Research Paper

Dynamic Assessment and EFL Learners' Writing Journey: Focus on DA Modalities and Writing Revision Types

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Abstract

In comparison with the four main language skills, the writing skill has revealed that students are struggling with writing problems mainly due to ineffective feedback. Under the insights of Vygotsky's Socio-cultural Theory (SCT), DA intended to combine instruction and assessment and warrant both instruction and feedback quality. The present quasi-experimental study tried to investigate the effectiveness of the interventionist DA modalities (i.e., authoritative and facilitative) in developing the writing revision types of a sample of 120 advanced Iranian EFL learners in the form of two experimental and one control group. They produced sample essays for both diagnostic and achievement purposes; but in the interim, each experimental group was exposed to specific DA-oriented interventions while the control group received its conventional non-dynamic mainstream of teaching writing revision types. Parametric statistical analyses (MANOVA and one-way ANOVA) run for these purposes revealed interesting findings: 1) significant differences among the three groups in favor of DA-interventions; 2) significant difference of facilitative-DA modality over authoritative-DA

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modality; 3) significant differences with regard to *Addition Deletion, and Substitution*, 4) but no differences between the control group and the experimental groups in '*Permutation*' were detected.

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1. Introduction

Recently, the focus of language education scholars has shifted from traditional psychological approaches to Vygotsky's ideas of The Zone of Proximal Development (ZPD) and scaffolding, based on which dynamic assessment (DA) integrates teaching and assessment. DA is a procedure through which the teacher assists the students through intervention to perform better on the learning process. Actually, it does not aim at mere assessment of EFL learners, rather it aims at helping EFL learners to achieve higher levels of proficiency in language skills.

Various empirical studies have been conducted on DA in teaching language skills and components (e.g., Ableeva, 2008; Anton, 2003; Ebadi & Saeedian, 2019; Ebadi et al., 2021; Khodabakhsh et al., 2018; 2020; Mellati, Alavi, & Dashtestani, 2022; Naeni & Duvall, 2012; Sadeghi & Khanahmadi, 2011; Tajeddin & Tayebipour, 2012; Zare et al., 2021). These studies have consistently found that DA has been more operative than non-DA in contributing to learners' L2 abilities.

When it comes to assess four language skills, writing is the most difficult ability which needs more sufficient instructions and interventions. Also, the review of the literature shows that writings have posed significant difficulty for EFL/ESL learners. Up to this time, various methods have been suggested

and practiced as to its teaching, but principles of socio-cultural theory of Vygotsky in the forms of scaffolding, mediation, and DA have revolutionized education for EFL students.

DA-based interventions are carried out via various modalities including mainly authoritative (i.e., prescriptive, informative, confronting) and facilitative (i.e., cathartic, catalytic, supportive) categories. According to Heron (2001), in the authoritative category, the instructor gives information, challenges the learner or suggests what they should do. The teacher, in fact, takes a more assertive/dominant role, taking responsibility for and on behalf of the learner. On the contrary, in the light of the facilitative modality the teacher or practitioner elicits ideas that can help the learners to reach their own autonomous solutions or decisions.

Nakanishi (2007) has proposed that intervention in the form of revision has a significant role in writing, and it is essential to support writers to revise their first drafts. As to writing process and its revision, various typologies have been suggested. For example, Min (2008) argued that revision writing types include re-ordering, addition, distribution, deletion, consolidation, substitution, and permutation.

However, the literature lacks studies conjoining DA-oriented mediations to EFL learners' writing performance in terms of revision processes. To this end and relying on Min's (2008) model, this study attempted to understand the process of teachers' intervention (authoritative/ facilitative) and students' developments in the writing revision types and quality. Observing the principles of feasibility, the study focused on the first three types as well as the permutation to investigate authoritative/facilitative intervention dynamic assessment, exploring the effectiveness of each on the writing revision types (i.e., addition, deletion, substitution, permutation) and ability among the EFL learners. Finally, an effort has been made to focus the revised papers of

learners to thorough and cautious inspection to detect the impact of teacher intervention on the learners' revision types and scrutinize whether the changes made as a result of teachers' feedback caused some developments in the learners' writing ability. Therefore, this study has tried to find reasonable answers to the following three questions:

1. Does authoritative intervention dynamic assessment have any differential effects on the dimensions of Iranian EFL learners' writing revision types?

