan bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederim.



**Katılımcı Öğrencinin Velisi**

Adı, soyadı:

Adres:

Telefon:

E-posta:

İmza:

**Sorumlu Araştırmacı:**

Dr. Öğr. Üyesi İsmail Fırat ALTAY

**Adres:****Tel:****e-posta:****İmza:****Araştırmacı:**

Havvanur RİZELİOĞLU

**Adres:****Tel:****e-posta:****İmza:**

**APPENDIX-D: Informed Consent Form (Teacher)**  
**BİLGİLENDİRİLMİŞ GÖNÜLLÜ KATILIM FORMU (ÖĞRETMEN)**

Tarih: ...../...../.....

Sayın Meslektaşım

Çalışmaya göstermiş olduğunuz ilgi ve bana ayıracağınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca size ne yaptığımı ve bu araştırmaya katılmanız durumunda neler yapacağımızı anlatmayı amaçladım.

Katılacağınız bu çalışma dinamik değerlendirmenin İngilizce'yi yabancı dil olarak öğrenen ortaöğretim öğrencilerinin konuşma becerisine etkisini tespit etmek amacıyla Dr. Öğretim Üyesi İsmail Fırat ALTAY danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de, uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğrencilerin süreçteki gelişimlerini değerlendirmek üzere sizinle görüşme yapmak istiyorum. Süreç sonunda öğrencilerin gelişimini birlikte değerlendirmemiz büyük bir önem arz etmektedir. Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Görüşmemiz sırasında oluşabilecek kesintileri önlemek amacıyla ses kaydı yapmak istiyorum. Kayda alınmış bu sesler, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacak, kimseyle paylaşılmayacaktır. Araştırmada isminizin kullanılması gerektirecekse, takma bir isim kullanılacaktır. **Verecek olduğunuz bilgilerden dolayı kendinizi rahatsız hissedeceğiniz bir durumla karşı karşıya bırakılmayacağınızı, rahatsız hissettiğiniz takdirde çalışmadan koşulsuz şekilde ayrılabileceğinizi taahhüt ediyorum.** Araştırmada size hiçbir sorumluluk yüklenmeyecek olup uygulama sırasında rahatsızlık hissederseniz gerekli destek sağlanacaktır. Uygulama sırasında merak ettiğiniz konular ve uygulama sonrasında sonuçlar ile ilgili tarafımdan her zaman bilgi alabilirsiniz. Dilediğiniz takdirde kayda alınan veriler sizinle paylaşılacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Sormak istediğiniz herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederim.

**Katılımcı Öğretmenin**

Adı, soyadı:

Adres:

Telefon:

E-posta:

İmza:

**Sorumlu Araştırmacı:**

Dr. Öğr. Üyesi İsmail Fırat ALTAY

**Adres:****Tel:****e-posta:****İmza:****Araştırmacı:**

Havvanur RİZELİOĞLU

**Adres:****Tel:****e-posta:****İmza:**

**APPENDIX-E: Excerpts from The Speaking Test Sessions**

\* M stands for Mediator

**1. EXCERPTS FROM EXPERIMENTAL GROUP****a) AN EXCERPT FROM EZEL'S CASE****Excerpt 1 :(DA Speaking Test 2)**

Ezel: They goed to London.

M: 'Go' nasıl bir fiil?

(What kind of verb is 'go'?)

Ezel: ..... (sessiz kalır) (remains silent)

M: Yani düzenli mi düzensiz mi?

(So, is it regular or irregular?)

Ezel: ..... (sessizlik) (silence)

M: Pekala, tamam. 'Go' düzensiz bir fiil ve bu yüzden '-ed' takısı ekleyemeyiz. İkinci halini söylemeliyiz. O da 'went'.

(Okay. 'Go' is an irregular verb, so we cannot add '-ed'.

We should say the second form of it. That's 'went'.)

Ezel: went.

M: Evet, şimdi cümleyi tekrar kuralım. (Yes, now let's form the sentence again.)

Ezel: They went to london.

