

A Comprehensive Analysis of Research on Dynamic Assessment in EFL Speaking Context

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Abstract: The primary goal of teaching a language is to ensure learners can communicate in the target language successfully. In order to completely acquire a language, learners need to ensure effective acquisition of speaking skills. Hence, an appropriate assessment is required as it will enable learners to learn better. The objective of this literature review was to scrutinize the potential of dynamic assessment when implemented in EFL speaking classrooms. Also, to identify a common structure which aids educators in the process of teaching speaking skills to EFL learners. The present study reviewed five international peer-reviewed articles published within past five years. All the articles were testing the effects of dynamic assessment in EFL

speaking context specifically. The findings suggest that dynamic assessment can be used in an EFL classroom setting to promote development of learner's speaking skills. In addition to that, it was also concluded that EFL learners respond positively to dynamic assessment when the interactionist approach structure is applied in speaking classrooms.

Keywords: Dynamic assessment, speaking skills, English as a foreign language, interactionist approach

INTRODUCTION

The most common tool in examining the attainment of taught knowledge is through an assessment. Assessment in terms of education is a method used to gauge a student's understanding about a certain topic (Black & William, 2018). Educational assessment can vary from the usage of a large-scale standardized test to a question that a teacher poses to a student in a classroom. To further elucidate, assessments are divided into two different types, the traditional assessment and the dynamic assessment. According to Nasab (2015), Traditional Assessment (TA) is known as the conventional technique which aims to merely measure student's acquired knowledge throughout the lesson. Even though the administration of TA is easier, economical and standardized, it is not the most effective form of assessment. It is an exceedingly teacher-centred approach which reduces the role of students to merely to of those who are answering the assessment tool.

According to the research by Daneshfar and Moharami (2018), the lack of student's immersion in the pedagogy and Lev Vygotsky's concept of the Zone of Proximal Development (ZPD) led to the establishment of Dynamic Assessment (DA). In order to determine that the learners are making significant and constant progress in their learning process, the tasks or activities should be set to cater each and every learner (Veresov, 2004). To ensure the effectiveness of the learning process, the learner needs to be introduced to tasks and activities beyond the reach of their current abilities. The major difference is that TA focuses on testing what was already learned, whereas DA focuses on testing on learning capabilities of the learner.

ZPD is defined as the difference between what a learner may not be able to do without help and what he or she could do while being facilitated by their educator, peer or other classroom resources (Veresov, 2004). According to Bekka (2010), the zone in which a learner's potential to learn appears, is visible through their interaction with the facilitator. The interaction between the learner and their facilitator is essentially defined as dynamic assessment. DA facilitates the investigation of the learner's problems and their learning process on an individual basis. Hence, the core purpose of DA is to assess an individual's learning potential through interactions.

Developing an individual's speaking skills while learning a language is deemed to be the most significant aspect of acquiring the language (Tuan & Mai, 2015). This is because, an individual who acquires a language is also denoted as the speaker of the said language. According to Leong and Ahmadi (2017), the main goal of English Language teachers is to allow students to communicate effectively and efficiently in English. Therefore, among the four skills, developing a learner's communicative or speaking skills is emphasized the most. Hence, in order to effectually develop a learner's speaking skills, the educators should be able to provide necessary assessment. For that reason, DA is suggested as the most suited option in teaching English speaking competency.

Therefore, this study proposes the following research objectives:

1. To scrutinize the potential of dynamic assessment in EFL classrooms for speaking literacy.
2. To identify a common structure in the implementation of dynamic assessment in EFL speaking classrooms.

As aforementioned, this research will be examining past research to investigate the effectiveness of DA in EFL classrooms in terms of speaking. This will be achieved through summarizing and probing the findings of selected researches. These research were published in peer-reviewed international journals in the last five years (2015-2020). Despite a plethora of research being carried out in the field of DA, there has been no comprehensive literature review discussing the implementation of DA in EFL speaking classrooms. The second objective of this research aims to provide a common structure for EFL educators to use DA in teaching the speaking component in EFL classrooms. This will provide a standardized plan for pedagogy and further aid the educators in the process of assessing and developing the speaking skills of EFL learners.