2. Does facilitative intervention dynamic assessment have any differential effects on the dimensions of Iranian EFL learners' writing revision types?

3. Is there any significant difference between the effects of dynamic assessment modalities on the dimensions of Iranian EFL learners' writing revision types (addition, deletion, substitution, permutation)?

2. Review of the Literature

Among the various approaches to teaching writing as a process such as brainstorming, group composing, and assessing ideas, sociocultural theory seems to be the most prominent one due to the fact that it emphasizes the significance of interaction and dialogue (Black, & William, 2010; Mellati et al., 2013). The teacher is performing the role of a reader in a dialogue of writing and, more importantly, plays the position of an expert helping the learner growth (Carless, 2006, Mellati et al., 2015).

With regard to sociocultural theory, Vygotsky emphasizes on the interaction and negotiation between a less proficient learner and a more knowledgeable instructor that was called scaffolding which mainly implies a short-term assistance or supervision given by a teacher to a learner in order to help him acquire a certain skill (Collie et al., 2016; Mellati & Khademi, 2014). It is believed that learning a subject or achieving a desired goal is not

possible unless the teacher encourages and scaffolds the learner (Dann, 2014; Mellati et al., 2015). When a learner starts doing a task, the proficient teacher intervenes to scaffold the learner and to inhibit the learner's freedom while accomplishing the task. This results in the enhancement of the learners' concentration on the learning objective.

Following that, in writing classrooms, most writing teachers and researchers (Alavi et al., 2021; Ferris & Hedgcock, 2005; Mastuda, 1998; Mellati & Khademi, 2015; Richards, 2008) agree that process writing provides an opportunity for multiple revisions. While the learners are engaged in this process, they can react to teacher's feedback making further revisions. Thereby, learners are motivated to do further practices in the light multiple-draft revisions (Harmer, 2010; Mellati & Khademi, 2018). By adopting process-oriented writing instruction, teachers are able to provide different types of corrective feedback on the learners' drafts and focus on a variety of aspects of L2 learners' writing. Meanwhile, the learners can enjoy abundant opportunities to practice through the process of exploring what and how they can express meaning through writing to correct themselves after being given feedback and edit their drafts based on the feedback.

Process-oriented writing instruction is based on the revision so that L2 learners' erroneous use of structural items or incorrect choices of lexical items can no longer be considered errors as they are regarded in a product-oriented writing (Ferris & Hedgcock, 2005; Mellati et al., 2018). In the same line, Matsuda (1998) believes that process-oriented writing instruction provides the learners with an opportunity to improve their intended meanings and the content. In this way, discovering errors and teachers and peers' feedback, turns into an essential part in L2 writing instruction that can happen through DA as a formative assessment process.

Dynamic assessment (DA) with its modalities is a type of formative assessment which dialogically integrates assessment and instruction that moves around teachers' mediation and intervention to provide suitable feedback with peer-collaboration and assessment in the process of development (Mellati & Khademi, 2020; Vafaei, 2011).

Based on Lam (2014), dynamic assessment is a subset of the more generic concept of interactive assessment. The explanation given by Lantolf and Poehner (2004) consider both assessment and instruction as a single continuous activity with the aim of promoting student growth using effective forms of mediation. In fact, dynamic assessment serves as a method of simultaneously assessing and encouraging learners' development. This type of evaluation is closely related to the zones of proximal development.

Putting DA into practice, Aghaebrahimian, Rahimirad, Ahmadi, and Alamdari (2014) investigated the efficiency of including DA in cultivating teaching writing ability to Iranian EFL students in advanced level. Similarly, Khoshsima and Mortazavi (2016) intended to incorporate DA in providing feedback within teaching expository writing. The outcomes indicated that the students exposed to DA did better than non-DA students in posttest. The study recommended that giving feedback through cooperation let learners know more about their educational problem to resolve them better.

Keradmand Saadi and Razmjoo (2017) studied the impact of interactionist DA on enlightening academic writing of two English Language and Literature students. In this qualitative study the interactions between the teacher (mediator) and students in the written assignments were analyzed that the results presented that the application of diverse kinds of mediation were operative in promoting students' writing. Besides, the assessment of the two students displayed factors such as mediator's role, students' responsiveness, and activity were significant in stipulating mediation.