M: Aferin. (Well done.)

**Excerpt 2: (DA Speaking Test 3)**

Ezel: He goed to Fliptune.

M: .... (Sessiz kalır, öğrencinin yanlışını farketmesini bekler.)  
(Stays silent, waits for the student to realize his mistake.)

Ezel: Aa evet, go'ya '-ed' takısı gelmiyordu.  
(Oh yes, we don't add '-ed' to 'go'.)

M: Evet, aynen. O zaman nasıl yapmalıyız?  
(Yes, exactly. So how should we do it?)

Ezel: İkinci hali 'went'.. Tamam, o zaman. He went to Fliptune!  
(The second version 'went'... Okay, then. He went to Fliptune!)

M: Çok iyi. (Perfect.)

**b) AN EXCERPT FROM EYŞAN'S CASE**

**Excerpt 3: (Pre-test)**

Eyşan: He not go to Oxford University.

M: ..... (Yorum yok.)

(No comment was made.)

**Excerpt 4: (DA Speaking Test 1)**

Eyşan: He not catch him.

M: He what?

Eyşan: He not catch him.

M: Bak tekrar 'not' dedin. Neydi kural? (Okay, you said 'not' again. What was the rule?)

Eyşan: Bilmiyorum... ( I don't know.)

M: Tamam. Bak şimdi. Geçmiş fiillerde olumsuz fiil kullanacaksak 'didn't' diyoruz, tamam mı? Ve bu hepsinde geçerli. Şimdi söyle bakalım nasıl söyleriz bu cümleyi?

(Okay. Now. If we need to use negative verbs in past tense, we say 'didn't', okay? And this is valid for all of the verbs. Now tell me, how can we say this sentence?

Eyşan: He..

M: Evet..? (Yes..?)

Eyşan: Bir dakika lütfen... (Wait a minute please)

M: Devam et. Acelemiz yok. Rahat ol. (Go ahead. We are in no rush. Just relax.)

Eyşan: He.. didn't catch him. (Doğru mu diye mediatora bakar)

(Looks at the mediator to see if it's true)

M: Çok güzel Eyşan. Aferin sana!

(Well done Eyşan. Good for you!)

**Excerpt 5: (Post-Test)**

M: Did Shakespeare go to university?

Eyşan: No. He didn't go to university.

**c) AN EXCERPT FROM DENİZ'S CASE**

**Excerpt 6: (DA Speaking Test 1)**

Deniz: He have an archer.

M: He have?

Deniz: Evet. Yanlış mı? (Yes, is that wrong?)

M: He, she, it'lerde 'have' mi diyorduk?  
(Do we say 'have' with he/she/it? )

Deniz: (Sessiz.) (Remains silent.)

M: 'Has' diyorduk, dimi?  
(We say 'has', right?)

Deniz: A evet. He has an archer.  
(Oh, yes. He has an archer.)

**Excerpt 7: (Post-test)**

Deniz: Shakespeare have 3 kids.

M: ..... (Sessiz kalır, katılımcının yanlışını farketmesini bekler.)  
(Remains silent, waits for the participant to realize his mistake.)

Deniz: And their names are Susanna, Judith and Hamnet.

M: ..... (Remains silent again)

Deniz: Neyi yanlış yaptım? (What did I do wrong?)



M: Shakespeare have 3 kids. (Yanlışı tekrar eder.) (Repeats the mistake.)

Deniz: A evett. Shakespeare has 3 kids.

(Oh, okay. Shakespeare has 3 kids.)

**d) AN EXCERPT FROM SERKAN'S CASE**

**Excerpt 8: (DA Speaking Test 1)**

Serkan: Robin Hood and his friends is thief.

M: Robin Hood and his friends....? (Serkan'ın yanlışını farketmesi için cümleyi yarıda keser.)

(She interrupts the sentence to make Serkan realize his mistake.)

Serkan: Evet. Yanlış mı? (Yes, is it wrong?)

M: Çoğullarda hangi yardımcı fiili kullanıyorduk?

(Which auxiliary verb do we use in plurals?)

