

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

**DYNAMIC ASSESSMENT OF SECONDARY
SCHOOL EFL LEARNERS' TENSE PREFERENCES
IN WRITING ACTIVITIES**

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Yeliz ŞENTÜRK

KOCAELİ 2019

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To the love of reading and writing within me...



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ABSTRACT

Dynamic Assessment is a relatively new approach within Vygotsky's understanding of development for testing students' linguistic abilities. Vygotsky's Sociocultural Theory regards the cognitive development of human beings as a whole including the different variables of the teaching and learning process. Within this holistic perspective, Dynamic Assessment unifies the instruction and assessment in a way that is sensitive to each learner's abilities and needs. In this way, students gain insights over their own capabilities and challenges. Moreover, teachers modify or improve their methods and materials when they see the potential levels of their students.

In light of this information, the present study examines how Dynamic Assessment is effective on the linguistic perceptions and achievements of secondary school students. For this, the author specified her topic as the students' tense preferences for either simple past or past progressive in writing activities. Furthermore, the study aimed to reveal the perspectives of the mediator and test-takers' about the procedure. Assessment tasks, open-ended questionnaire, teacher journal and interview were used as data collection instruments.

The results suggest that Dynamic Assessment significantly improved the students' linguistic perceptions and achievements. Additionally, the qualitative data reveals the positive perspectives of both the researcher and participants on the implementation of this method.

Keywords: Dynamic Assessment, Secondary School Students, Writing Activities, Tense Preferences

ÖZET

Dinamik değerlendirme, öğrencilerin dil becerilerini test etmek için Vygotsky'nin gelişim anlayışına dayalı nispeten yeni bir yaklaşımdır. Vygotsky'nin sosya-kültürel teorisine göre, insanın bilişsel gelişimi farklı değişkenleri içine alan bütünsel ve çok yönlü bir süreçtir. Bu bütünsel bakış açısıyla, dinamik değerlendirme her öğrencinin seviyesine ya da yeteneklerine uygun olarak öğretim ve değerlendirme süreçlerini birleştirmeyi hedefler. Böylelikle öğrenciler kendi yetenekleri ve gelişimleri hakkında fikir sahibi olabilirler. Ayrıca, öğretmenler yöntem ve materyallerini öğrencilerin ortaya çıkan potansiyel seviyelerine göre değiştirebilir ya da geliştirebilirler.

Bu bilgiler ışığında, söz konusu çalışma ortaokul öğrencilerinin dilbilgisi algıları ve başarıları üzerinde dinamik değerlendirmenin ne ölçüde etkili olduğunu araştırmaktadır. Üstelik, çalışma sonunda araştırmacının ve katılımcıların süreçle alakalı görüşlerine de yer verilmiştir. Araştırmacı, bu amaçlar doğrultusunda konusunu öğrencilerin yazma etkinliklerindeki kip seçimleri olarak kısıtlamıştır. Veri toplama aracı olarak değerlendirme kâğıtları, açık uçlu anket, araştırmacı günlüğü ve mülakat kullanılmıştır.

Sonuçlar, dinamik değerlendirmenin öğrencilerin dil algısını ve başarısını önemli ölçüde geliştirdiğini göstermektedir. Aynı zamanda, nitel veriler hem araştırmacının hem de katılımcıların uygulanan yöntemle alakalı olumlu düşüncelerini ortaya koymaktadır.

Anahtar Kelimeler: Dinamik Değerlendirme, Ortaokul Öğrencileri, Yazma Etkinlikleri, Kip Seçimleri

ABBREVIATIONS

BYOD: Bring Your Own Device

DA: Dynamic Assessment

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

MALL: Mobile Assisted Language Learning

MLE: Mediated Learning Experience

SCT: Sociocultural Theory

ZPD: Zone of Proximal Development

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INTRODUCTION

In the field of education, Vygotsky's Sociocultural Theory basically rationalizes that teachers must unify the instructional process with that of the assessment in an attempt to understand learners' learning performance and cognitive development holistically. The detailed framework of his theory regards the necessity for collaboration and interaction as the indispensable part of the teaching and learning process. The present study will take an in-depth look at his theory in English as a foreign language context highlighting its main components such as the Zone of Proximal Development, Mediation, Scaffolding and Dynamic Assessment.

Applying Vygotsky's Sociocultural Theory into assessment, the researcher examined the influence of Dynamic Assessment on secondary school students' tense preferences via writing activities. The study took place in İstanbul with three 6th graders at a state secondary school. With the implementation of Dynamic Assessment, the research questions addressed the extension of learners' progress on the target grammar rules in terms of their perceptions and achievements between subsequent treatments. Furthermore, the researcher investigated the perspectives of the mediator and test-takers' about the procedure.

To find the answers of the research questions, a variety of data collection instruments were applied including the assessment tasks, open-ended questionnaire, teacher journal and semi-structured interview. The findings indicate that participants have become faster in detecting their own mistakes and giving the right response to the mediator's hints and prompts. Hence, in light of both qualitative and quantitative data, it is possible to state that all participants have developed despite their different level of progress. Moreover, the interviews and open-ended questionnaires present the positive statements of learners about the implementation of Dynamic Assessment. On the other hand, the teacher journal points out that this method is time-consuming and inapplicable to every context despite its incontrovertible benefits over students' success and development.

CHAPTER I

1. INTRODUCTION

1.1. INTRODUCTION

This thesis aims to reveal the role of Dynamic Assessment on students' tense preferences in writing activities at a state secondary school, in İstanbul. The present chapter includes information about the background of the study, the statement of the problem, the significance of the study, the aim of the study, research questions and operational definitions, respectively.

1.2. BACKGROUND OF THE STUDY

Thouëсны (2010: 3517) argued that it is possible to divide assessment into three main categories as assessment for accountability, assessment for learning, and Dynamic Assessment (hereafter DA). Assessment for accountability is related to the quantitative nature of exams revealing grades for future decisions about test-takers. Assessment for learning helps both teachers and learners to observe their challenges at any time of the teaching and learning process. Lantolf and Poehner (2008) described DA as “a dialogical approach that integrates both instruction and assessment in a simple activity to promote learners' development through simultaneous mediation of the instructor” (p. 273). Dynamic Assessment, as can be understood from the definition, differs from the traditional ways of assessment in that it focuses on the process rather than the product and it attaches great importance to the guidance of the teacher.

The history of DA dates back to the Sociocultural Theory (hereafter SCT) of Vygotsky (1978) due to its holistic and social understanding of human cognition. Within this holistic nature, DA evaluates each student according to his/her own speed being sensitive to the individual, biological and cultural differences. Alderson

(2005: 4), stated that this kind of approach is more relevant to the assessment process since it suggests feedbacks for both teachers and students. In this way, DA aims to deal with “the dissatisfaction of traditional testing approach” (Lidz & Gindis, 2003, p. 99). Moreover, DA determines the difference between the development of any two students whose levels are normally accepted as the same with a traditional test. In other words, DA reveals the distance between the actual (independent) and the potential (mediated) performance of a learner. Vygotsky named this distance as the Zone of Proximal Development (hereafter ZPD).

Many researchers (e.g. Lantolf, 2000; Mahn & John-Steiner, 2002; Cook, 2008) have defined ZPD with their own words in an attempt to make it more concrete. All these definitions seem to suggest similar terms for ZPD such as development, guidance, support, collaboration and construction implying the dynamic and dialogical educational process. This process, according to Vygotsky (1978: 87), helps instructors get insights into not only the current developmental cycles of each learner but also his/her potential state of maturation. Therefore, “ZPD brings all variables of learning environment together- the teacher, the student, their social and cultural background, the teaching materials including the ones constructed interactively as well as the goals of the process” (Aljaafreh & Lantolf, 1994, p. 468). The implementation of Vygotsky’s ZPD concept suggests another term as scaffolding.

The notion of scaffolding as social assistance was put forward by Jerome Bruner in the late 1970s (Fahim & Haghani, 2012, p. 696). The idea for scaffolding is that “individuals will learn best if the novice and the expert construct knowledge together in a collaborative manner, and such kinds of attempts help students learn and internalize new concepts, psychological tools, and skills” (Shabani, Khatib & Ebadi, 2010, p. 238). Scaffolding, as this explanation suggests, is directly related to Vygotsky’s ZPD since both of them care about the assisted performance of the learner. The exact relationship between these two terms is that the knowledgeable person scaffolds the less knowledgeable one within the learner’s ZPD. In the second language (hereafter L2) teaching context, scaffolding requires language teachers to

facilitate the instructional steps through collaboration and social interaction with their students.

Dynamic Assessment, along with its relevant terms mentioned above, aroused interest among researchers in the field. In this respect, Thouésny (2010: 3517) pointed out that although the first studies of DA were conducted for disabled children, other practitioners have extended these studies from general education to second language pedagogy in time. Being in a similar line with Lantolf and Poehner's works (e.g. 2004, 2005), a wide range of research has appeared up to date (e.g. Anton, 2009; Davin, 2011; Naeini & Duvall, 2012; Hidri, 2014; Malmeer & Zoghi, 2014; Levi, 2017; Zadeh, 2018). Almost all of these studies have revealed favourable results in students' cognitive development along with both teachers' and learners' positive perspectives on DA procedures. However, the number of appealing studies on DA in the Turkish context seems to be limited to only two (Yılmaz-Yakışık, 2012; Çalış; 2018). With the focus on grammar testing, therefore, this research was carried out in an attempt to contribute to the relevant literature.

In L2 context, grammar testing has been the most popular area of language testing due to some specific reasons such as the grammar-based curriculum, the applicability of grammar to all levels or skills and the convenience of grammar testing for detecting errors quickly. However, as McNamara and Roever (2006) stated, this kind of language testing has ignored the social dimension of language use via traditional psychometric methods in measuring isolated pieces of grammar (Larsen-Freeman, 2009, p. 535). According to Larsen-Freeman, therefore, Lantolf and Poehner (2004) suggested a new method as Dynamic Assessment that also takes learners' contributions into account in contrast to the independent problem-solving assumption of traditional methods.

Following the suggestion of Lantolf and Poehner (2004) for DA, a number of studies related to grammar teaching and testing have been conducted (e.g. Poehner, 2005; Davin, 2011; Sharafi & Sardareh, 2016; Kamali et al., 2018; Çalış, 2018). On the whole, the findings suggest that DA is an effective way for instructors in order to seize learners' attention to the target grammar rule(s) and help them overcome their

linguistic problems. As a consequence of these returns, the growing interest among researchers seems to present further works.

1.3. STATEMENT OF THE PROBLEM

Larsen-Freeman (2009), stated that a number of innovations have been proposed for grammar assessment such as “redefining the construct, partial scoring, the social dimension and the standard” (pp. 534-5). According to her, redefining the construct involves assessing grammar with its functions at both discourse and sociolinguistic levels. These levels include the use of grammatical rules for cohesion, thematic continuity, politeness, power, identity and so on. Partial scoring has been suggested in order to deal with the dichotomous scoring that ignores some students’ true ability. The social dimension seems to be partly related to DA as it offers even more dialogical grammar teaching. The last one concerns about the varieties of English due to its status as a lingua franca.

Despite such kinds of suggestions, many schools and teachers are still conducting the instruction and assessment of grammar in decontextualized ways due to some specific reasons such as the time constraint, curricular pressure and cramped classrooms. This study also takes place in an environment where the teacher presents target grammar rules explicitly and assessed them traditionally. Since the instructor does not integrate them into the process, students are not able to aware of their linguistic problems, and as a result, they cannot overcome them. Due to this unsatisfactory outcome, the researcher aims to study the instruction and assessment of grammar integratively with dialogical interventions of DA.

1.4. SIGNIFICANCE OF THE STUDY

A relatively small number of DA studies, especially in the Turkish context, has been published about the grammar instruction and assessment up to now (e.g. Poehner, 2005; Davin, 2011; Sharafi & Sardareh, 2016; Kamali, Abbasi & Sadighi, 2018; Çalış, 2018). To this end, the current study aims to yield new perspectives on the implementation of DA for grammar testing both at the local level and abroad.

1.5. AIM OF THE STUDY

This study took place in İstanbul with the 6th graders of a state secondary school. The focused participants were 3 female students at the age of 11. Based on compulsory education, they have been learning English for five years. However, their assumed level is still A2. For about six months, the teacher as a researcher has observed that most of the students who normally perform well during her classes get into trouble with tense marking during exams. In other words, as the scores of the students do not reveal their development, the teacher has noticed the gap between the instruction and assessment process. Thus, the aim of the study is to unify these two processes within DA in order to improve each participant's linguistic perception on their tense preferences during writing activities. Furthermore, this study examines the teacher and learners' perspectives about the procedure.

1.6. RESEARCH QUESTIONS

In order to investigate the application of DA in an EFL teaching context, the present study addressed the following research questions:

1. To what extent can DA enhance the perceptions of secondary school students' about their mistakes in simple past or past progressive through writing activities?
2. To what extent is DA effective on students' achievements in subsequent treatments?
3. What are the perspectives of the mediator and test-takers' on the implementation of DA?

1.7. OPERATIONAL DEFINITIONS

1.7.1. Dynamic Assessment

Poehner (2008) described DA as “the total integration of assessment and instruction during educational activities for learners' development” (p. 12).

Similarly, Lidz and Gindis (2003) stated that “DA is an approach that takes individual differences into account providing interventions during the assessment process” (p. 99).

1.7.2. Zone of Proximal Development

Vygotsky (1978) explained ZPD as follows: “the zone of proximal development... the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under guidance or in collaboration with more capable peers” (p. 86).

1.7.3. Scaffolding

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

CHAPTER II

2. LITERATURE REVIEW

2.1. INTRODUCTION

This study aims to investigate how the application of DA is effective on students' tense preferences in writing activities and their psychology during mediations. The chapter starts with the revision of Vygotsky's Sociocultural Theory and its key tenets. Then, the Zone of Proximal Development and Scaffolding are discussed on the basis of Sociocultural Theory. Next, the author states the historical overview, definition and models of DA along with the relevant studies in second language teaching context.

2.2. VYGOTSKY'S SOCIOCULTURAL THEORY (SCT)

The Russian psychologist Vygotsky and his followers, chiefly Luria and Leontiev, developed Sociocultural Theory with the inspiration of Marxism (Poehner, 2008, p. 26). Their studies between the 1920s and 1930s extended Marx's political views to the human beings' cognitive development including attention, sensation, perception and memory. With regards to the Marxist philosophy, Wertsch (1985: 199) stated three basic principles of SCT as follows:

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

As the first principle clearly points out, Vygotsky emphasized both biological and social elements for the cognitive development of human beings. In order to

study biological factors, he and his colleagues conducted studies with children and adults suffering from pathological disruptions (e.g. Luria, 1973; Vygotsky, 1993). In terms of social aspects, the researchers (e.g. Vygotsky & Luria, 1993) have regarded human species as tool users and developers of human cultures (Lantolf & Pavlenko, 1995, p. 108). That is why cognitive development in SCT is a dynamic and complex phenomenon with its historical roots.

Regarding the second principle, as their names suggest, the mediation of *physical tools* are concrete to children while that of *symbolic tools* are abstract. Poehner (2008: 26), exemplified physical ones with technological devices in medicine such as hearing aids, pacemakers, eyeglasses. For symbolic tools, Kozulin (2003: 18) stated systems like literacy and numeracy that have cultural value or consensus. Vygotsky (1978: 57) elaborated these cultural artifacts in a way that provides symbolic mediation not only outwardly (inter-psychologically) but also inwardly (intra-psychologically). That is, according to him, human beings get into their culture or society through symbolic tools and then make meaningful connections in their minds. This internalization process includes the stages of *object regulation*, *other regulation* and *self-regulation* (Vygotsky, 1986, 1997).

Lantolf and Thorne (2006), defined *regulation* as one form of *mediation*. In the object regulation stage, as its name implies, the children are regulated by the objects in their environment. However, they concluded that a target mediation might be interrupted by different objects as stated in the following example:

For example, given the task by a parent of fetching a particular object such as a toy, a very young child is easily distracted by other objects (a more colorful, larger, or more proximate toy) and may thus fail to comply with the parent's request. (p. 199)

The "other regulation" stage consists of both implicit and explicit mediation to promote the cognitive development of children. For this stage, Poehner (2008) suggested that "others may enter the picture and perform a regulating function" (p. 27). Poehner, with the word "others", clearly meant the knowledgeable interlocutors

who provide guidance, help or support. In SCT, this kind of mediation is termed as *cooperative or collaborative dialogue* since the child and his experienced partner co-construct knowledge together (McLeod, 2014, p.3).