LITERATURE REVIEW

The current literature identifies the assessment of oral English skills among adult English learners who are native speakers of other languages (Simpson, 2006). In spoken English, studies that refer to Dynamic Assessment (DA) have limitations. However, there is also few researches about DA on accuracy and fluency of English learners, compared to static assessment, DA is conceptualized as an interactive assessment method that combines teaching and testing in a single teaching intervention (Safdari & Fathi, 2019). It can be seen that the research on dynamic assessment of spoken English in ESL classrooms is very limited.

Dynamic Assessment

DA is an interactive assessment applied to education and ancillary occupations. DA is the product of developmental psychologist Lev Vygotsky's research. It identifies a child's learning potential as well as his or her skills (Kozulin & Garb, 2002) to explore the feasibility of dynamic assessment procedures in the field of English as a foreign language courses and stated that DA do provide information about students' learning potential, rather than static tests. This information can be used to develop individual learning plans tailored to the student's specific learning needs. In addition, in second language teaching, DA can describe learners' practical and emergency ability in a deeper and richer way, so that the program can design personalized teaching plans according to learners' needs (Antón, 2009). Nowadays, DA has been used in different clinical and educational groups and has been found to reflect children's learning potential more accurately than static testing, especially for minority and learning-disabled children. At the same time, the DA approach has been found to be useful in assessing the outcomes of cognitive education programs aimed at improving "learning how to learn" skills (Tzuriel, 2000). On the other hand, interactive DA in EFL classrooms can produce information about the language process and the children involved, and how this information can contribute to the child's English language learning and found that Interactive DA has potential in promoting children's English language learning and supporting English teaching (Lin, 2010). It can be seen that DA is widely used in the field of education.

Testing speaking skills

Oral English teaching is an important aspect of cultivating students' social language ability. In other words, speaking is the verbal use of language and a medium through which people communicate with each other (Fulcher, 2003). Generally, in Fulcher's research, he explained that speaking is the ability to express contents within a spoken language, and it is simply concerning putting ideas into words to make other people grasp the message that is conveyed. Many, if not all, of these areas require the ability to speak. However, most students have difficulty in speaking English. They have difficulties with pronunciation, vocabulary, grammar, fluency, and understanding (Zughoul, 2003). According to Brown (2007), EFL teachers should train students to develop their oral communication, and oral communication can be tested by having three components. The first is fluency, which means speaking spontaneously, eloquently, without pauses, without disturbing signs of hesitation. It also includes the dialogue of turning on a coherent response, using the connection words and expressions, remember that it is easy to understand the pronunciation and the appropriate intonation and don't hesitate (Richards, 2006). The second factor is accuracy. It refers to the mastery of phonological elements, grammar and discourse. It also refers to the discourse processing error correction to obtain correct communicative language ability. The third part is pronunciation. It is "the production and perception of the important sounds of a particular language in order to achieve meaning in the context in which the language is used. This includes the production and perception of accented and unaccented segments, as well as the melody or intonation of speech" (Carter & Nunan, 2004, p. 56).

According to Hedge (2008), he demonstrated that the reason is that speaking is a major component of speaking skills where speaking activities can be used as a key test of speaking ability. These activities can be divided into performance activities, guiding activities, and creative activities. The first activity is the performance activities which provide students with the opportunity to communicate in the target language. At this point, teachers and students should focus on the meaning and intelligibility of discourse rather than grammatical correctness. With practice, grammar mistakes should disappear. Secondly, guiding activities help to improve the accuracy of words, structures, and pronunciation by repeating exercises or setting sentences with pictures or words as prompts. In guiding activities, the emphasis is usually on accuracy, and the teacher makes it clear from the feedback that accuracy is important. Finally, creative activities are often designed to provide creative practice opportunities for prediction. The combination of these activities and cooperation skills, in order to arouse the enthusiasm of students, not only can test their oral English ability, but can also improve their oral English skills (Hedge, 2008).