Serkan: Am?

M: Çoğullar? (Plurals?)

Serkan: He, tamam. 'are.'. (Oh, okay. 'are')

**Excerpt 9: (DA Speaking Test 2)**

Serkan: They was celebrating Henry's birthday.

M: They...ne?

(They.. what?)

Serkan: (Anlamadı. Mediator'a bakıyor.)

(He didn't understand. He looks at mediator.)

M: Bak yine fiili yanlış çekimledin. 'They' çoğul. Çoğullar ile geçmiş zamanda hangi yardımcı fiili kullanıyorduk?

(Look, you conjugated the verb wrong again. 'They' are plural. Which auxiliary verb do we use in the past tense with plurals?)

Serkan: 'was' değil mi? (Isn't it 'was'?)

M: Hayır, 'was' 'he/she/it' ileydi. 'We/they/you' ile 'were' kullanıyorduk.  
(No, 'was' is with 'he/she/it'. 'Were' is used with 'we/they/you'.)

Serkan: Evett. They were. (Yes. They were.)

**Excerpt 10: (DA Speaking Test 3)**

Serkan: They was using torches to see.

M: They.. what? (Onlar.. ne?)

Serkan: Yanlış mı yaptım? (Did I do wrong?)

M: Bak yine yanlış çekimledin.  
(You conjugated the verb wrong again.)

Serkan: Tamam. They were! They were using torches to see.  
(Okay. They were! They were using torches to see.)

**Excerpt 11: (DA Speaking Test 4)**

Serkan: Emmeline support the strike.

M: Geçmiş zamanda fiil kullanırken ne yapıyorduk?

Serkan: Fiili çekimliyorduk.  
(We conjugate the verb.)

M: Evet. Burda bir şey unuttun mu?  
(Yes. Did you forget anything here?)

Serkan: 'support'u mu çekimleyeceğim? Nasıl yapacağım?

M: Support düzenli mi, düzensiz fiil mi?  
(Is 'support' a regular or irregular verb?)

Serkan: Düzenli.

(It is regular.)

M: Aferin. Düzenli fiiller ne alıyordu?

Serkan:.....

M: '-ed' takısı dimi.

('ed' suffix, right.)

Serkan: Emmeline supported the strike.

M: Aferin. (Well done.)

**Excerpt 12: (Post-test)**

Serkan: Shakespeare wried comedies. ('wrote' olmalıydı)

(should have been 'wrote')

**e) AN EXCERPT FROM BUSENAZ'S CASE**

**Excerpt 13: (Pre-test)**

Busenaz: Newton continued studying. ('-g' sesini bastırıyor.)  
(She highlights the '-g' sound.)

**Excerpt 14: (DA Speaking Test 1)**

Busenaz: He loved playing tricks on people.

M: Busenaz'cım fiillerin sonundaki '-g' harfini yazıyoruz ama okumuyoruz canım. 'He loved playin' Söyle bakayım?

(Dear Busenaz, we write the letter '-g' at the end of the verbs, but we do not pronounce it. 'He loved playin' Tell me?)

Busenaz: 'He loved playin'

M: Çok güzel. (Perfect.)

**Excerpt 15: (DA Speaking Test 2)**

Busenaz: He said we can visit Henry's cousin.

M: 'w' sesini, 'v' sesi gibi telaffuz etmiyoruz. Bak bu şekilde yapıyoruz. (Ağzını 'w' harfi sesi gibi yapar.)

(We do not pronounce the 'w' sound like the 'v' sound. Look, this is how we do it. (Makes her mouth sound like the letter 'w'.))

Busenaz: (Mediator'ı taklit eder.)

(Imitates Mediator)

**Excerpt 16: (DA Speaking Test 3)**

Busenaz: Neila was waving her hand.

M: Busenaz'cım bir yanlış farkettiler mi cümlede?

(Dear Busenaz, did you notice a mistake in your sentence?)

Busenaz: Nasıl hocam?

(What is it hocam?)

M: 'w' harfi ile ilgili.