Poehner (2008: 28), embraced the idea of “self-regulation” as the ability to select a particular action among possible alternatives intentionally. Apparently, this level emphasizes the relationship between internalized knowledge and the decision-making ability of learners. At this level, children are expected take control of their actions without help. Therefore, this stage is the last step of Vygotsky’s internalization procedure. Lantolf and Thorne (2006) simply made this final step more concrete with “children that no longer need blocks to add $2 + 5$ ” (p. 200).

McLeod (2014: 2), explained the “other regulation” process with Shaffer’s (1996) example of a young girl trying to solve her first jigsaw puzzle with difficulty. An extended version of this instance for all these three stages could be as follows: At first, the girl looks for a clue in any objects around herself (e.g. the whole picture of the puzzle). If it does not work, then she will probably try to get help from a more experienced one near her (e.g. her father). The father, then, explains or shows some techniques such as finding all the corner pieces and moving from known to unknown figures. Finally, as the child becomes more competent, she is able to work freely. Here, “freely” implies the self-regulation stage which is the expected level of learning within SCT. Lantolf, Thorne and Poehner (2015), however, stated that “even the most skilful individuals might *reaccess* to the previous stages due to some specific reasons such as stress, the demands of a task etc.” (p. 209). Although their explanation is related to language learning, it also seems acceptable for the given situation in this paragraph.

The last basic principle of SCT deals with human development from a holistic perspective. For Shabani (2016: 2), this holism might be explained as the integration of the human mind and social interaction (Çalış, 2018, p. 12). In relation to this definition, Scott and Palincsar (2013) asserted that “as learners take part in social activities, they learn new information and strategies about their culture and the

world” (p. 1). In this dynamic way, the human mind makes more complicated, meaningful and stronger connections.

Since Vygotsky was a contemporary of Piaget studying on similar topics in the fields of developmental and educational psychology, it also seems plausible to explain his SCT with its differences from Piaget’s assumptions. Vygotsky’s theory goes against that of Piaget in various significant ways mentioned below:

- (i) While Vygotsky regards the cognitive development of human beings as a culture-oriented process, Piaget assumes that it follows universal stages.
- (ii) Vygotsky states that the internalization of knowledge happens through social interactions whereas Piaget explains this process with independent explorations.
- (iii) Vygotsky focuses on adults as transmitters of cultural and intellectual knowledge. In contrast, Piaget places more importance on peers to promote the social aspects of an individual.
- (iv) Piaget assumes that thought is more important than language. However, according to Vygotsky, their significance is the opposite.

(McLeod, 2014, p.1)

For the first difference, McLeod (2014) stated that even the techniques of providing aid for memory are culture-oriented phenomenon: “In modern cultures, we learn note-taking to help memory whereas pre-literate societies might use strategies such as carrying pebbles or tying knots” (p. 2). This simple example clearly shows that the preferences of human beings cannot be isolated from the society in which they exist. The second difference might be combined to the key terms of SCT such as “collaborative dialogue and other regulation” which have been discussed previously (see, p. 10). Related to the second one, the third difference emphasizes the role of adults as a transmitter of culture and knowledge. Due to the fact that “an adult” is inevitably more experienced or knowledgeable than “a peer”, SCT prefers adults as interlocutors rather than peers. In this respect, Ohta (2001) noted that “when a learner studies with his peer(s), strengths and weaknesses increase, creating a great

need for an expert help” (p. 76). Concerning the last difference, it seems clear that Piaget does not focus on the role of language on thoughts. However, Vygotsky attributes special importance to language as the builder of thoughts although both of them among his symbolic tools.

In short, as clearly stated above, SCT concerns about the learner’s social journey from the other regulation to self-regulation level in order to reveal the relationship between his/her learning performance and cognitive development. From Vygotsky’s perspective, this travelled distance takes place within the Zone of Proximal Development.

2.3. ZONE OF PROXIMAL DEVELOPMENT (ZPD)

According to the detection of Shabani, Khatib and Ebadi (2010), “Vygotsky developed the concept of ZPD during the late 1920s and elaborated it progressively until his death in 1934” (p. 238). In contrast to their broader viewpoint, Chaiklin (2003: 43) pointed out that Vygotsky discussed ZPD only eight times among all of his studies. On the other hand, Poehner (2008: 32) claimed that ZPD first appeared only 1 year before the death of Vygotsky. Despite these conflicting perspectives on its historical background, still, Vygotsky’ definition of ZPD has maintained its fame in the field. Vygotsky (1978) provided this definition in his book as follows:

the zone of proximal development... the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under guidance or in collaboration with more capable peers. (p. 86)

Other researchers have also redefined ZPD in parallel with the original. For example, Mahn and John-Steiner (2002) elaborated ZPD as the dignified, collaborative and caring support, whether between scientists and artists or between teachers and students. In his own definition of ZPD, Lantolf (2000: 17) emphasized the collaborative construction of opportunities for individuals to develop their mental abilities. Similarly, Cook (2008: 229) explained ZPD with its function as a bridge for

the gap between the learner's current and future states in a way that triggers the internalization process via the external guidance.

A number of key terms emerge from these explanations such as development, guidance, support, collaboration and construction. Although, Wertsch (1984) asserted that "nowhere does Vygotsky provides specific examples of what he means by adult guidance and collaboration" (p. 8), the researchers seem to interpret them in a similar way, as all these definitions reveal.

Levykh (2008: 90) categorized the concept of Vygotsky's ZPD into three groups: (1) developmental theory, (2) applied research and (3) school-based studies. The first one studies the psychological functions of the child (e.g. thought, affect, language, logic) in a dialectical and integrative manner. The second one is directly related to the definition of ZPD; concerning the difference between learners' actual and potential development. The third one examines the relationship between the academic knowledge of school and the practical concepts of life.

Vygotsky's clear aim for introducing the notion of ZPD seems to criticize psychometric-based testing in Russian schools (Shabani, Khatib & Ebadi, 2010, p. 239). In this respect, Yılmaz-Yakışık (2012: 29) stated that Vygotsky's ZPD is a big opportunity for educational psychology as it forms the soul of qualitative approach opposing to the quantitative one which ignores the intellectual developments of learners.

Similarly, according to Walsh (2013: 9), the ZPD paradigm owes its reputation to the educational implication of more dynamic learning through inter-related subsequent stages. The knowledgeable adult is expected to guide each stage from explicit to implicit in line with learner's needs. Besides guiding the step by step procedure, the expert also should know how much support to offer at any one time within ZPD (Harris, 2013).

Last but not least, Chaiklin (2003) also regarded ZPD as a theoretical background for necessary educational interventions. These interventions should

provide a true diagnosis including an explanation, prediction, and scientific basis of practical concepts (Vygotsky, 1998, p. 205). Relevant to his expectations, Cole and Cole (2001) gave a clear explanation of the term “proximal” as the assistance that moves just slightly beyond learner’s actual competence. Combining these perspectives within ZPD, the mediation procedures could be interpreted as the diagnostic keys to keep the distance between learners’ actual and potential levels.

As previous paragraphs reveal, ZPD is a system that gathers the variables of the educational process such as the teacher, the learner, the environment and even the activities under a single roof. Under this collective roof, ZPD argues that the learning process of each individual is socially constructed with the mediator’s gradual and temporary help. The implications of this argument remind us of another key concept of SCT as “scaffolding”.

2.4. SCAFFOLDING

Wood, Bruner and Ross (1976) were the first to use the term scaffolding as a metaphor in the learning/teaching context (Hammond & Gibbons, 2005, p. 8). They used this term to describe parents’ conversational support for children during their first language acquisition. According to their observations, parents divided the demands of a particular task into manageable parts in order to help their children perform it successfully. Regarding second language context, the study of Aljaafreh and Lantolf (1994) which explored the effect of corrective feedback within ZPD seems to bring this term into the field.

Scaffolding, as adapted from the Cambridge dictionary, is a structure on which each worker stands on to reach higher parts of the new building during its construction. When the building is strong enough to stand itself, the scaffolding is normally expected to be removed. Here, the worker stands for the teacher, the construction represents the instructional process and the removal of scaffolding symbolizes the temporary assistance provided by the teacher. Besides these metaphorical implications, the literal definition of scaffolding also reveals some key features such as “extending understanding, temporary support, macro and micro

focuses” (Hammond & Gibsons, 2005, pp. 9-10). Their explanations for these three features might be summarized as follows:

The extending understanding requires the teacher to help learners see their potential levels in a more motivating manner. In this way, learners are provided not only necessary guidance but also increasing independence on their own learning process. The temporary nature of scaffolding is related to the gradual withdrawal of the teacher’s guidance for students. In other words, the teacher is expected to shape her/his support according to learners’ needs and abandon it at the self-regulation level. The macro-focus requires the teacher to understand the needs of syllabus within a broader perspective whereas the micro-focus needs more specific demands on the goals of particular tasks.

Wells (1999) defined scaffolding as a way of operationalizing Vygotsky's concept of working in the zone of proximal development (Shabani et al., 2010, p. 241). This definition clearly suggests that scaffolding is the practical application of ZPD. Similarly, Fahim and Haghani (2012: 696) proposed a description for this term as the social assistance coming from the knowledgeable person (adult, teacher, or peer) to the less knowledgeable (child, or student). It is also possible to state different interpretations of L2 researchers on scaffolding. For example, Cook (2008) explained scaffolding as the teachability concept while Brown associated this term with Krashen’s Input Hypothesis. Before discussing the limitations of scaffolding within ZPD, it seems necessary to date back to the first definition of this metaphor by Bruner (1978) as follows:

... the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring. (p. 19)

As almost all these definitions reveal, the theoretical basis of scaffolding lies within the Vygotskian ZPD perspective. However, some researchers have argued that scaffolding procedures do not offer as collaborative and dialogical atmosphere as ZPD expects between the mediator and the learner (Shabani, Khatib & Ebadi; 2010,

p. 241). For example, Daniels (2001) interpreted scaffolding as a one-way communication process in which the scaffolder constructs the mediation alone and provides it for the novice. On the other hand, Mercer (1994) suggested the following features of scaffolding which do not differentiate this term from ZPD:

- Students need a teacher's intervention in order to be successful.
- The teacher aims to help learners get control over their own performances.
- The teacher plans to teach some particular skills beforehand.
- There must be evidence of students' gradual success in completing the target task.
- There must also be evidence that learners are able to reach the self-regulation level.

(Hammond & Gibbons, 2005, p. 11)

Likewise, Wells (1999: 127) noted similar key concepts for scaffolding such as dialogical nature of constructing knowledge, the significance of tasks, the type and role of mediation (Shabani et al., 2010, p. 241). More recently, Van Lier (2004) has stated six features of scaffolding in the language teaching field as (1) continuity, (2) contextual support, (3) intersubjectivity, (4) contingency, (5) handover/takeover and (6) flow (Khaliliaqdam, 2014, p. 893). All these six items could be briefly combined in a way that explains scaffolding as the repeated contextual support depending on each learner's own pace and needs. According to Murray and Arroyo (2002: 2), a further educational implication of scaffolding is that when teachers are sensitive to the affective variables of each learner, the students will refrain from distraction, frustration, and lack of motivation.

As stated in the first paragraph, the notion of scaffolding in L2 context dates back to the corrective feedback studies within the learners' ZPDs (e.g. Aljaafreh & Lantolf, 1994; Nassaji & Swain, 2000; Storch, 2002). These studies suggest that the fundamental idea for scaffolding is to be able to facilitate L2 learning. Besides this clear and precise expectation, these attempts also call for an alternative method for testing as "Dynamic Assessment".

2.5. DYNAMIC ASSESSMENT (DA)

2.5.1. The Historical Overview

Vygotsky's writings on the Zone of Proximal Development (ZPD) provided the theoretical underpinnings of DA (Lantolf & Poehner, 2008, p. 273). According to Vygotsky (1998: 201), the assessment of a person's actual level only gives an idea about a part of his mental ability and this does not help the future or potential development of the person. He has illustrated this explanation with the following case of his study: While seven-year-old two children perform similarly on general ability tests, their mediated performances differ from each other at a great extent. In other words, although the actual performance of two children is equal during a traditional assessment, DA reveals that their ZPDs are different. Alternatively, Fahim and Haghani (2012: 697) stated that two individuals, who score the same on a static test without the necessary guidance, might perform completely differently when mediation is suggested. That is why DA has great significance on revealing learners' potential shift.

Although the idea of measuring the process is not a new one, the term DA was first introduced one of Vygotsky's collaborators (Luria, 1961) while comparing "statistical" approaches to "dynamic" ones for assessment (Thouësny, 2010, p. 3517). However, the first implementation of DA dates back to studies for children with learning pathologies, abnormal behaviours and special needs including immigrant and minority children. Such works include the children with "hearing problems" (e.g., Keane, 1987), "cultural deprivation" (e. g., Feuerstein, Rand & Hoffman, 1979) and "learning disabilities" (e.g., Samuels, 2000). As time goes on, researchers have extended the scope of DA research to both common education and second language pedagogy (e.g. Lantolf & Poehner, 2004).

The concern for "meaningful, contextual and purposeful activities" (Wyatt-Smith, 2006) for pedagogic assessment seems to construct the historical background of *alternative assessment*. It is possible to list down various reasons for the validity of this kind of assessment such as it is (a) both summative and formative, (b) easy to interpret, (c) more useful and informative, (d) integrative and dynamic (Naeini &

Duwall, 2012, p. 23). These reasons might be also combined with the historical overview of DA as it is one form of the alternative assessment.

In the second language (L2) teaching context, the corrective feedback study by Aljaafreh and Lantolf (1994) that interactively examines the effectiveness of immediate guidance has formalized a framework with specific insights into DA (Lantolf, Thorne & Poehner, 2015, p. 212). In this respect, Swain (2000) expanded her “communicative output” as the “collaborative dialogue” attributing more importance to the socially constructed interaction between the teacher and the students. Accompanied by such kind of similar supportive initiatives, Lantolf and Thorne (2006) concluded that DA interventions simultaneously focus on communication, cognition and meaning creating a more dialogic educational setting for the stakeholders of this process (Naeni & Duwall, 2012, p. 24).

2.5.2. The Definition

The first definition for DA came from Luria, who first introduced this term in 1961, as “the unification of assessment and instruction grounded in Vygotsky’s understanding of development” (1979, cited in Çalış, 2018, p. 21). Then, researchers have tried to explain DA with their own words which are not actually far from that of Luria’s. For example, Poehner (2008) clarified DA with its main goal as “the total integration of assessment and instruction during educational activities for learners’ development” (p. 12). Furthermore, Lidz and Gindis (2003) summarized DA as “an approach that takes individual differences into account providing interventions during the assessment process” (p. 99). Moreover, Haywood and Lidz (2007: 1) emphasized the dialogical perspective of DA that also addresses the domains of psychology, language and education. Another definition for DA by Sternberg and Grigorenko (2002, cited in Lantolf & Poehner, 2005) is provided below:

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

test (after learning) scores, or it may be the score on the post-test considered alone. (p. 234)

All these definitions clearly point out that the role of teacher changes within DA from being the rater to the observer, mediator, guide or collaborator. Furthermore, DA also promotes the learners' engagement due to the fact that instructors "provide assistance directly connected to the testee's performance and modifiability" (Yılmaz-Yakışık, 2012, p. 38). Thus, DA seems to offer great opportunities not only for teachers but also for students.

Alternatively, DA has been explained through its differences from the traditional assessment. For example, Poehner (2008), has stated that "static assessment assumes the future to be a smooth continuation of the present while DA regards it as always being emergent between mediator and learners" (p. 76). That is why the process is more important than the product within DA. In his studies, Vygotsky (e.g. 1978: 86) also criticized the traditional forms of assessment as they reveal little about the process of learners' cognitive formation. Similarly, Sardareh (2016: 108) drew attention to the immediate feedback procedures of DA which do not exist in any kinds of traditional methods.

To sum up, DA has provided a breathable atmosphere for the practitioners who are in the pursuit of alternative assessment. What makes more appealing DA than traditional assessment is its dynamic nature as its name implies. In other words, as clearly stated, DA combines both instruction and assessment processes within a critical perspective of individual differences. Inevitably, a number of models and types of DA emerge during its practical application and the leading ones will be discussed under the next title.

2.5.3. The Prevailing Models

Lantolf and Poehner (2008), clarified two general approaches of DA as *interventionist* and *interactionist*. The main difference between these two models is how the researchers approach the mediation (Poehner, 2008). In the former one, the

mediation is standardized step by step procedure to reach a quantitative point while in the latter, mediation is more sensitive to learners' responsiveness to gain a qualitative insight. Regarding these differences, Thouësny (2010, p. 3518) elaborated a more detailed frame as follows: (a) Applying the interventionist DA with large groups is also possible whereas the interactionist one is only practised individually. (b) Due to this individual mediation, the interactionist DA is more time-consuming than the interventionist one. (c) The common perspective of interventionist DA is computer-based assessment while that of interactionist one is human-based. (d) In interventionist DA, either written or spoken mediation is possible. However, only spoken mediation is given during interactionist DA due to its dialogical characteristic. Furthermore, the interventionist DA is similar to non-dynamic assessment context in terms of its generalizability, validity and reliability (Poehner, 2008, p. 45). That's why it is also considered as a standardized formal assessment.