To research the effect of dynamic assessment on writing, Birhan (2017) benefited from a quasi-experimental research design. The research was conducted through pretest and posttests, a questionnaire, and a focused group debate. The findings pointed that DA was beneficial in refining learners' writing skills because they were able to make a sentence with better text structure. Additionally, they used several cohesive strategies, suitable punctuation and dictions in their assignments. The DA techniques in fact, had changed their understanding of writing skills and engagement in assessment of writing.

Zhang (2010) investigated the implementation of a DA program in an English writing class. His study suggested that presentation of DA to EFL students through graduated instructional mediation has to be based on the cognitive progressive necessities of the EFL students in writing. He further claimed that writing instruction and its DA assessment are intertwined. Thus, both the learners' writing development and the teacher's instruction are augmented through such a course of writing instruction.

Zhang (2008) explored the effect of DA-based instruction on the learner's writing ability in an online EFL class. It was suggested that this assessment mode is successful if the community for learning English writing is developed along with a more purposeful and sensible assignment of tasks among the learners and more teacher-student interaction is occurred.

Khorami Fardi and Zivar Derakhshi (2019) conducted research on DA to EFL students' writing skill and found that DA group had better writing performance. Isavi (2012) examined the efficiency of dynamic assessment in L2 students' writing performance used the scale of Aljaafreh and Lantolf (1994). The result indicated that the teacher could assess his learners' writing ability better. However, Barzegar and Azarizad (2014) found that DA has no impact on learners' writing performance.

Shrestha and coffin (2011) published their study of DA and academic writing development. They concluded that DA helps undergraduate students to develop their academic writing by responding to their individual needs.

Ghahremani and Azarizad (2013) carried out a study on the effect of DA on Iranian students' writing process. The findings indicated that the writing ability of the learners was improved substantially.

Khodabakhsh et al. (2018) synthesized the implementation of two different models the interventionist and the interactionist concerning emergent of EFL learners' level of language awareness and metacognitive strategy use (MSU) in the process of writing instruction. Both interventionist and interactionist models of DA entailed relatively similar effects.

Alemi (2015) examined the impact of DA on Iranian EFL students' writing self-assessment and the effect of DA-based course on their precision, and the interrelationships among teacher rating, self-assessment, and self-rating in the writing performance of twenty-two engineering students taking a writing course. The result indicated that DA could help Iranian EFL learners to get a better awareness of their criteria for writing evaluation.

To sum up, the research review clearly showed that DA has had positive impact on improving teaching writing. Along with this, it is also clear that DA could have proper incorporation in providing feedback within teaching writing and improving the linguistic accuracy of EFL learners' writing skill. Reviewing the literature and studies conducted on DA and writing language skill revealed that few studies have been conducted to study and find out the effect of interventionist DA approaches on Iranian EFL learners' writing revision types, and the processes within such interventions. As it is obvious, in the language learning context, teachers' verbal behavior is a key to provide assistance for learning to happen. However, professionals in teaching writing in Iran have not considered a structured oral/verbal framework to offer

assistance or intervention in these contexts. Therefore, to help this gap, this study tried to adapt Heron's six categories of intervention analysis used by teachers in writing context.

3. Method

3.1 Participants

For the purposes of this study, a homogenous sample of 120 out of 240 Persian advanced EFL learners with an age range of 18 to 30 was organized conveniently from Language School based on their performance in OPT. The descriptive statistics of the OPT results were exemplified in Table 1.

Table 1
Descriptive Statistics of the OPT

	N	Min	Max	M	SD
OPT	204	120	149	134.5	6.708
Valid N	204				

According to Table1, the mean and standard deviation of OPT scores were 134.5 and 6.708. Based on the OPT results, 120 out of 204 Iranian EFL students were randomly selected based on the OPT scoring rubrics.

3.2 Instruments

3.2.1 Oxford Placement Test (OPT)

To measure students' English language abilities, the OPT was used. As Farhady et al. (1994) stated, "placement tests are used to determine the most appropriate channel of education for examinees" (p. 20). The logic behind employment of OPT was because it was easily administered and objectively scored. The test was utilized for the purpose of the study (Allen, 1992). Considering one point for each item in vocabulary and structure skills, the test included 60 questions and the full score was 60. The over-all allotted time for the test was also 40 minutes, 20 minutes for each section. The students with grades in advanced variety were selected for the study.