Teaching speaking in general

Among the four key skills for learning a foreign language, speaking is considered the most important. As mentioned in Ur (1996), speaking includes understanding the language of all the other skills. The reason is that it can clearly show the correctness of language mistakes made by the language learners (Khamkhien, 2010). Communication is the key to the development of language and the rich and dynamic development and interaction of meaning among people. Due to the increasing demand of English majors in various fields, Ho (2020) found that communicative language teaching is conducive to students' English learning, improving their confidence, and communicative competence in English language. However, there is cognitive differences between non-native English teachers and experienced non-native English teachers on corrective feedback in oral English teaching. Teachers' teaching experience raises awareness of the role of mediating factors, for example, learner factors, error frequency, type and severity,

goal formation difficulties, teaching focus, necessity in their cognition and task type, time, and type of corrective feedback. In contrast, novice teachers, partly due to their lack of teaching experience, have a relatively rigid understanding of corrective feedback. Novice teachers attribute this knowledge to their personal experience of language learning (Rahimi & Zhang, 2015).

Implementation of Dynamic Assessment (DA) in speaking classrooms

According to Poehner (2008), there are many approaches to DA. The difference between the two approaches is in the way they provide mediation. Lantolf and Poehner (2008) believed that there are two main methods of DA, namely interventionism and interactionism.

Feuerstein's interactionist model

In this model, Feuerstein completely combines evaluation and guidance, so that both are inseparable from the other (Poehner, 2008). Erstein and Feuerstein (2001) believe that human cognitive ability was not static and could be customized or improved through intervention. Therefore, general assumptions about the normal distribution of conventional models of psychometrics and intelligence are controversial. Such a major problem is the cultural differences of the assessment (Lidz, 1983). Kozulin and Pressisen (1995) pointed out that in Feuerstein's medium Learning Experience (MLE) model, the change of stimulate-response method was carried out by students cooperating with a more knowledgeable friend, who helped students to select, change, strengthen and explain objects through the intermediary. Poehner (2008) also believes that this teaching model is different from other teaching models as it emphasizes ways for learners to learn to obtain more information. It seeks to improve the ability of learners to acquire important skills and to find successful solutions to the problems.

Brown's interventionist model

This model is based on the number of prompts needed to get the desired answer. Gutierrez (2000) asserted that the potential of students learning is defined as a score, can achieve the required number of tips and the degree of learning to transfer to other tasks to predict. As Poehner (2008) thought, Brown's interventionist model and Feuerstein interaction model is different, because in Brown's DA model, mediation is implied by the intermediary command to the most specific mediation and ends with an accurate response. In this model, the tests run in a roughly standardized way. If the student fails to complete the task successfully, the teacher will provide him/her with the tips he/she needs.

METHODOLOGY

This study used the systematic literature review (SLR) method in order to respond to the research questions formulated in this study. SLR is a variation of literature review that utilizes systematic methods to collect secondary data, critically evaluate research studies, and synthesize the findings qualitatively and quantitatively. This term can be broadly described as a more or less systematic way of collecting and synthesizing previous research (Baumesiter & Leary, 1997; Tranfield et al., 2003). According to Webster and Watson (2002), an effective and well-conducted review as a research method provide a firm base for advancing of knowledge and facilitating theory development. SLR involves identifying evidence that fits a pre-specified inclusion criterion to answer particular research question or hypothesis. With the

use of an explicit and systematic method when reviewing articles, biases can be minimized which in turn, provide reliable findings from which conclusions can be drawn and decisions are made.

