

عنوان مقاله:

The Comparative Effect of Dynamic vs. Diagnostic Assessment on EFL Learners' Speaking ability

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خلاصه مقاله:

There has been a growing interest in the implementation of different types of assessment, including dynamic and diagnostic, in L2 settings recently. Accordingly, this study tried to explore the effectiveness of dynamic and diagnostic assessment on improving EFL learners' speaking ability. To this end, 82 intermediate-level EFL learners were selected based on their performance on IELTS (2016). The participants were then divided into three groups of dynamic assessment, diagnostic assessment, and control. In the dynamic group, the students received three speaking tests in the form of test-mediation-retest; in the diagnostic group, the participants received the same three speaking tests and feedback on their problems; and the learners in the control group went through the routine of speaking courses by focusing on the same three speaking tests. The speaking pretest and posttest were recorded and scored by two raters as well. To answer the research questions, a repeated-measures two-way ANOVA was run. The results showed an improvement in the three groups' performance from pretest to posttest. More specifically, the diagnostic and dynamic assessment groups showed a significant improvement, however, the difference in their progress was not significant. Conclusions and pedagogical implications of the study are further explained.

کلمات کلیدی:

Assessment, Diagnostic assessment, Dynamic Assessment, EFL learners, speaking ability

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