Therefore, 120 out of 204 were divided as the advanced level learners and the others was excluded from the study.

3.2.2 Writing Test as Pretest and Posttest

The researcher asked the learners to write an essay with 250 words on a topic selected from TOEFL essay writing test in 40 minutes. The only difference between this pretest and the posttest was that the sequence of the topics was changed in order to avoid "practice effect" (Bachman, 1990) on the part of the participants. The students were asked to write three paragraphs. Both pretest and posttest were scored according to the scoring procedure of TOEFL checklist. Moreover, four other areas of language including 1) response to the task, 2) coherence and cohesion, 3) lexical resource and 5) the grammatical range were taken into account in scoring processes.

Before utilizing the research instruments, the researchers piloted them by EFL learners of the same population. In Table 2, the reliability indexes of pretest and posttest are presented.

Table 2
Reliability Indices of the Tests in the Study

Test	Items (Topics)	Index
Writing Pretest	12	.73
Writing Posttest	12	.72

For the purpose of pretest and posttest validity, they were scrutinized and reviewed by three language experts to ensure their validity. In order to select the topics with acceptable content validity, the researcher and the language experts reached a consensus to utilize 12 topics.

3.3 Procedure

The study was carried out in two distinct phases; a pilot study and a quantitative phase of study. First, the writing test was prepared and piloted for which first 15 writing topic essays were selected and then were given to

three language experts to ensure the content validity. Its reliability was estimated through inter-rater formula:

$$\textbf{\textit{Interrater reliability}} = \frac{Number\ of\ Agreement}{Total\ Number\ of\ Rating}\ x\ 100:\ \frac{12}{15}x100=80.\ \%$$

Out of 15 essay topics, the researchers and the language experts agreed on 12 topics, and the total value of inter-rater reliability obtained 80 percent wellness of writing pretest.

Additionally, a standard version of TOEFL writing test was administered and the obtained results were collected and scored analytically by those three PhD holders through TOEFL descriptors and rubrics (2015) to work as the pretest of the study to make sure that the students were homogenous in terms of the writing skill before the instructions happened.

With regard to treatment sessions, the teachers, including the primary researcher himself, went through one and a half months, two meetings per week that were twelve 45-minute sessions. Both experimental groups received facilitative and authoritative interventions but the learners in the control group were supplied with the regular, non-dynamic instruction.

Feedback training was the first phase that was led in three sessions only for two experimental groups. Another factor that might play a significant role in the quality and types of provided feedback is feedback literacy. Accordingly, the researcher conducted feedback-training phase to familiarize the participants with providing feedback procedure. Then, learners moved to the feedback phase in which the learners supplied feedback in six writing coursework in six sessions.

In these sessions, the learners in the first experimental group received only authoritative interventions. The focus of the instruction was on the process writing of the participants focusing on revision types and writing ability.

In the second experimental group, the students supplied feedback on their peers' writing coursework, and then the teacher checked their feedback and corrected them when it is required. Then, the students were able to read the comprehensive feedback given by their classmates on their writing coursework.

At the end of the treatment sessions, a posttest was administered. Besides, in each session of the treatment, the learners' writing performances (their assignments) were scored analytically by the mentioned raters through TOEFL descriptors and rubrics (2015). The posttest was as a version of TOEFL writing test which the language learners took in an unassisted manner.

4. Results

To see whether a set of data is distributed in a way that is consistent with a normal distribution, prior to the analysis of the results, Kolmogorov-Smirnov test and Shapiro-Wilk were run to ensure the normality of the obtained data through the both tests. Then, MANCOVA and one-way ANOVA were run in a bid to address the research questions.

4.1 Testing the Normality Assumptions of Data Set

Since some of the assumptions including Independent Random Sampling, Level and Measurement of the Variables, and Homogeneity of Variance were met, the test of normality was conducted (Table 3).