This study opted to use a type of review known as systematic scoping review methodology (SSR) whereby it offers an alternative method of studying problems that cannot be restricted to narrow down research questions. The aim of scoping reviews is to respond to broad questions about a topic including what research questions have been asked, which groups have been studied and what methodologies and measures have been used as well as looking into what overall findings of those research indicate. The research questions formulated in this study are broad in nature to summarize and disseminate research findings and SLR would be the most suitable method for this study. The research questions formulated are as follows:

- 1) What is the potential of dynamic assessment in EFL speaking classroom?
- 2) Is there a common structure used in the implementation of dynamic assessment in EFL speaking classrooms?

Five research articles, as cited in the literature review, were used in this review paper. There is a very limited research available on DA with respect to speaking skills. They were the only relevant articles available that were published recently, between the year 2015 to the year 2020. The keywords used in the Google Scholar search bar to find the scholarly articles were Dynamic Assessment, speaking and EFL classrooms. These five articles applied dynamic assessment in their speaking EFL classrooms. The participants in all of the studies were adult EFL learners and they opted for an experimental study where there was pre-test, post-test as well as a treatment was provided to test the effects of Dynamic Assessment in learners' speaking skills.

Study One – An Investigation into the Effect of Interactionist versus Interventionist Models of Dynamic Assessment on Iranian EFL Learners' Speaking Skill Proficiency

A study conducted by Safa et al. (2015) looked into the effect of interactionist model by Feuerstein versus Brown's interactionist model of Dynamic Assessment (DA) on Iranian EFL learners' speaking proficiency. This study aimed at investigating the effects that these models of dynamic assessment on the speaking skills of EFL learners. This was an experimental study where 40 males and females advanced EFL learners from private language institutes in Kurdistan Province in Iran took part in the study. The learners were designated to three groups; two dynamic assessment groups and one non-dynamic assessment group which served as the control group for this study. The participants were in the range of 17 to 29 years old. A placement test was given to the learners along with two interview sessions whereby the first interview session served as the pre-test while the second session serves as a post-test of the study. The interview sessions with each student took about five to ten minutes. The interviews were scored using the IELTS scale for scoring speaking. For the non-DA group, the conventional way of teaching speaking was implemented. No intervention was received by students throughout the course. The learners were given topics to discuss and were required to discuss them in class without any dynamic assessment-based interventions. The second group, however, were evaluated and provided assistance through the interactionist dynamic assessment procedures where there was interaction between the student and the examiner. This treatment given to the students is said to be significantly sensitive to the Zone of Proximal Development (ZPD) of students. In the second experimental group which is the third group, the effect of the interventionist approach was investigated. Much like the interactionist group, students were given speaking tasks in class where they were assessed using Lantolf and

Poehner (2011) scale. One out of the eight forms of intervention proposed by Lantolf and Poehner (2011) was chosen as the treatment. The list offers a method mediation from the most implicit to the most explicit form. The researchers then conducted the second session of interviews similar to the first session and they were scored using the IELTS speaking scoring scale. The administration of the interviews for each participant took about five minutes and this serve as the post-test to study the effects of the mediation of the different approaches.

This study aimed at answering three research questions; Does interactionist DA have any statistically significant effect on Iranian EFL learners' speaking ability? Does interventionist DA have any statistically significant effect on Iranian EFL learners' speaking ability? And is there any statistically significant difference between the effect of interactionist DA and interventionist DA on Iranian EFL learners' speaking ability? A paired sample t-test was conducted to answer the first research question and it was found that the pre-test and post-test results were significantly different. This shows that the learners' performance after the treatment using the interactionist approach improved significantly. A t-test was also conducted to answer research question two and the results of the pre- and post-tests were significantly different. The learners' performance was found to improve significantly after the treatment of interventionist approach was implemented. To answer the last research question, ANCOVA was applied. The results implied that the learners' development in the three groups were statistically significant from each other.

