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The comparative effect of group dynamic assessment (GDA) and computerized dynamic assessment (C-DA) on Iranian upper-intermediate EFL learners' speaking complexity, accuracy, and fluency (CAF)

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Abstract

This study attempted to check the impact of two dynamic assessment (DA) models on speaking CAF. DA, as opposed to static assessment, is conceived as an interactive approach to assessment that integrates teaching and testing into a unified instructional engagement. To achieve the goals of this research, a convenience sample of 90 upper-intermediate male EFL learners that were randomly assigned into GDA, a C-DA, and a non-DA control group participated in the study. Before carrying out the treatment, a speaking pretest was administered to all three groups and their CAF scores were collected. Following that, the treatment using the aforementioned DA and non-DA conventional models was completed in 16 sessions. To check the impact of the treatment, a speaking post-test was given to the groups at the end of the study. Data analysis using ANOVA showed that C-DA and G-DA could significantly increase speaking CAF than the conventional non-DA instruction with C-DA being significantly better than G-DA. The results of this research propose that implementing DA, especially C-DA by the teachers, can enhance the speaking CAF of the L2 learners.

Keywords: Dynamic assessment, Speaking complexity, Speaking accuracy, Speaking fluency, Zone of proximal development

Introduction

Assessment is a crucial factor in all educational contexts, particularly in the English as a foreign language (EFL) environment. According to Beaumont et al. (2011), assessment has long been recognized as a momentous element that plays a beneficial role in both the teaching and learning processes. Numerous English language teaching (ELT) researchers (e.g., Estaji & Forough Ameri, 2020; Pileh Roud & Hidri, 2021; Poehner, 2008) claim that assessment plays an essential role in activating the process of learning



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