(It's about the letter 'w'.)

Busenaz: AA evett! Şey, hocam 'w' sesi. Tekrarlıyorum. Neila was wa... (duraksadı, '-g' kuralını da hatırladı.) .. Neila was waving her hand.

M: Çok güzel Busenaz. Çok iyi. Aferin sana!

(Perfect Busenaz. Very good. Good for you!)

### **Excerpt 17: (Post-test)**

Busenaz: Shakespeare worked in London as an actor and then started writing plays too.

('w' sesini de '-g' sesini de çok iyi telaffuz etti.)

(She pronounced both the 'w' sound and the '-g' sound very well.)

Busenaz: Shakespeare wrote comedies and tragedies. ( 'w' seslerinin pronunciationları doğru.)

(The pronunciations of the 'w' sounds are correct.)

## 2. EXCERPTS FROM CONTROL GROUP

### f) AN EXCERPT FROM GÖKBERK'S CASE

**Gökberk:** Robin Hood have an archer. (NDA Speaking Test 1)

**Gökberk:** Neila! Neila have a torch. (NDA Speaking Test 3)

**Gökberk:** Shakespeare's mom have eight kids. (Post-Test)

### g) AN EXCERPT FROM ILGAZ AND BURÇAK'S CASE

M: Do you know Robin Hood? Can you tell me? (NDA Speaking Test 1)

(Robin Hood'u biliyor musun? Ondan bahseder misin?)

Ilgaz: Yes. (Evet.)

M: What was the color of the beast? Can you explain a little? (NDA Speaking Test 2)

(Canavarın rengi ne renkti? Biraz ondan bahseder misin?)

Ilgaz: ... green. (Yeşil.)

M: Can you tell us a little about the monster? (NDA Speaking Test 2)

(Canavar hakkında biraz bahsedebilir misin?)

Burçak: It's green. (Yeşil.)

M: Who is Emmeline? Tell about it. (NDA Speaking Test 4)

Burçak: Important girl. (Önemli bir kız.)

**h) AN EXCERPT FROM SİMTEN AND MEHTAP'S CASE**

Mehtap: Newton grow up on a farm. (Pre-test)

(grew up olmalıydı)

Mehtap: Robin Hood a good man (NDA Speaking Test 1)

('is' fiili eksik)

Simten: Hairy Henry handsome. (NDA Speaking Test 2)

('is' fiili eksik)

Mehtap: Emmeline... in Manchester. (NDA Speaking Test 4)

( was born fiili eksik)

Mehtap: He marry Anna. (Post-Test)



('marry' fiili yanlış çekimlenmiş.)

Simten: Shakespeare famous. (Post-test)

(Yine fiili unuttu.)



## APPENDIX-F: Reading Materials Used In The Sessions

LearnEnglish Kids

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### Robin Hood

People have told stories about Robin Hood for more than 700 years. Nobody knows if he was a real person or an invented character. In the legends, Robin was extremely intelligent and had a playful sense of humour. He loved playing tricks on people.  
 'Pick a card, any card!'

The stories say that Robin Hood was a skilled archer and he always carried a bow and arrow.  
 'Ha ha, too easy!'

He wore green clothes and a hat with a green feather. He lived in Sherwood Forest with a group of outlaws, or criminals, known as his 'Merry Men'. The group included Friar Tuck, 'Mmm, yummy!', Little John, who was unusually tall, 'Little is just my nickname!', and Robin's true love, Maid Marian. 'Take that!'

Sherwood Forest was a royal hunting forest near Nottingham in England. Most people thought that forests were dangerous places to go. People travelling through the forests were often robbed by outlaws.  
 'Your money, please, my Lord!'  
 'Oh no, it's Robin Hood!'


The stories say that Robin Hood only took money from rich people so that he could give it to people who needed it. So he became famous for 'robbing from the rich and giving to the poor'.  
 'Here you are, my dear.'  
 'Oh, thank you, Robin!'