Based on the results indicated in the study, it can be concluded that both the interactionist and interventionist approach is a good approach in improving EFL learners' speaking ability in English as a foreign language learning classes. However, it was reported that the interactionist approach had greater positive effects on their speaking ability as compared to the interventionist approach.

Study Two - The Role of Different Models of Dynamic Assessment (DA) on Promoting Speaking

Khoshsima and Farokhipours (2016) conducted a study on the role of various methods of Dynamic Assessment (DA) on promoting speaking. This study was carried out to find out to what degree can the interactionist model of dynamic assessment would enhance the speaking ability of Iranian EFL learners, to find out whether the interventionist DA have any substantial effect on the betterment of Iranian EFL learners' speaking, and which interactionist mediation strategies work better to promote the speaking skills of Iranian EFL learners. This study opted a mixed method design involving the participation of five intermediate female students studying English as a foreign language in Iran. All the students were chosen on the basis of simple random sampling method in a class of 24 students. Two instruments, including Poehner (2005) mediation topology, were used to carry out the interventionist approach of DA in this study, and Aljaafreh and Lantolf (1994) regulatory scale with 12 separate mediation steps from the most implicit to explicit ones was used.

To answer the first research question, a tutorial session for each subject was conducted three times with one-week interval and the sessions were being audio-taped to be transcribed later. The students were required to perform the task given whereby they had to speak for about 10 minutes while receiving no feedback from the teacher. In the second session, students were required to perform the same assignment while feedback was given and mediation was received from the teacher by using the adopted inventory of mediations. Students were asked to perform similar tasks again without mediation. In order to answer the second research question, same assignment was carried out using the interventionist approach. Finally, in response to the last research question, a reduced form of Poehner (2005) was used to assess the frequency of the mediations and feedback was given.

The findings on research question one indicates that the interactionist model of DA does not only paves the way for learning language problems of students but also allow students to engage more in the classroom. In addition, based on the results obtained from research question two, the interventionist model has been shown to be a facilitative assessment tool complementary to static assessment tools in Iranian EFL context. Finally, the findings of research question three suggest that request for repetition and verification, specifying error, explanation, and metalinguistic clues are among the most frequent interactions strategies used during the evaluation which brought about learning in addressing speaking difficulties. In conclusion, the findings of this research have shown that both approaches to DA were successful in helping learners learn more and perform better. The findings can serve the function of designing the curriculum of speaking courses and not to mention that DA can be employed in formative model throughout the whole course in speaking classrooms.

Study Three - The Impact of Dynamic Assessment (DA) on Tertiary EFL students' Speaking Skills

Siwathaworn and Wudthayagorn (2018) conducted a research study and aimed to investigate the impact of Dynamic Assessment (DA) on tertiary EFL students' speaking skills. The study states that by utilizing DA, students who might not do well in the test can be prepared with direct instruction, guided practice, and efficient techniques to deal with their problems when taking the test. With this cooperative and receptive orientation, DA has been proved to be a useful tool for dealing with those students (Kozulin, 2001; Tzuriel, 2000).

Two research questions were proposed. The first research question was to find to what extent does DA assist Thai EFL undergraduate students to improve their speaking skills. The second research question shifts the focus to the students' attitudes toward DA. Through purposive sampling, ten participants who were first-year university students and had never studied English exclusively in an EFL classroom were selected, whose levels of speaking abilities were measured through interviews with a native speaker who is also an EFL teacher for more than 10 years. Both qualitative and quantitative research were adopted in this study. Qualitative instruments include stimulated recall, retrospective interviews and participants' diaries while quantitative instrument was a rating of test scores which were administered as pre-test, post-test, and a delayed post-test. This procedure also includes six weekly DA sessions individually by each participant. An analytic scoring method was adapted from Gaillard (2014) using a rubric consisted of five criteria: meaning, vocabulary, syntax, fluency, and pronunciation. Meanwhile, thematic analysis was used to analyze the qualitative data.

