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Paper Submission #23118

2 messages

World Journal of English Language <wjel@sciedupress.com>
To: masrilm25 <masrilm25@gmail.com>

Tue, Jan 10, 2023 at 2:58 PM

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We use a double-blind system for peer reviews. The paper will be peer-reviewed by at least two experts. The review process may take four to ten weeks. We will inform you of our decision and the reviewers' comments as soon as possible.

If you have any questions, please feel free to contact me.

Sincerely,

Joe Nelson
Editorial Assistant
World Journal of English Language
Sciedu Press

Add: 1595 Sixteenth Ave, Suite 301, Richmond Hill, Ontario, L4B 3N9, Canada

Tel: 1-416-479-0028 ext. 218

Email 1: wjel@sciedupress.comEmail 2: wjel@sciedupress.orgWeb: <http://wjel.sciedupress.com>

Masrul Masrul <masrilm25@gmail.com>
To: World Journal of English Language <wjel@sciedupress.com>

Wed, Jan 11, 2023 at 2:39 PM

Thank you for the update.

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Masrul Masrul <masrilm25@gmail.com>

Result of Review-WJEL

3 messages

World Journal of English Language <wjel@sciedupress.com>
To: masrilm25 <masrilm25@gmail.com>

Mon, Mar 6, 2023 at 9:37 AM

Dear Masrul M,

Thank you for your submission to the journal. We have reached a decision regarding your submission. Please find the result attached.

Please confirm receipt of this e-mail.

Thank you.

Sincerely,

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Wed, Mar 15, 2023 at 2:35 PM

Received with thanks.

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Thu, Mar 16, 2023 at 7:55 AM

Dear Masrul M,

Thanks for your reply. I look forward to receiving your revised paper, publication agreement and article processing charge.

If you have any questions, please feel free to contact me.

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Joe Nelson
Editorial Assistant
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Result of Review

Article Title: The Implementation of Dynamic Assessment in EFL Learners' Writing

Author(s): Masrul

Decision of Paper Selection

- A. Accept submission, no revisions required.
- B. Accept submission, revisions required; please revise the paper according to comments.
- C. Decline submission; you may revise and resubmit for review.
- D. Decline submission.

What should you do next? (Only for accepted papers, A & B)

- ✓ Revise the paper according to the comments (if applicable).
- ✓ All authors must agree on the publication; please inform us of agreement by e-mail.
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	Please give a grade of 5, 4, 3, 2, 1(high to low)
Overall evaluation of the paper	3
Contribution to existing knowledge	3
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<p>(*) 1. Revise the paper according to <i>Paper Submission Guide</i>: http://author.sciedupress.com</p> <p>() 2. Picture(s)/figure(s) are not clear; 300 dpi is required.</p> <p>() 3. Move the footnotes to endnotes.</p> <p>() 4. Resize the table(s)/figure(s), to fit letter size paper (8.5*11 inch, 21.59*27.94cm), and make all pages be vertical.</p> <p>() 5. Revise table(s) into three-line table(s).</p> <p>() 6. Insert table(s) and figure(s) into the text, not after references.</p> <p>(*) 7. Similarity index (checked by iThenticate) is high, please find the iThenticate report attached, revise to keep the Similarity Index $\leq 30\%$ and single source matches are $\leq 6\%$.</p> <p>() 8. Add DOI persistent links to those references that have DOIs, please see <i>Paper Submission Guide</i>.</p> <p>(*) 9. Improve the language quality by a professional proofreader. You may arrange the proofreading by yourself. We recommend you use the proofreading service at: http://home.redfame.com/language-service/.</p> <p>(*) 10. Complete the <i>Response to the Comments</i>, and send to us, along with the revised manuscript. (Template attached)</p> <p>(*) 11. Each reference cited in the text must appear in the reference list, and each entry in the reference list must be cited in the text.</p> <p>() 12. References should not be numbered, so citations in the text with numbers within brackets should be modified as with author's name and publication year. For example, (Smith, 1999), please see Paper Submission Guide.</p> <p>() 13. The format of references section is not appropriate; please revise them according to the paper submission guide file.</p>	

Note: revise your paper according to the items with “(*)”

Comments from Reviewer A

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5=Excellent 4=Good 3=Average 2=Below Average 1=Poor	
Items	Grade
Contribution to existing knowledge	5
Organization and readability	5
Soundness of methodology	5
Evidence supports conclusion	5
Adequacy of literature review	4
❖ Strengths Can be accepted. Has good references and theme.	
❖ Weaknesses	
❖ Suggestions to Author/s	

Appendix

Ethical Guidelines for Authors

- The author should not submit concurrent manuscripts (or manuscripts essentially describing the same subject matter) to multiple journals. Likewise, an author should not submit any paper previously published anywhere to the journals for consideration. The publication of articles on specific subject matter, such as clinical guidelines and translations, in more than one journal is acceptable if certain conditions are met.
- The author should present a precise and brief report of his or her research and an impartial description of its significance.
- The author should honestly gather and interpret his or her research data. Publishers, editors, reviewers, and readers are entitled to request the author to provide the raw data for his or her research for convenience of editorial review and public access. If practicable, the author should retain such data for any possible use after publication.
- The author should guarantee that the works he or she has submitted are original. If the author has used work and/or words by others, appropriate citations are required. Plagiarism in all its forms constitutes unethical publishing behavior and is unacceptable.
- The author should indicate explicitly all sources that have supported the research and also declare any conflict(s) of interest.
- The author should give due acknowledgement to all of those who have made contributions to the research. Those who have contributed significantly to the research should be listed as coauthors. The author should ensure that all coauthors have affirmed the final version of the paper and have agreed on its final publication.
- The author should promptly inform the journal editor of any obvious error(s) in his or her published paper and cooperate earnestly with the editor in retraction or correction of the paper. If the editor is notified by any party other than the author that the published paper contains an obvious error, the author should write a retraction or make the correction based on the medium of publication.

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[Suherman, Andri. "The Effects of Dynamic Assessment on Reading Skill Performance: A Study of Indonesian EFL Learners", *Universitas Tidar*, 2020](#)

paper text:

The Implementation of Dynamic Assessment in

EFL Learners' Writing Abstract This research investigates the topic of dynamic assessment (DA) in an Indonesian setting and to a specific degree of competence to extract key facts. In

the first phase of the investigation, quantitative data collection and

analytic approaches were used. In the second phase, a qualitative approach was employed to explore learners' and teachers' impressions of DA on students' writing abilities. The participants were 100 students recruited from the State University of Malang, Indonesia. The paired and independent sample t-test results demonstrated that the DA enhances learners' writing skills on multiple levels, including content, vocabulary, language, organisation, and mechanics. It is strongly recommended that EFL writing teachers in all learning contexts use DA in academic EFL writing programs. Further research can look at some DA concerns and develop acceptable solutions. Keywords: Dynamic Assessment (DA); EFL learners; writing development 1. Introduction Alsamadani (2010) argued that "writing is a difficult process since it requires multiple talents, such as formulating a thesis statement , producing supporting information, reviewing, and editing "(Qader & Arslan, 2019). Further, Brown (1985) believed that learning could occur outside of instructional settings in environments that promote learner- centeredness and accomplishment of learning outcomes

(Qader & Arslan, 2019). Teaching strategies in writing classrooms refer to means of talking, showing, and leading, as well as active participation so that those who do not know can learn, those who do not understand may comprehend and discern, and those who are unskilled can be skilled (Leach & Moon, 2008). Weigle (2007) recommends that second language writing teachers learn how to construct, administer, and score writing projects to improve their writing assessment skills. She claims that stakeholders must be thoroughly aware of how language tests are used and abused. She goes on to say that teachers must be able to recognise better evaluation and comprehend its applications in the school setting, as well as realise both formative and summative assessments, identify the aspects of great writing, respect the meaningful context idea

of good writing, and create language skills in the use of information obtained from

external sources for required assessments (Crusan et al., 2016). According to research on second and foreign language teachers' attitudes, teachers are viewed as "active, thinking decision makers" based on practical concepts of classroom instruction. Nonetheless, teachers' practices do not necessarily match their beliefs, with the amount

to which teachers can act in accordance with

their convictions determined in part by their contextual experience as educators (Wang et al., 2020). Teachers tend to place a greater emphasis

on the steps of the writing process, with less emphasis on conferring and on grammar and mechanics in the revision/editing process, with less explicit writing instruction

. Teachers advocating for

a more constructivist approach (e.g., 'inquiry-based ') are more likely to devote more time to writing

, emphasise rhetorical style and voice development, and

incorporate student choice and process approaches to learning writing

(Wang & Matsumura, 2019). Parr & Timperley (2010) defined assessment for learning as a pedagogical setting that encourages students to study and participate in their studies. Learning assessments are intended to offer information about student performance that may be utilised to promote

learning and improve teaching. The quality of

teaching and learning outcomes can be improved using assessment data. While early discussions of formative assessment centred on instructors' roles in acquiring data and using it to inform their instruction, there has been a

recent shift in perspective. Formative evaluation has been reframed as a social, collaborative activity more closely linked to learning. The focus has changed to the instructor and students working together to improve student learning. Teachers must assist their writers in understanding their learning goals and create opportunities for them to receive feedback on their progress toward those goals to reap the benefits of assessment for learning. The students' comprehension of what constitutes good performance, for example, how they define success in a task and what they might do to attain it, are intimately related to the feedback and instruction given (Parr & Timperley, 2010). According to Vygotsky (1980), there is a gap between what learners can achieve with structured help from others, i.e. scaffolding, and what they can achieve without it. The **Zone of Proximal Development (ZPD) refers to the distance between** two points (ZPD). Theoretically, this approach nicely suits the notion of ZPD and scaffolding (Bai, 2015). Rubrics have been used by teachers, schools, and school systems for more accurate assessment in all disciplines. Recently, however, some educators have questioned the widespread belief that using rubrics improves inter-rater reliability and validity, as well as overall assessment accuracy and quality. Educators increasingly realise that no rubric can adequately evaluate pupils' writing quirks or their unique knowledge of ideas. Rubrics have even been said to constrain and entrench people's perceptions of what constitutes effective writing (Rezaei & Lovorn, 2010). The shortcomings of traditional testing methods prompted researchers to develop more comprehensive systems evaluating more features of learners. Their efforts resulted in assessment as a method of comprehensive testing. However, assessment in and of itself, due to its emphasis and reliance on learners' final products, has significant flaws thought to be solved in a new kind of assessment, known as Dynamic Assessment (Aghaebrahimian et al., 2014). It is difficult for an outsider witnessing a DA session to tell if they are watching an assessment or an instructive lesson because both happen simultaneously during the dynamic assessment. Poehner & Lantolf (2005) argued that every DA session is both an educational and an evaluation tool. DA is discovered based on Vygotsky's concept that skills are spontaneous and dynamic rather than innate, meaning that skills should not be viewed as unchanging attributes assessed (Lidz & Gindis, 2003). Instead, it is a product of group involvement and participation in different language acts and communication (Shabani, 2018). In contrast to Traditional Assessment (TA) focusing on summative assessment of students as a measure of program performance and quality, DA tries to combine instructional strategies to examine the mechanisms of students to identify their ongoing **and potential development. In another way, DA focuses on what a student can learn in the future**, whereas TA focuses on **what a student knows and can do right now** (Aghaebrahimian et al., 2014). Moreover, the writing assignments in DA are untimed. They must focus on cognitive and metacognitive processes, with the facilitator employing techniques in order of precedence, resulting in the cultural aspects of writing. Rather than an abstract idea, the ability to write dynamically is characterised as a historical, cultural, cognitive, and language act (Hidri, 2019). This research aims to explore the concept **of DA in an Indonesian context and at a certain grade and skill level in** extracting basic points and implications for syllabus planners, curriculum developers, and, ultimately, Indonesian EFL students (Aghaebrahimian et al., 2014). Theoretically, Vygotsky's scaffolding and **Zone of Proximal Development (ZPD)** principles are **the foundations of DA**. Regarding **the idea of scaffolding, facilitation is** described as transforming other controlled activities into self-regulating activities (Birjandi & Ebadib, 2012). This occurs as a result of scaffolding, described as the data transmission stage from more proficient peers or teachers **on the borders of the Zone of Proximal Development** to less proficient peers or teachers. Learners' existing skills are differentiated from those learned with the help of more experienced peers or teachers **in this category** (Aghaebrahimian et al., 2014). From another perspective, DA is defined as the engagement between the evaluator as an impartial mediator and the learner as an interactive participant to determine the learner's modifiability and the methods for inducing and maintaining beneficial improvements in cognitive functioning (**Lidz, 1987**). **In addition, DA is fundamentally dissimilar from TA in this** regard (Aghaebrahimian et al., 2014). DA has the advantage of using a dualistic approach to evaluation and classroom practice, in which students present rate of understanding is transformed into a context-bound

prospective degree of development (Hidri, 2019). To keep up with changing learning theories, evaluation has evolved from the assessment of learning to assessment for learning, necessitating seeking professional advice to shift away from the assessment for accrediting and responsibility reasons and toward a framework where students may engage in self and peer assessment, acquire deep understanding through formative assessment, and close the gap between the actual and expected performance (zone of proximal development) (Vygotsky, 1980). Modern inventions, such as collaborative learning and writing portfolios reviewed by peers, teachers, and instructional professionals, are promising for integrating writing into contextual learning activities in and outside the classroom (Mohamadi, 2018). It is complicated to determine **a priori the limits of a group ZPD** because of the extremely dynamic nature of the individual; ZPD causes intra-group and interpersonal heterogeneity (Poehner, 2009).

Rather, the instructor should strive to create conditions conducive to forming the group ZPD by assessing learners' work to identify common areas of difficulty while remaining conscious of individual responsiveness during group interactions. According to Shabani (2018) the limitation

of research on DA is owing to a lack of research on group learning and a group theory that can explain group reproductive dynamics. He claims that the gap in exploratory psychological research, resulting in high levels of language pedagogy and even collaborative learning, is due to incompetence in evaluating the organisation as a psychological entity composed of individuals with different forms of expertise working cooperatively to carry out activities that no single group member could do independently

. A study by Shrestha (2017) is also relevant to the current research. He looked into the possibility of using DA to assist

three undergraduate students in transferring genre characteristics and conceptual understanding from an academic literacy course to business studies

. Over the course of two DA tasks, he used email, instant chat, and wiki comments to implement interactionist DA. He used DA-based mediation to help the learner master the task and reconfigured it as needed. He kept track of tutor and student movements, as well as proof of the participants' writing improving. He looked at how genre traits and conceptual understanding were transferred

from the second DA to a more difficult job, called TA

, after the second DA (transfer assignment). Finally, all three students were proved to have written a successful macro-theme, as taught and exemplified in DA literature. Based on the findings, Shrestha (2017) claims that these students have transferred their capacity to create relevant themes to a new and more difficult evaluation context

. As a result, the DA procedures have helped them develop genre awareness (Afshari et al., 2020). 2.