The Sheriff of Nottingham was Robin's arch-enemy. It was the sheriff's job to keep the woods safe and to make sure that nobody stole the king's deer.  
 'What's that? Is that Robin Hood?'

The Sheriff of Nottingham tried to catch Robin Hood, but never succeeded.  
 'Oh no, not again!'


Centuries ago people loved to tell each other stories of Robin Hood. Later he became a famous character in books, and nowadays Robin is still a well-loved hero in literature, theatre, TV and films.

### British tales



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Listen to this story <https://learnenglishkids.britishcouncil.org/en/short-stories/robin-hood>



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## Monster shopping trip

Hairy Henry is a handsome green monster. He lives in a small house in the forest. All his friends live nearby.

Soon it is Hairy Henry's birthday. Loony Lou and Gorgonzola decide to buy him a present.

'What shall we buy him?' they ask.

'What about a camera?'

'No, he's got a camera.'

'How about a big box of chocolates?'

'No.'

'Let's buy him a new pair of shorts.'

'No, he's got some new shorts.'

Loony Lou and Gorgonzola just don't know what to buy him.

'I know!' said Loony Lou. 'Let's go shopping in London. We can visit Hairy Henry's cousin, Big Ben, and ask him what to buy.'

'Good idea!'

So they got the train to London. Big Ben waited for them at the station. 'Hello!' he said.

'We want to buy a present for Hairy Henry,' they told him. 'I know just the place,' said Big Ben, and they went shopping.

First they went into a computer shop. 'Wow! What a lot of computers and games!' said Big Ben, who loves computer games. They bought a very special monster computer game for catching horrible humans. 'Hairy Henry will love it!'

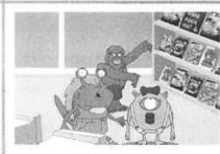
Next they went to a very smart shop called Harrods. They went to the special floor for monsters and looked at the very smart clothes. Everything was monstrously monstrous!

Because Hairy Henry is quite a smart monster, Gorgonzola bought him a tie which lights up and sings a monster 'Happy Birthday' song.

[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)



## Short story





## William Shakespeare

William Shakespeare was born in 1564 in Stratford-upon-Avon, in England. His father, John, was a glove-maker. His mother, Mary, was a farmer's daughter. He had two older sisters, two younger sisters and three younger brothers.

William probably studied Latin, Greek and history, and left school when he was 14 or 15. Three years later he married Anne Hathaway. They had a daughter called Susanna and twins named Judith and Hamnet. Sometime before 1590 he left Stratford and went to London, the capital city of England.

London's first theatre opened in 1576. Shakespeare worked in London as an actor and then started writing plays too. In 1593 the plague, a terrible disease, killed thousands of people and theatres were closed. During this time William started to write poems instead of plays. His short poems are called sonnets.

Shakespeare helped build a new theatre called The Globe. It opened in 1599. It was round and had space for 3,000 people. At The Globe some people stood in front of the stage and others had seats. The audience shouted, clapped, booed and laughed while they watched plays. Musicians created special noises to make the plays more exciting and they had a cannon to make big bangs! No women acted in Shakespeare's time: men and boys played all the parts.

Shakespeare wrote comedies with happy endings, like *A Midsummer Night's Dream*. He wrote tragedies which had sad endings, like *Romeo and Juliet*. His history plays are about kings and queens, like *Henry V*. Shakespeare wrote 38 plays, maybe more. He loved language and invented new words and expressions that we still use today.

William became rich and famous. He had houses in London and in Stratford. He died when he was 52 on 23 April 1616. His plays and poetry were very popular 400 years ago and they are still popular today. People all over the world love his work because he wrote wonderful stories about very interesting people.

## Shakespeare



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## Emmeline Pankhurst

Emmeline Pankhurst was born in Manchester, in the north of England, in 1858. Back then British women couldn't vote in elections, but men could.

Emmeline went to school in Paris, France. As she grew up she became interested in politics and wanted to create a more equal society for women and men. She wanted women to have the same rights as men, such as the right to an education, the right to have a good job and, perhaps most importantly, the right to vote.