The analysis of quantitative data "shows improvement in speaking across the pre-test, post-test, and delayed post-test" (Siwathaworn and Wudthayagorn, 2018, p.148). The study shows that there is general ongoing improvement of the participants' independent performance. This test design encouraged the participants to overcome their fear or shyness and gain a more optimistic view of their speaking ability. In the interviews, the participants shared that through DA sessions, it has "motivated them to expose themselves to English" (Siwathaworn and Wudthayagorn, 2018, p.151). These sessions had made them watch more English movies to grasp the language, listen to western singers, and pay more attention to class lessons. Many participants liked going to the DA sessions as it increases their self-esteem and they were not afraid or embarrassed to speak incorrectly as they have chance to improve themselves.

Study Four - Dynamic Assessment (DA) Effect on Speaking Performance of Indonesian EFL Learners

A study was conducted by Fahmi, Pratolo, and Amalia (2020), which had the main objective of investigating the effect of DA on speaking performance of Indonesian EFL learners. According to Fahmi et. al. (2020), it can be a challenge for evaluators to assess Indonesian EFL learners who are from diverse language and cultural backgrounds. DA is one of the alternatives which can be implemented to evaluate these variations in testing. In addition, the DA process stresses the learning process, the learners' interest, and the experiences of learners during the DA sessions.

There were two research questions that were raised by the researchers. One was to investigate to what extent does DA encourage Indonesian EFL learners to improve their speaking performance and another was to identify the learners' attitudes toward DA. By purposive sampling, four EFL first semester university students were selected. The researchers utilized descriptive-qualitative research instruments namely stimulating information, pre-test, post-test, feedback and knowledge expansion, and lastly, semi-structured interviews. A pre-test was given to the students, to measure their current performance, before they were told to self-evaluate. Then semi-structured interviews were conducted and recorded. After that, DA sessions were conducted to measure the participants' attitude toward DA.

The outcome revealed that DA "significantly facilitates participants to improve their speaking performance" (Fahmi et. al., 2020, p.788). The participants demonstrated that they strengthened their self-esteem on the speaking performance and be committed to their improvement. Based on the study, participants strongly indicated that in enhancing their speech performance, DA sessions will be their learning tool. In addition, the researchers stressed that during the DA session, the participants voluntarily engaged in the examination, which shows that DA motivates them to improve their speaking performance. The study also revealed that the participants retained a positive perspective toward DA based on the DA sessions and from the interviews. Therefore, this provides a strong proof that DA, particularly for low-level and low self-esteem learners, is feasible and necessary to be implemented in a classroom.

Study Five - Investigating the Role of Dynamic Assessment (DA) on Speaking Accuracy and Fluency of Pre-Intermediate EFL Learners

Maryam and Jalil (2020) conducted a study which aimed to investigate the role of Dynamic Assessment (DA) of pre-intermediate EFL learners in speaking accuracy and fluency. The study described DA as a substitute assessment that is process-oriented and raises the responsibility of learners on their own learning (Crick & Yu, 2008). According to the study, "accuracy and fluency are the two fundamental factors which verify the success of English language users from non-proficient ones" (Maryam & Jalil, 2020, p.4), however there is insufficient research on the effect of DA on speaking skills especially among Iranian learners, which raised two research questions in this study. One is to investigate on how DA affects Iranian pre-intermediate EFL learners' speaking accuracy with their speaking accuracy scores as covariate, and another with speaking fluency as covariate.

Originally, 93 EFL learners participated in the study, however, only those who were near the limit of $\pm 1SD$ for their Preliminary English Test (PET) were chosen as valid participants of the study which were 62 participants. The participants were divided into two groups (experimental and control groups) and a speaking pre-test were done. Based on their recorded speaking performance, the accuracy and fluency scores were calculated as done by Ellis and Barkhuizen (2005). Following that, 8 sessions of DA treatment were given to the experimental group. The difference between experimental group and control group was that

there was “no step-wise mediation” (Maryam & Jalil, 2020, p.8) even though in terms of vocabulary and grammar, they obtained the same material and content. At the end, the two groups were given a speaking post-test and the accuracy and fluency were scored again. Essentially, in terms of their speech accuracy and fluency, five respondents from the DA group were interviewed to investigate their opinions on the effectiveness of DA. The researchers utilized ANCOVA to analyze the data.