Methodology 2.1. Study Design Quantitative

data collection and analysis methodologies were used in the study's initial phase. Qualitative methodologies were used in the second phase to investigate learners' and teachers' perceptions of DA on students' writing abilities. As a result, the study used a mixed-methods design with a large experimental and minor qualitative phases. 2.2.

Participants The participants of this study were 100 students recruited from the State University of Malang, Indonesia,

majoring in translation with a little English background, ranging in age from 18 to 21

. Two groups of DA (experimental and control) consisting of 50 participants

were randomly formed. 2.3. Instruments

To conduct the study, the researchers used the following tests and instruments: 1)

The TOEFL Writing Scoring Guide (2007) developed by ETS was used to score the writing scripts in the writing pre-test/post-test

2)

Two IELTS (International English Language Testing System) writing tests from the academic module were adapted from the past paper collection of Cambridge English IELTS 10 (2015) and were used as the pre and post-tests

. 2.4. Procedures The researchers

randomly divided the selected sample into two groups

after homogenising the subjects. Next, the students took a non-dynamic pre-writing test. They

were asked to write about the

following: "Many individuals believe that grades are ineffective in motivating them to learn. Do you agree or disagree with this point of view? To support your answer, provide rationale and examples". The DA process was then conducted in the experimental group during

12 weeks of instruction , with the interactions being audio recorded for later qualitative analysis

.A standard instruction with no interaction and dialogic bargaining was given to the control class. In the experimental class, the entire enrichment program (i.e. the treatment interval) was dynamic because

participants were involved in all three stages of the writing process, including topic selection, idea development, and revision. The

teacher discussed a favourite topic with the students ahead of time at the topic selection step.

During the idea generation phase, the teacher talked with the students to debate innovative notions about the chosen topic and occasionally offered his suggestions about the topic and related concerns to stimulate their creative abilities. Finally, the

largest group of DA interactions began during the revising stage, with learners receiving a

range of leading questions , tips, descriptions, and explicit/implicit responses while engaged in the writing correction process

to improve their performance.

To understand the learners' Zone of Actual Development (ZAD) and individual functioning, the teacher (facilitator) asked the students to recognise and revise the

statement at the beginning of the interactions. When the teacher realised they could not finish the revision assignment independently, the teacher started giving them

prompts and leading questions. The teacher was meticulous in grading his interventions and ensuring that only the bare minimum of

support was provided to complete the exercise satisfactorily. Teacher's support usually began at a high-level strategic or implicit level and progressed to a more particular and concrete one until the desired outcome was

achieved. Contingency was the teacher's second premise, which he used in conjunction with graduation. When the teacher detected symptoms of agency and autonomous functioning, the teacher tended to remove the scaffolding. Finally, the teacher communicated with the learners in dialogic cooperation to determine their

suitable levels and personalise his assistance to their needs. The teacher believed that identifying the learners' ZPD would be nearly impossible without it. The group of DA technique was carried out in the following manner:

1) The teacher agreed with the students on a theme for which they were to write an essay and submit the following session; 2) The following session began with the selection of one of the twenty-two essays submitted by the students.3

) Students were asked to analyse the quality of sentences and make the necessary adjustments to

the selected essay , which was written on the board

.4) The group interaction began with the teacher selecting a sentence and instructing the students to identify and correct the faulty areas.5) The mediator then delivered his cues,

from the most implicit to the most explicit mediation, until the proper forms were elicited

, as Aljaafreh & Lantolf (1994) suggested if the students failed to notice or rectify the existing faults.

6) Finally, when the teacher's mediation and group scaffolding failed to improve the sentence, the corrected form was supplied along with some discussion to clarify the linguistic aspects; 7) In the

same way, the group interaction continued with the following and other sentences. A composition writing post-test was given after the treatment to evaluate if the

DA interactions had any effect on the student's writing performance. Students were invited to write about a different topic

: "What would you change about your country if you had the chance? To back up your answer, give concrete reasoning and instances." Two experienced colleagues with more than ten years of teaching and analysing writings or essays separately scored both compositions to assure inter-rater reliability. The results of the quantitative and qualitative analyses are presented in the following sections. 3. Data Analysis 3.1. Quantitative Analysis According to (Poehner, 2011), amicrogenetic framework was employed to examine the G-DA procedures and expose the learners' writing changes in the qualitative study. The analysis was done on three levels : task completion, the amount and quality of mediation utilised to help the learners understand the text, and learners' reciprocity patterns to understand their responsiveness to mediation and acquire evidence for the interpretations' micro validity . Quantitative data of two types were collected and analysed. On the writing pre-test and post-test

, the first type included GDA (n = 20) and comparison group (n = 20) scores

. The mean of these scores was used to assess G- efficacy DA 's in boosting EFL writing development and comparing it to that of conventional, explicit techniques.

Pre- and post -test data were also utilised to examine the performance of the G-DA class's three subgroups (low, mid, and high ability learners) to see how they differed on the tests. The second type of quantitative data was the frequency counts of mediation occurrences involving each writing component based

on Jacobs & Jackson's (1981) model. Using the video recordings, these frequencies were counted and recorded for each GDA session during the whole experimental course . This study aimed to determine which writing component in the G-DA class was mediated the most frequently, as well as how the number of mediations per session evolved over time. 3.2. Qualitative Analysis Qualitative data comprised responses

to open-ended questionnaires on the efficacy of DA from EFL learners and observing teachers, as well as field notes from the classroom teacher on direct observation of classroom activities, interactions, and learners ' development throughout the course. 4

. Result 4.1. Normality The normality test was conducted to check whether the data followed a normal distribution. Tests can be done visually using a Q-Q Plot. Output: Figure 1. Normal Q-Q Plot

Pre-test Content Post-test Content Pre-test Organisation Post-test Organization Pre-test Vocabulary

Post-test Vocabulary Pre-test Language Post-test Language Pre-test Mechanics Post-test Mechanics Pre-test Style Post-test Style Pre-test

Structure

Post-test Structure Pre-test Grammatical Post-test

Grammatical Pretest Syntactic Posttest Syntactic Pretest Substance Posttest Substance Pre-test Lexical Post-test

Lexical Interpretation: The Q-Q plot in Figure 1 showsthat all

pre-test and post-test data

have data plots near or around the diagonal line. In other words, all

pre-test and post-test data

are normally distributed. 4.2. Descriptive Statistics

Table 1. Paired Samples Statistics Mean N Std. Deviation Std. Error Mean Pair 1 Pre

-Content Post Content 14,519 15,282 100 100 8,5193 8,3795 ,8519 ,8379 Pair 2 PreOrganization

PosOrganization 11,710 12,656 100 100 5,5877 5,5677 ,5588 ,5568 Pair 3 PreVocabulary PosVocabulary 11,530

12,504 100 100 5,6365 5,6026 ,5637 ,5603 Pair 4 PreLanguage PosLanguage 12,281 13,321 100 100 5,8909

5,7367 ,5891 ,5737 Pair 5 PreMechanics PosMechanics 3,197 4,188 100 100 1,0650 1,0579 ,1065 ,1058 Pair 6

Prestyle PosStyle 11,406 12,359 100 100 5,6222 5,5834 ,5622 ,5583 Pair 7 PreStructure Post Structure 12,374

13,327 100 100 5,0705 5,0162 ,5071 ,5016 Pair 8 PreGrammatical PosGrammatical ,537 ,635 100 100 ,2338

,2302 ,0234 ,0230 Pair 9 PreSyntactic PosSyntactic ,535 ,633 100 100 ,2285 ,2279 ,0228 ,0228 Pair 10

PreSubstance PosSubstance ,533 ,632 100 100 ,2318 ,2300 ,0232 ,0230 Pair 11 PreLexical PosLexical ,522 ,620

100 100 ,2281 ,2270 ,0228 ,0227 Interpretation:

The participants in this study were 100 students . Table 1 presents the

current

study employed a mixed method to examine the quantitative and qualitative effects of DA teaching on EFL students' writing

abilities. The quantitative analysis demonstrated that the experimental class outperformed the control class. The findings of the paired samples and independent sample t -tests revealed that the DA improves the writing skills of the students on different levels, including content, vocabulary, language, organisation, and mechanics. The DA interactions shown in the procedures in the qualitative section demonstrate the modest appearance of patterns development of writing in EFL students over a brief period in a school setting. Across the encounters, the teacher's ability to adhere to DA characteristics, such as awareness, dependency, and interactive entertainment partnership, stood out. From a pedagogical perspective, the DA relationships develop the foundation for forming a region of inter- subjectivity(Mateus & Quiroz-Velasco, 2017) in the public group of the classroom, where relationships transferred between main participants supplied as construction workers to propel intermediate social intelligence to greater degrees of capability. The student groups pooled their resources to create a group of exercises by establishing a brief common aim, generating a framework, and assisting one another in the revision assignments. Interaction between more and less informed learners promoted collaborative structuring (Gillies, 2003) and genuine external engagement (McCafferty S. G. et al., 2006) among the learners, resulting in reciprocal benefit for beginner and more skilled students. The intercessions provided served as a consciousness-raising practice, highlighting certain previously obscure writing elements. The emphasising method assisted in noticing writing characteristics, such as sentence construction, punctuation, tense-marking, etc . Those were in the learners' ZPD but could not be accessed without assistance. The DA approach could

aid in extra accurately diagnosing the students' origins of writing issues, whether syntactic, lexical or otherwise. Another noteworthy fact that bears emphasis is that if the modification assignment was introduced, it was the students who assumed the lion's share of the accountability, and the facilitator supplied just the limited support to the seamless project implementation. The

DA supports are effective framework method for attracting students' awareness of the assignment, simplifying the review process, reducing flexibility in the project to make it more manageable, maintaining goal orientation, identifying significant points, managing confusion, and modelling alternatives (De Guerrero & Villamil, 2000). The findings also revealed that DA had been most commonly utilised to moderate construction, language, and organisation issues

and less generally for content and mechanics. One interpretation is that learners had already gained a strong grasp of the material and mechanics , but their understanding of other aspects was lacking. 6. Conclusion The DA implementation

in academic EFL writing programs is strongly advised for EFL writing teachers in learning environments. Educators, on the other hand, must have a significant theoretical understanding and practice of DA, as well as an awareness of the mechanisms of efficient facilitation. To begin with, they should constantly analyse learners' requirements and personalise their support to their ZPD. The procedure of discovering learners' potential levels of development must then be conducted in an interactional manner. It is nearly impossible to evaluate learners' ZPD without interaction. Instruction that does not match these two conditions may be unhelpful, and stifling rather than promoting development and performance. Additional studies can explore some DA issues and find acceptable answers. Furthermore, it can be investigated in large samples of participants. Thus, to reveal the findings

to the entire population of EFL learners , this study should be duplicated with both male and female participants and larger sample sizes. Future research may also look into the possibility of DA fostering EFL writing growth in different age ranges or skill levels . The intriguing idea is to

perform related research and question the students about why they did not use DA engagements to increase their content and mechanical understanding. Finally, given the role of feelings in any teaching-learning practice, future research may look into learners' emotions for DA. References Afshari, H., Amirian, Z., & Tavakoli, M. (2020). Applying group dynamic assessment procedures to support EFL writing development: Learner achievement, learners' and teachers' perceptions. *Journal of Writing Research*, 11(3), 445–476.

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The Implementation of Dynamic Assessment in EFL Learners' Writing

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The Implementation of Dynamic Assessment in EFL Learners' Writing

Abstract

This research investigates the topic of dynamic assessment (DA) in an Indonesian setting and to a specific degree of competence to extract key facts. In the first phase of the investigation, quantitative data were collected, and analytic approaches were used. In the second phase, a qualitative approach was employed to explore learners' and teachers' impressions of DA on students' writing abilities. The participants were 100 students recruited from the State University of Malang, Indonesia. The paired and independent sample t-test results demonstrated that the DA enhances learners' writing skills on multiple levels, including content, vocabulary, language, organisation, and mechanics. It is strongly recommended that EFL writing teachers in all learning contexts use DA in academic EFL writing programs. Further research can look at some DA concerns and develop acceptable solutions.

Keywords: Dynamic Assessment (DA); EFL learners; writing development

1. Introduction

Alsamadani (2010) argued that "writing is a difficult process since it requires multiple talents, such as formulating a thesis statement, producing supporting information, reviewing, and editing" (Qader & Arslan, 2019). Further, Brown (1985) believed that learning could occur outside of instructional settings in environments that promote learner-centeredness and accomplishment of learning outcomes (Qader & Arslan, 2019). Teaching strategies in writing classrooms refer to means of talking, showing, and leading, as well as active participation so that those who do not know can learn, those who do not understand may comprehend and discern, and those who are unskilled can be skilled (Leach & Moon, 2008).

Weigle (2007) recommends that second language writing teachers learn how to construct, administer, and score writing projects to improve their writing assessment skills. She claims that stakeholders must be thoroughly aware of how language tests are used and abused. She goes on to say that teachers must be able to recognise better evaluation and comprehend its applications in the school setting, as well as realise both formative and summative assessments, identify the aspects of great writing, respect the meaningful context idea of a good text, and develop language skills using information from external sources for required assessments (Crusan et al., 2016).

According to research on second and foreign language teachers' attitudes, teachers are viewed as "active, thinking decision makers" based on practical concepts of classroom instruction. Nonetheless, teachers' practices do not necessarily match their beliefs, with the amount to which teachers can act in accordance with their convictions determined in part by their contextual experience as educators (Wang et al., 2020). Teachers tend to place a greater emphasis on the steps of the writing process, with less emphasis on grammar and mechanics in the revision/editing stage, as well as less explicit writing instruction. Teachers advocating for a more constructivist approach (e.g., 'inquiry-based') are more likely to devote more time in writing, emphasise rhetorical style and voice development, and incorporate students' choices and process approach in learning writing (Wang & Matsumura, 2019).