The context of interventionist DA includes a wide range of measurement techniques with different designs such as "Budoff's Learning Potential Approach (e.g. 1967), Guthke's Lerntest Assessment (e.g. 1982), Brown' Graduated Prompt Model" (e.g. 1985). According to Allal and Pelgrims-Ducrey (2002), all these approaches are similar except their methodology as it might change for a better understanding of learning difficulties (Thouësny 2010, p. 3518). For example, Budoff prefers separating the mediation step from assessment procedure while Guthke combines the mediation into the test itself (Poehner, 2008, 47).

The interactionist DA is directly related to Vygotsky's notion that "we must not measure the child, we must interpret the child" (1998, p. 204). In other words, this approach is more sensitive to the child's ZPD in that the assistance takes place during cooperative dialoguing between the mediator and the learner (Poehner, 2008, p. 18). The full integration of instruction and assessment reminds many studies of Feuerstein and his colleagues (e.g. Feuerstein, Rand, Rynders, 1988). Due to this significant similarity, the interactionist DA has been also studied as Feuerstein's Mediated Learning Experience (MLE). Feuerstein (1988) explains how important his MLE with the following statement:

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

Sternberg and Grigorenko (2002, p. 27), termed two different formats as the *sandwich* and the *cake* within DA procedures. In sandwich format, the instructor adopts an experimental approach with the pre-test and post-test cycles so as to define the learner's potential (Çalış, 2018, p. 26). First, the pre-test step reveals the linguistic challenges of the learners (their actual level). Then, the mediation is provided in relation to these aspects. All in all, the post-test provides an insight into learners' potential levels for the instructor. As its name implies, this type of intervention is sandwiched between statistical two tests (Poehner, 2005, p. 24).

The cake format refers to procedures in which mediation is given whenever problems arise (Poehner, 2008, p. 19). Therefore, the cake format seems to more parallel with Vygotsky's ZPD (Çalış, 2018, p. 26). In this format, the mediator provides hints or prompts in association with learner's needs from implicit to explicit. Presumably, this format is named as the "cake" format due to the significance of these mediated sequences. To make it more concrete, it seems possible to state the process of making a cake: There are lots of ingredients of the cake such as sugar, eggs, flour, baking powder and oil. If the chef mixes them in a random order, his cake will neither rise nor be tasty. That is to say, the right sequence of intervention decides the quality of the mediation. Furthermore, it is possible to increase the number of layers or the variety of ingredients of the cake in a way that is similar to the multiplicity or diversity of interactionist interventions for some learners' extra needs.

On the other hand, researchers have come up with conflicting explanations for the classification of these two formats. The same researcher even has done this in his different studies. For example, Lantolf and Poehner (2008: 275) explained sandwich and cake formats within the title of interventionist DA while Poehner (2008: 19) handled the cake format as interactionist DA in his book. This vagueness seems to

stem from the different interpretations that have been attributed to the works of Vygotsky.

In spite of their disputable positions and procedural differences, both interventionist and interactionist perspectives elaborate a framework for DA. With a web-based application, it is also possible to benefit from both of them in order to assess large numbers of learners (Thouësny, 2010, p. 3518). Inevitably, either interactionist or interventionist one has its strengths and limitations. Along with these two approaches, the following part will discuss a number of studies with DA.

2.5. 4. Studies with DA

Second language teaching studies with DA have followed both the interventionist (Kozulin & Garb, 2002) and the interactionist (Antón, 2003) traditions up to now (Poehner, 2008, p. 91). These studies have included different skills of learners such as writing, reading, listening and speaking with a range of activities. Including these two models and four main skills, the methodology of researchers have been shaped in a frame provided below:

- dynamic assessment versus traditional (static) assessment
- a mixed approach of dynamic assessment and traditional assessment
- interactionist model versus interventionist model
- a mixed approach of interactionist model and interventionist model
- focused approach on a particular skill of the language (e.g. only writing)
- a mixed approach of different language skills (e.g. writing and reading)
- integrating technological devices with dynamic assessment

Many studies have been also published on the theoretical value of DA for L2 teaching especially at the beginning of the second millennium (e.g. Lantolf & Poehner, 2007; Leung, 2007; Jeltova, Birney, Fredine, Jarvin, Sternberg & Grigorenko, 2007; Yildirim, 2008; Yeomans, 2008). Apparently, as the following paragraphs will exemplify, most of the recent studies on DA have taken place in the Iranian context (e.g. Isavi, 2012; Ajideh & Nourdad, 2012; Saeidi & Hosseinpour,

2013; Nazari & Mansouri, 2014; Alemi, 2015; Shafari & Sardareh, 2016; Kamali et al., 2018). Some other prominent works of the researchers will be summarized chronologically.

For his dissertation, Poehner (2005) conducted a study in order to investigate (a) the mediated performance of learners with its differences from the individualized one, (b) the usefulness of collaborative dialogue, and (c) the effectiveness of assessment context. The participants were six advanced undergraduate learners of French in the L2 context. At the beginning of the study, both static and dynamic assessments were applied and their results structured a six-week long enrichment program. These sessions focused on the oral performances of learners while they were narrating short video clips in French. The enrichment program was expected to help learners conceptualize and use “*passé composé* and the *imparfait*” more appropriately. Besides the static and dynamic pre-tests, post-tests and transfer tasks were also used as data collection instruments during this six-week period. The data coded and analyzed with a clinical analytic approach indicated that DA was an influential way for both teachers and learners in that learners overcame their linguistic problems and teachers gained insights into learners’ potential levels. The present study contributes to the relevant literature and provides evidence that Applied Linguistics researchers should take DA seriously for language assessment, teaching and learning.

In his study with DA, Anton (2009) examined the growth of language abilities of learners through intervention procedures. The participants were university students at advanced English level. They took five-part diagnostic tests including traditional grammar-vocabulary test, traditional listening comprehension test, traditional reading comprehension test, dynamic writing sample and dynamic oral interview. As clearly stated, DA procedures were applied only in writing and speaking tests. In this way, the researcher was able to compare and contrast the outcomes of DA procedures with those of the traditional ones. The qualitative analysis of the results revealed that although the interactionist approach to DA was time-consuming and increased the workload of instructors, the individualized instructional plans had great significance for learner’s potential L2 learning.

Thouësny (2010), benefited from both interventionist and interactionist approaches in a large scale study to assess the writing abilities of French language learners with a web-based application. The preliminary use of this application was carried out by 18 university students learning French. The database stored each incorrect form of participants and provided mediation for them from implicit to explicit in the following cycle: highlighting the incorrect word(s), providing the error type, giving detailed explanations about the nature of the error and stating the correct form. For interactionist mediation, learners were asked to self-edit their written texts in three steps. The first step of highlighting all the incorrect forms was followed by stating error types and giving a meta-linguistic explanation. Instead of discussing statistical results, the author points out that the integration of the teaching and assessment activities was possible despite some possible drawbacks and limitations.

In her dissertation, Davin (2011) explored the characteristics of both large group DA and focused DA in Spanish language context at the elementary level. Twenty students took part in this study and nine of them were selected as focal participants. This study focused on grammar teaching limited to interrogative use and formation. The mediation between pre-test and post-test provided by either the teacher or the peers was transcribed and then analyzed along with participants' responses to that mediation. Findings suggested that while some students were able to reach self-regulation level with group DA, the others needed some more peer mediation. Therefore, those students who performed independently during group DA gave mediations for the others. However, the mediated students failed to use the Spanish interrogative forms twice. This study provides evidence that it is possible to integrate DA into the young learners' language syllabus without interrupting the schedule although it may not yield expected results for all learners.

Naeini and Duvall (2012), studied on university students' reading comprehension abilities by using the mediations of the DA approach. 8 females and 2 males in the sample were undergraduate university students in the English Language Department of Islamic Azad University. Both traditional and dynamic assessments (mixed method) were used to be able to reveal the gap between learners' actual and potential levels. In this mixed method study, participants took part in a

pre-test, mediation and post-test, respectively. The mediation process involved three intervention sessions each based on certain different reading comprehension sub-skill. Moreover, the researchers asked structured interview questions in an attempt to understand the participants' feelings and perspectives on their own reading abilities. These audio-taped dialogues revealed that participants regarded their reading comprehension skills as insufficient because of their limited vocabulary knowledge. On the other hand, the test results showed that static procedures dramatically underestimated the level of functioning of a learner while DA offered a chance for the teachers to gauge their students' potential development. Not surprisingly, this study implies that DA might be a complementary alternative to the shortcomings of traditional tests despite its practical drawbacks.

In his longitudinal study with sixty Tunisian EFL university students, Hidri (2014) applied to DA for listening comprehension of participants. The assessment procedure included both static and dynamic methods. While static assessment required learners to response a set of questions individually after an audio recording, a listening test was proposed during DA. The analysis of 11 raters on tests scores and the interviews with test-takers revealed that DA activated learners' cognitive and metacognitive strategies. Therefore, it seems possible to state that DA might overcome testing difficulties with its additional contributions to the relationship between assessment and learning.

Cacchione (2015), integrated mobile-based technologies into DA for the purpose of revealing its social and collaborative aspects in a fun potential way. Besides having the technological value, this study also revealed the effectiveness and feasibility of DA on language teaching for students. The participants were basic Italian as second language learners at the university level in Madrid. Instead of conducting the experiment with only one class, the researcher preferred a parallel control group. The sizes and compositions of both classes were similar. The author suggested "tech" for the mediation step of the pretest-tech-retest cycle since mediation was provided through the choice of MALL (Mobile Assisted Language Learning) and BYOD (Bring Your Own Device). Due to its popularity and applicability, Twitter was selected as a central point. Authentic Assessment approach

was also adopted to deal with the negative effects of the process such as artificiality and anxiety. Tweets with the class hashtag were immediately projected on the classroom screen creating cultural and grammatical debates. Students commented on these tweets while the teacher provided grammatical clues. The tweets created outside of the classroom were also added to the final data. At the end of the study, participants were given a post-intervention questionnaire to evaluate their engagement and satisfaction. The results showed that these tweets were very informative for the teacher regarding the grammatical accuracy of learners. Also, the questionnaires suggested that most of the students perceived this experimentation as funny and useful. The biggest contribution of the study is that incorporating technological devices into DA might remove negative feelings of learners and increase the authenticity of the learning atmosphere.

Levi (2017), examined the value of DA for enhancing the oral language proficiency of Israeli high-school students at 11th grade with a large scale study. The 73 participants grouped into three groups as 25 students for each two treatment groups and 23 students for the control group. The data collection procedure included the pretest-posttest-follow up test cycle. Treatment group 1 received group mediation provided by a teacher-tester whereas mediation for treatment group 2 was given with a self-regulation model on video-recording. In addition to the video and the presence of the teacher-tester, students in the group treatment were presented with two more tools for self-regulation including a colour-coded chart and scoring rubrics. The assessment rubrics revealed statistical data while checklists quantified the learning and transfer process. In general, the results pointed out that the improvement between two tests in DA groups was more than that of the control group. However, no significant differences between the self-mediation and group mediation were found. This finding suggests that both models within DA seem to be more useful for learners' oral language proficiency in contrast to the traditional test.

Zadeh (2018), carried out a study on the effect of DA for vocabulary teaching. The participants were 50 female EFL learners at the high school level in the Iranian context. They were divided into two groups as the experimental one and the control one. The homogeneity of both groups regarding the proficiency level of English was

intermediate. The whole procedure lasted 120 minutes with four successive sessions in a week. Three data collection instruments were used including the Nelson test for the homogeneity of groups, a pre-test for checking the actual level of participants and a post-test for the influence of the treatment. That is, the sandwich model of DA was applied within the interventionist approach. The experimental group received mediation after pre-test, but the control group did not. Furthermore, the target vocabulary for the control group was presented through the traditional method. The data analysis revealed that although the two groups had similar scores in the pre-test, the experimental group preceded the control group in the post-test with a significant difference. This result clearly shows that DA might be an effective way of vocabulary teaching for EFL learners.

In the Turkish context, Yılmaz-Yakışık (2012), aimed to investigate the effects of DA on improving speaking skills of Gazi University ELT preparatory class students at the upper-intermediate level. Another aim of the study was to reveal the difference between the results of traditional tests and dynamic assessment procedures for speaking skills. Therefore, two groups were assigned as the control group and the experimental group. The methodology design of this study was adapted from Poehner's above-mentioned research in 2005. For data collection, the researcher used a dynamic and non-dynamic pre-test, an L2 enrichment program, a dynamic and non-dynamic post-test and a transfer assessment session. Each assessment session of the 8-week programme was audio-recorded, transcribed and analyzed within both qualitative and quantitative designs. Findings indicated that the dialogical interactions of DA procedures helped the mediator see her students' potential linguistic competence. Moreover, the participants had the chance of overcoming their linguistic problems. Lastly, the participants stated their positive perspectives on this alternative assessment process.

More recently, Çalış (2018) has investigated the effectiveness of DA besides its role in raising the metasyntactic awareness of students. This research was a case study in explicit grammar teaching context including both qualitative and quantitative data. The participants were two boys and a girl at the preparatory school of Mersin University. The whole DA process took place within five steps. The first

step involved a pre-test procedure in which the levels of 18 students were examined. In the second step, the researcher observed participants' metasyntactic awareness in a way of self-detection. During the third step, all participants took group mediation and three students with the lowest grade were chosen. In the fourth step, the mediator focused on the mistakes of only these three students. Finally, individual mediation was given for each. Quizzes, assessment tasks, reflective questionnaires and researcher journal were used as data collection instruments. Regarding qualitative analysis, the researcher prepared a tabulation of scores assigned as 0, 1, 2, or 3 for participants' metasyntactic awareness. The quantitative data was analyzed statistically. The results showed that DA had positive effects on raising students' metasyntactic awareness through providing alertness and awareness towards the grammatical structures. Furthermore, the application of DA was effective on the achievements of two students in quizzes however, it did not have any effect in one of the students' grades. The researcher explained this finding with the participant's individual differences and loss of motivation. Being one of the most current studies in the Turkish context, this research suggests that DA is beneficial to change learners' attitudes towards grammar teaching/learning and to increase their linguistic success.

All in all, as clearly stated, studies of DA in L2 learning are not only limited to the English context but also Spanish, French and any other languages as well. Similarly, applying to DA for different age groups and language skills also seems possible with its positive results. Since few studies have been conducted in the Turkish context, in an attempt to contribute the relevant literature, the present study will focus on the three EFL learners' tense preferences through writing activities at a state secondary school, in İstanbul.

CHAPTER III

3. METHODOLOGY

3.1. INTRODUCTION

This thesis aims to reveal the effectiveness of Dynamic Assessment on learners' tense preferences in writing activities along with their perspectives about the process. The study was conducted with three sixth graders at a state secondary school in İstanbul in the spring term of the 2018-2019 academic year. Including the details about the participants, this chapter presents four main sections as the research design, the context, the data collection procedure and the data analysis.

3.2. RESEARCH DESIGN

This research is a qualitative case study within the interactionist DA perspective. To make the findings more reader-friendly, the researcher tallied some numbers in terms of frequency and presented them in a quantitative manner. Furthermore, this study fits into the action research design due to the following reasons: "The teacher becomes an investigator, or explorer of his/her own teaching context while at the same time being one of the participants in it" (Burns, 2009, p. 2). Besides the teacher's role as a researcher, action research requires the learners' active involvement during the teaching process as in this study.

3.3. CONTEXT AND PARTICIPANTS OF THE STUDY

This study was carried out in an EFL context with 11-year-old three sixth graders at a secondary school in İstanbul, Turkey. As the school itself is a girls' imamhatip secondary school, all participants were female. Although they have been learning English for five years as a part of compulsory education, their assumed level was A2. However, their strengths and limitations might vary.

According to the imamhatip secondary schools' weekly syllabus suggested by the Ministry of National Education on 19th February 2018, 6th graders can study English up to 9 hours in a week (<https://dogm.meb.gov.tr/meb>, Date of Access: 04.03.2019). Regarding this decision, the relevant schools with appropriate physical conditions might add English classes (project classes) to their programmes. Enrolling in these classes depends on the student's request and academic achievement. Hence, as project class students, all of the participants have felt enthusiastic about this study.

There were two teachers sharing one class. The main instructor was following two books. One was suggested by a private language institute and the other one was provided by the ministry. The second instructor was a native speaker and was attending only speaking sessions (2 hours) near the first teacher. In one term, the learners were expected to undergo 4 compulsory exams and 2 optional follow-up tests including writing, reading, listening and speaking skills.

