

عنوان مقاله:

Exploring L2 Learning Potential through Computerized Dynamic Assessment

محل انتشار:

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خلاصه مقاله:

Dynamic Assessment (DA) is theoretically derived from Vygotsky's Zone of Proximal Development (ZPD). This study seeks to investigate the effect of Computerized Dynamic Assessment (C-DA) on assisting learners to realize their latent potential in learning reading comprehension. A group of 32 adult EFL students studying English as their BA major in a University in Iran participated in the study. In order to measure the students' potential for learning, Kozulin and Garb's (2002) formula which is called the Learning Potential Score (LPS) was used. The LPSs represented how much mediation was likely required for an individual or a group of individuals to develop or move forward. The results showed that learners with the same pretest scores might turn out to have different or even drastically different DA posttest scores and hence different LPSs. On account of the LPS obtained through the C-DA principles at-risk students are provided with opportunities that might result in overcoming some of the challenges they faced in traditional testing.

کلمات کلیدی:

Dynamic assessment, computerized dynamic assessment, learning potential score, Sociocultural Theory of Mind, Zone of Proximal Development

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