In 1888, the girls who worked at the Bryant and May match factory in London went on strike. They stopped working and asked the owner of the factory to improve their terrible working conditions. They worked 14 hours a day and were fined for dropping matches on the floor. Many of the girls were ill because they worked with dangerous chemicals. Emmeline supported the strike.

Emmeline formed The Women's Social and Political Union, also called the Suffragettes, in 1903. The Suffragettes were a group who fought for women's rights, especially the right to vote. They published a newspaper called *Votes for Women* which sold 20,000 copies a week.

The Suffragettes also held demonstrations, and they often broke the law by smashing windows or chaining themselves to fences to protest. In 1913, a Suffragette called Emily Davison was killed when she threw herself under the king's horse at a famous horse race, as a protest because the government refused to give women the right to vote.

In 1918, the British government gave women aged over 30 the right to vote, although men could vote when they were 21. Women were finally allowed to vote at the same age as men shortly after Emmeline died on 14 June 1928. Emmeline Pankhurst is sometimes described as one of the most influential people of the 20th century.

## British tales



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## The cold planet

Thousands of miles from Earth, on the far side of the universe, is a small planet, Fliptune. It is dark and cold, far from the sun, behind a much bigger planet. Little green aliens live there. They use torches to see.

One day, a young alien, Neila, put the wrong batteries in her torch.

Suddenly, there was a dazzling beam of light. It went up into the sky, around the sun and hit planet Earth.

The light hit a boy called Billy and his dog, Splodge. Neila quickly turned the torch off, but the pair were sucked up by the light. They flew through space and landed near Neila. 'Hello,' said Billy. Neila waved.

'Wow!' said Billy. 'Everything's made of ice cream!' Splodge licked his paw.

'The ice cream never melts, and nobody eats it. It's too cold here,' said Neila. 'It will in my tummy,' thought Splodge.

Neila looked sad. 'Can you help us?' she said. 'We need sunshine to make things grow.'

'No problem,' said Billy. 'Can you get us home? I have an idea.' 'Wait there!' said Neila.

She got her torch, put the wrong batteries in again - ZOOM! Billy and Splodge were speeding back to Earth.

Billy pointed his bedroom mirror between the sun and Fliptune. The sun's rays bounced off the mirror and up onto Neila's planet.

Thanks to Billy, Fliptune is not cold any more. Splodge moves the mirror each day to keep the sun shining there. Now Neila and her friends sit in the sun and enjoy all that free ice cream.

## Short story



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## Isaac Newton

Isaac Newton was born in Lincolnshire, England in 1643, where he grew up on a farm. When he was a boy, he made lots of brilliant inventions like a windmill to grind corn, a water clock and a sundial. However, Isaac didn't get brilliant marks at school.

When he was 18, Isaac went to study at Cambridge University. He was very interested in physics, mathematics and astronomy. But in 1665 the Great Plague, which was a terrible disease, spread in England, and Cambridge University had to close down. Isaac returned home to the farm.

Isaac continued studying and experimenting at home. One day he was drinking a cup of tea in the garden. He saw an apple fall from a tree.

'Why do apples fall down instead of up?'

From this, he formed the theory of gravity. Gravity is an invisible force which pulls objects towards the Earth and keeps the planets moving around the Sun.

Isaac was fascinated by light. He discovered that white light is in fact made up of all the colours of the rainbow. Isaac also invented a special reflecting telescope, using mirrors. It was much more powerful than other telescopes.

Isaac made another very important discovery, which he called his 'Three Laws of Motion'. These laws explain how objects move. Isaac's laws are still used today for sending rockets into space.

Thanks to his discoveries, Isaac became rich and famous. However, he had a bad temper and often argued with other scientists.

'You stole my discovery!'

Sir Isaac Newton died in 1727 aged 85. He was buried along with English kings and queens in Westminster Abbey in London. He was one of the greatest scientists and mathematicians who has ever lived.