With the onset of the study, a screening test was applied to 28 students. Looking at its results, the researcher and her supervisor identified 9 students as eligible for giving individual mediation. Among 9 students, 3 students were chosen on a voluntary basis. The teacher sent a consent form to the parents of each participant (Appendix 1). In order to maintain anonymity, respondents will be referred with pseudo names.

3.4. DATA COLLECTION INSTRUMENTS

Heigham and Croker (2009: 14) suggested that case studies combine multiple sources of data and data collection methods for the in-depth analysis of individuals and educational contexts. In this study, therefore, the researcher applied various data collection instruments including the assessment tasks, open-ended questionnaire, teacher journal and semi-structured interviews.

3.4.1. Assessment Tasks

Participants took four assessment tasks: (1) a screening test, (2) a pre-test, (3) a post-test and (4) a delayed post-test with transfer items. The screening test required all participants (28 students) to write a text including 5 paragraphs. Each paragraph aimed at checking learners' difficulties and mistakes in tense marking. These paragraphs included the tense marking of simple present, simple present continuous, simple past, past progressive and be going to, respectively. The results of this test helped the researcher to specify her participants and topic. As a result, the researcher chose the simple past and past progressive as the most problematic ones among participants' tense preferences to give mediation.

The other parallel tests as the pre-test, post-test and delayed post-test consisted of two parts. In the first part of the pre-test and post-test, there were 20 items that asked participants to write correct forms of the given verbs through a reading passage. In the second part, students were expected to make up a story with given pictures both in simple past and past progressive. In this part, the number of items varied in relation to the length of each learner's writing. Unlike the other preceding two tests, there were also 5 transfer items among 20 target verbs in the first part of the delayed post-test. These items were prepared according to the individual needs of participants in order to see the effectiveness of the DA procedures.

The post-test was applied two weeks after the pre-test while the delayed post-test was given the following fourth week. The duration of these quizzes were usually 40 minutes. The implementation of DA after each parallel test was audio-recorded, and then transcribed by the researcher.

3.4.2. Open-ended Questionnaire

After each parallel-test, learners were given an open-ended questionnaire prepared by the researcher and the supervisor of this thesis. The reason for applying an open-ended questionnaire was to motivate the respondents without restricting their thoughts. The researcher gave the same survey at the end of each test in order to

examine whether there was any change in the opinions of participants about the process or not. For the number of open-ended questions, Dörnei and Taguchi suggested that (2009: 10) “the most effective strategy is usually not the inclusion of too many open-ended questions but to combine the questionnaire survey with other data collection procedures”. Therefore, the number of the items given as sentence completion in the questionnaire was limited to 5 (Appendix 2).

3.4.3. Teacher Journal

Based on the socio-cultural theory, as Engin has stated (2011: 297), the study of knowledge construction is scaffolded by journals since each journal serves as an anchor for the teacher’s thoughts, feelings and decisions. Furthermore, Engin has offered that journals include benefits for teachers such as reflection, personal and professional development as well as enriching the qualitative data of the relevant study. Thus, the researcher wrote down her observations, opinions and challenges not only about each mediation process but also for all steps of this study.

3.4.4. Interview

Interviews have been regarded as one of the most essential sources of data collection instruments among qualitative researchers (Çalış, 2018, p. 39). According to Talmy and Richards (2010: 1), interview studies investigate the participants’ identities, experiences, beliefs, life histories, and more. As a case study, this research also included semi-structured interview questions in order to reveal learners’ perspectives and feelings about the implementation of DA. The questions were provided below:

1. What do you think about the advantages and disadvantages of this implementation? Why?
2. How did the procedures of DA affect you emotionally? Why?

Regarding the possible negative effects of English language on respondents’ motivation and anxiety level, the interviews were conducted in Turkish (L1). The

researcher talked to all participants individually when the study was over. The audio-recorded interviews lasted about ten minutes for each participant.

3.5. DATA ANALYSIS

Both qualitative and quantitative techniques were used for data analysis.

3.5.1. Qualitative Analysis

The qualitative data was collected through open-ended questionnaires, audio-recordings, journal notes and interviews. The questionnaires and interviews were transcribed and translated by the researcher. Besides journal notes, questionnaires and interviews were also analyzed with the content analysis technique.

3.5.2. Quantitative Analysis

DA procedures were coded according to mediation steps as 0, 1, 2, 3, and 4. For this, the researcher benefited from the “regulatory scale” of Aljaafreh and Lantolf (1994: 471). Regarding learners’ responses to mediation process, each step was scored as follows:

Table 1
Regulatory Scale

Step	Mediation	Score
0	The student corrects her own mistake.	-
1	The teacher asks if the student knows the meaning of the relevant verb.	3
2	The teacher asks whether the target action takes time or happens suddenly. / The teacher asks whether the target verb is regular or not.	2
3	The teacher provides examples on the relevant mistake.	1
4	The teacher gives the correct answer with the necessary explanation.	0

The scores of all assessment tasks and mediation steps were analyzed statistically.

3.6. IMPLEMENTATION OF DA

The researcher and her supervisor decided on five steps for the implementation of DA procedures. All steps were clearly explained to the participants by the teacher. These five steps are provided below:

3.6.1. The First Step of DA

During the first step of the study, the researcher gave a screening test to all students (n=28) in order to examine their strengths and limitations in tense marking. The students were expected to answer the test as if it was a real exam. The duration was 40 minutes as usual.

3.6.2. The Second Step of DA

After determining three participants according to the results of the screening test (see, 3.3), the researcher prepared three parallel tests as the pre-test, post-test and delayed post-test. In the second step, three students were given the pre-test.

3.6.3. The Third Step of DA

After examining pre-test results, the researcher invited each participant to a classroom for individual mediation. First, the teacher reminded the relevant student how to handle that process, and then started her mediation. Next, the mediator questioned the accuracy of each sentence that the student had read. Finally, she provided necessary hints and prompts from implicit to explicit so that the learner could detect and correct her own mistakes. If the researcher realized that the student had difficulty in the target language, she simplified her language or spoke in Turkish due to the assumed level of participants (A2). In this dialogical way, each learner was expected to correct her own mistake. The whole procedure lasted about 20

minutes per student and was audio-recorded. At the end of each session, the participants answered an open-ended questionnaire. Furthermore, the researcher took notes related to her observations and challenges.

3.6.4. The Fourth Step of DA

In the fourth step, participants were given a post-test after two weeks. The following procedure was the same as the mediation process of the pre-test (see, 3.6.3).

3.6.5. The Fifth Step of DA

In this step, the students attended the last mediation process over their mistakes in the delayed post-test. The only difference that distinguishes this step from other steps was that the teacher interviewed her students at the end of it. All of these five steps will be discussed in detail in the next chapter.

CHAPTER IV

4. FINDINGS

4.1. INTRODUCTION

The purpose of this chapter is to present the description of each participant as well as the detailed data analysis. The tables provide a statistical perspective for the implementation of DA while the excerpts as discourse analysis supply the qualitative data. The findings are discussed in six sections for every case as (1) first assessment task, (2) second assessment task, (3) third assessment task with transfer items, (4) the effects of implementation of DA, (5) open-ended questionnaires and interview, (6) teacher notes and observations.

4.2. CASE 1 (YAPRAK)

Yaprak was 11 years old. She was a student at 6th grade. Although she had attended a private primary school with extensive English courses for four years, the screening test results showed that her English achievement was not above the classroom average. She was a hardworking and determined student. Since she would like to learn English better, she was in the project classroom voluntarily (see, 3.3).

The teacher as a researcher has taught this classroom for nine months. In this time, she has observed that Yaprak's linguistic mistakes were very simple and slight. Therefore, the instructor thought that she would be a good candidate in order to see the effectiveness of mediation processes. The DA procedure started with the first assessment task.

4.2.1. First Assessment Task

The first test was conducted as the pre-test including two parts. In the first part, each student was expected to fill in the blanks with either past simple or past

progressive. The second part included seven pictures for learners to make up a story with them both in simple past and past progressive. The instructor gave some keywords in order to specify learners' mistakes on tense preferences. As this was a productive exercise for each learner, the numbers of items varied in relation to the length of each written text (see, 3.4.1).

Yaprak had 10 correct answers out of 20 target verbs in the first part. In the story part, she used 14 verbs and she had only 3 mistakes. Before providing mediation, the researcher examined her paper quickly; however did not score it.

Mediation 1

The instructor invited Yaprak to a classroom for individual mediation. The participant was expected to correct her mistakes through the step by step procedure of DA. The whole process was audio-recorded (see, 3.4.1).

Table 2
Yaprak's Responsiveness to Mediation in the Gap-filling Part of Task 1

Mediation step	Responsiveness	
	n	%
0	2	20
1	2	20
2	2	20
3	3	30
4	1	10

Step 0 stands for the mistakes that Yaprak corrects on her own. Step 4 shows the answer provided by the teacher as the student could not correct it. The other steps were numbered according to Yaprak's responsiveness for her each mistake. In light of these remarks, Table 2 shows that Yaprak could not correct only 1 out of her 10 mistakes. Her responsiveness is 20% for the steps of 0, 1, and 2. The highest rate is 30% for step 3 in the table. For this part, this means that Yaprak was able to correct most of her mistakes (3 out of 10) in the third step of the first mediation process.

Excerpt 1
The Sample of Yaprak's Responsiveness to Mediation in Step 0

T: Can you read the next sentence, please?

Y: After one hour of cycling in the sunshine, a big fat raincloud suddenly appear (appear) and it started (start) to rain.

T: Is there anything wrong in this sentence?

Y: Yes, appear is wrong.

T: You know your mistake, interesting (laughs). Then, why did you do it wrong?

Y: I missed it because I was stressed out on the test.

T: I see. Can you correct your mistake?

Y: ... appeared.

The first extract reveals that the student was able to correct her mistake without mediation. While Yaprak was reading the relevant sentence, she realized the absence of “ed” after the target verb. She explained this slight mistake with her anxiety during the exam. This finding suggests that although students know the right answer, they might not write it in the exam paper due to some reasons such as excitement, anxiety, inattention and so on. Moreover, the result supports the significance of DA in revealing the learner's true linguistic level on the relevant rule(s).

Excerpt 2
The Sample of Yaprak's Responsiveness to Mediation in Step 1

T: Continue, please.

Y: So, I was deciding (decide) to cycle around a little.

T: Is there anything wrong in this sentence?

Y: Maybe, but I am not sure.

T: Does “to decide” happen suddenly or take time?

Y: Suddenly.

T: Can you correct your mistake?

Y: So, I decided to cycle around a little.

T: Good, Yaprak.

In this dialogue, the mediator did not intervene much in order to help Yaprak find her mistake. She was able to give the correct answer in the first step of the mediation process. This result suggests that her mistake was presumably due to not paying attention to the target verb.

Excerpt 3

The Sample of Yaprak's Responsiveness to Mediation in Step 2

T: Next sentence, please.

Y: I opened (open) the door and taken (take) out my bike.

Y: I think taken was wrong.

T: Why?

Y: I forgot "was".

T: Hmm. Which tense is it?

Y: Simple past.

T: In simple past, do we use "was" with an action verb?

S: No.

T: So?

S: Verb two, took.

T: Yes, Yaprak.

This extract differs from the previous ones in that the student realized her mistake before the teacher asked if there was something wrong. However, her first attempt to correct that mistake caused another mistake. Therefore, the mediator began to provide necessary hints. Yaprak was able to aware of her mistake thanks to the teacher's second mediation.

Excerpt 4

The Sample of Yaprak's Responsiveness to Mediation in Step 3

Y: After a while, the sun was coming (come) out again.

T: Is there anything wrong in this sentence?

Y: I think, no.

T: What does "come out" mean?

Y: ...

T: It means “appear”.

Y: “ortaya çıkmak”?

T: So, does it take time or happen suddenly?

Y: Suddenly.

T: Then, how should we correct your mistake?

Y: The sun came out again.

T: Well done.

This dialogue clearly shows that the mediator followed a gradual process so as to help the student realize her mistake. First, the teacher checked whether her student knew the meaning of the target verb or not. Then, she provided a synonym for it. Next, the student was expected to focus on the duration of the action. When Yaprak realized that the target verb was related to a sudden action in the past, she managed to correct her mistake.

Table 3
Yaprak’s Responsiveness to Mediation in the Story-making Part of Task 1

Mediation step	Responsiveness	
	n	%
0	2	66.6
1	-	-
2	-	-
3	1	33.3
4	-	-

In the second part of the first assessment task, the number of items might vary (see, 4.2.1). Yaprak used 14 verbs among which there were only 3 mistakes. As Table 2 points out, the student was able to correct her two mistakes in step 0 with a rate of 66.6%. For her last mistake, Yaprak could find the right answer with the third hint of the teacher. These results suggest that the productive level of the participant for using simple past and past progressive seems better than her receptive level despite the opposite expectation.

4.2.2. Second Assessment Task

The second assessment task was carried out in the same way as the post-test. In this test, there were two sections identical to the ones in the pre-test as filling in the blanks and making up a story (see, 4.2.1). Yaprak had 12 correct answers out of 20 target verbs in the first part. In the story part, she used 18 verbs and she had only 4 mistakes. The researcher checked the exam paper of the student quickly in order to have an idea about her mistakes. Then, Yaprak was invited to a classroom for individual mediation.

Mediation 2

The teacher navigated the second dialogical mediation process in a way that was the same as the first one. The mediator shaped her questions in accordance with Yaprak's reaction till the uptake point. When the learner could not find the correct answer despite all necessary mediations, the researcher provided the right answer. However, this was not the case for Yaprak as she was able to correct all of her mistakes as provided below:

Table 4
Yaprak's Responsiveness to Mediation in the Gap-filling Part of Task 2

Mediation step	Responsiveness	
	n	%
0	6	75
1	1	12.5
2	-	-
3	1	12.5
4	-	-

This table shows that Yaprak had 8 mistakes out of 20 target verbs. Her responsiveness is 75% for step 0 with the highest percentage. This means that she was able to realize most of her mistakes (6 out of 8) without mediation. The student could correct her other 2 mistakes in step 1 and 3 respectively with the same percentage (12.5%).

Excerpt 5
 The Sample of Yaprak’s Responsiveness to Mediation in Step 3

Y: I carried (carry) the board in my right hand and my left hand was in the cool water.

Y: I don’t think, there is a mistake in this sentence.

T: Do you know the meaning of “carry”?

Y: No, teacher.

T: Then, let’s try to guess its meaning at first.

T: “The teacher is holding her bag”. Like that, Yaprak (using her body language).

Y: “taşımak”?

T: If so, does it take time or happen suddenly?

Y: It takes time.

T: Good, Yaprak. Correct your mistake, please.

Y: I was carrying the board...

Since it became the longest mediation process for Yaprak in this part, the researcher intentionally chose this dialogue as an example. First, the mediator checked if the student knew the meaning of the target verb. Then, she provided a synonym for it. Next, the student was expected to focus on the duration of the action. Finally, after the third mediation, Yaprak was able to realize and correct her mistake.

Table 5
 Yaprak’s Responsiveness to Mediation in the Story-making Part of Task 2

Mediation step	Responsiveness	
	n	%
0	2	50
1	1	25
2	1	25
3	-	-
4	-	-

In the second part, the student used a total of 18 verbs either in simple past or past progressive for her story. As Table 4 shows, Yaprak had only 4 mistakes in terms of the relevant tense marking. She was able to correct her 2 mistakes in step 0

with the highest rate of 50% for this part. The gradual mediation helped the student realize and correct her other two mistakes in step 1 and 2 with 25% for each. These results indicate that the responsiveness of Yaprak to mediation steps is better in the first part (at receptive level) in contrast to the second one (at productive level) for this assessment task.

4.2.3. Third Assessment Task

This last task was conducted as the delayed post-test and included two parts that were the same as the preceding two tasks. The only difference was that besides the same 15 items for all participants, the researcher added 5 different transfer items to the first part for each student in order to see the effectiveness of DA.

Yaprak made only 3 mistakes out of 20 target verbs in the gap-filling part. Her only mistake about transfer tasks was that she used “carried” instead of “was carrying” (see, Table 10). The researcher excluded one of Yaprak’s mistake during data analysis because this mistake was the same as the one which the following dialogue points out:

Excerpt 6

The Sample of Yaprak’s Responsiveness to Mediation in Step 3

Y: While they was playing (play) ...

T: Stop, please. Is there anything wrong in this sentence?

Y: No, because “play” takes time and...

T: What is the subject of this sentence?

Y: play?

T: Be careful.

T: “He plays football.” Who plays football?

Y: He.