Parr & Timperley (2010) defined assessment for learning as a pedagogical setting that encourages students to study and participate in their studies. Learning assessments are intended to offer information about student performance that may be utilised to promote learning and improve teaching. The quality of teaching and learning outcomes can be improved using assessment data. While early discussions of formative assessment centred on instructors' roles in acquiring data and using it to inform their instruction, there has been a recent shift in perspective. Formative evaluation has been reframed as a social, collaborative activity more closely linked to learning. The focus has changed to the instructor and students working together to improve student learning. Teachers must assist their writers in understanding their learning goals and create opportunities for them to receive feedback on their progress toward those goals to reap the benefits of assessment for learning. The students' comprehension of what constitutes good performance, for example, how they define success in a task and what they might do to attain it, are intimately related to the feedback and instruction given (Parr & Timperley, 2010).

According to Vygotsky (1980), there is a gap between what learners can achieve with structured help from others, i.e. scaffolding, and what they can achieve without it. The Zone of Proximal Development (ZPD) refers to the distance between two points (ZPD). Theoretically, this approach nicely suits the notion of ZPD and scaffolding (Bai, 2015). Rubrics have been used by teachers, schools, and school systems for more accurate assessment in all

disciplines. Recently, however, some educators have questioned the widespread belief that using rubrics improves inter-rater reliability and validity, as well as overall assessment accuracy and quality. Educators increasingly realise that no rubric can adequately evaluate pupils' writing quirks or their unique knowledge of ideas. Rubrics have even been said to constrain and entrench people's perceptions of what constitutes effective writing (Reza & Lovorn, 2010). The shortcomings of traditional testing methods prompted researchers to develop more comprehensive systems evaluating more features of learners. Their efforts resulted in assessment as a method of comprehensive testing. However, assessment in and of itself, due to its emphasis and reliance on learners' final products, has significant flaws thought to be solved in a new kind of assessment, known as Dynamic Assessment (Aghaebrahimian et al., 2014).

It is difficult for an outsider witnessing a DA session to tell if they are watching an assessment or an instructive lesson because both happen simultaneously during the dynamic assessment. Poehner & Lantolf (2005) argued that every DA sessions both an educational and an evaluation tool. DA is discovered based on Vygotsky's concept that skills are spontaneous and dynamic rather than innate, meaning that skills should not be viewed as unchanging attributes assessed (Lidz & Gindis, 2003). Instead, it is a product of group involvement and participation in different language acts and communication (Shabani, 2018). In contrast to Traditional Assessment (TA) that focuses on summative assessment of students as a measure of program performance and quality, DA tries to combine instructional strategies to examine the mechanisms of students to identify their ongoing and potential development. In another way, DA focuses on what a student can learn in the future, whereas TA focuses on what a student knows and can do right now (Aghaebrahimian et al., 2014).

Moreover, the writing assignments in DA are untimed. They must focus on cognitive and metacognitive processes, with the facilitator employing techniques in order of precedence, resulting in the cultural aspects of writing. Rather than an abstract idea, the ability to write dynamically is characterised as a historical, cultural, cognitive, and language act (Hidri, 2019). This research aims to explore the concept of DA in an Indonesian context and at a certain grade and skill level in extracting basic points and implications for syllabus planners, curriculum developers, and, ultimately, Indonesian EFL students (Aghaebrahimian et al., 2014).

Theoretically, Vygotsky's scaffolding and Zone of Proximal Development (ZPD) principles are the foundations of DA. Based on the scaffolding concept, facilitation is described as transforming other controlled activities into self-regulating activities (Birjandi & Ebadib, 2012). This occurs as a result of scaffolding, described as the data transmission stage from more proficient peers or teachers on the borders of the Zone of Proximal Development to less proficient peers or teachers. Learners' existing skills are differentiated from those learned with the help of more experienced peers or teachers in this category (Aghaebrahimian et al., 2014). From another perspective, DA is defined as the engagement between the evaluator as an impartial mediator and the learner as an interactive participant to determine the learner's modifiability and the methods for inducing and maintaining beneficial improvements in cognitive functioning (Lidz, 1987). In addition, DA is fundamentally dissimilar from TA in this regard (Aghaebrahimian et al., 2014).

DA has the advantage of using a dualistic approach to evaluation and classroom practice, in which students present rate of understanding is transformed into a context-bound prospective degree of development (Hidri, 2019). To keep up with changing learning theories, evaluation has evolved from the assessment of learning to assessment for learning, necessitating seeking professional advice to shift away from the assessment for accrediting and responsibility reasons and toward a framework where students may engage in self and peer assessment, acquire deep understanding through formative assessment, and close the gap between the actual and expected performance (zone of proximal development) (Vygotsky, 1980). Modern inventions, such as collaborative learning and writing portfolios reviewed by peers, teachers, and instructional professionals, are promising for integrating writing into contextual learning activities in and outside the classroom (Mohamadi, 2018).

It is complicated to determine the limits of ZPD due to the individual's dynamic characteristics. ZPD causes intra-group and interpersonal heterogeneity (Poehner, 2009). The instructor should rather strive to create conducive conditions in forming ZPD group by assessing learners' work to identify common difficulties while remaining conscious of individual responsiveness during group interactions. According to Shabani (2018) the limitation of research on DA is related to limited research available on group learning and a group theory that can explain group reproductive dynamics. He claims that the gap in exploratory psychological research, resulting in high levels of language pedagogy and even collaborative learning, is due to incompetence in evaluating the organisation as a psychological entity that consists of individuals from different expertise who cooperatively carry out collective tasks that cannot be completed independently.

A study by Shrestha (2017) is also relevant to the current research. He looked into the possibility of using DA to

assist the transfer of genre-based characteristics and conceptual comprehension of academic literacy course to business studies. Over the course of two DA tasks, he used email, instant chat, and wiki comments to implement interactionist DA. He used DA-based mediation to help the learner master the task and reconfigured it as needed. He kept track of tutor and student movements, as well as proof of the participants' writing improving. He looked at how genre traits and conceptual understanding were transferred from the second DA to a more difficult job, called TA, after the second DA (transfer assignment). Finally, all three students successfully wrote macro-theme, as taught and exemplified in DA literature. The findings of Shrestha (2017) showed the students successfully transferred their capacity to create relevant themes into a new and more difficult evaluation context. As a result, the DA procedures have helped them develop genre awareness (Afshari et al., n.d.)question.

2. Method

2.1 Study Design

Quantitative data collection and analysis methodologies were used in the study's initial phase. Qualitative method was employed in the second round to investigate learners' and teachers' perceptions of DA on students' writing abilities. Hence, this study used mixed-method in both major experimental and minor qualitative phases.

2.2 Participants

The participants of this study were 100 students recruited from the State University of Malang, Indonesia, majoring in translation. They had relatively low English proficiency and they aged between 18 to 21 years. These students were then assigned into experimental and control group consisting of 50 participants each.

2.3 Instruments

The following tests and instruments were used in this study.

- a) The TOEFL Writing Scoring Guide (2007) developed by ETS was used to score the writing scripts in the pre-test/post-test
- b) Two IELTS (International English Language Testing System) writing tests were adapted from the Cambridge English IELTS 10 (2015) and were used in the pre and post-tests.

2.4 Procedures

The researchers randomly grouped the samples. Next, the students took a non-dynamic pre-writing test. They were asked to write texts about "Many individuals believe that grades are ineffective in motivating them to learn. Do you agree or disagree with this point of view? To support your answer, provide rationale and examples". The DA process was then conducted in the experimental group during 12 weeks of instruction session. The interactions were audio recorded to be later used in qualitative data analysis. A standard instruction with no interaction and dialogic bargaining was given to the control class. In the experimental class, the entire enrichment program (i.e. the treatment interval) was dynamic because participants were engaged in the three stages of the writing process: topic selection, idea development, and revision. The teacher discussed a favourite topic with the students ahead of time at the topic selection step. The teacher opened a discussion on the selected chosen topic and occasionally offered certain ideas about the topic and related concerns to stimulate students' creativity.

DA group interactions intensified in the revising stage, where learners receive a wide range of questions, tips, descriptions, responses while being engaged in the revising phase. The Zone of Actual Development (ZAD) and individual functioning were explored when the teacher (facilitator) asked the students to revise their statements at the beginning of the interactions. When the teacher realised they could not finish the revision assignment independently, the teacher started giving them prompts and stimulating questions. The teacher was meticulous in grading the interventions and ensure that minimum support was provided. The support usually was given implicitly until the expected outcomes were achieved. Contingency was the teacher's second premise, which he used in conjunction with graduation. When the teacher detected symptoms of agency and autonomous functioning, the teacher tended to remove the scaffolding. Finally, the teacher communicated with the learners in dialogic cooperation to determine their suitable levels and personalise his assistance to their needs. The teacher believed that identifying the learners' ZPD would be nearly impossible without it.

The DA technique was implemented in the following manner: Firstly, the teacher and students agreed upon a theme for which the students were to write an essay to be submitted in the following session. Secondly, during the subsequent session, one of the twenty-two essays submitted by the students was chosen. Thirdly, the students were tasked with analyzing the essay's sentence quality and making any necessary adjustments to the selected essay, which was written on the board. Fourthly, the group interaction commenced with the teacher selecting a sentence and instructing the students to identify and correct any faults. Fifthly, the mediator provided implicit to explicit mediation

cues, as suggested by Aljaafreh & Lantolf (1994), until the appropriate forms were elicited, in cases where students failed to identify or rectify any existing errors. Sixthly, when the teacher's mediation and group scaffolding were unsuccessful in improving the sentence, the corrected form was presented with a discussion to clarify any linguistic aspects. Lastly, the group interaction continued in the same way with subsequent sentences.

After the treatment, a composition writing post-test was administered to assess whether the DA interactions had any impact on students' writing performance. The students were given a prompt on a different topic, which asked them to write about what they would change in their country if given the opportunity, and to support their answer with specific reasoning and examples. Two experienced colleagues, who had over ten years of experience teaching and analyzing essays, independently scored both compositions to ensure inter-rater reliability. The findings of both the quantitative and qualitative analyses are presented in the subsequent sections.

2.5 Data Analysis

2.5.1 Qualitative Analysis

(Poehner, 2011) employed a microgenetic framework in a qualitative study to examine the G-DA procedures and uncover learners' writing changes. The analysis was conducted on three levels, namely task completion, the amount and quality of mediation provided to the learners to comprehend the text, and learners' reciprocity patterns to comprehend their responsiveness to mediation and obtain evidence for micro validity interpretations. Two types of quantitative data were collected and analyzed. The first type involved GDA (n= 20) and comparison group (n= 20) scores on the writing pre-test and post-test. The mean of these scores was used to evaluate the efficacy of G-DA in enhancing EFL writing development and compare it to that of conventional, explicit techniques.

The pre- and post-test data were also used to examine the performance of the G-DA class's three subgroups (low, mid, and high ability learners) and how they differed on the tests. The second type of quantitative data involved frequency counts of mediation occurrences for each writing component, based on Jacobs & Jackson's (1981) model. These frequencies were counted and recorded for each GDA session during the experimental course to determine which writing component in the G-DA class was mediated most frequently, as well as how the number of mediations per session evolved over time.

2.5.1 Quantitative Analysis

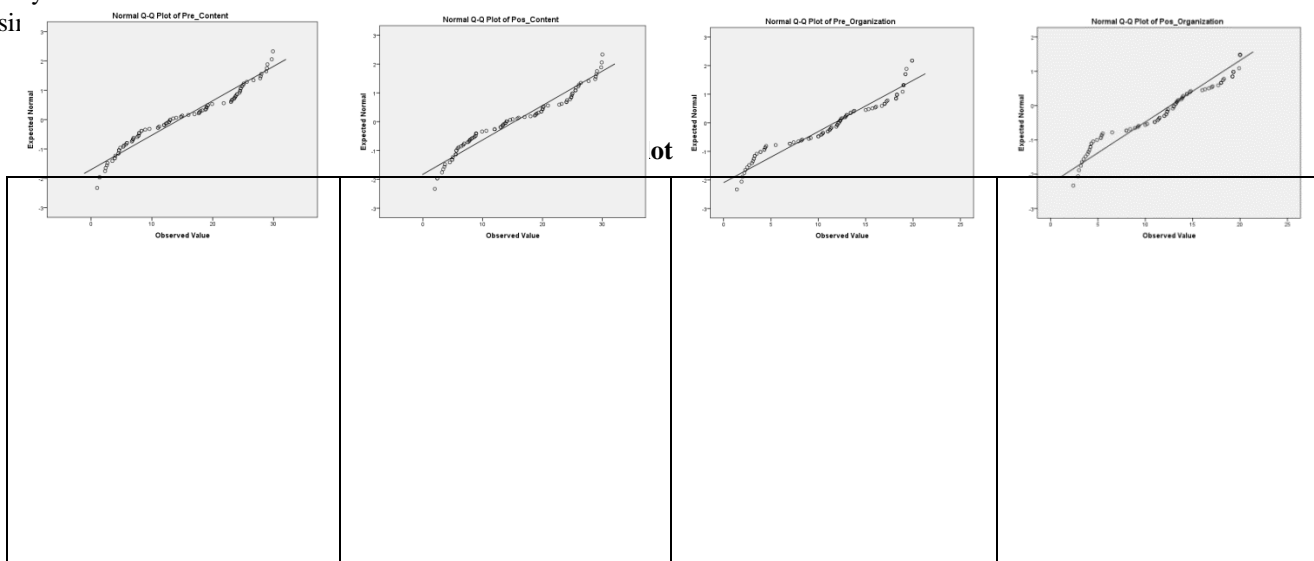
Qualitative data were students' responses toward the open-ended questionnaires regarding the efficacy of DA as well as field notes made by the classroom teacher based on direct observations of classroom activities, interactions, and learners' development throughout the course..