## British tales



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## APPENDIX-G: Approval from Researcher for Rubric

Rubric Kullanma İzni Gelen Kutusu x

Havvanur Rizeliođlu 5 Mar 2023 21:59 (14 saat önce)

Alici: Üyesi

Sayın Dr. Burcu ŐENTÖRK Hocam,

Ben Hacettepe Üniversitesi İngiliz Dili Eğitimi yüksek lisans öğrencisi Havvanur Rizeliođlu. "The Impact Of Dynamic Assessment On Secondary School EFL Learners' Speaking Skill" başlıklı yüksek lisans tezimde dinamik değerlendirme etkisini görmek için, CEFR ölçütleri doğrultusunda A2/Waystage seviye öğrencilerin konuşma becerilerini ölçeceğim bir çalışma gerçekleştireceğim, çalışmam için uygun bir rubric'e ihtiyacım var. Bu maili size tezimde kullanabilmem için adapte edebileceğim ekteki rubric'i kullanabilir miyim diye izninizi almak için yazıyorum. Yardımınız ve vaktiniz için şimdiden çok teşekkür ederim. İyi çalışmalar dilerim.

Saygılarımla,  
Havvanur Rizeliođlu

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Rubric Kullanma İzni Gelen Kutusu x

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Sayın Dr. Burcu ŐENTÖRK Hocam, Ben Hacettepe Üniversitesi İngiliz Dili Eğitimi yüksek lisans öğrencisi Havvanur Rizeliođlu. "The Impact Of Dynamic Assessment O

Dr. Öğr. Üyesi Burcu ŐENTÖRK 09:38 (2 saat önce)

Alici: ben

Havvanur Hocam Merhaba,  
Tabi ki kullanabilirsiniz. İyi çalışmalar dilerim,  
Sevgiler,

Assist. Prof. Dr. Burcu ŐENTÖRK  
Bartın University School of Foreign Languages  
Director

Bartın University  
Journal of Faculty of Education  
Editor in Chief

Bartın Üniversitesi  
Yabancı Diller Yüksekokulu Müdürü

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## APPENDIX-H: Approval from Foundation for Reading Texts

### Açık Kaynakları Kullanım İzni



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Merhaba,

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**APPENDIX-I: Ethics Committee Approval**

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17.04.2023

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İlgi: 02.04.2023 tarihli ve E-51944218-399-00002776062 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencisi **Havvanur RİZELİOĞLU'nun, Dr. Öğr. Üyesi İsmail Fırat ALTAY** sorumluluğunda yürüttüğü "**Dinamik Değerlendirmenin İngilizce'yi Yabancı Dil Olarak Öğrenen Ortaokul Öğrencilerinin Konuşma Becerileri Üzerine Etkisi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **11 Nisan 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Sibel AKSU YILDIRIM  
Rektör Yardımcısı

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Konu : Bilimsel Araştırma İzni  
(Havvanur RİZELİOĞLU)

29.05.2023

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**APPENDIX I: Declaration of Ethical Conduct**

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(25) /(06)/(2024)

Havvanur RİZELİOĞLU

## APPENDIX-J: Thesis/Dissertation Originality Report

...../...../.....

HACETTEPE UNIVERSITY  
Graduate School of Educational Sciences  
To The Department of Foreign Language Education

Thesis Title: THE IMPACT OF DYNAMIC ASSESSMENT ON SECONDARY SCHOOL EFL LEARNERS' SPEAKING SKILL

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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Filtering options applied:

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

**Name Lastname:** Havvanur RİZELİOĞLU

**Student No.:** N21134233

**Department:** Foreign Language Education

**Program:** English Language Teaching

**Status:**  Masters     Ph.D.     Integrated Ph.D.

Signature

### ADVISOR APPROVAL

APPROVED  
(Asst. Prof. Dr. İsmail Firat ALTAY)

## APPENDIX-K: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. <sup>(1)</sup>
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. <sup>(2)</sup>
- o Tezimle ilgili gizlilik kararı verilmiştir. <sup>(3)</sup>

25/06/2024

Havvanur RİZELİOĞLU

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"*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir\*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir. Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

\* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