T: What about the previous sentence? Who...?

Y: they?

T: Yes. Is the subject plural or singular?

Y: they played?

T: No, Yaprak. We use “he was” but “they...” ?

Y: Sorry, teacher. “they were playing”...

Although her mistake was not directly related to Yaprak’s tense preference, the teacher took her mistake into consideration since she had added this item to the task on purpose. Identical to this mistake, she wrote “was dancing” instead of “were dancing” somewhere else. However, as stated before, the researcher regarded both of these mistakes as a single one due to the fact that after mediation for the first one, she realized her other mistake immediately.

In the story-making part, Yaprak used 12 verbs; however, two of them were excluded since she used these verbs twice. Among her 10 verbs, she had only one mistake regarding her tense preference. She had written “return” instead of “returned”. The mediation process indicated that the reason for this slight mistake was her inattention.

Mediation 3

In the delayed post-test, Yaprak had a total of 3 mistakes regarding her tense preference. Therefore, the third mediation process did not take much time. For the first section, the audio-recorded data revealed that the student was able to correct her mistakes in step 3 as the following table elaborates:

Table 6
Yaprak’s Responsiveness to Mediation in the Gap-filling Part of Task 3

Mediation step	Responsiveness	
	n	%
0	-	-
1	-	-
2	-	-
3	2	100
4	-	-

Yaprak made only 2 mistakes out of 20 target verbs in the first part. This means that the linguistic success of Yaprak has developed significantly since the pre-

test. However, as the number of her mistakes has decreased, the given percentage (100% for step 3) may mislead the reader at first glance as if Yaprak's responsiveness to mediation steps had not improved. The clear reason why the student was able to understand her both mistakes in step 3 is that she insisted on the accuracy of the relevant sentences despite the gradual attempts of the mediator.

Table 7
Yaprak's Responsiveness to Mediation in the Story-making Part of Task 3

Mediation step	Responsiveness	
	n	%
0	1	100
1	-	-
2	-	-
3	-	-
4	-	-

In the story-making part, Yaprak used a total of 10 verbs in either simple past or past progressive. As Table 7 shows, she was able to correct her only mistake without mediation. It can be understood from this result that Yaprak displayed significant progress in terms of her linguistic success and responsiveness to mediation steps from the pre-test to delayed post-test.

4.2.4. The Effect of Implementation of DA on Yaprak's Performance

Regarding the first research question (see, 1.6), the following table reveals that the implementation of DA enhanced Yaprak's tense preferences for simple past and past progressive in writing activities at great extent as follows:

Table 8
The Responsiveness of Yaprak to Mediation Steps in All Tasks (%)

Step	Pre-test		Post-test		Delayed post-test	
	Part A	Part B	Part A	Part B	Part A	Part B
0	20	66.6	75	50	-	100
1	20	-	12.5	25	-	-
2	20	-	-	25	-	-
3	30	33.3	12.5	-	100	-
4	10	-	-	-	-	-

According to Table 8, Yaprak's need for gradual guidance decreased in time, since she was able to find her mistakes earlier than the previous steps during the next mediation process. This situation was the same at both the receptive (Part A) and productive (Part B) levels except her only mistake in the A part of the delayed post-test (see, the explanations for Table 6). Therefore, in general, it seems possible to mention Yaprak's progress in terms of her responsiveness to mediation steps. The following table shows her linguistic success in all tests:

Table 9
The Linguistic Success of Yaprak in All Tasks (%)

	Part A	Part B
Task 1 (Pre-test)	50	78.5
Task 2 (Post-test)	60	77.7
Task 3 (Delayed post-test)	90	90

Concerning the second research question, Table 9 reveals that Yaprak's success from Task 1 to Task 2 increased in both parts despite the slight decline in the B part of the post-test (77.7%). With regards to her success, Table 10 also points out the effectiveness of DA procedures on Yaprak's mistakes:

Table 10
The Progress of Yaprak in terms of Transfer Items

Transfer items	Mediation steps		Results
	Pre-test	Post-test	Delayed post-test
come out	3	3	√
carry	-	-	x (3)
chat	3	3	√
thank	3	3	√
pick up	3	3	√

All of the transfer items were chosen from step 3 as it included the longest mediation process for Yaprak. In other words, each transfer item was among her mistakes that she corrected in the latest steps. Yaprak was able to correct her 4 out of 5 mistakes in the delayed-post test. Her only mistake was related to the second item (carry) in the table and she could correct it in the third step of mediation. According to these results, it seems possible to state the effectiveness of DA for Yaprak's performance as 80%.

4.2.5. Yaprak's Answers for Open-ended Questionnaires and Interview

After each task, Yaprak answered the same open-ended questionnaire. By giving the same questionnaire three times, the researcher aimed to see whether there were any changes in Yaprak's perspectives or not (see 3.4.2). In each questionnaire, the student stated that this method was very useful in that she was able to understand the underlying reasons of her mistakes. Moreover, during the interview, Yaprak explained that this study contributed to her school success with the following words:

I wasn't able to understand the exact difference between the past simple and past progressive before this study. Thus, I got bad marks from my exams and made many mistakes in the first quiz (implying the pre-test). However, this method helped me detect and question my mistakes. As a consequence, I have become more successful in the subsequent tests.

The teacher as a researcher also asked Yaprak whether she would like to handle all of her exams in this way or not. The student answered that although she felt a bit nervous because of audio-recordings, it would be worth trying. She did not state any disadvantages except that this procedure might be time-consuming if it was conducted for all exams.

4.2.6. Teacher Notes and Observations on Yaprak's Performance

Based on the third research question, the researcher also took notes about her experiences after each mediation process (see, 3.4.3). During the first mediation, the mediator had difficulty in creating a dialogical atmosphere since Yaprak seemed very anxious. Therefore, the teacher tried to comfort her student at first. For this, she spoke in Turkish (L1) and made jokes from time to time. Luckily, Yaprak became more relaxed in the following two tests. It can be understood from Yaprak's situation that her unfamiliarity with this implementation caused that anxiety at the beginning. As time went by, the student was able to overcome it and take advantage of the process.

4.3. CASE 2 (FATMA)

Fatma was a student at 6th grade, too. She was 11 years old, like her classmate Yaprak. Among 3 participants, Fatma was the only student who had attended a state primary school. Although she did not take extensive English courses during primary school years, the screening test results indicated that her English score was the same as the other two participants. As a hardworking and self-disciplined student, she was aware that she had to learn English and therefore, she was eager to learn it.

In contrast to Yaprak, Fatma has been more talkative and outgoing during the in-class activities since the beginning of the term. However, Fatma's outstanding performance has not been consistent with her exam grades. Thus, the teacher as a researcher thought that the implementation of DA might be helpful in order to fill this gap. The mediation process started with the first assessment task.

4.3.1. First Assessment Task

Fatma made 11 mistakes out of 20 target verbs in the gap-filling activity part. In the story-making section, she used 12 verbs and she had only 2 mistakes. In order to have an idea about Fatma's mistakes, the teacher revised her exam paper quickly, and then started the individual mediation process.

Mediation 1

The process went on in the same way as Yaprak's mediation. Until Fatma was able to find and correct her each mistake, the teacher provided gradual guidance. The audio-recorded data has provided information on Fatma's responsiveness to mediation steps as follows:

Table 11
Fatma's Responsiveness to Mediation in the Gap-filling Part of Task 1

Mediation step	Responsiveness	
	n	%
0	2	18.1
1	2	18.1
2	3	27.2
3	2	18.1
4	2	18.1

Table 11 reveals that Fatma was able to find 9 out of her 11 mistakes. However, she could not correct her 2 mistakes despite the teacher's gradual prompts (step 4). While the highest rate of her responsiveness to mediation steps is 27.2% for step 3, the other steps have the same rate with 18.1%. Therefore, interestingly, Yaprak's responsiveness to all steps seems almost equal. Following dialogues will provide samples of Fatma's responsiveness to all different mediation steps.

Excerpt 7

The Sample of Fatma's Responsiveness to Mediation in Step 0

T: Can you read the next sentence, please?

F: ... while his wife pick (pick) strawberries.

T: Is there anything wrong in this sentence?

F: Yes, teacher. I did not realize "while" in the sentence.

T: So?

F: was picking.

T: Good, Fatma.

Excerpt 7 is a good example for revealing the actual knowledge of the student on the target linguistic item. Although Fatma knew that she had to use past progressive after while, she wrote "pick" instead of "was picking". As Fatma states, she did it wrong because she did not pay enough attention. Therefore, she was able to correct her mistake immediately without mediation. That's why the results of DA might differ from those of the traditional assessment.

Excerpt 8
The Sample of Fatma's Responsiveness to Mediation in Step 1

F: Luckily, a farmer notice (notice) me and...

T: Is there anything wrong in this sentence?

F: I don't know the meaning of "notice".

T: to realize, to see.

F: It happens suddenly, -ed.

T: Yes, Fatma. Correct your mistake, please.

F: noticed.

T: Well done.

This excerpt shows that Yaprak could use neither simple past nor past progressive as she did not know the meaning of the target verb (notice). The teacher's single attempt in order to remind its meaning helped Yaprak find and correct her mistake.

Excerpt 9
The Sample of Fatma's Responsiveness to Mediation in Step 2

T: Can you read the next sentence, please?

F: ... a big fat raincloud suddenly appeared (appear) and it was starting (start) to rain.

T: Stop here. Is there anything wrong in these sentences?

F: I think, no problem.

T: Can you say a synonym for "start"?

F: "to begin"?

T: Yes. Does it take time or happen suddenly?

F: Suddenly.

F: -ed, started.

T: Yes Fatma, good.

This dialogue reveals that Fatma could not realize her mistake at first. Thus, the teacher reminded the meaning of the target verb (start), and then helped Fatma

focus on the duration of the action. In this second mediation step, the student was able to correct her mistake.

Excerpt 10

The Sample of Fatma's Responsiveness to Mediation in Step 3

F: So, I was deciding (decide) to cycle around a little.

T: Is there anything wrong in this sentence?

F: No mistake. I used past progressive.

T: Did you understand this sentence?

F: Yes, teacher.

T: "to decide..." Is it a sudden action in this sentence or?

F: Suddenly.

T: So?

F: not was deciding, decide.

T: Is it a regular or irregular verb?

F: ?

T: Try to remember. Is it in the irregular verb list?

F: -ed, decided.

In this dialogue, three prompts were provided for Fatma in order to reveal her problematic tense preference. First, the teacher checked if her student understood the sentence or knew the meaning of "decide". Then, Fatma was expected to focus on the duration of the action. With this attempt, the student realized that she had to use the simple past tense. However, this time, she forgot to add "-ed". The teacher's final question about the irregular verb list helped Fatma correct her mistake.

Excerpt 11

The Sample of Fatma's Responsiveness to Mediation in Step 4

T: Continue, please.

F: While it was raining (rain) outside, I chatted (chat) with the farmer.

T: Is there anything wrong in these sentences?

F: No mistake.

T: Do you know the meaning of "chat"?

F: “konuşmak”?

T: Yes. Does it take time or happen suddenly?

F: Sometimes, it takes time. Sometimes, it doesn't.

T: That's okay Fatma, but focus on the event in the text.

F: Suddenly.

T: Now, we are chatting with you.

F: ?

T: We have been chatting for almost twenty minutes.

F: ?

T: It takes time Fatma, so we must use past progressive. I mean, “was chatting”.

This sample is one of the longest mediation procedure for Fatma in the first assessment task. The student could not respond to the preceding three prompts, thus the teacher provided the correct answer in the fourth step. Similar to other samples, the teacher wanted to remind the meaning of “chat” at first. Then, she helped her student decide the duration of the verb. As Fatma was not sure about its duration, the teacher tried to get her attention to the context. Still, Fatma could not decide which tense to choose. Next, the researcher provided some sentences in order to imply that this action was taking time in the past. Finally, the correct answer was provided by the teacher. In light of this information, this dialogue shows that each mediation procedure may not end up with the learner's uptake.

Table 12
Fatma's Responsiveness to Mediation in the Story-making Part of Task 1

Mediation step	Responsiveness	
	n	%
0	-	-
1	2	100
2	-	-
3	-	-
4	-	-

In the second part of the first assessment task, each student was expected to make up a story with given pictures in target tense marking. Therefore, the number

of items might vary for every participant as stated above (see, 4.2.1). Fatma used 12 verbs among which there were only 2 mistakes. As Table 10 points out, the student was able to correct these two mistakes in step 1 with a rate of 100%. This finding suggests that the productive level of Fatma for using simple past and past progressive seems better than her receptive level. The result was the same for Yaprak, too (see, the explanations for Table 3).

4.3.2. Second Assessment Task

The second assessment task included filling in the blanks and making up a story sections that were the same as the ones in the pre-test. Fatma had 16 correct answers out of 20 target verbs in the first part. In the second part, she used 18 verbs and she had only 5 mistakes in terms of her tense preference for either simple past or past progressive. The researcher detected her mistakes on the exam paper quickly so as to have an idea about possible prompts, and then started the individual mediation process for Fatma.

Mediation 2

The second mediation session went on in a way that was the same as the first one. The mediator provided gradual prompts for Fatma until she was able to correct her each mistake. The student could respond to the second mediation process successfully in two different steps as the following table points out:

Table 13
Fatma's Responsiveness to Mediation in the Gap-filling Part of Task 2

Mediation step	Responsiveness	
	n	%
0	1	25
1	-	-
2	3	75
3	-	-
4	-	-

Fatma had 4 mistakes out of 20 target verbs. She was able to correct most of her mistakes (3 out of 4) in step 2 with the highest percentage (75%). The student could realize her last mistake without mediation in step 0 (25%). In the time from Task 1 to Task 2, these results can be interpreted as an improvement over Fatma's performance in choosing the right tense marking as well as her responsiveness to the mediation steps.

Excerpt 12

The Sample of Fatma's Responsiveness to Mediation in Step 2

Y: Everyone feel (feel) sorry for her.

Y: I don't remember the second form of "feel".

T: Is it a regular or irregular verb?

Y: In the list, but I don't...

T: Okay, I am going to ask some verbs for you. Try to remember their second forms.

T: "leave"?

Y: "left".

Y: "felt", teacher.

T: Good, Fatma.

This dialogue was the longest sample of Fatma's responsiveness to mediation steps in this section. The student realized that she had to use the simple past tense however, she could not remember the second form of the target verb. Thus, the teacher first implied that the verb was irregular. Next, she provided a similar conjugation. Through this second attempt, Fatma was able to correct her mistake.

Table 14

Fatma's Responsiveness to Mediation in the Story-making Part of Task 2

Mediation step	Responsiveness	
	n	%
0	1	20
1	4	80
2	-	-
3	-	-
4	-	-

Fatma used 18 verbs in the story part. As the table points out, she had 5 mistakes among them related to tense marking either in simple past or past progressive. The student was able to correct her 4 mistakes in step 1 with the highest rate of 80% for this part. She could realize her last mistake in step 0 without mediation (20%). These results clearly show that the teacher's single attempt helped Fatma notice and correct her mistakes. That is, she did not need further mediation. This evidently proves the usefulness of DA on Fatma's performance.

4.3.3. Third Assessment Task

Fatma made only one mistake out of 20 target verbs in the gap-filling section. This single mistake was among her 5 transfer items (see, Table 16) and she was able to correct it after the teacher's first mediation. In the story-making part, the student used a total of 20 verbs either in simple past or past progressive. However, the researcher excluded 3 verbs as Fatma had written them twice. Her story was the longest one among all three stories. She had only one mistake as she made in the first part. She could repair her single mistake in step 1. In both parts, she became the most successful participant of the third task.

Mediation 3

The last step of implementation of DA was designed as the same with mediation 1 and 2. However, it lasted shorter than the previous ones since the student had only one mistake in the first part. Fatma was able to correct this mistake in step 1 as Table 15 shows:

Table 15
Fatma's Responsiveness to Mediation in the Gap-filling Part of Task 3

Mediation step	Responsiveness	
	n	%
0	-	-
1	1	100
2	-	-
3	-	-
4	-	-

Fatma’s only mistake was in the transfer items part. She could not remember the second form of “fall” although she decided that she had to use “simple past”. The teacher’s only attempt to sample similar verbs helped the student correct her mistake.

Table 16
Fatma’s Responsiveness to Mediation in the Story-making Part of Task 3

Mediation step	Responsiveness	
	n	%
0	1	100
1	-	-
2	-	-
3	-	-
4	-	-

Fatma used a total of 17 different verbs either in simple past or past progressive. Similar to the first part, she made only one mistake. She wrote “rided” instead of “rode”. While the student was reading her sentence aloud, she realized her mistake and corrected it without mediation.