The results of the study indicate that DA is efficacious in language learning generally and also effective in improving speaking accuracy. However, DA “did not significantly improve the participants’ speaking fluency” (Maryam & Jalil, 2020, p.12). This indicates that there was a significant difference between the experimental group and control group in terms of accuracy but not in terms of fluency. Through the interview sessions, DA was found to be useful in boosting the participants’ speaking accuracy and enables the learners to diagnose their weaknesses. The researchers concluded that “DA has a promising potential as a classroom practice” (Maryam & Jalil, 2020, p.14) as the participants in the study reinforce and maintained a positive attitude toward DA.

DISCUSSION

The present research was directed to investigate the potential influence of DA in EFL speaking classrooms and also to propose the most effective structure of DA in further developing EFL learner’s speaking skills. Table 1 shows a summary of the five articles employing DA as an assessing method to develop speaking skills.

Table 1: Summary of Dynamic Assessment (DA) in developing speaking skills

Study	Authors	Participants	DA Study Method	Results
1	Ahmadi Safa et al. (2015)	40 homogenous advanced EFL learners	Placement test, Pre-test and Post-test, Interviews, Lantolf and Poehner (2011) scale for intervention, IELTS scale of scoring speaking	Learner’s performance improved significantly after both interactionist DA approach and interventionist DA approach. The interactionist DA approach had a more successful effect on improving learners’ speaking ability compared to interventionist DA approach.
2	Khoshsima and Farokhipours (2016)	5 intermediate female EFLuniversity students	Speaking task from Top Notch and Four Corners Series (intermediate levels), Poehner (2005) mediation typology, Regulatory scale adopted from Aljaafreh and Lantolf (1994), pre-test, post-test.	Results show that interactionist model helps to tackle course-related language difficulties and help learners to interact more. The interventionist model of DA is proved to be a facilitative assessment tool complementary to static assessment tools.
3	Siwathaworn and Wudthayagorn (2018)	10 first-year university students	Stimulated recall, Retrospective interviews, Participants’ diaries, Rating of test scores through pretest,	There was a significant improvement in speaking skills across pre-test, post-test and delayed post-test. Participants showed a positive

			posttest and a delayed posttest.	attitude towards DA as it increased their self-esteem.
4	Fahmi, Pratolo and Amalia (2020)	4 EFL first semester university students	Stimulating information, Pretest, Posttest, Feedback and knowledge expansion, Semi-structured interviews	DA significantly improved participants' speaking performance. DA motivates participants to be concerned about their speaking performance. They retained a positive perspective toward DA.
5	Maryam and Jalil (2020)	62 pre-intermediate EFL learners	Preliminary English Test (PET), Rating of accuracy and fluency through pretest and posttest, Interviews	DA effectively improved experimental group's English in general and their speaking accuracy more than the control groups'. However, it did not significantly improve participants' fluency.

What is the potential of Dynamic Assessment (DA) in EFL speaking classroom?

The aim of the first research question was to establish the potential of dynamic assessment in EFL speaking classrooms. Based on the research summarized above, DA was efficacious in developing the speaking ability of participants. Despite having positive end results, each research utilized a different study method in the implementation of DA. Study 1 and study 2 were testing the effects of the Interactionist approach, as well as the Interventionist approach of DA in EFL speaking classrooms. In both studies, the researchers discovered that interactionist approach tended to have more constructive impact on the participants speaking abilities as compared to interventionist approach. The rest of the three studies researched DA as a whole without defining the approaches. Based on the findings of the five research, implementation of DA was able to significantly improve the participant's speaking performances. The participants also benefitted from DA as their self-esteem notably increased. The researchers perceived that with the use of DA, the participants were able to learn a method of acquiring more information. This is a very valuable skill as it will enable the learners to further gain mastery on the target language skill. Therefore, it can be certainly concluded that DA is effective in developing the speaking skills of EFL learners regardless of their proficiency level.