Table 3
The Results of Normality Tests

		Kolmogorov- Smirnov[a]			Shapiro- Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Authoritative	.226	40	.000	.877	40	.628
	Facilitative	.167	40	.007	.908	40	.582
	Control	.217	40	.000	.875	40	.588
Posttest	Authoritative	.191	40	.001	.900	40	.524
	Facilitative	.181	40	.002	.915	40	.608
	Control	.189	40	.001	.899	40	.623

a. Lilliefors Significance Correction

Due to the fact that the sample size for each group is 40, the Shapiro-Wilk test should be employed. For the approximately normally distributed data in both pretest and posttest for three groups, for example p = 0.524, p=608, and p=623 in authoritative, facilitative, and control groups, respectively, so the null hypothesis is reserved at the 0.05 level of significance. Consequently, normality can be assumed for this data set and, supplied any other test assumptions are satisfied, a MANCOVA can be utilized. In addition, Figures 1 and 2 presented the normality in pretest and posttest.
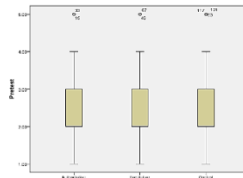

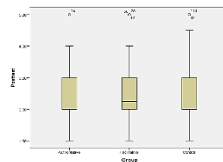*Figure 1.* The normality of three groups' scores in pretest

Figure 2. The normality of three groups' scores in posttest

After ensuring the assumptions underlining MANCOVA, both descriptive and inferential statistics (i.e., MANOVA and one-way ANOVA) were run in order to investigate the posed research questions. Prior to the inferential statistics, certain descriptive statistical analyses offering a comparative picture from the groups' performances on the pre and post-tests on the one hand, and as a support to the observation data normality assumptions in the form of homogeneity check were run.

4.2 Testing the research hypotheses

For both sections of pre-test and post-test, descriptive statistics were led. Therefore, mean, Standard Deviation, Skewness, Kurtosis, and Standard Error values were obtained for three groups of authoritative, facilitative, and control separately. In this way, the students' writing ability was evaluated with the aim of being able to assign the possible progresses of experimental groups essay writing in the post-tests to the use of revision types (i.e., addition, deletion, substitution, and permutation) after treatment. In the Table 4, the descriptive analysis of the scores of the pre-test are represented.

Table 4

The Descriptive Analysis of the Pretest

			Statistic	Std. Error
Pretest	Authoritative	Mean	2.3263	.1607
		Std. Deviation	1.0164	
		Minimum	1.00	
		Maximum	5.00	
		Skewness	.809	.374
		Kurtosis	.814	.733
	Facilitative	Mean	2.3762	.1638
		Std. Deviation	1.0363	
		Minimum	1.00	
		Maximum	5.00	
		Skewness	.640	.374
		Kurtosis	.418	.733
	Control	Mean	2.4013	.1737
		Std. Deviation	1.0991	
		Minimum	1.00	
		Maximum	5.00	
		Skewness	.813	.374
		Kurtosis	.493	.733

At the end of the study, a post-test was presented to the students in the control and experimental groups. Consequently, the differences between the writing skill of the students in this section was evaluated too. The descriptive statistics of the post-test results is showed in Table 5.

Table 5
The *Descriptive Analysis of the Posttest*

Posttest	Authoritative	Mean	2.2888	.15498
		Std. Deviation	.98015	
		Minimum	1.00	
		Maximum	5.00	
		Skewness	.545	.374
		Kurtosis	.230	.733
	Facilitative	Mean	2.525	.17628
		Variance	1.243	
		Std. Deviation	1.1148	
		Minimum	1.00	
		Maximum	5.00	
		Skewness	.606	.374
		Kurtosis	-.054	.733
		Variance	1.125	
		Std. Deviation	1.0608	
		Minimum	1.00	
		Maximum	5.00	
		Skewness	.715	.374
		Kurtosis	.409	.733

In light of this finding, MANCOVA was conducted in order to eliminate initial differences between the 3 groups and to see if there were differences in the changes between the pre-test and post-test. In the MANCOVA analysis, comparing the scores of the post-test, considering the tests of Roy's Largest Root, Pillai's Trace, Wilks' Lambda, and Hotelling's Trace, there is a significant difference, at least, in one of the dependent variables (F= 12.466, $p< 0.0001$). The results of MANCOVA are shown in Table 6