4.3.4. The Effect of Implementation of DA on Fatma’s Performance

The first research question tried to investigate to what extent the implementation of DA had effects on students’ perceptions of their mistakes (see, 1.6). In response to this question, the following table summarizes Fatma’s performance on mediation steps:

Table 17
The Responsiveness of Fatma to Mediation Steps in All Tasks (%)

Step	Pre-test		Post-test		Delayed post-test	
	Part A	Part B	Part A	Part B	Part A	Part B
0	18.1	-	25	20	-	100
1	18.1	100	-	80	100	-
2	27.2	-	75	-	-	-
3	18.1	-	-	-	-	-
4	18.1	-	-	-	-	-

Table 17 shows that the responsiveness of Fatma to mediation steps has improved regularly in both parts from the pre-test to the delayed test. In terms of the

first research question, as her consistent progress and final performance indicate, Fatma has become the most successful participant.

Table 18
The Linguistic Success of Fatma in All Tasks (%)

	Part A	Part B
Task 1 (Pre-test)	45	83.3
Task 2 (Post-test)	80	72.2
Task 3 (Delayed post-test)	95	94.1

Regarding the second research question, her performance for Part A has developed with almost the same increasing trend in the first part. However, she did better in the second part of the pre-test than the post-test. This decrease might be explained with the difficulty degree of the second task because it was the same for all participants. Fortunately, Fatma could make up for her decline in the delayed post-test with a rate of 94.1%.

Table 19
The Progress of Fatma in terms of Transfer Items

Transfer items	Mediation steps		Results
	Pre-test	Post-test	Delayed post-test
decide	3	-	√
tell	3	-	√
chat	4	-	√
feel	-	2	x (1)
carry	-	2	√

Four out of five transfer items were chosen among the mistakes that Fatma was able to repair in the later steps (step 2 and 3). The last item was the verb (chat) for which the teacher gave the right answer during the first mediation since Fatma could not correct it (step 4). As Table 19 reveals, she managed to correct her previous 4 mistakes in the delayed post-test. The teacher's first mediation helped the student correct her only mistake (feel) for this test. In light of these findings, her progress might be regarded as 80% which is equal to that of Yaprak.

4.3.5. Fatma's Answers for Open-ended Questionnaires and Interview

For the third research question, the researcher gave the same questionnaire to Fatma after each mediation procedure (see, 3.4.2). The student answered all of the questionnaires without any changes in her thoughts. In general, she stated that the whole procedure helped her understand the subject thoroughly. As a consequence, she did better in the following exams including the post-test and delayed post-test. During the interview, Fatma expressed her perspectives as follows:

I have realized that although I know the target grammar rules, I can't use them correctly in the exams. This method taught me to be more careful and to question my mistakes. Also, studying with my English teacher on my mistakes was more useful for me than studying alone. Therefore, I made fewer mistakes in the following tests.

When the teacher asked Fatma her feelings about this method, she replied that all stages had been exciting and enjoyable for her. The student concluded that she felt sorry because this study was finished.

4.3.6. Teacher Notes and Observations on Fatma's Performance

Regarding the last research question, the teacher's notes (see, 3.4.3) revealed that Fatma was better than her friends in distinguishing between simple past and past progressive. Therefore, her responsiveness to mediation steps was faster. Moreover, managing the dialogical process became more enjoyable for the teacher because Fatma clearly showed that she was having fun. The findings of the study also support the researcher's observations in terms of Fatma's responsiveness to mediation steps (see, Table 17) and her success in all tests (see, Table 18). Lastly, the mediator admitted that she did not expect Fatma to be so successful. As a consequence, the DA procedures revealed the potential linguistic capacity of Fatma for both herself and the researcher.

4.4. CASE 3 (ZEYNEP)

Zeynep was 11 years old and a sixth grader, like Yaprak and Fatma. She was a student at the same private primary school with Yaprak two years ago. Her English level was also assumed as intermediate according to the results of the screening test. At the beginning of the 5th grade, Zeynep demanded to be in the project class in order to learn English more extensively. Therefore, she was motivated enough to attend this study. Furthermore, she was a clever, hardworking and outgoing student.

For nine months, the teacher has observed that Zeynep was a good leader, especially in group works. She could share the requirements of a particular task equally among all of her friends and help the ones who have difficulty in conducting them. In other words, she was able to realize the linguistic challenges and problems of others. However, according to the teacher's observations, she was prone to making slight mistakes in her every exam or quiz paper. Thus, the researcher thought that Zeynep could be a good candidate for her study in order to see the effectiveness of DA over the traditional ones. The mediation process for Zeynep started with the first assessment task.

4.4.1. First Assessment Task

Zeynep had 14 correct answers out of 20 target verbs in the gap-filling section. In contrast to Yaprak (10 mistakes) and Fatma (11 mistakes), she seems more successful (6 mistakes) in the A part of the first assessment task. In the story-making part, she used 10 verbs and she made 4 mistakes. Her receptive knowledge in either simple past or past progressive might be interpreted as being better than her productive level for this task. The teacher as a researcher checked her paper beforehand in order to shape her possible prompts for Zeynep's needs, and then started the first mediation process.

Mediation 1

The procedure took place in the same way as Yaprak and Fatma's mediation. The instructor continued the gradual hints and prompts until Zeynep was able to find and correct her each mistake. All dialogues were audio-recorded for the detailed data analysis of these interventions. The following table represents Zeynep's responsiveness to mediation steps in the first part of this assessment task:

Table 20
Zeynep's Responsiveness to Mediation in the Gap-filling Part of Task 1

Mediation step	Responsiveness	
	n	%
0	1	16.6
1	1	16.6
2	2	33.3
3	2	33.3
4	-	-

Table 20 does not include any numeric value for step 4. This means that Zeynep was able to correct all of her mistakes before the teacher provided the right answers (see also, 4.2.1). The student could respond to a total of 4 mistakes in either step 2 or 3 with the highest percentage (33.3%) for this part. She corrected her other two mistakes in step 0 and 1 with the same rate as 16.6%.

Excerpt 13

The Sample of Zeynep's Responsiveness to Mediation in Step 0

T: Can you read this sentence again?

Z: One man was mowing (mow) the grass while his wife picked (pick) strawberries.

T: Is there anything wrong in these two sentences?

Z: Yes, teacher. I didn't realize "while".

T: Then, correct your mistake, please.

Z: ... while his wife was picking strawberries.

T: Good, Zeynep.

As this dialogue reveals, the single inquiry of the instructor helped Zeynep realize and correct her mistake without mediation. It seems clear that although the student knows the right answer, she has missed the detail due to her lack of attention. This proves the significance of DA for detecting the true capacity of each learner.

Excerpt 14

The Sample of Zeynep's Responsiveness to Mediation in Step 1

T: Continue, please.

Z: Luckily, a farmer was noticing (notice) me and...

T: Is there anything wrong in this sentence?

Z. Maybe, teacher.

T: Why do you think so?

Z: Because I don't know "notice". Maybe, it is short.

T: You mean, you don't know the meaning of "notice". So, you can't decide whether this action takes time or not. Right?

Z: Yes, teacher.

T: Okay. Let's try to remember its meaning first.

Z: ?

T: It means "to realize" or "to see".

Z: -ed?

T: Yes, read your sentence again.

Z: Luckily, a farmer noticed me...

This sample indicates that the student is indeed a true candidate for the implementation of DA in that she clearly states her uncertainty and encourages the researcher for a possible prompt. The teacher's only attempt in order to remind the meaning of "notice" let the learner correct her mistake.

Excerpt 15

The Sample of Zeynep's Responsiveness to Mediation in Step 2

T: Read the next sentence, please.

Z: ... I chatted (chat) with the farmer.

T: Is there anything wrong in this sentence?

Z: I am not sure.

T: Do you know the meaning of “chat”?

Z: “to call”?

T: No, be careful.

Z: “to talk”?

T: So, does it take time or happen suddenly?

Z: ...takes time?

T: Yes. Correct your mistake, please.

Z: I was chatting with the farmer.

T: Well done, Zeynep.

In this excerpt, Zeynep was able to correct her mistake in the second step. First, the teacher reminded the meaning of “chat”, and then helped her student focus on the duration of this action. This dialogue clearly shows that Zeynep’s preference for tense marking was wrong due to the fact that she confused “chat” with “call”. Although this mistake would be regarded as a grammatical one in a traditional test, DA proved that it was actually related to the vocabulary knowledge of the participant. Thus, DA seems a useful method in order to find the underlying reason(s) of the learners’ mistakes.

Excerpt 16

The Sample of Zeynep’s Responsiveness to Mediation in Step 3

T: Let’s start with the first sentence.

Z: When I get (get) up yesterday, the sun...

T: Is there anything wrong in this sentence?

Z: Yes, teacher. “get”. Because I didn’t know the second form of it.

T: Is it a regular or irregular verb?

Z: Regular.

T: If it was regular, why didn’t you add –ed? (Laugh)

T: Do you remember the irregular verb list?

Z: Yes, but not “get”.

T: I see, then let’s try to remember it together.

T: “break”

Z: “*broke*”.

Z: ... *got*?

This dialogue represents the longest mediation process for Zeynep in the first part. The student realized that she had to use the simple past tense, however, she could not remember the second form of “get”. As a result, the teacher asked whether it was a regular or irregular verb at first. In the following step, she helped her student be sure that it was irregular. Next step would include verbs with similar sounds that functioned as reminders for its correct form. However, the only example of the researcher worked and the student was able to correct her mistake.

Table 21
Zeynep’s Responsiveness to Mediation in the Story-making Part of Task 1

Mediation step	Responsiveness	
	n	%
0	1	25
1	1	25
2	1	25
3	-	-
4	1	25

In the story-making part, Zeynep used 10 verbs among which there were 4 mistakes in total regarding her tense preference. As the Table 21 points out, the student was able to correct her 3 mistakes in step 0,1 and 3 respectively. The teacher provided the right answer for Zeynep’s last mistake as she could not respond to the preceding three steps. All of the percentages for Zeynep’s responsiveness are equal as 25% in this part. In light of this information, Zeynep seems to be the least successful student in writing part among three participants due to the length of her text. However, this situation has a positive effect on the number of her mistakes as the fewer verbs she used, the fewer mistakes she made.

4.4.2. Second Assessment Task

The second assessment task was designed in the same way as the pre-test including two separate parts. In the gap-filling part, Zeynep had 12 correct answers

out of 20 target verbs. In the story-making part, she used 11 verbs and she had 6 mistakes concerning her tense preference for either simple past or past progressive. The teacher quickly examined Zeynep's answers in this test, and then started the second individual mediation for her.

Mediation 2

The second mediation process for Zeynep lasted about 20 minutes and audio-recorded like the preceding one. Whenever the student was in need, the teacher provided the gradual guidance for her mistakes. Table 22 summarizes Zeynep's responsiveness to mediation steps in this part:

Table 22
Zeynep's Responsiveness to Mediation in the Gap-filling Part of Task 2

Mediation step	Responsiveness	
	n	%
0	-	-
1	1	12.5
2	6	75
3	1	12.5
4	-	-

In contrast to Yaprak and Fatma, Zeynep made more mistakes in the second task. While she had 14 correct answers out of 20 target verbs in her pre-test, the number went down to 12 in the post-test. She was able to correct most of her mistakes (6 out of 8) in step 2 with the highest percentage (75%). The student could realize her last two mistakes in step 1 and 3 respectively with the same rate (12.5%). These results show that there has been no progress in Zeynep's linguistic knowledge and her responsiveness to mediation steps between Task 1 and Task 2.

Excerpt 17
The Sample of Zeynep's Responsiveness to Mediation in Step 3

T: Continue, please.

Z: However, suddenly I was noticing (notice) the shark.

T: Is there anything wrong in this sentence?

Z: I think, no.

T: Do you know the meaning of “notice”?

Z: I don’t know, teacher.

T: It was also in your first test.

Z: Yes, but I couldn’t remember.

T: It means “to see” or “to realize”.

Z: It is short action, -ed?

T: Yes, Zeynep. Correct your mistake, please.

This excerpt illustrates the longest sample of Zeynep’s responsiveness to mediation steps in this part. The researcher had asked the same verb (notice) in the pre-test, too. Although Zeynep had managed to correct her mistake in step 1 during the first mediation, she could find the right answer in the later step (step 3) this time despite the opposite expectation. In order to help her student, the teacher followed the common procedure. First, she checked whether Zeynep knew the meaning of the target verb or not. Then, the researcher provided synonyms for it. When the student was expected to focus on the duration of the action in the third step, she was able to correct her mistake.

Table 23
Zeynep’s Responsiveness to Mediation in the Story-making Part of Task 2

Mediation step	Responsiveness	
	n	%
0	1	16.4
1	3	50
2	2	33.3
3	-	-
4	-	-

Zeynep used a total of 11 verbs either in simple past or past progressive for the story part. As Table 23 points out, she was able to correct her 3 of 6 mistakes in step 1 with the highest rate for this part (50%). Zeynep managed to repair her 2 mistakes in step 2 (33.3%). She could realize her last mistake without mediation (16.4%). These results suggest that Zeynep’s responsiveness to mediation steps has improved for the second part unlike the first one.

4.4.3. Third Assessment Task

Zeynep had 15 correct answers out of 20 target verbs in the gap-filling part. Her 2 mistakes out of 5 were related to transfer items (see, Table 28). Like Yaprak, one of her mistakes was not directly related to her tense preference. The student decided that she had to use past progressive; however, she could not realize that the subject of the sentence was plural. Nevertheless, the researcher counted it as a mistake since she had added this detail deliberately. Excerpt 18 will exemplify the relevant situation:

Excerpt 18

The Sample of Zeynep's Responsiveness to Mediation in Step 1

T: Continue, please.

Z: They was dancing (dance) for about 5 minutes when...

T: Is there anything wrong in this sentence?

Z: I think, no.

T: What is the subject in the first part?

Z: Aaa, they were dancing...

T: Yes, Zeynep. You must be more careful.

In the story-making part, she used 12 verbs and she made 4 mistakes. While calculating percentages during data analysis, the researcher excluded 2 verbs as the student had written them twice. Thus, the number of her correct answers became as 6 out of 10 verbs. This result was the same in her pre-test, too.

The teacher as a researcher checked Zeynep's answers in the third assessment task quickly in order to provide more effective guidance on her mistakes. Afterwards, the student was invited to a classroom for the last step of individual mediation.

Mediation 3

The third mediation step was conducted in the same way as mediation 1 and 2. The researcher provided gradual hints and prompts for each of Zeynep's mistake. The audio-recorded data reveals Zeynep's responsiveness to mediation steps in this part as follows:

Table 24
Zeynep's Responsiveness to Mediation in the Gap-filling Part of Task 3

Mediation step	Responsiveness	
	n	%
0	2	40
1	2	40
2	1	20
3	-	-
4	-	-

Zeynep had 15 correct answers out of 20 target verbs in the first part of the delayed post-test. She was able to correct a total of 4 mistakes in step 0 and 2 with the same rate. This rate is also the highest one as 40% for this part. The student could realize her last mistake in step 2 with 20%.

Table 25
Zeynep's Responsiveness to Mediation in the Story-making Part of Task 3

Mediation step	Responsiveness	
	n	%
0	1	25
1	2	50
2	1	25
3	-	-
4	-	-

The lowest rate of Zeynep's responsiveness is 25% in both step 0 and step 1 for her 2 mistakes in total. She was able to correct her other 2 mistakes in step 2 with 50%. This means that the student could correct all of her mistakes with no need for the third mediation of the teacher.

4.4.4. The Effect of Implementation of DA on Zeynep's Performance

For the first research question (see, 1.6), Table 26 indicates the enhancement in Zeynep's perception for using either simple past or past progressive thoroughly. Like Yaprak and Fatma, this progress was measured with her responsiveness to mediation steps as follows:

Table 26
The Responsiveness of Zeynep to Mediation Steps in All Tasks (%)

Step	Pre-test		Post-test		Delayed post-test	
	Part A	Part B	Part A	Part B	Part A	Part B
0	16.6	25	-	16.4	40	25
1	16.6	25	12.5	50	40	50
2	33.3	25	75	33.3	20	25
3	33.3	-	12.5	-	-	-
4	-	25	-	-	-	-

Table 26 indicates that both in the pre-test (33.3%) and post-test (75%) the highest rate of Zeynep's responsiveness was in step 2 or 3 for the first part. This rate became 40% for step 0 or 1 in the delayed post-test. It seems clear that although there was no progress between the first and second tests, the perception of Zeynep improved in the third test. Regarding the second part of the task, her progress was not as much as her friends, Yaprak and Fatma. Therefore, she was the least successful one among all participants.