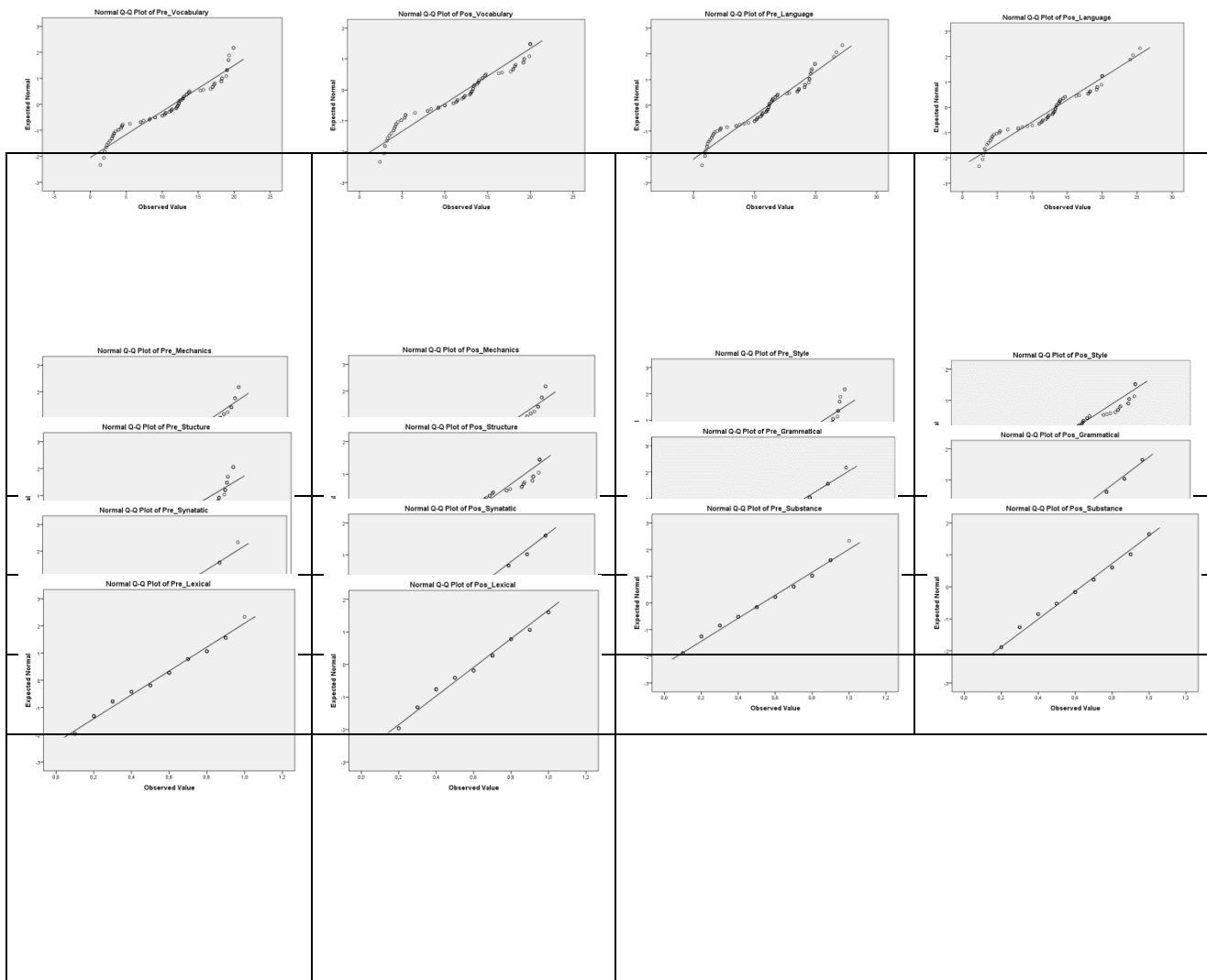
3. Result

3.1 Normality

The normality test was conducted to check whether the data followed a normal distribution. Tests can be done visually using

Output:





Interpretation:

The Q-Q plot in Figure 1 shows that all pre-test and post-test data have data plots near or around the diagonal line. In other words, all pre-test and post-test data are normally distributed.

3.2 Descriptive Statistics

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Content	14,519	100	8,5193	,8519
	Post Content	15,282	100	8,3795	,8379
Pair 2	PreOrganization	11,710	100	5,5877	,5588
	PosOrganization	12,656	100	5,5677	,5568
Pair 3	PreVocabulary	11,530	100	5,6365	,5637
	PosVocabulary	12,504	100	5,6026	,5603
Pair 4	PreLanguage	12,281	100	5,8909	,5891
	PosLanguage	13,321	100	5,7367	,5737
Pair 5	PreMechanics	3,197	100	1,0650	,1065
	PosMechanics	4,188	100	1,0579	,1058
Pair 6	Prestyle	11,406	100	5,6222	,5622
	PosStyle	12,359	100	5,5834	,5583

Pair 7	PreStructure	12,374	100	5,0705	,5071
	Post Structure	13,327	100	5,0162	,5016
Pair 8	PreGrammatical	,537	100	,2338	,0234
	PosGrammatical	,635	100	,2302	,0230
Pair 9	PreSyntactic	,535	100	,2285	,0228
	PosSyntactic	,633	100	,2279	,0228
Pair 10	PreSubstance	,533	100	,2318	,0232
	PosSubstance	,632	100	,2300	,0230
Pair 11	PreLexical	,522	100	,2281	,0228
	PosLexical	,620	100	,2270	,0227

Interpretation:

The participants in this study were 100 students. Table 1 presents the paired-sample statistics of the pre-test and post-test of 11 variables. The highest mean of pre-test and post-test for the content variable is 14.519 (SD =8.5193) and 15.282 (SD=8.3795). In contrast, the lowest is for the lexical errors variable, with the mean of 0.522 (SD=0.2281) and 0.620 (SD= 0.2270), respectively.

3.3 Correlation Analysis

The correlation analysis aims to determine the level of closeness of the relationship expressed by the correlation coefficient. The correlation coefficient is between -1 and 1, with a positive or negative sign indicating the direction of the relationship. The correlation coefficient of 0 means no correlation/relationship, and the correlation coefficient closer to 1 or -1 means then the relationship or correlation is getting positively or negatively stronger. The detailed results are presented in Table 2.

Table 2. Paired-Sample Correlation Test

		N	Correlation	Sig.
Pair 1	PreContent&PosContent	100	,991	,000
Pair 2	PreOrganization&PosOrganization	100	,999	,000
Pair 3	PreVocabulary&PosVocabulary	100	1,000	,000
Pair 4	PreLanguage&PosLanguage	100	,985	,000
Pair 5	PreMechanics&PosMechanics	100	,996	,000
Pair 6	Prestyle&PosStyle	100	,999	,000
Pair 7	PreStructure&PosStructure	100	,999	,000
Pair 8	PreGrammatical&PosGrammatical	100	,998	,000
Pair 9	PreSynatatic&PosSynatatic	100	,998	,000
Pair 10	PreSubstance&PosSubstance	100	,999	,000
Pair 11	PreLexical&PosLexical	100	,998	,000

Interpretation:

The correlation analysis indicates a significant relationship between pre-test and post-test on the vocabulary variable. In addition, the correlation coefficient for the vocabulary variable is 1. So, it can be concluded that there is a perfect

positive relationship between the pre-test and post-test on the vocabulary variable. This means that the higher the pre-test score on vocabulary, the higher the post-test score will be.

Furthermore, the variables of content, organisation, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors indicate a significant relationship between the pre-test and the post-test. The correlation coefficients of the content, organisation, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors are close to 1. So, it can be concluded that there is a very strong positive relationship between the pre-test and post-test on the variables. The higher the pre-test score, the higher the post-test score.

3.4 Paired T-Test Analysis

The t-test is used as a comparative test to examine the difference in the mean of two pairs of data groups. The paired data mean that samples were from the same subject but experiencing two different treatments, such as before and after treatment.

Table 3. Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreContent – Post Content	-,7630	1,1231	,1123	-,9858	-,5402	-6,794	99	,000
Pair 2	Pre_Organization Pos_Organization	-,9460	,2564	,0256	-,9969	-,8951	-36,895	99	,000
Pair 3	Pre_Vocabulary - Pos_Vocabulary	-,9740	,1323	,0132	-1,0002	-,9478	-73,630	99	,000
Pair 4	Pre_Language - Pos_Language	-1,0400	1,0273	,1027	-1,2438	-,8362	-10,124	99	,000
Pair 5	Pre_Mechanics - Pos_Mechanics	-,9910	,0922	,0092	-1,0093	-,9727	-107,464	99	,000
Pair 6	Pre_style - Pos_Style	-,9530	,1904	,0190	-,9908	-,9152	-50,052	99	,000
Pair 7	Pre_Structure - Pos_Structure	-,9530	,1888	,0189	-,9905	-,9155	-50,475	99	,000
Pair 8	Pre_Grammatical - Pos_Grammatical	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000
Pair 9	Pre_Synatatic - Pos_Synatatic	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000
Pair 10	Pre_Substance - Pos_Substance	-,0990	,0100	,0010	-,1010	-,0970	-99,000	99	,000
Pair 11	Pre_Lexical - Pos_Lexical	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000

Interpretation:

Table 3 indicate a significant average difference between the pre-test and post-test scores on the content, organisation, vocabulary, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors variables. Thus, the treatment given is very good.

4. Discussion

A mixed method was used in this study to examine both quantitative and qualitative effects of DA teaching on EFL students' writing skills. The quantitative analysis demonstrated that the experimental class outperformed the control class. The paired samples and independent sample t-tests revealed that the DA improves the writing skills of the students on different levels, including content, vocabulary, language, organisation, and mechanics. The DA interactions shown in the procedures in the qualitative section demonstrate the modest appearance of patterns development of writing in EFL students over a brief period in a school setting. Across the encounters, the teacher's ability to adhere to DA characteristics, such as awareness, dependency, and interactive entertainment partnership, stood out.

From a pedagogical perspective, the DA relationships develop the foundation for forming a region of inter-subjectivity (Mateus & Quiroz-Velasco, 2017) in the public group of the classroom, where relationships transferred between main participants supplied as construction workers to propel intermediate social intelligence to greater degrees of capability. The student groups pooled their resources to create a group of exercises by establishing a brief common aim, generating a framework, and assisting one another in the revision assignments. Interaction between more and less informed learners promoted collaborative structuring (Gillies, 2003) and genuine external engagement (McCafferty S. G. et al., 2006) among the learners, resulting in reciprocal benefit for beginner and more skilled students.

The intercessions provided served as a consciousness-raising practice, highlighting certain previously obscure writing elements. The emphasising method assisted in noticing writing characteristics, such as sentence construction, punctuation, tense, mechanics, etc as included in learners' ZPD but could not be accessed without an assistance. DA provides more accurate diagnosis of students' origins of writing issues, whether syntactic, lexical or otherwise.

Another noteworthy fact that bears emphasis is that if the modification assignment was introduced. The DA supports are effective framework method for attracting students' awareness of the assignment, simplifying the review process, reducing flexibility in the project to make it more manageable, maintaining goal orientation, identifying significant points, managing confusion, and modelling alternatives (De Guerrero & Villamil, 2000).

The findings also revealed that DA had been most commonly utilised to moderate construction, language, and organisation issues and less general for content and mechanics. Learners already had a strong grasp of the material and mechanics, but their comprehension of other aspects was low.

5. Conclusion

DA is suggested to be implemented in academic EFL writing. Educators, on the other hand, must have a significant theoretical understanding and practice of DA, as well as an awareness of the mechanisms of efficient facilitation. To begin with, they should constantly analyse learners' requirements and personalise their support to their ZPD. The procedure of discovering learners' potential levels of development must then be conducted in an interactional manner. It is nearly impossible to evaluate learners' ZPD without interaction. Instruction that does not match these two conditions may be unhelpful and stifling rather than promoting development and performance.

Additional studies can explore some DA issues and find acceptable answers. Furthermore, it can be investigated in large samples of participants. Thus, to make the findings generalisable to the population of EFL learners, future researchers need to include both male and female participants at larger sample size.. Future researchers can also examine the potential of DA in fostering EFL writing in different ranges of age or levels. Finally, given the role of feelings in any teaching-learning practice, future research may look into learners' emotions for DA.

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Regarding the research, authorship, and publication of this work, the researchers disclosed no potential conflict of interest.

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The Implementation of Dynamic Assessment in EFL Learners' Writing

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Abstract

This research investigates the topic of dynamic assessment (DA) in an Indonesian setting and to a specific degree of competence to extract key facts. In the first phase of the investigation, quantitative data were collected, and analytic approaches were used. In the second phase, a qualitative approach was employed to explore learners' and teachers' impressions of DA on students' writing abilities. The participants were 100 students recruited from the State University of Malang, Indonesia. The paired and independent sample t-test results demonstrated that the DA enhances learners' writing skills on multiple levels, including content, vocabulary, language, organisation, and mechanics. It is strongly recommended that EFL writing teachers in all learning contexts use DA in academic EFL writing programs. Further research can look at some DA concerns and develop acceptable solutions.

Keywords: Dynamic Assessment (DA), EFL learners, writing development

1. Introduction

Alsamadani (2010) argued that "writing is a difficult process since it requires multiple talents, such as formulating a thesis statement, producing supporting information, reviewing, and editing" (Qader & Arslan, 2019). Further, Brown (1985) believed that learning could occur outside of instructional settings in environments that promote learner-centeredness and accomplishment of learning outcomes (Qader & Arslan, 2019). Teaching strategies in writing classrooms refer to means of talking, showing, and leading, as well as active participation so that those who do not know can learn, those who do not understand may comprehend and discern, and those who are unskilled can be skilled (Leach & Moon, 2008).

Weigle (2007) recommends that second language writing teachers learn how to construct, administer, and score writing projects to improve their writing assessment skills. She claims that stakeholders must be thoroughly aware of how language tests are used and abused. She goes on to say that teachers must be able to recognise better evaluation and comprehend its applications in the school setting, as well as realise both formative and summative assessments, identify the aspects of great writing, respect the meaningful context idea of a good text, and develop language skills using information from external sources for required assessments (Crusan et al., 2016).

According to research on second and foreign language teachers' attitudes, teachers are viewed as "active, thinking decision makers" based on practical concepts of classroom instruction. Nonetheless, teachers' practices do not necessarily match their beliefs, with the amount to which teachers can act in accordance with their convictions determined in part by their contextual experience as educators (Wang et al., 2020). Teachers tend to place a greater emphasis on the steps of the writing process, with less emphasis on grammar and mechanics in the revision/editing stage, as well as less explicit writing instruction. Teachers advocating for a more constructivist approach (e.g., 'inquiry-based') are more likely to devote more time in writing, emphasise rhetorical style and voice development, and incorporate students' choices and process approach in learning writing (Wang & Matsumura, 2019).