Is there a common structure used in the implementation of Dynamic Assessment (DA) in EFL speaking classrooms?

The secondary purpose of this research is to identify a common structure when DA is implemented in EFL speaking classrooms. As mentioned above, even though study 1 and 2 tested the effects of both Interactionist and Interventionist approaches, the researchers concluded that the Interactionist approach was more impactful approach when DA is employed in EFL speaking classrooms. Collectively, the results of the above research concluded that Interactionist approach enables students to improve speaking proficiency as it increases student's self-esteem and confidence. Hence, generating more positive effects as compared to Interventionist approach of DA. As for the rest of the three studies, the researchers did not specify the approach used. Nevertheless, these DA sessions involved various mediation processes. In study 3, the researcher mediated helps students increase speaking proficiency

through stimulated recall, retrospective interviews, and participants' diaries. The researchers from study 4 chose to expand the participant's knowledge and provide feedback as the mediating elements. Study 5 used DA to improve participants' fluency and accuracy. Therefore, the process of mediation varied from the first two studies. However, the point of commonality in the mediation process of study 3, 4, and 5 was these studies inadvertently employed the interactionist approach of DA in their study methods. Therefore, based on the findings of all five studies, it can be inferred that using the Interactionist approach of DA in a classroom will generate a more substantial development in an EFL learner's speaking skills.

CONCLUSION

To conclude, the systematic literature review conducted through this research was able to posit that Dynamic Assessment (DA) is certainly an improved method of assessing development of speaking skills. In terms of speaking ability, DA empowers EFL learners to progress in their independent performances. Implementing DA in EFL classrooms benefits the educators as well as the learners. The educators are able to gauge the learner's current level of speaking proficiency and compare it with the skills gained after DA was mediated. The most common effect of DA implementation in speaking classroom is that it taught EFL learners to be more autonomous. Salehi, Ebrahimi, Sattar, and Shojaee (2015) emphasized that learners can successfully develop communication skills if they can independently evaluate their own speaking strategies.

As for the second objective, five studies that were reviewed, either directly or indirectly adapted an Interactionist approach in their assessment of speaking skills and were able to postulate positive outcomes. According to Karami, Howlett, and Bowles (2019), a constructive interaction and collaborative relationship among learners and educators assists the process of pedagogy. In terms of speaking skill development, Interactionist approach works the best as it allows educators to naturally assess and prompt the learners through mediation process. Therefore, the structure of Interactionist approach of DA emerged as the most common structure with regard to assessing speaking skills when DA is implemented in the classrooms.

DA is a different type of assessment where the support from mediator is important to help students in their development. The importance of student's real progress is being considered rather than relying on test scores for assessing students' speaking skills. The findings of this study provide insights for the teachers to employ a different type of assessment to develop student's actual speaking skills. The type of mediation preferred by most students would be a good teaching tool for the students to feel motivated to improve their speaking skills than the traditional nerve-wrecking assessment. This, therefore, reduces student's anxiety of learning. In addition to that, DA can be used as a diagnostic tool to gauge learner's current level of speaking proficiency to be used as a baseline before any type of instruction is implemented. Moreover, this study provides implications to the content and course designers. With this study, there is a possibility of integrating the assessment in language instruction. DA can be integrated into the syllabus and teachers in institutions can be trained using the different mediation techniques found in the studies to help their students develop their speaking skills. Finally, the findings of this study will direct future researchers into looking at the different areas in DA such as the impact and effect of DA in different cultural settings as mentioned in this study.

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