Table 27
The Linguistic Success of Zeynep in All Tasks (%)

	Part A	Part B
Task 1 (Pre-test)	70%	60%
Task 2 (Post-test)	60%	45.4%
Task 3 (Delayed post-test)	75%	60%

Based on the second research question, Table 27 reveals that Zeynep did worse in the first part of Task 2 (60%) than she did in that of Task 1 (70%), despite the opposite expectation. Nevertheless, she was able to increase her success during the delayed post-test (75%) in this part. The only difference for Part B is that her pre-test and delayed post-test scores were the same (60%). Thus, there seems nearly no progress in the linguistic success of Zeynep from the pre-test to post-test.

Table 28
The Progress of Zeynep in terms of Transfer Items

Transfer items	Mediation steps		Results
	Pre-test	Post-test	Delayed post-test
notice	1	3	√
was giving	2	-	√
chat	2	-	√
seem	-	2	x (0)
feel	-	2	x (0)

Transfer items were selected from participants' mistakes that included the longest mediation steps for them. The remarkable difference of Zeynep's transfer items is that she was able to correct her mistake about the verb "notice" at a later step in the post-test (step 3) compared to the one in the pre-test (step 1). Therefore, the researcher felt curious to see how Zeynep would conjugate this verb in the delayed post-test. As can be understood from Table 28, she did it right this time. Furthermore, the number of Zeynep's wrong answers decreased from 5 to 3, and she was able to correct her 2 mistakes without mediation. As a consequence, it seems possible to state Zeynep's progress as 60% in terms of transfer items.

4.4.5. Zeynep's Answers for Open-ended Questionnaires and Interview

Like Yaprak and Fatma, Zeynep answered the same questionnaire after each mediation process for the third research question (see, 1.6). According to all these questionnaires, the student favoured this method because of its contribution to her mood rather than her academic success. She explained this situation as follows:

Of course, I have understood the difference between simple past and past progressive better. Maybe, I would succeed this on my own if I had studied hard. However, I believe that I couldn't have this much fun. Because, trying to find the right answer with my teacher was so much fun for me like solving a jigsaw puzzle.

At the end of the interview, Zeynep said that she wished the study was not over and all of the exams would be conducted in that way. All in all, the student regarded the implementation of DA as advantageous.

4.4.6. Teacher Notes and Observations on Zeynep's Performance

The researcher wrote down her observations after each mediation process as stated above (see, 3.4.3). After the first one, the teacher realized that Zeynep hesitated about her answers since the teacher questioned the correctness of each. However, her uncertainty disappeared during the following mediation processes. Presumably, she adapted herself to the querent atmosphere of the procedure.

From the pre-test to delayed post-test, the mediator also improved the quality and quantity of her mediation. For instance, the teacher blurted the correct answer out while she was trying to provide prompts for one of Zeynep's mistake during the first mediation. However, like Zeynep, she became more experienced in time.

4.5. GENERAL REFLECTIONS FOR PARTICIPANTS

The researcher compared the actual and potential levels of participants in all tasks via the number of cases in which simple past and past progressive were used. Furthermore, learners' mediation scores were calculated in accordance with the regulatory scale (see, Table 1). Tables 29 and 30 summarize these counts as follows:

Table 29
Comparison of Individual and Mediated Performances in the Gap-filling Part

	Total mistakes related to tense marking			Appropriate tense marking without mediation			Appropriate tense marking with mediation			Mediation score		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Yaprak	10	8	2	10	12	18	17	14	20	13	4	2
Fatma	11	4	1	9	16	19	16	19	20	14	6	3
Zeynep	6	8	5	14	12	15	19	20	18	9	16	8

Table 29 reveals that the number of Yaprak's appropriate tense marking increased from 10 to 17 after mediation in Task 1. With this difference in mind, the effectiveness of mediation on Yaprak's performance can be stated as 70% for Task 1.

From the same analytical perspective, her progress is 16.6% for Task 2 and 11.1% for Task 3.

The number of Fatma's appropriate tense marking rose from 9 to 16 in Task 1 after mediation. Therefore, the progress of Fatma through mediation can be regarded as 77.7% for this task. Similarly, it is possible to specify the positive impact of scaffolding on Fatma's development as 18.7% for Task 2 and 5.2% for Task 3.

In the case of Zeynep, the appropriate tense marking increased from 14 to 19 via the collaborative dialogues in Task 1. That is, the role of mediation on Zeynep's appropriate tense usage seems 35.7% for this task. Likewise, the relevant percentage is 66.6% for Task 2 and 20% for Task 3.

As can be understood from Table 29, the total mediation scores are 19 for Yaprak, 20 for Fatma and 33 for Zeynep. The researcher scored each step as 3, 2, 1 respectively from step 1 to 3. No points were assigned for steps 0 and 4. As being the fastest one to respond to mediation steps, Fatma was expected to get the highest score. However, due to her need for more mediation, the score of Zeynep became the highest one.

Table 30
Comparison of Individual and Mediated Performances in the Story-making Part

	Total mistakes related to tense marking			Appropriate tense marking without mediation			Appropriate tense marking with mediation			Mediation score		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Yaprak	3	4	1	11	14	9	12	16	-	3	5	-
Fatma	2	5	1	10	13	16	12	17	-	4	12	-
Zeynep	4	6	4	6	5	6	8	10	9	5	13	8

Table 30 indicates that mediation is most effective on students' performance in the second task. In particular, in the relevant test, the number of Zeynep's appropriate tense marking has doubled from 5 to 10. As in the gap-filling part, the highest score belongs to Zeynep for the same reason (see, Table 29).

CHAPTER V

5. CONCLUSION

5.1. INTRODUCTION

This chapter provides a brief summary of the study and discussion of the findings with research questions in relation to the relevant literature (see, 2.5.4). Furthermore, the researcher states the implications and limitations of the study.

5.2. SUMMARY OF THE STUDY

5.2.1. General Review of DA

Vygotsky's Sociocultural Theory (SCT) regards human cognition as a whole with its biological and social aspects. According to Vygotsky (1986, 1997), every child goes through the phases of object regulation, other regulation and self-regulation during his/her cognitive construction (see, 2.2). The expectation of SCT is to move the learner from the object regulation to the self-regulation level. Therefore, he has suggested that every function takes place twice in child's cultural development as first socially then individually, and the individual level of learning occurs within the Zone of Proximal Development (Çalış, 2018, p. 89). Vygotsky (1978: 86) has explained ZPD as the distance between a child's actual and potential level. That is, the actual level is the one in which the child performs a task on his/her own while the potential level emerges through the tutorial of an experienced or a knowledgeable adult. Within SCT, this guidance of the adult is termed as "scaffolding". In order to remember the relationship between scaffolding and ZPD, it seems useful to state the definition of Wells (1999) for scaffolding as "a way of operationalizing Vygotsky's concept of working in the zone of proximal development" (Shabani et al., 2010, p. 241). Although some researchers (e.g. Daniels, 2001; Poehner; 2005) have believed that these two terms are different from

each other, the author of this thesis prefers defining scaffolding as the practical application of the ZPD perspective.

In light of all related terms, “DA is a type of interactive assessment used most in education” (Zadeh, 2018, p. 1). Although DA is a relatively new approach within Vygotsky’s understanding of development, the relevant studies have pointed out that it is helpful for language teachers to deal with their students’ linguistic problems. With this method, teachers are able to integrate the instruction and assessment processes. Furthermore, as the implications of this study indicate, learners get more motivated since the dialogical interventions require the sensitiveness of the mediator to the individual differences (see, 5.4).

5.2.2. Review of the Findings- Research Question 1

The first aim of this study was to reveal participants’ progress in perceiving their own mistakes in terms of the relevant grammar rules. The research question for this aim is provided below:

To what extent can DA enhance the perceptions of secondary school students’ about their mistakes in simple past or past progressive through writing activities?

In order to investigate the extension of this progress, three students were selected after the screening test. They were given three subsequent tests in total for this study. These tests comprised of two main writing sections as filling in the blanks and making up a story. After each test, the students were invited for individual mediation. The researcher questioned learners’ all answers and provided gradual mediation for their every mistake when necessary. The mediation sessions were audio-recorded.

The qualitative analysis of mediation steps indicated that participants became faster in detecting their own mistakes and giving the right response to the mediator’s hints and prompts. According to the final data on their responsiveness, Fatma

became the first with 100% for step 0 in both parts of the test. Yaprak became the second with 100% for step 3 in the first part, and with 100% for step 0 in the second part. Zeynep was the last with the equal rate of 40% for step 0 and 1 in the first part, and 50% for step 1 in the second part. As a consequence, it is possible to state that all participants have developed despite their different level of progress.

5.2.3. Review of the Findings- Research Question 2

The second aim of the study was to investigate the effectiveness of DA on each student's performance from the pre-test to delayed post-test. The relevant research question is as follows:

To what extent is DA effective on students' achievements in subsequent treatments?

The researcher took percentages of the students' test results in order to compare and contrast them from Task 1 to Task 3. The progress of students' regarding transfer items were also examined statistically. The quantitative analysis showed that the implementation of DA improved Fatma's success much more than the other participants. The test results of Yaprak increased with a similar trend, too. However, Zeynep's scores almost did not change. In terms of transfer items, the success of Fatma and Yaprak was equal with 80%. Zeynep became the last again with 60%. These results point out that the effectiveness of this method might change for each student.

5.2.4. Review of the Findings- Research Question 3

The researcher also tried to explain her observations along with the participants' perspectives about this assessment method. For this, she added the third research question as follows:

What are the perspectives of the mediator and the test-takers' on implementation of DA?

At the end of each session, the teacher wrote down her observations and the participants were given an open-ended questionnaire. By giving the same questionnaire three times, the researcher aimed to see if there were any changes in students' perspectives about the process or not. The researcher also interviewed with the students after the last treatment.

According to her notes and the feedbacks from her advisor, the mediator became more experienced in creating a dialogical atmosphere and providing gradual hints and prompts. For instance, while guiding Zeynep on her particular mistake during the first mediation, the teacher once blurted the correct answer out. However, she did not encounter such a problem in the next mediations. Moreover, as the data analysis of mediation steps revealed, the students also got more familiar with the process. The interview results indicated that all of the students regarded the implementation of DA as advantageous, helpful and enjoyable. Unfortunately, due to the age of participants (11) and their assumed level (A2), the results of the interviews could not provide sophisticated data for the researcher.

5.3. DISCUSSION OF THE FINDINGS

Based on the first research question, the differences between the mediated interactions for Yaprak, Fatma and Zeynep showed that they did not have the same level of linguistic ability in detecting their mistakes. Although these three participants were selected as being at the intermediate level at the beginning of the study, their responsiveness to mediation steps revealed their different levels. In Vygotsky's terms, these different levels were related to their zones of proximal development. Alternatively, their differential responsiveness to mediation steps might be interpreted as the distance between their other regulation and self-regulation levels. From this perspective, Fatma went further than Yaprak and Zeynep. However, the remaining distance of Yaprak was not as much as that of Zeynep. That is, Zeynep seemed to need some more additional mediation. Related to this finding, the study of Davin (2011) with young learners indicated that some participants could reach the self-regulation level with group DA whereas the others needed further peer mediation (see, 2.5.4). In light of this information, it seems clear

that the implementation of DA does not improve every student at the same speed or the same extent. According to the key tenets of SCT, this difference could be explained in terms of the uniqueness of each participant's cognitive and social development besides their zones of proximal development as stated above.

Furthermore, “ the researcher also gained fundamental insights into learners' abilities during the dialogical interactions” (Poehner, 2005, p. 316). The teacher as a researcher was surprised with Fatma's quick and requesting attempts in order to correct her own mistakes in subsequent treatments. The reason for the researcher's surprise was related to her observations during the previous English lessons. Although Fatma had not questioned or corrected her mistakes after many traditional tests, she made rapid progress through the subsequent DAs. As a consequence, the mediated interactions helped the teacher see the difference between her students' actual and potential levels. Moreover, the participants could also realize this gap and face their own learning potentials.

In the present study, three mediation processes were conducted for each participant. The qualitative analysis of them showed that learners' self-awareness improved in time and they also gained control over their interactions with the mediator. For example, Yaprak and Fatma realized her mistakes and corrected them before the teacher questioned their mistakes during the subsequent mediations after the first one. Similarly, Zeynep's hesitation about her answers due to the querent atmosphere of the procedure disappeared in the last step of the mediation. That is, the scaffolded instructions helped the learners develop their linguistic awareness and overcome their adaptational problems. In order to make scaffolding more concrete, it seems necessary to remember the definition of Fahim and Haghani (2012: 696) for this term as “social assistance coming from the knowledgeable person to the less knowledgeable” (see, 2.4). In our case, as its name reveals, the knowledgeable person was the teacher who mediated her less knowledgeable students. Within SCT, these findings clearly suggest that the key concepts of scaffolding (see, p. 16) have worked on the cognitive and social development of each participant.

Regarding the second research question, the linguistic success of Fatma and Yaprak in subsequent treatments provided compelling evidence that mediated instruction promoted their development. As the main concern of DA is the integration of assessment and instruction within Vygotsky's understanding of development, this finding does not seem surprising. Besides the individual feedback for learners' every mistake, the explanations and suggestions of the mediator also might increase the linguistic success of Yaprak and Fatma. In order to control other possible reasons for students' progress, the researcher added five transfer items to the delayed post-test. Transfer items have been included by many researchers (e.g. Feurstein et al, 1979; Brown & Ferrara, 1985; Poehner, 2005; Yılmaz-Yakışık, 2012) as a part of DA procedures in order to understand the extent of each participant's development. Similarly, these items also proved the effectiveness of DA on each student's linguistic ability as the relevant literature.

Additionally, DA procedures helped the mediator to detect other linguistic problems of the learners that were invisible during traditional tests. As Poehner (2005: 325) stated, this result supports the aim of Vygotsky's argument (1986) to render the invisible visible in a cognitive journey to the self-regulation level. Besides the relevant linguistic problems, the teacher as a researcher observed that both Zeynep and Yaprak had difficulty in using linguistic rules related to singularity and plurality of the nouns. For instance, both Yaprak and Zeynep used "was playing" instead of "were playing" in the first part of the delayed post-test. Although their tense preference was correct, they did not realize the plurality of the subject pronoun. Similarly, the mediation steps revealed that Zeynep could not distinguish between the object and possessive pronouns. It was assumed that, based on the teacher's previous observations, such problems of the students would not come out if static procedures had been conducted for this study. With this in mind, as the study of Naeini and Duvall (2012) reveals, DA is superior to static test procedures in that it does not underestimate the processing levels of the students. Likewise, many studies which include both traditional (static) and dynamic methods at the same time have indicated that the first one is not so effective as the latter (e.g. Anton, 2009; Hidri; 2014; Yılmaz-Yakışık, 2012; Levi, 2017).

For the last research question, the teacher as a researcher kept a journal and gave an open-ended questionnaire to the participants after each mediation session. The students were also interviewed at the end of the study as stated above. The qualitative analysis revealed parallel results with the previous studies. For example, most of the students perceived the DA study of Cacchione (2015) with technology and social media as funny and useful. Although the researcher did not use them in the present study, all of the participants still thought that this method was enjoyable and helpful. During the interview, Zeynep especially stated that it was funny like solving a jigsaw puzzle. On the other hand, Zeynep did not develop as much as her two friends from the pre-test to delayed post-test. In her thesis, Çalış (2018: 93) has explained this similar situation with the individual differences, outside factors and loss of motivation. From a different perspective, it seems clear that the implementation of DA might appeal to the interests of different age groups. The above-mentioned study of Cacchione (2015) was conducted with university students. Although the participants of the present study were younger than them, both groups expressed their positive thoughts. Similarly, the university students as participants in the studies of Yılmaz-Yakışık (2012), Hidri (2014) and Çalış (2018) stated their positive perspectives on this alternative assessment process, too.

On the other hand, the teacher's journal revealed that she had great difficulty in preparing three parallel tests despite the invaluable guidance and help of her supervisor. Moreover, organizing an empty and a noiseless classroom in order to provide individual mediation also made the whole procedure demanding for the researcher due to the cramped physical conditions of the state school where the study took place. Besides the difficulties before the process, the mediator had also difficulty in providing gradual hints and prompts since she was not very experienced for the implementation of DA depending on the assessment policy of the Ministry of National Education. Luckily, the teacher as a researcher was able to overcome her inexperience and anxiety after the first treatment test. Finally, as the study of Anton (2009) reveals, almost all steps of DA were time-consuming and increased the workload of instructors. These findings clearly show that the applicability of DA for all students may not be possible despite its significant outcomes.