Parr & Timperley (2010) defined assessment for learning as a pedagogical setting that encourages students to study and participate in their studies. Learning assessments are intended to offer information about student performance that may be utilised to promote learning and improve teaching. The quality of teaching and learning outcomes can be improved using assessment data. While early discussions of formative assessment centred on instructors' roles in acquiring data and using it to inform their instruction, there has been a recent shift in perspective. Formative evaluation has been reframed as a social, collaborative activity more closely linked to learning. The focus has

changed to the instructor and students working together to improve student learning. Teachers must assist their writers in understanding their learning goals and create opportunities for them to receive feedback on their progress toward those goals to reap the benefits of assessment for learning. The students' comprehension of what constitutes good performance, for example, how they define success in a task and what they might do to attain it, are intimately related to the feedback and instruction given (Parr & Timperley, 2010).

According to Vygotsky (1980), there is a gap between what learners can achieve with structured help from others, i.e. scaffolding, and what they can achieve without it. The Zone of Proximal Development (ZPD) refers to the distance between two points (ZPD). Theoretically, this approach nicely suits the notion of ZPD and scaffolding (Bai, 2015). Rubrics have been used by teachers, schools, and school systems for more accurate assessment in all disciplines. Recently, however, some educators have questioned the widespread belief that using rubrics improves inter-rater reliability and validity, as well as overall assessment accuracy and quality. Educators increasingly realise that no rubric can adequately evaluate pupils' writing quirks or their unique knowledge of ideas. Rubrics have even been said to constrain and entrench people's perceptions of what constitutes effective writing (Reza & Lovorn, 2010).

The shortcomings of traditional testing methods prompted researchers to develop more comprehensive systems evaluating more features of learners. Their efforts resulted in assessment as a method of comprehensive testing. However, assessment in and of itself, due to its emphasis and reliance on learners' final products, has significant flaws thought to be solved in a new kind of assessment, known as Dynamic Assessment (Aghaebrahimian et al., 2014).

It is difficult for an outsider witnessing a DA session to tell if they are watching an assessment or an instructive lesson because both happen simultaneously during the dynamic assessment. Poehner & Lantolf (2005) argued that every DA sessions both an educational and an evaluation tool. DA is discovered based on Vygotsky's concept that skills are spontaneous and dynamic rather than innate, meaning that skills should not be viewed as unchanging attributes assessed (Lidz & Gindis, 2003). Instead, it is a product of group involvement and participation in different language acts and communication (Shabani, 2018). In contrast to Traditional Assessment (TA) that focuses on summative assessment of students as a measure of program performance and quality, DA tries to combine instructional strategies to examine the mechanisms of students to identify their ongoing and potential development. In another way, DA focuses on what a student can learn in the future, whereas TA focuses on what a student knows and can do right now (Aghaebrahimian et al., 2014).

Moreover, the writing assignments in DA are untimed. They must focus on cognitive and metacognitive processes, with the facilitator employing techniques in order of precedence, resulting in the cultural aspects of writing. Rather than an abstract idea, the ability to write dynamically is characterised as a historical, cultural, cognitive, and language act (Hidri, 2019). This research aims to explore the concept of DA in an Indonesian context and at a certain grade and skill level in extracting basic points and implications for syllabus planners, curriculum developers, and, ultimately, Indonesian EFL students (Aghaebrahimian et al., 2014).

Theoretically, Vygotsky's scaffolding and Zone of Proximal Development (ZPD) principles are the foundations of DA. Based on the scaffolding concept, facilitation is described as transforming other controlled activities into self-regulating activities (Birjandi & Ebadib, 2012). This occurs as a result of scaffolding, described as the data transmission stage from more proficient peers or teachers on the borders of the Zone of Proximal Development to less proficient peers or teachers. Learners' existing skills are differentiated from those learned with the help of more experienced peers or teachers in this category (Aghaebrahimian et al., 2014). From another perspective, DA is defined as the engagement between the evaluator as an impartial mediator and the learner as an interactive participant to determine the learner's modifiability and the methods for inducing and maintaining beneficial improvements in cognitive functioning (Lidz, 1987). In addition, DA is fundamentally dissimilar from TA in this regard (Aghaebrahimian et al., 2014).

DA has the advantage of using a dualistic approach to evaluation and classroom practice, in which students present rate of understanding is transformed into a context-bound prospective degree of development (Hidri, 2019). To keep up with changing learning theories, evaluation has evolved from the assessment of learning to assessment for learning, necessitating seeking professional advice to shift away from the assessment for accrediting and responsibility reasons and toward a framework where students may engage in self and peer assessment, acquire deep understanding through formative assessment, and close the gap between the actual and expected performance (zone of proximal development) (Vygotsky, 1980). Modern inventions, such as collaborative learning and writing portfolios reviewed by peers, teachers, and instructional professionals, are promising for integrating writing into contextual learning activities in and outside the classroom (Mohamadi, 2018).

It is complicated to determine the limits of ZPD due to the individual's dynamic characteristics. ZPD causes intra-group and interpersonal heterogeneity (Poehner, 2009). The instructor should rather strive to create conducive conditions in forming ZPD group by assessing learners' work to identify common difficulties while remaining conscious of individual responsiveness during group interactions. According to Shabani (2018) the limitation of research on DA is related to limited research available on group learning and a group theory that can explain group reproductive dynamics. He claims that the gap in exploratory psychological research, resulting in high levels of language pedagogy and even collaborative learning, is due to incompetence in evaluating the organisation as a psychological entity that consists of individuals from different expertise who cooperatively carry out collective tasks that cannot be completed independently.

A study by Shrestha (2017) is also relevant to the current research. He looked into the possibility of using DA to assist the transfer of genre-based characteristics and conceptual comprehension of academic literacy course to business studies. Over the course of Over the course of two DA tasks, he used email, instant chat, and wiki comments to implement interactionist DA. He used DA-based mediation to help the learner master the task and reconfigured it as needed. He kept track of tutor and student movements, as well as proof of the

participants' writing improving. He looked at how genre traits and conceptual understanding were transferred from the second DA to a more difficult job, called TA, after the second DA (transfer assignment). Finally, all three students successfully wrote macro-theme, as taught and exemplified in DA literature. The findings of Shrestha (2017) showed the students successfully transferred their capacity to create relevant themes into a new and more difficult evaluation context. As a result, the DA procedures have helped them develop genre awareness (Afshari et al., n.d.)question.

2. Method

2.1 Study Design

Quantitative data collection and analysis methodologies were used in the study's initial phase. Qualitative method was employed in the second round to investigate learners' and teachers' perceptions of DA on students' writing abilities. Hence, this study used mixed-method in both major experimental and minor qualitative phases.

2.2 Participants

The participants of this study were 100 students recruited from the State University of Malang, Indonesia, majoring in translation. They had relatively low English proficiency and they aged between 18 to 21 years. These students were then assigned into experimental and control group consisting of 50 participants each.

2.3 Instruments

The following tests and instruments were used in this study.

- a) The TOEFL Writing Scoring Guide (2007) developed by ETS was used to score the writing scripts in the pre-test/post-test
- b) Two IELTS (International English Language Testing System) writing tests were adapted from the Cambridge English IELTS 10 (2015) and were used in the pre and post-tests.

2.4 Procedures

The researchers randomly grouped the samples. Next, the students took a non-dynamic pre-writing test. They were asked to write texts about "Many individuals believe that grades are ineffective in motivating them to learn. Do you agree or disagree with this point of view? To support your answer, provide rationale and examples". The DA process was then conducted in the experimental group during 12 weeks of instruction session. The interactions were audio recorded to be later used in qualitative data analysis. A standard instruction with no interaction and dialogic bargaining was given to the control class. In the experimental class, the entire enrichment program (i.e. the treatment interval) was dynamic because participants were engaged in the three stages of the writing process: topic selection, idea development, and revision. The teacher discussed a favourite topic with the students ahead of time at the topic selection step. The teacher opened a discussion on the selected chosen topic and occasionally offered certain ideas about the topic and related concerns to stimulate students' creativity.

DA group interactions intensified in the revising stage, where learners receive a wide range of questions, tips, descriptions, responses while being engaged in the revising phase. The Zone of Actual Development (ZAD) and individual functioning were explored when the teacher (facilitator) asked the students to revise their statements at the beginning of the interactions. When the teacher realised they could not finish the revision assignment independently, the teacher started giving them prompts and stimulating questions. The teacher was meticulous in grading the interventions and ensure that minimum support was provided. The support usually was given implicitly until the expected outcomes were achieved. Contingency was the teacher's second premise, which he used in conjunction with graduation. When the teacher detected symptoms of agency and autonomous functioning, the teacher tended to remove the scaffolding. Finally, the teacher communicated with the learners in dialogic cooperation to determine their suitable levels and personalise his assistance to their needs. The teacher believed that identifying the learners' ZPD would be nearly impossible without it.

The DA technique was implemented in the following manner: Firstly, the teacher and students agreed upon a theme for which the students were to write an essay to be submitted in the following session. Secondly, during the subsequent session, one of the twenty-two essays submitted by the students was chosen. Thirdly, the students were tasked with analyzing the essay's sentence quality and making any necessary adjustments to the selected essay, which was written on the board. Fourthly, the group interaction commenced with the teacher selecting a sentence and instructing the students to identify and correct any faults. Fifthly, the mediator provided implicit to explicit mediation cues, as suggested by Aljaafreh & Lantolf (1994), until the appropriate forms were elicited, in cases where students failed to identify or rectify any existing errors. Sixthly, when the teacher's mediation and group scaffolding were unsuccessful in improving the sentence, the corrected form was presented with a discussion to clarify any linguistic aspects. Lastly, the group interaction continued in the same way with subsequent sentences.

After the treatment, a composition writing post-test was administered to assess whether the DA interactions had any impact on students' writing performance. The students were given a prompt on a different topic, which asked them to write about what they would change in their country if given the opportunity, and to support their answer with specific reasoning and examples. Two experienced colleagues, who had over ten years of experience teaching and analyzing essays, independently scored both compositions to ensure inter-rater reliability. The findings of both the quantitative and qualitative analyses are presented in the subsequent sections.

2.5 Data Analysis

2.5.1 Qualitative Analysis

(Poehner, 2011) employed a microgenetic framework in a qualitative study to examine the G-DA procedures and uncover learners' writing changes. The analysis was conducted on three levels, namely task completion, the amount and quality of mediation provided to the learners to comprehend the text, and learners' reciprocity patterns to comprehend their responsiveness to mediation and obtain evidence for micro validity interpretations. Two types of quantitative data were collected and analyzed. The first type involved GDA (n= 20) and comparison group (n= 20) scores on the writing pre-test and post-test. The mean of these scores was used to evaluate the efficacy of G-DA in enhancing EFL writing development and compare it to that of conventional, explicit techniques.

The pre- and post-test data were also used to examine the performance of the G-DA class's three subgroups (low, mid, and high ability learners) and how they differed on the tests. The second type of quantitative data involved frequency counts of mediation occurrences for each writing component, based on Jacobs & Jackson's (1981) model. These frequencies were counted and recorded for each GDA session during the experimental course to determine which writing component in the G-DA class was mediated most frequently, as well as how the number of mediations per session evolved over time.

2.5.2 Quantitative Analysis

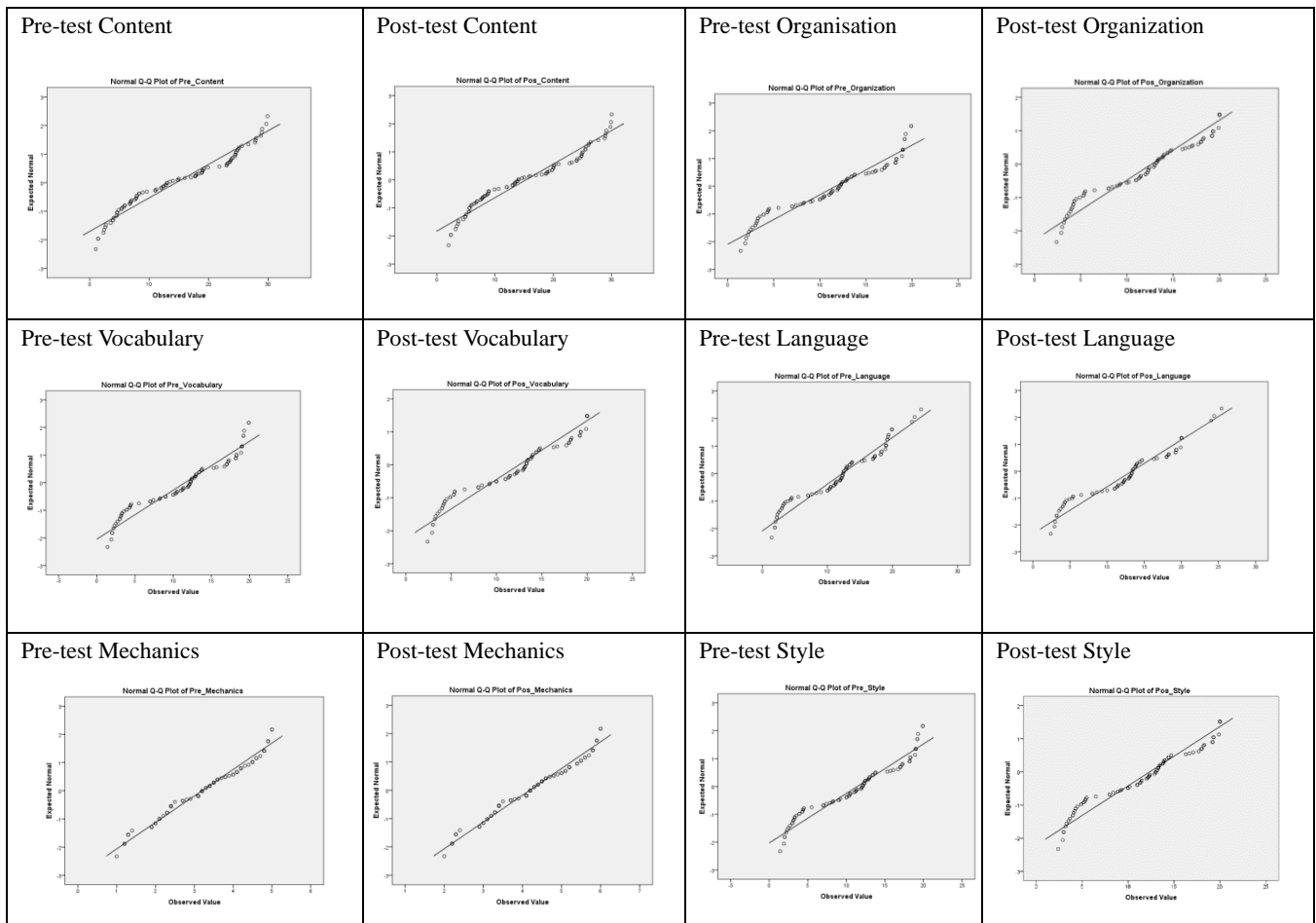
Qualitative data were students' responses toward the open-ended questionnaires regarding the efficacy of DA as well as field notes made by the classroom teacher based on direct observations of classroom activities, interactions, and learners' development throughout the course..

