

عنوان مقاله:

Dynamic Mediation for Removing Language Comprehension Problems: A Psychological Support for Listening Comprehension Mental Processing

محل انتشار:

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نویسنده:

Sajjad Khorami Fard - MA in TEFL, English Department, Yasouj Branch, Islamic Azad University, Yasouj, Iran

خلاصه مقاله:

Dynamic Assessment is an approach to assessment within Applied Linguistics which is stemmed from Vygotsky's Socio-Cultural Theory of mind, his concept of Zone of Proximal Development and Feuerstein's theory of Structural Cognitive Modifiability. This study is an attempt to pinpoint the sources of mental processing problems in listening comprehension and applies dynamic interventions to remove the problems and promote listening. Two male classes (each containing 5 upper-intermediate members) ranging in age from 19 to 24, were selected based on an intact group design. One class was selected as the control and another class as the experimental group haphazardly. The research was on the pre-test, mediation, and post-test paradigm. In the beginning, the two groups were pre-tested purposefully and their real time listening problems were detected through verbal and nonverbal recall protocols. Then, in the mediation phase dynamic group experienced different treatment sessions in two weeks to overcome the problems detected on the pre-test. The experimental group was instructed with mediations based on the Sandwich format of interventionist dynamic assessment while the control group received no intervention and was taught traditionally. Finally, all two groups were post-tested. The qualitative analysis showed that both groups suffered from various listening problems related to mental processing in comprehension. Result of quantitative analysis also revealed that the experimental group which was instructed dynamically outperformed the control group which was taught non-dynamically. The findings of this study suggest that dynamic interventions would not only affect the promotion of the EFL listening comprehension in educational settings but also have a significant effect on the performance of the dynamic group in comparison with the non-dynamic group.

کلمات کلیدی:

Dynamic Assessment (DA), interventionist DA, Sandwich format, Static Assessment (SA), Zone of Proximal Development (ZPD), Listening Comprehension

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