5.4. IMPLICATIONS OF THE STUDY

Wertsch (1985: 199) suggested three basic principles of SCT within the Marxist philosophy (see, 2.2). The educational implications of this study clearly coincide with these three principles. According to the first principle, human cognition is not merely biological but also it is significantly social. The subsequent mediation sessions indicated that the dialogical interventions created a social atmosphere for each student that was sensitive to their zone of proximal developments. Such kind of assessment revealed learners' problematic areas and develop their linguistic capacities. Therefore, English language teachers should try dynamic methods in order to integrate the instruction and assessment processes, especially for the ones who have difficulty in traditional tests despite their successful performances during the lessons.

The second principle of SCT is that both material artifacts, psychological and symbolic tools mediate human performance. In the present study, each mediation session was a vehicle for thinking and a tool for acquiring the target grammar rules. This finding suggests that English language teachers can benefit from learner-centered methods in order to increase learners' autonomy on the assessment process.

The third principle expects teachers to understand their students' performance and cognitive development holistically. Besides social interaction, this holism also includes individual differences of the learners. As each DA procedure was shaped in an interactive manner, the participants were satisfied with this method. Thus, language teachers might integrate DA with curricular subjects in order to increase learners' motivation. As a conclusion, it is probably more useful to view DA as complementary to the traditional approaches rather than as dichotomous.

5.5. LIMITATIONS OF THE STUDY

In addition to proving the effectiveness of the DA procedures, the study has some limitations. First of all, because the requirements of the syllabus determined by

the Ministry of National Education, the teacher as a researcher had to choose the target grammar rules of her study from the curricular subjects.

Associated with the first one, the second limitation was time constraint for the teacher. In order not to stay behind the curriculum, she had to create extra time for providing individual mediation. As the students could not stay after school, they were taken from their other classes such as physical education, art and music. This situation might have affected their performance negatively.

Thirdly, the duration of this treatment was short and limited to about 7 weeks with only three mediation sessions for each student. If the study had lasted longer, the results would probably have changed.

Next, as it was a case study, the results were discussed in terms of only 3 participants among 28 students in the classroom.

Finally, the results cannot be generalizable to male students since the data was collected only from girls (as the school itself was a girls' imamhatip secondary school).

5.6. FURTHER RESEARCH

In the future, based on the findings and limitations of the study, cross-sectional studies including different topics, skills, grades and gender can reveal different results. Moreover, further research can be built on taking the participants' individual differences into account besides their academic levels as the starting point. Additionally, different studies at the receptive and productive levels can be helpful in order to explain why the participants have become more successful at the productive level despite the opposite expectation. Lastly, quantitative analysis can be conducted to enrich interrater consistency.

CONCLUSION

This qualitative case study investigated the influence of Dynamic Assessment (DA) on secondary school students' tense preferences through writing activities. In an attempt to add to the relevant literature, the researcher addressed the following research questions in Turkish EFL context: (1) To what extent can DA enhance the perceptions of secondary school students' about their mistakes in simple past or past progressive through writing activities? (2) To what extent is DA effective on students' achievements in subsequent treatments? (3) What are the perspectives of the mediator and the test-takers' on implementation of DA? In order to find the answers of the first and second research questions, participants were given three-parallel tests periodically. For the last research question, data was collected via an open-ended questionnaire, teacher journal and interview. Although the present study was framed in a qualitative design, the researcher also applied the quantitative techniques during data analysis in order to make her findings more reader-friendly.

The findings of this study indicate that the dialogical interventions helped the participants detect and repair their own mistakes. Therefore, regarding the first research question, it is possible to state that DA enhanced the perceptions of students on the target grammar rules. Furthermore, the implementation of DA let the learners understand the causes of their failure in the exams, and also provided the teacher new insights into their potential capacities. Hence, as a response to the second research question, the students have become more successful in subsequent treatment tasks and in their exams. For the last research question, all participants stated their positive thoughts and feelings about the procedure. On the other hand, the teacher journal revealed that this method was time-consuming increasing the workload of the instructor. As a consequence, from the researcher's point of view, DA may not be applicable to every context when we think of the crowded and cramped classrooms.

To summarize, the findings seem to support the relevant literature in general (e.g. Poehner, 2005; Davin, 2011; Hidri, 2014; Çalış, 2018). These suggest that the implementation of DA is useful for learners' linguistic development despite yielding different outcomes for each learner and some challenges for the instructor.

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APPENDICES

Appendix 1: Informed Consent Form

Dear Parents,

I am a master student at English Language Teaching Department of Kocaeli University. For my thesis, I am searching the effectiveness and advantages of Dynamic Assessment on students. Therefore, I need to study with your daughter individually by taking audio-recordings about seven weeks. The obtained data will be used only for scientific purposes and respondents will be referred with pseudo names in order to maintain anonymity. Participation in the study must be on a voluntary basis. However, during the process, for any reason, if the student feels uncomfortable, she is free to quit at any time. In such a case, it will be sufficient to tell the researcher.

I would like to thank you in advance for your permission. For further information about the study, you can come to the school or contact me via e-mail.

Yeliz ŞENTÜRK
English Language Teacher
windsign87@hotmail.com

Full Name of the Student:
Your Full Name:
Permission Status: <ul style="list-style-type: none">• I let my daughter participate in this study. (.....)• I do not let my daughter participate in this study. (.....)
Date:
Signature:

(Please return this form to the data collector after you have filled it in and signed it.)

Appendix 2: Open-ended Questionnaire

Dear Participant,

Please choose the ones that are suitable for your situation and explain them briefly. If you want to state anything else, you may add it to the end.

1. I was/wasn't able to respond to all the mediations of the teacher because/but
.....
2. During the mediation process, I could/couldn't realize my mistakes because/but
.....
3. I think, the guidance of the teacher was/wasn't useful for me to realize my mistakes because/but
4. I want/don't want all of my exams to be conducted in this way because/but
.....
5. In this way, I understood/didn't understand the difference between the simple past and past progressive because/but

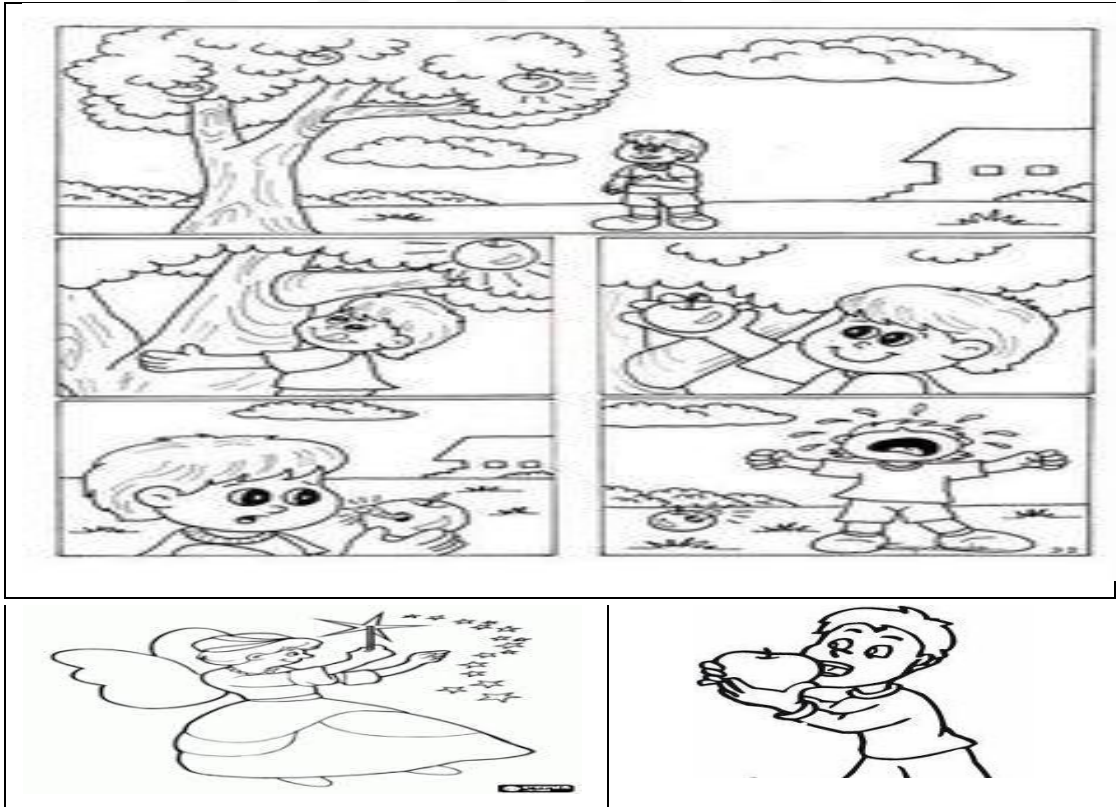
Appendix 3: The First Assessment Task

Full name:

Part A: Fill in the blanks with the simple past or past progressive.

When I 1) (get) up yesterday, the sun 2) (shine). It 3) (be) a beautiful morning. So, I 4) (decide) to cycle around a little. I 5) (open) the door and 6) (take) out my bike. While I 7) (cycle) past some villages, I 8) (see) some people in their gardens. One man 9) (mow) the grass while his wife 10) (pick) strawberries. After one hour of cycling in sunshine, a big fat raincloud suddenly 11) (appear) and it 12) (start) to rain. Luckily, a farmer 13) (notice) me and 14) (tell) me to come in. While it 15) (rain) outside, I 16) (chat) with the farmer. Also, he 17) (give) me a cup of tea. After a while, the sun 18) (come) out again. I 19) (thank) the farmer for his hospitality and 20) (move) on.

Part B: Look at the pictures and make up a story with the simple past and past progressive.



Tips: stand up (ayakta durmak), apple worm (elma kurdu), shake the tree (ağacı sallamak), pick up an apple (elma toplamak), fairy (peri)

Please use “while” and “when” !!!

Appendix 4: The Second Assessment Task

Full name:

Part A: Fill in the blanks with the simple past or past progressive.

Bethany Hamilton 1) (take) part in surfing competitions and 2) (get) some medals in the past. Bethany always 3) (want) to become a professional surfer.

“The water 4) (be) clear and calm. It 5) (seem) more like a swimming pool than the Pacific Ocean. I 6) (carry) the board in my right hand and my left hand was in the cool water. My best friend 7) (surf) while I 8) (wait) for a big wave. However, suddenly I 9) (notice) the shark.

The attack 10) (happen) so fast. The huge jaws of the shark 11) (cover) the top of the board and my left hand. I 12) watch) the shark in shock when the water around me 13) (turn) bright red. I 14) (not scream). It was strange, but there was no pain at the time; but I 15) (know) that I had to get back to the beach quickly; I 16) (start) to paddle with one arm; I 17) (think) only one thing all along the way again and again: ‘Get to the beach.’ ”

When Bethany 18) (open) her eyes at the hospital after the surgery operation, she 19) (ask) the following question: “When can I surf again?” Everyone 20) (feel) sorry for her.

Part B: Look at the pictures and make up a story with the simple past and past progressive.



Tips: kick (çifte atmak/hayvanın tekme atması), pat (okşamak), be jealous of (kiskanmak)

Please use “while” and “when” !!!

Appendix 5: The Third Assessment Task

Full name:

Part A: Fill in the blanks with the simple past or past progressive.

Last night, it 1) (be) cold and rainy. Mr. and Mrs. Rojas 2) (decide) to stay at home. At first, they 3) (want) to watch a movie but they 4) (not find) any film CDs.

“Now what?” 5) (ask) Mr. Rojas. “Let’s play cards!” 6)..... (answer) Mrs. Rojas. At 8:30 Mr. and Mrs. Rojas 7) (start) to play cards. While they 8) (play), Mr. Rojas 9) (realize) that the rain 10) (change) to snow. “I’m happy we stayed home tonight. It looks beautiful outside but this weather is very dangerous to drive in.” said Mr. Rojas. “You’re right,” said Mrs. Rojas, “but I’m bored. Let’s play some music and dance.”

They 11) (dance) for about 5 minutes when suddenly the music 12) (stop) and the lights 13) (go) out. Mrs. Rojas 14) (smile) .“We’re just not very lucky tonight, are we?” she said. Mr. Rojas said, “Of course we’re lucky! We are together!” He 15) (kiss) his wife and they continued dancing.

Continue with the next paragraph please.

(Transfer items for Fatma)

Last night, a huge pink bird 16) (tell) me to travel around with her. I accepted her invitation and we began our trip. We 17) (chat) while she 18) (carry) me on her powerful and long wings. Suddenly, she gave me a box. I 19) (feel) excited and curious. Unfortunately, I woke up when I 20) (decide) to open it. Such a bad end!

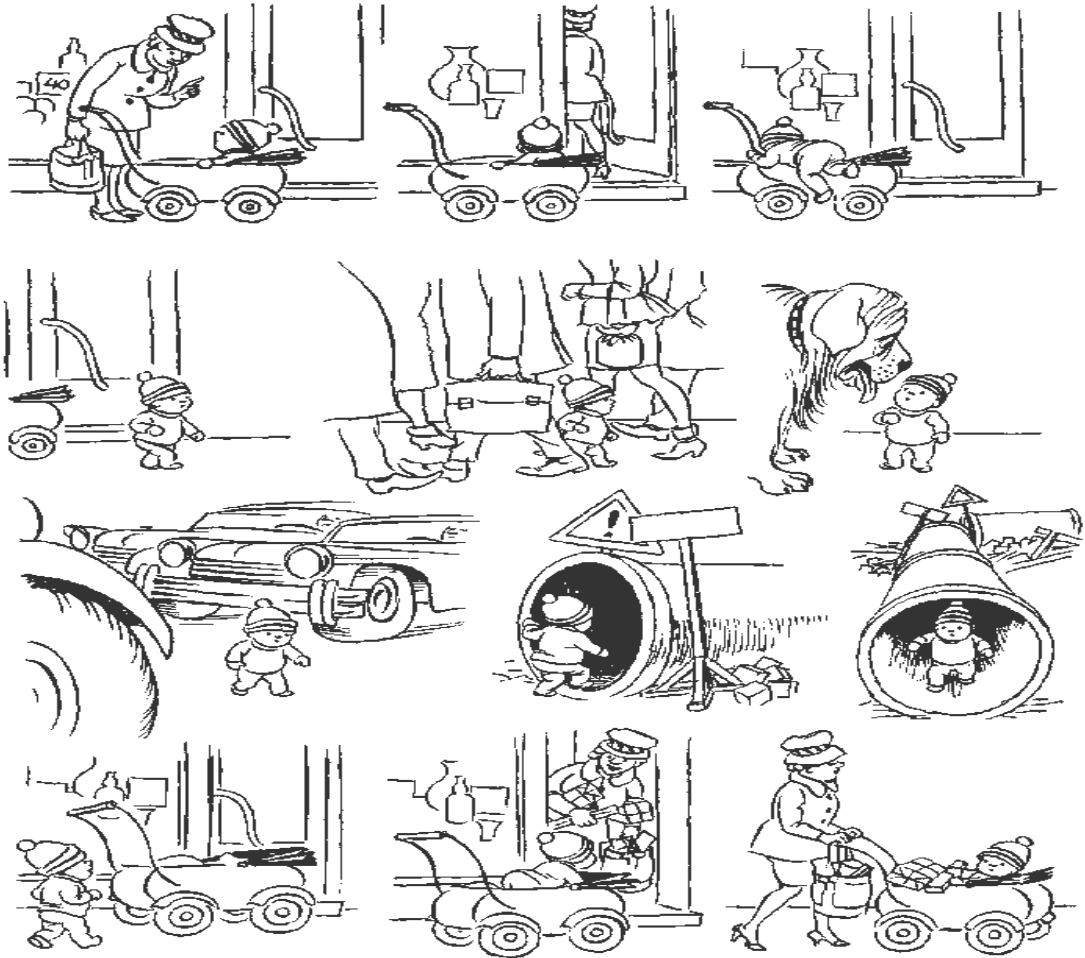
(Transfer items for Yaprak)

When a sudden idea 16) (come) out in my mind, I 17) (pick) up flowers in the garden. I said to myself that I must see a fortune teller! Last night, I had a fantastic dream. In my dream, a pink bird 18) (carry) me with her long and powerful wings while I 19) (chat) on the phone! When my conversation finished, she landed on and I 20) (thank) her.

(Transfer items for Zeynep)

While I 16) (chat) on the phone, I 17)
(notice) a huge pink bird under the tree in our garden. I went out and 18)
..... (give) some bread crumbs to her. She thanked me first, and then
told me to travel around with her. I 19) (feel) surprised and
excited. All of these things 20) (seem) like a dream to me.
Such a fantastic trip!

Part B: Look at the pictures and make up a story with the simple past and past progressive.



Tips: baby carriage (bebek arabası), get off (inmek), inform (haber vermek), get lost (kaybolmak), tunnel (tünel), return (geri dönmek)

Please don't forget to use "while" and "when"!!!

CURRICULUM VITAE

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2009-2011: Atatürk Primary School (İğdır/Merkez)
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Publications

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