3. Result

3.1 Normality

The normality test was conducted to check whether the data followed a normal distribution. Tests can be done visually using a Q-Q Plot.

Output:



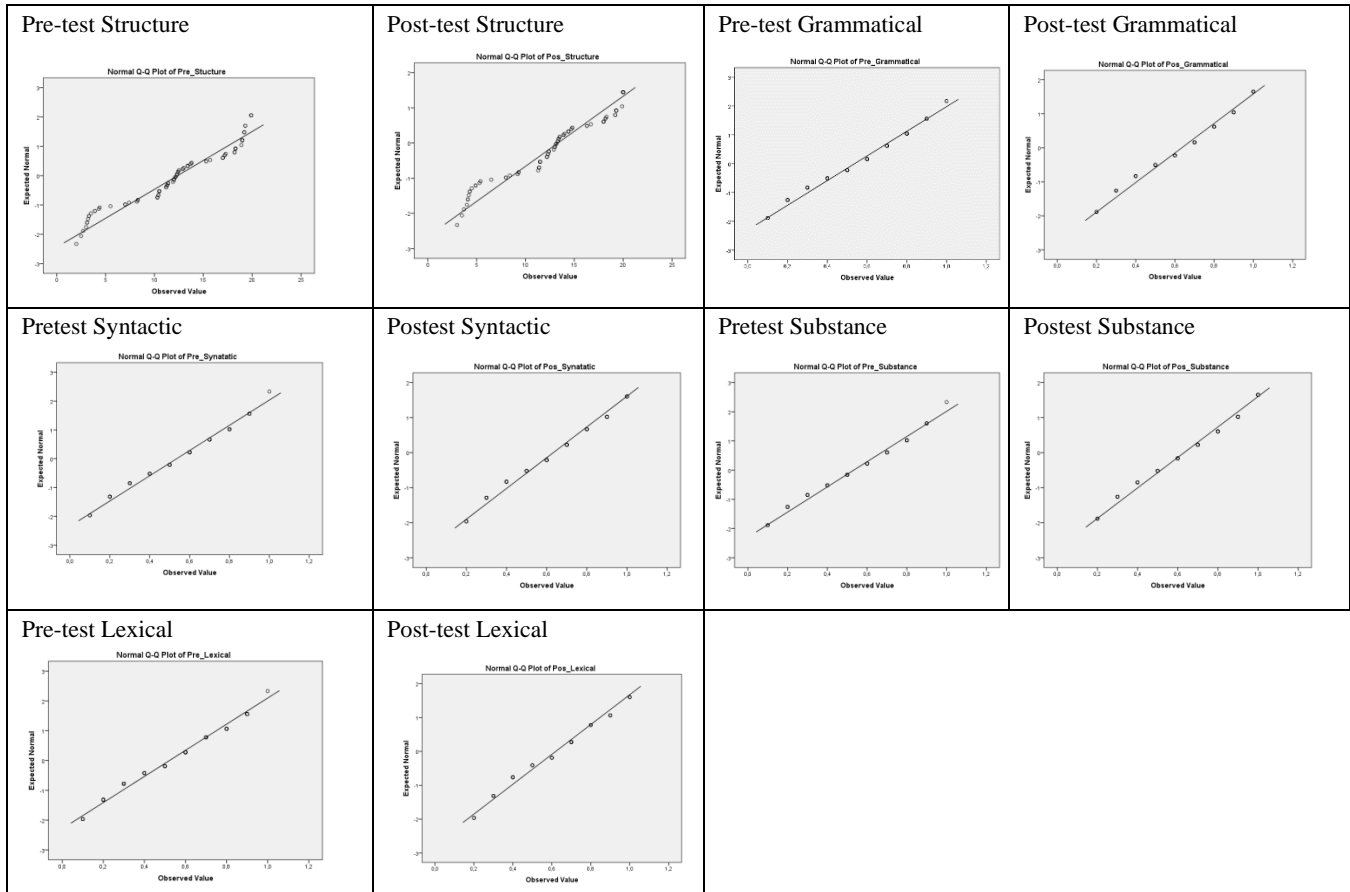


Figure 1. Normal Q-Q Plot

Interpretation:

The Q-Q plot in Figure 1 shows that all pre-test and post-test data have data plots near or around the diagonal line. In other words, all pre-test and post-test data are normally distributed.

3.2 Descriptive Statistics

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Content	14,519	100	8,5193	,8519
	Post Content	15,282	100	8,3795	,8379
Pair 2	PreOrganization	11,710	100	5,5877	,5588
	PosOrganization	12,656	100	5,5677	,5668
Pair 3	PreVocabulary	11,530	100	5,6365	,5637
	PosVocabulary	12,504	100	5,6026	,5603
Pair 4	PreLanguage	12,281	100	5,8909	,5891
	PosLanguage	13,321	100	5,7367	,5737
Pair 5	PreMechanics	3,197	100	1,0650	,1065
	PosMechanics	4,188	100	1,0579	,1058
Pair 6	Prestyle	11,406	100	5,6222	,5622
	PosStyle	12,359	100	5,5834	,5583
Pair 7	PreStructure	12,374	100	5,0705	,5071
	Post Structure	13,327	100	5,0162	,5016
Pair 8	PreGrammatical	,537	100	,2338	,0234
	PosGrammatical	,635	100	,2302	,0230
Pair 9	PreSyntactic	,535	100	,2285	,0228
	PosSyntactic	,633	100	,2279	,0228
Pair 10	PreSubstance	,533	100	,2318	,0232
	PosSubstance	,632	100	,2300	,0230
Pair 11	PreLexical	,522	100	,2281	,0228
	PosLexical	,620	100	,2270	,0227

Interpretation:

The participants in this study were 100 students. Table 1 presents the paired-sample statistics of the pre-test and post-test of 11 variables. The highest mean of pre-test and post-test for the content variable is 14.519 (SD =85193) and 15.282 (SD=8.3795). In contrast, the lowest is for the lexical errors variable, with the mean of 0.522 (SD=0.2281) and 0.620 (SD= 0.2270), respectively.

3.3 Correlation Analysis

The correlation analysis aims to determine the level of closeness of the relationship expressed by the correlation coefficient. The correlation coefficient is between -1 and 1, with a positive or negative sign indicating the direction of the relationship. The correlation coefficient of 0 means no correlation/relationship, and the correlation coefficient closer to 1 or -1 means then the relationship or correlation is getting positively or negatively stronger. The detailed results are presented in Table 2.

Table 2. Paired-Sample Correlation Test

	N	Correlation	Sig.
Pair 1	100	,991	,000
Pair 2	100	,999	,000
Pair 3	100	1,000	,000
Pair 4	100	,985	,000
Pair 5	100	,996	,000
Pair 6	100	,999	,000
Pair 7	100	,999	,000
Pair 8	100	,998	,000
Pair 9	100	,998	,000
Pair 10	100	,999	,000
Pair 11	100	,998	,000

Interpretation:

The correlation analysis indicates a significant relationship between pre-test and post-test on the vocabulary variable. In addition, the correlation coefficient for the vocabulary variable is 1. So, it can be concluded that there is a perfect positive relationship between the pre-test and post-test on the vocabulary variable. This means that the higher the pre-test score on vocabulary, the higher the post-test score will be.

Furthermore, the variables of content, organisation, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors indicate a significant relationship between the pre-test and the post-test. The correlation coefficients of the content, organisation, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors are close to 1. So, it can be concluded that there is a very strong positive relationship between the pre-test and post-test on the variables. The higher the pre-test score, the higher the post-test score.

3.4 Paired T-Test Analysis

The t-test is used as a comparative test to examine the difference in the mean of two pairs of data groups. The paired data mean that samples were from the same subject but experiencing two different treatments, such as before and after treatment.

Table 3. Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreContent – Post Content	-,7630	1,1231	,1123	-,9858	-,5402	-6,794	99	,000
Pair 2	Pre_Organization Pos_Organization	-,9460	,2564	,0256	-,9969	-,8951	-36,895	99	,000
Pair 3	Pre_Vocabulary Pos_Vocabulary	-,9740	,1323	,0132	-1,0002	-,9478	-73,630	99	,000
Pair 4	Pre_Language - Pos_Language	-1,0400	1,0273	,1027	-1,2438	-,8362	-10,124	99	,000
Pair 5	Pre_Mechanics Pos_Mechanics	-,9910	,0922	,0092	-1,0093	-,9727	-107,464	99	,000
Pair 6	Pre_style - Pos_Style	-,9530	,1904	,0190	-,9908	-,9152	-50,052	99	,000
Pair 7	Pre_Structure - Pos_Structure	-,9530	,1888	,0189	-,9905	-,9155	-50,475	99	,000
Pair 8	Pre_Grammatical Pos_Grammatical	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000
Pair 9	Pre_Synatatic - Pos_Synatatic	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000
Pair 10	Pre_Substance Pos_Substance	-,0990	,0100	,0010	-,1010	-,0970	-99,000	99	,000
Pair 11	Pre_Lexical - Pos_Lexical	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000

Interpretation:

Table 3 indicate a significant average difference between the pre-test and post-test scores on the content, organisation, vocabulary, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors variables. Thus, the treatment given is very good.

4. Discussion

A mixed method was used in this study to examine both quantitative and qualitative effects of DA teaching on EFL students' writing skills. The quantitative analysis demonstrated that the experimental class outperformed the control class. The paired samples and independent sample t-tests revealed that the DA improves the writing skills of the students on different levels, including content, vocabulary, language, organisation, and mechanics. The DA interactions shown in the procedures in the qualitative section demonstrate the modest appearance of patterns development of writing in EFL students over a brief period in a school setting. Across the encounters, the teacher's ability to adhere to DA characteristics, such as awareness, dependency, and interactive entertainment partnership, stood out.

From a pedagogical perspective, the DA relationships develop the foundation for forming a region of inter-subjectivity (Mateus & Quiroz-Velasco, 2017) in the public group of the classroom, where relationships transferred between main participants supplied as construction workers to propel intermediate social intelligence to greater degrees of capability. The student groups pooled their resources to create a group of exercises by establishing a brief common aim, generating a framework, and assisting one another in the revision assignments. Interaction between more and less informed learners promoted collaborative structuring (Gillies, 2003) and genuine external engagement (McCafferty S. G. et al., 2006) among the learners, resulting in reciprocal benefit for beginner and more skilled students.

The intercessions provided served as a consciousness-raising practice, highlighting certain previously obscure writing elements. The emphasising method assisted in noticing writing characteristics, such as sentence construction, punctuation, tense, mechanics, etc as included in learners' ZPD but could not be accessed without an assistance. DA provides more accurate diagnosis of students' origins of writing issues, whether syntactic, lexical or otherwise.

Another noteworthy fact that bears emphasis is that if the modification assignment was introduced. The DA supports are effective framework method for attracting students' awareness of the assignment, simplifying the review process, reducing flexibility in the project to make it more manageable, maintaining goal orientation, identifying significant points, managing confusion, and modelling alternatives (De Guerrero & Villamil, 2000).

The findings also revealed that DA had been most commonly utilised to moderate construction, language, and organisation issues and less general for content and mechanics. Learners already had a strong grasp of the material and mechanics, but their comprehension of other aspects was low.

5. Conclusion

DA is suggested to be implemented in academic EFL writing. Educators, on the other hand, must have a significant theoretical understanding and practice of DA, as well as an awareness of the mechanisms of efficient facilitation. To begin with, they should constantly analyse learners' requirements and personalise their support to their ZPD. The procedure of discovering learners' potential levels of development must then be conducted in an interactional manner. It is nearly impossible to evaluate learners' ZPD without interaction. Instruction that does not match these two conditions may be unhelpful and stifling rather than promoting development and performance.

Additional studies can explore some DA issues and find acceptable answers. Furthermore, it can be investigated in large samples of participants. Thus, to make the findings generalisable to the population of EFL learners, future researchers need to include both male and female participants at larger sample size. Future researchers can also examine the potential of DA in fostering EFL writing in different ranges of age or levels. Finally, given the role of feelings in any teaching-learning practice, future research may look into learners' emotions for DA.

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The Implementation of Dynamic Assessment in EFL Learners' Writing

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Abstract

This research investigates the topic of dynamic assessment (DA) in an Indonesian setting and to a specific degree of competence to extract key facts. In the first phase of the investigation, quantitative data were collected, and analytic approaches were used. In the second phase, a qualitative approach was employed to explore learners' and teachers' impressions of DA on students' writing abilities. The participants were 100 students recruited from the State University of Malang, Indonesia. The paired and independent sample t-test results demonstrated that the DA enhances learners' writing skills on multiple levels, including content, vocabulary, language, organisation, and mechanics. It is strongly recommended that EFL writing teachers in all learning contexts use DA in academic EFL writing programs. Further research can look at some DA concerns and develop acceptable solutions.

Keywords: Dynamic Assessment (DA), EFL learners, writing development

1. Introduction

Alsamadani (2010) argued that "writing is a difficult process since it requires multiple talents, such as formulating a thesis statement, producing supporting information, reviewing, and editing" (Qader & Arslan, 2019). Further, Brown (1985) believed that learning could occur outside of instructional settings in environments that promote learner-centeredness and accomplishment of learning outcomes (Qader & Arslan, 2019). Teaching strategies in writing classrooms refer to means of talking, showing, and leading, as well as active participation so that those who do not know can learn, those who do not understand may comprehend and discern, and those who are unskilled can be skilled (Leach & Moon, 2008).

