

عنوان مقاله:

Group Dynamic Assessment Approach in the Language Classroom

محل انتشار:

ششمین کنفرانس ملی علوم انسانی و مطالعات مدیریت (سال: 1399)

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نویسندگان:

Maryam Kazemi Malek Mahmoodi - *PhD Candidate, Department of English Language & Literature Shiraz University Shiraz, Iran*

Marjan Abtahi - *M.A. in TEFL, Department of English Language & Literature University of Mazandaran Babolsar, Iran*

خلاصه مقاله:

Several forms of assessment have been used in order to meet the requirements of evaluating students' development in the teaching and learning processes. The traditional assessment was called Static Assessment (SA) while its alternative form is called Dynamic Assessment (DA) which is based on Vygotsky's sociocultural theory. Group Dynamic Assessment (GDA) is an approach to instruction in which mediation can be given not only in individual level but also in group level. This paper presents a narrative review of some studies on application of group dynamic assessment. This literature review consists of four parts. In the first part, a brief introduction of dynamic assessment is offered. In the second part, related theoretical frameworks are explained. In the third part, the literature review of some Group Dynamic Assessment studies is presented. Finally, it is concluded that the implementation of GDA for teaching listening, speaking, reading, writing, vocabulary, and grammar is effective and it works as a functional complement to traditional assessment. However, some factors such as setting, class time, number and level of students, teachers' competences and training should be taken into account to confirm the effectiveness of this approach.

کلمات کلیدی:

Dynamic assessment; Zone of proximal development; Group dynamic assessment; Mediation

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