Weigle (2007) recommends that second language writing teachers learn how to construct, administer, and score writing projects to improve their writing assessment skills. She claims that stakeholders must be thoroughly aware of how language tests are used and abused. She goes on to say that teachers must be able to recognise better evaluation and comprehend its applications in the school setting, as well as realise both formative and summative assessments, identify the aspects of great writing, respect the meaningful context idea of a good text, and develop language skills using information from external sources for required assessments (Crusan et al., 2016).

According to research on second and foreign language teachers' attitudes, teachers are viewed as "active, thinking decision makers" based on practical concepts of classroom instruction. Nonetheless, teachers' practices do not necessarily match their beliefs, with the amount to which teachers can act in accordance with their convictions determined in part by their contextual experience as educators (Wang et al., 2020). Teachers tend to place a greater emphasis on the steps of the writing process, with less emphasis on grammar and mechanics in the revision/editing stage, as well as less explicit writing instruction. Teachers advocating for a more constructivist approach (e.g., 'inquiry-based') are more likely to devote more time in writing, emphasise rhetorical style and voice development, and incorporate students' choices and process approach in learning writing (Wang & Matsumura, 2019).

Parr & Timperley (2010) defined assessment for learning as a pedagogical setting that encourages students to study and participate in their studies. Learning assessments are intended to offer information about student performance that may be utilised to promote learning and improve teaching. The quality of teaching and learning outcomes can be improved using assessment data. While early discussions of formative assessment centred on instructors' roles in acquiring data and using it to inform their instruction, there has been a recent shift in perspective. Formative evaluation has been reframed as a social, collaborative activity more closely linked to learning. The focus has

changed to the instructor and students working together to improve student learning. Teachers must assist their writers in understanding their learning goals and create opportunities for them to receive feedback on their progress toward those goals to reap the benefits of assessment for learning. The students' comprehension of what constitutes good performance, for example, how they define success in a task and what they might do to attain it, are intimately related to the feedback and instruction given (Parr & Timperley, 2010).

According to Vygotsky (1980), there is a gap between what learners can achieve with structured help from others, i.e. scaffolding, and what they can achieve without it. The Zone of Proximal Development (ZPD) refers to the distance between two points (ZPD). Theoretically, this approach nicely suits the notion of ZPD and scaffolding (Bai, 2015). Rubrics have been used by teachers, schools, and school systems for more accurate assessment in all disciplines. Recently, however, some educators have questioned the widespread belief that using rubrics improves inter-rater reliability and validity, as well as overall assessment accuracy and quality. Educators increasingly realise that no rubric can adequately evaluate pupils' writing quirks or their unique knowledge of ideas. Rubrics have even been said to constrain and entrench people's perceptions of what constitutes effective writing (Reza & Lovorn, 2010).

The shortcomings of traditional testing methods prompted researchers to develop more comprehensive systems evaluating more features of learners. Their efforts resulted in assessment as a method of comprehensive testing. However, assessment in and of itself, due to its emphasis and reliance on learners' final products, has significant flaws thought to be solved in a new kind of assessment, known as Dynamic Assessment (Aghaebrahimian et al., 2014).

It is difficult for an outsider witnessing a DA session to tell if they are watching an assessment or an instructive lesson because both happen simultaneously during the dynamic assessment. Poehner & Lantolf (2005) argued that every DA sessions both an educational and an evaluation tool. DA is discovered based on Vygotsky's concept that skills are spontaneous and dynamic rather than innate, meaning that skills should not be viewed as unchanging attributes assessed (Lidz & Gindis, 2003). Instead, it is a product of group involvement and participation in different language acts and communication (Shabani, 2018). In contrast to Traditional Assessment (TA) that focuses on summative assessment of students as a measure of program performance and quality, DA tries to combine instructional strategies to examine the mechanisms of students to identify their ongoing and potential development. In another way, DA focuses on what a student can learn in the future, whereas TA focuses on what a student knows and can do right now (Aghaebrahimian et al., 2014).

Moreover, the writing assignments in DA are untimed. They must focus on cognitive and metacognitive processes, with the facilitator employing techniques in order of precedence, resulting in the cultural aspects of writing. Rather than an abstract idea, the ability to write dynamically is characterised as a historical, cultural, cognitive, and language act (Hidri, 2019). This research aims to explore the concept of DA in an Indonesian context and at a certain grade and skill level in extracting basic points and implications for syllabus planners, curriculum developers, and, ultimately, Indonesian EFL students (Aghaebrahimian et al., 2014).

Theoretically, Vygotsky's scaffolding and Zone of Proximal Development (ZPD) principles are the foundations of DA. Based on the scaffolding concept, facilitation is described as transforming other controlled activities into self-regulating activities (Birjandi & Ebadib, 2012). This occurs as a result of scaffolding, described as the data transmission stage from more proficient peers or teachers on the borders of the Zone of Proximal Development to less proficient peers or teachers. Learners' existing skills are differentiated from those learned with the help of more experienced peers or teachers in this category (Aghaebrahimian et al., 2014). From another perspective, DA is defined as the engagement between the evaluator as an impartial mediator and the learner as an interactive participant to determine the learner's modifiability and the methods for inducing and maintaining beneficial improvements in cognitive functioning (Lidz, 1987). In addition, DA is fundamentally dissimilar from TA in this regard (Aghaebrahimian et al., 2014).

DA has the advantage of using a dualistic approach to evaluation and classroom practice, in which students present rate of understanding is transformed into a context-bound prospective degree of development (Hidri, 2019). To keep up with changing learning theories, evaluation has evolved from the assessment of learning to assessment for learning, necessitating seeking professional advice to shift away from the assessment for accrediting and responsibility reasons and toward a framework where students may engage in self and peer assessment, acquire deep understanding through formative assessment, and close the gap between the actual and expected performance (zone of proximal development) (Vygotsky, 1980). Modern inventions, such as collaborative learning and writing portfolios reviewed by peers, teachers, and instructional professionals, are promising for integrating writing into contextual learning activities in and outside the classroom (Mohamadi, 2018).

It is complicated to determine the limits of ZPD due to the individual's dynamic characteristics. ZPD causes intra-group and interpersonal heterogeneity (Poehner, 2009). The instructor should rather strive to create conducive conditions in forming ZPD group by assessing learners' work to identify common difficulties while remaining conscious of individual responsiveness during group interactions. According to Shabani (2018) the limitation of research on DA is related to limited research available on group learning and a group theory that can explain group reproductive dynamics. He claims that the gap in exploratory psychological research, resulting in high levels of language pedagogy and even collaborative learning, is due to incompetence in evaluating the organisation as a psychological entity that consists of individuals from different expertise who cooperatively carry out collective tasks that cannot be completed independently.

A study by Shrestha (2017) is also relevant to the current research. He looked into the possibility of using DA to assist the transfer of genre-based characteristics and conceptual comprehension of academic literacy course to business studies. Over the course of Over the course of two DA tasks, he used email, instant chat, and wiki comments to implement interactionist DA. He used DA-based mediation to help the learner master the task and reconfigured it as needed. He kept track of tutor and student movements, as well as proof of the

participants' writing improving. He looked at how genre traits and conceptual understanding were transferred from the second DA to a more difficult job, called TA, after the second DA (transfer assignment). Finally, all three students successfully wrote macro-theme, as taught and exemplified in DA literature. The findings of Shrestha (2017) showed the students successfully transferred their capacity to create relevant themes into a new and more difficult evaluation context. As a result, the DA procedures have helped them develop genre awareness (Afshari et al., n.d.)question.

2. Method

2.1 Study Design

Quantitative data collection and analysis methodologies were used in the study's initial phase. Qualitative method was employed in the second round to investigate learners' and teachers' perceptions of DA on students' writing abilities. Hence, this study used mixed-method in both major experimental and minor qualitative phases.

2.2 Participants

The participants of this study were 100 students recruited from the State University of Malang, Indonesia, majoring in translation. They had relatively low English proficiency and they aged between 18 to 21 years. These students were then assigned into experimental and control group consisting of 50 participants each.

2.3 Instruments

The following tests and instruments were used in this study.

- a) The TOEFL Writing Scoring Guide (2007) developed by ETS was used to score the writing scripts in the pre-test/post-test
- b) Two IELTS (International English Language Testing System) writing tests were adapted from the Cambridge English IELTS 10 (2015) and were used in the pre and post-tests.

2.4 Procedures

The researchers randomly grouped the samples. Next, the students took a non-dynamic pre-writing test. They were asked to write texts about "Many individuals believe that grades are ineffective in motivating them to learn. Do you agree or disagree with this point of view? To support your answer, provide rationale and examples". The DA process was then conducted in the experimental group during 12 weeks of instruction session. The interactions were audio recorded to be later used in qualitative data analysis. A standard instruction with no interaction and dialogic bargaining was given to the control class. In the experimental class, the entire enrichment program (i.e. the treatment interval) was dynamic because participants were engaged in the three stages of the writing process: topic selection, idea development, and revision. The teacher discussed a favourite topic with the students ahead of time at the topic selection step. The teacher opened a discussion on the selected chosen topic and occasionally offered certain ideas about the topic and related concerns to stimulate students' creativity.

DA group interactions intensified in the revising stage, where learners receive a wide range of questions, tips, descriptions, responses while being engaged in the revising phase. The Zone of Actual Development (ZAD) and individual functioning were explored when the teacher (facilitator) asked the students to revise their statements at the beginning of the interactions. When the teacher realised they could not finish the revision assignment independently, the teacher started giving them prompts and stimulating questions. The teacher was meticulous in grading the interventions and ensure that minimum support was provided. The support usually was given implicitly until the expected outcomes were achieved. Contingency was the teacher's second premise, which he used in conjunction with graduation. When the teacher detected symptoms of agency and autonomous functioning, the teacher tended to remove the scaffolding. Finally, the teacher communicated with the learners in dialogic cooperation to determine their suitable levels and personalise his assistance to their needs. The teacher believed that identifying the learners' ZPD would be nearly impossible without it.

The DA technique was implemented in the following manner: Firstly, the teacher and students agreed upon a theme for which the students were to write an essay to be submitted in the following session. Secondly, during the subsequent session, one of the twenty-two essays submitted by the students was chosen. Thirdly, the students were tasked with analyzing the essay's sentence quality and making any necessary adjustments to the selected essay, which was written on the board. Fourthly, the group interaction commenced with the teacher selecting a sentence and instructing the students to identify and correct any faults. Fifthly, the mediator provided implicit to explicit mediation cues, as suggested by Aljaafreh & Lantolf (1994), until the appropriate forms were elicited, in cases where students failed to identify or rectify any existing errors. Sixthly, when the teacher's mediation and group scaffolding were unsuccessful in improving the sentence, the corrected form was presented with a discussion to clarify any linguistic aspects. Lastly, the group interaction continued in the same way with subsequent sentences.

After the treatment, a composition writing post-test was administered to assess whether the DA interactions had any impact on students' writing performance. The students were given a prompt on a different topic, which asked them to write about what they would change in their country if given the opportunity, and to support their answer with specific reasoning and examples. Two experienced colleagues, who had over ten years of experience teaching and analyzing essays, independently scored both compositions to ensure inter-rater reliability. The findings of both the quantitative and qualitative analyses are presented in the subsequent sections.

2.5 Data Analysis

2.5.1 Qualitative Analysis

(Poehner, 2011) employed a microgenetic framework in a qualitative study to examine the G-DA procedures and uncover learners' writing changes. The analysis was conducted on three levels, namely task completion, the amount and quality of mediation provided to the learners to comprehend the text, and learners' reciprocity patterns to comprehend their responsiveness to mediation and obtain evidence for micro validity interpretations. Two types of quantitative data were collected and analyzed. The first type involved GDA (n= 20) and comparison group (n= 20) scores on the writing pre-test and post-test. The mean of these scores was used to evaluate the efficacy of G-DA in enhancing EFL writing development and compare it to that of conventional, explicit techniques.

The pre- and post-test data were also used to examine the performance of the G-DA class's three subgroups (low, mid, and high ability learners) and how they differed on the tests. The second type of quantitative data involved frequency counts of mediation occurrences for each writing component, based on Jacobs & Jackson's (1981) model. These frequencies were counted and recorded for each GDA session during the experimental course to determine which writing component in the G-DA class was mediated most frequently, as well as how the number of mediations per session evolved over time.

2.5.2 Quantitative Analysis

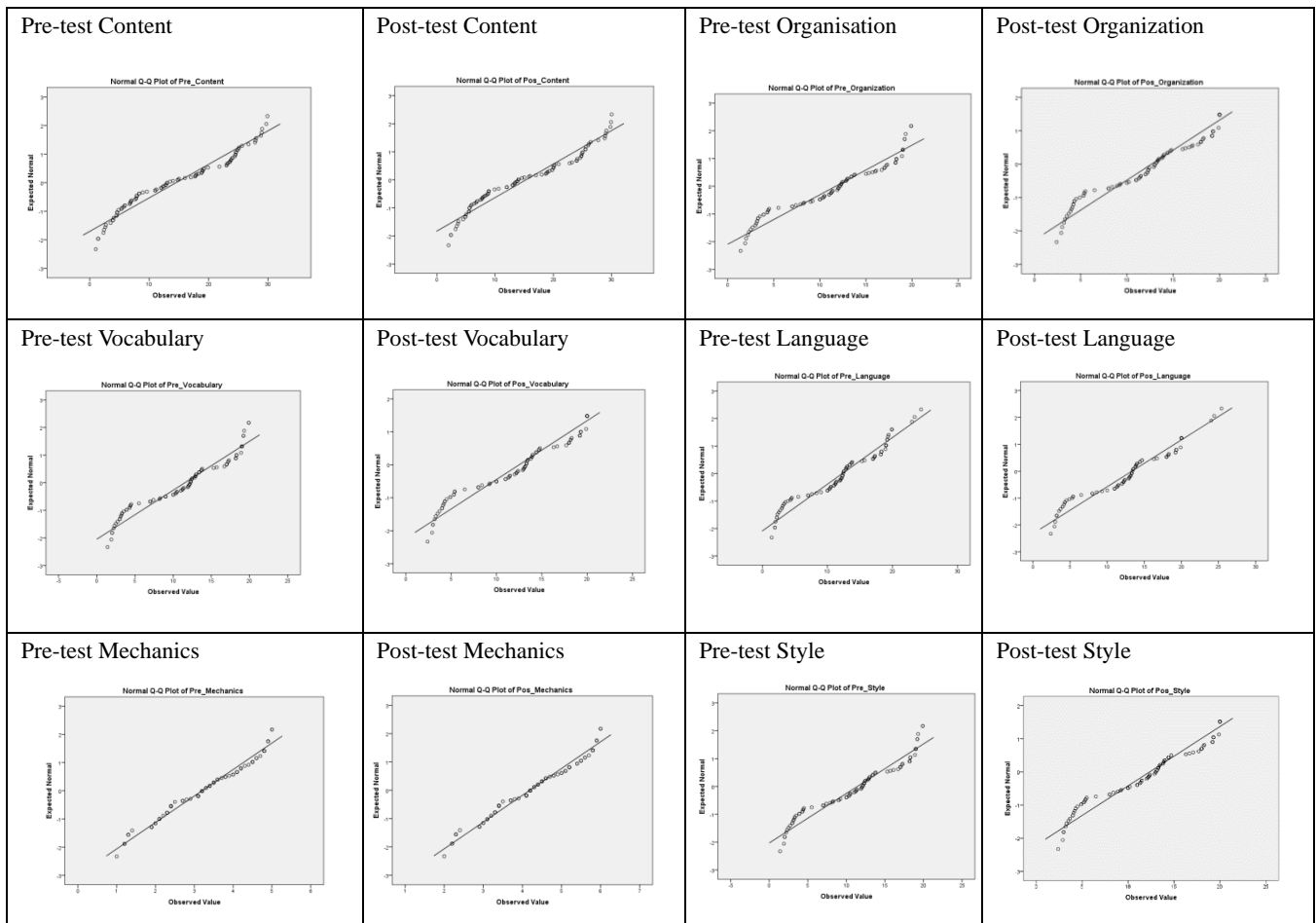
Qualitative data were students' responses toward the open-ended questionnaires regarding the efficacy of DA as well as field notes made by the classroom teacher based on direct observations of classroom activities, interactions, and learners' development throughout the course..

3. Result

3.1 Normality

The normality test was conducted to check whether the data followed a normal distribution. Tests can be done visually using a Q-Q Plot.

Output:



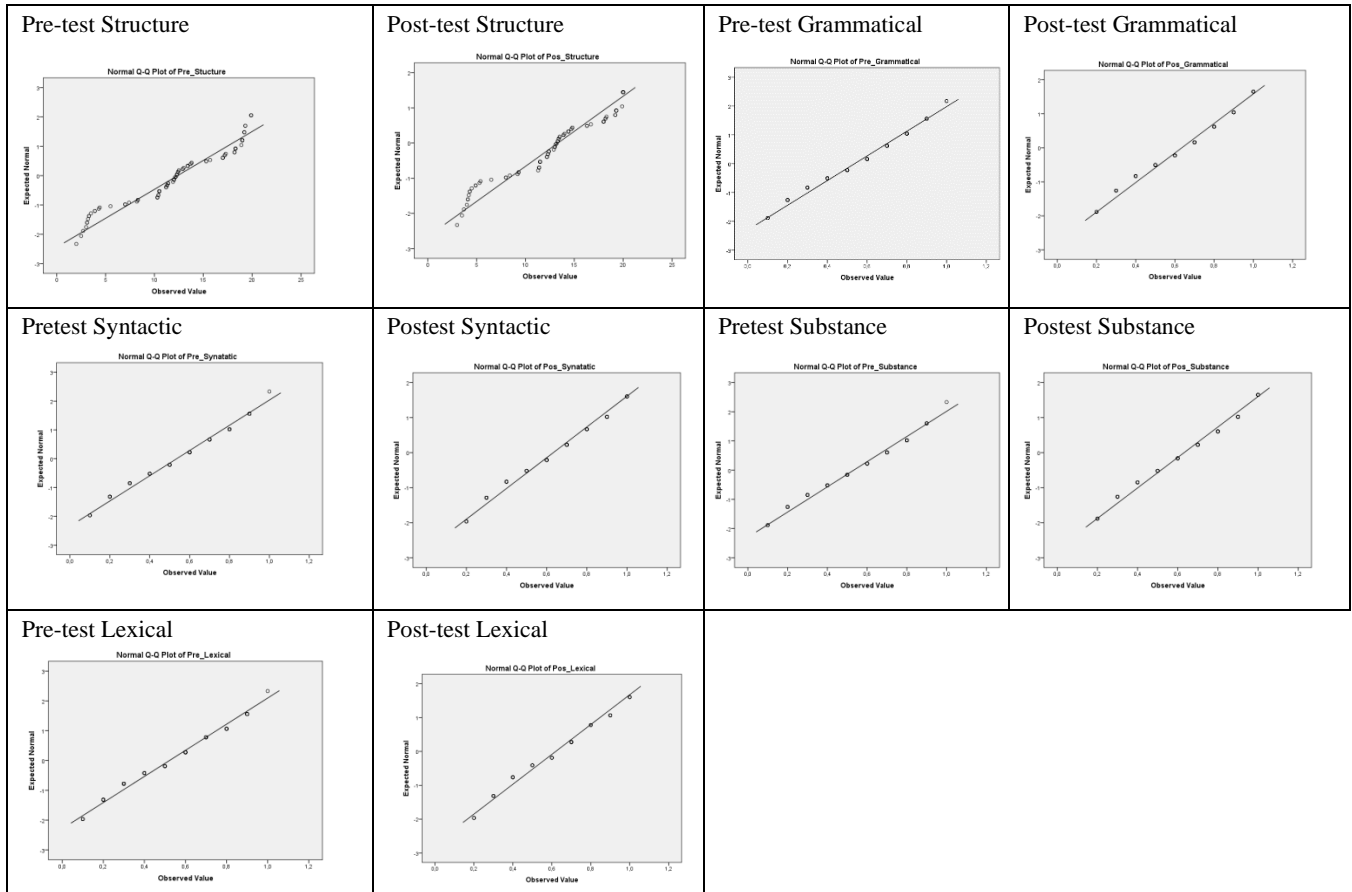


Figure 1. Normal Q-Q Plot

Interpretation:

The Q-Q plot in Figure 1 shows that all pre-test and post-test data have data plots near or around the diagonal line. In other words, all pre-test and post-test data are normally distributed.

3.2 Descriptive Statistics

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Content	14,519	100	8,5193	,8519
	Post Content	15,282	100	8,3795	,8379
Pair 2	PreOrganization	11,710	100	5,5877	,5588
	PosOrganization	12,656	100	5,5677	,5637
Pair 3	PreVocabulary	11,530	100	5,6365	,5637
	PosVocabulary	12,504	100	5,6026	,5603
Pair 4	PreLanguage	12,281	100	5,8909	,5891
	PosLanguage	13,321	100	5,7367	,5737
Pair 5	PreMechanics	3,197	100	1,0650	,1065
	PosMechanics	4,188	100	1,0579	,1058
Pair 6	Prestyle	11,406	100	5,6222	,5622
	PosStyle	12,359	100	5,5834	,5583
Pair 7	PreStructure	12,374	100	5,0705	,5071
	Post Structure	13,327	100	5,0162	,5016
Pair 8	PreGrammatical	,537	100	,2338	,0234
	PosGrammatical	,635	100	,2302	,0230
Pair 9	PreSyntactic	,535	100	,2285	,0228
	PosSyntactic	,633	100	,2279	,0228
Pair 10	PreSubstance	,533	100	,2318	,0232
	PosSubstance	,632	100	,2300	,0230
Pair 11	PreLexical	,522	100	,2281	,0228
	PosLexical	,620	100	,2270	,0227

Interpretation:

The participants in this study were 100 students. Table 1 presents the paired-sample statistics of the pre-test and post-test of 11 variables. The highest mean of pre-test and post-test for the content variable is 14.519 (SD =85193) and 15.282 (SD=8.3795). In contrast, the lowest is for the lexical errors variable, with the mean of 0.522 (SD=0.2281) and 0.620 (SD= 0.2270), respectively.

3.3 Correlation Analysis

The correlation analysis aims to determine the level of closeness of the relationship expressed by the correlation coefficient. The correlation coefficient is between -1 and 1, with a positive or negative sign indicating the direction of the relationship. The correlation coefficient of 0 means no correlation/relationship, and the correlation coefficient closer to 1 or -1 means then the relationship or correlation is getting positively or negatively stronger. The detailed results are presented in Table 2.

Table 2. Paired-Sample Correlation Test

		N	Correlation	Sig.
Pair 1	PreContent&PosContent	100	,991	,000
Pair 2	PreOrganization&PosOrganization	100	,999	,000
Pair 3	PreVocabulary&PosVocabulary	100	1,000	,000
Pair 4	PreLanguage&PosLanguage	100	,985	,000
Pair 5	PreMechanics&PosMechanics	100	,996	,000
Pair 6	Prestyle&PosStyle	100	,999	,000
Pair 7	PreStructure&PosStructure	100	,999	,000
Pair 8	PreGrammatical&PosGrammatical	100	,998	,000
Pair 9	PreSynatatic&PosSynatatic	100	,998	,000
Pair 10	PreSubstance&PosSubstance	100	,999	,000
Pair 11	PreLexical&PosLexical	100	,998	,000

Interpretation:

The correlation analysis indicates a significant relationship between pre-test and post-test on the vocabulary variable. In addition, the correlation coefficient for the vocabulary variable is 1. So, it can be concluded that there is a perfect positive relationship between the pre-test and post-test on the vocabulary variable. This means that the higher the pre-test score on vocabulary, the higher the post-test score will be.

Furthermore, the variables of content, organisation, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors indicate a significant relationship between the pre-test and the post-test. The correlation coefficients of the content, organisation, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors are close to 1. So, it can be concluded that there is a very strong positive relationship between the pre-test and post-test on the variables. The higher the pre-test score, the higher the post-test score.

3.4 Paired T-Test Analysis

The t-test is used as a comparative test to examine the difference in the mean of two pairs of data groups. The paired data mean that samples were from the same subject but experiencing two different treatments, such as before and after treatment.

Table 3. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreContent – Post Content	-,7630	1,1231	,1123	-,9858	-,5402	-6,794	99	,000
Pair 2	Pre_Organization Pos_Organization	-,9460	,2564	,0256	-,9969	-,8951	-36,895	99	,000
Pair 3	Pre_Vocabulary Pos_Vocabulary	-,9740	,1323	,0132	-1,0002	-,9478	-73,630	99	,000
Pair 4	Pre_Language - Pos_Language	-1,0400	1,0273	,1027	-1,2438	-,8362	-10,124	99	,000
Pair 5	Pre_Mechanics Pos_Mechanics	-,9910	,0922	,0092	-1,0093	-,9727	-107,464	99	,000
Pair 6	Pre_style - Pos_Style	-,9530	,1904	,0190	-,9908	-,9152	-50,052	99	,000
Pair 7	Pre_Structure - Pos_Structure	-,9530	,1888	,0189	-,9905	-,9155	-50,475	99	,000
Pair 8	Pre_Grammatical Pos_Grammatical	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000
Pair 9	Pre_Synatatic - Pos_Synatatic	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000
Pair 10	Pre_Substance Pos_Substance	-,0990	,0100	,0010	-,1010	-,0970	-99,000	99	,000
Pair 11	Pre_Lexical - Pos_Lexical	-,0980	,0141	,0014	-,1008	-,0952	-69,649	99	,000

Interpretation:

Table 3 indicates a significant average difference between the pre-test and post-test scores on the content, organisation, vocabulary, language, mechanics, style & quality of expression, structure, grammatical, syntactic, substance, and lexical errors variables. Thus, the treatment given is very good.

4. Discussion

A mixed method was used in this study to examine both quantitative and qualitative effects of DA teaching on EFL students' writing skills. The quantitative analysis demonstrated that the experimental class outperformed the control class. The paired samples and independent sample t-tests revealed that the DA improves the writing skills of the students on different levels, including content, vocabulary, language, organisation, and mechanics. The DA interactions shown in the procedures in the qualitative section demonstrate the modest appearance of patterns development of writing in EFL students over a brief period in a school setting. Across the encounters, the teacher's ability to adhere to DA characteristics, such as awareness, dependency, and interactive entertainment partnership, stood out.

From a pedagogical perspective, the DA relationships develop the foundation for forming a region of inter-subjectivity (Mateus & Quiroz-Velasco, 2017) in the public group of the classroom, where relationships transferred between main participants supplied as construction workers to propel intermediate social intelligence to greater degrees of capability. The student groups pooled their resources to create a group of exercises by establishing a brief common aim, generating a framework, and assisting one another in the revision assignments. Interaction between more and less informed learners promoted collaborative structuring (Gillies, 2003) and genuine external engagement (McCafferty S. G. et al., 2006) among the learners, resulting in reciprocal benefit for beginner and more skilled students.

The intercessions provided served as a consciousness-raising practice, highlighting certain previously obscure writing elements. The emphasising method assisted in noticing writing characteristics, such as sentence construction, punctuation, tense, mechanics, etc as included in learners' ZPD but could not be accessed without an assistance. DA provides more accurate diagnosis of students' origins of writing issues, whether syntactic, lexical or otherwise.

Another noteworthy fact that bears emphasis is that if the modification assignment was introduced. The DA supports are effective framework method for attracting students' awareness of the assignment, simplifying the review process, reducing flexibility in the project to make it more manageable, maintaining goal orientation, identifying significant points, managing confusion, and modelling alternatives (De Guerrero & Villamil, 2000).

The findings also revealed that DA had been most commonly utilised to moderate construction, language, and organisation issues and less general for content and mechanics. Learners already had a strong grasp of the material and mechanics, but their comprehension of other aspects was low.

5. Conclusion

DA is suggested to be implemented in academic EFL writing. Educators, on the other hand, must have a significant theoretical understanding and practice of DA, as well as an awareness of the mechanisms of efficient facilitation. To begin with, they should constantly analyse learners' requirements and personalise their support to their ZPD. The procedure of discovering learners' potential levels of development must then be conducted in an interactional manner. It is nearly impossible to evaluate learners' ZPD without interaction. Instruction that does not match these two conditions may be unhelpful and stifling rather than promoting development and performance.

Additional studies can explore some DA issues and find acceptable answers. Furthermore, it can be investigated in large samples of participants. Thus, to make the findings generalisable to the population of EFL learners, future researchers need to include both male and female participants at larger sample size. Future researchers can also examine the potential of DA in fostering EFL writing in different ranges of age or levels. Finally, given the role of feelings in any teaching-learning practice, future research may look into learners' emotions for DA.

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Regarding the research, authorship, and publication of this work, the researchers disclosed no potential conflict of interest.

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