Table 6
The Results of Multivariate Tests for the Three Groups

Dependent	Variables	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Group, Posttest	Pillai's Trace	12.466	1.022	14.000	222.00	0.0001	.061
	Wilks' Lambda	.880	1.038[a]	14.000	220.00	0.0001	.062
	Hotelling's Trace	.135	1.053	14.000	218.00	0.0001	.063

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	Roy's Largest Root	.126	2.001[b]	7.000	111.00	0.0001	.112
Group	Pillai's Trace	11.013	.209[a]	7.000	111.00	.983	.013
	Wilks' Lambda	.987	.209[a]	7.000	111.00	.983	.013
	Hotelling's Trace	4.013	.209[a]	7.000	111.00	.983	.013
	Roy's Largest Root	4.013	.209[a]	7.000	111.00	.983	.013
Posttest	Pillai's Trace	11.109	1.948[a]	7.000	111.00	.069	.109
	Wilks' Lambda	.891	1.948[a]	7.000	111.00	.069	.109
	Hotelling's Trace	3.123	1.948[a]	7.000	111.00	.069	.109
	Roy's Largest Root	4.123	1.948[a]	7.000	111.00	.069	.109

However, to locate the difference in each experimental group and the control group, a one-way ANCOVA was also performed on the investigated variables. Therefore, beside presenting the descriptive analysis of the scores in pre-tests and post-tests, the obtained data of the dependent variables in the control and experimental groups were analyzed by using a Covariance or One-Way ANCOVA to see whether there are any differences between these groups regarding writing revision types.

4.2.1 Testing Null hypothesis one

To test the first null hypothesis that was authoritative intervention DA does not have any differential effects on the dimensions of Iranian EFL students' writing revision types (i.e., addition, deletion, substitution, and permutation), the results from table 8 demonstrates that there is a significant difference. Accordingly, a significant difference existed between the control group and the authoritative intervention experimental group regarding the *Addition* as a revision type (F= 231.08, $p<0.001$). There was also a significant difference in *Deletion* (F= 290.01, p< 0.0001) and *Substitution* (F= 423.09, and p< 0.0001). Thus, the first null hypothesis was rejected.

4.2.2 Testing Null hypothesis two

The second null hypothesis was Facilitative intervention DA does not have any differential effects on the dimensions of Iranian EFL students' writing revision types (i.e., addition, deletion, substitution, and permutation). The findings showed that there is a significant difference. Based on the outcomes presented in table 8, there were also significant differences between control group and facilitative intervention classroom with regard to the first three revision types. Accordingly, the second null hypothesis also was rejected.

4.2.3 Testing null hypothesis three

The third null hypothesis was there is not any significant difference between the effects of dynamic assessment modalities (i.e., authoritative intervention vs. facilitative intervention) on the dimensions of Iranian EFL students' writing revision types (i.e., addition, deletion, substitution, permutation). The results indicated that there was no difference between the control and the two treatment groups in *Permutation* (F= 208.01, & *p*< 0.05). Accordingly, the third research question was answered. The Results of One-Way ANCOVA on the Dependent Variables (addition, deletion, substitution, permutation) is presented in Table 7.

Table 7
The Results of One-Way ANCOVA on the Dependent Variables

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Variables	Addition	111.063[a]	1	.063	231.08	.0001
	Deletion	22.015[b]	1	.015	290.01	.0001
	Substitution	21.451	1	23.55	423.09	.0001
	Permutation	17.339	1	17.67	208.01	.558
Treatment	Addition	550.408	1	550.40	713.48	.0001
	Deletion	689.281	1	689.28	621.07	.0001
	Substitution	455.709	1	33.61	345.09	
	Permutation	532.004	1	28.09	505.76	
Error	Addition	91.029	118	.771		
	Deletion	130.959	118	1.110		
	Substitution	231.541	118	15.632		
	Permutation	145.762	118	19.005		

4.3 Discussion

This study was set to investigate whether intervention dynamic assessment modalities had any significant impact on the dimensions of Iranian EFL students' writing revision types including addition, deletion, substitution, permutation. Concerning the effect of authoritative intervention dynamic assessment, the findings showed that there were significant differences between the experimental and control groups' *deletion, addition* and *substitution* in writing. However, the experimental and control groups were not significantly different in terms of *permutation* in writing.

The results also indicated that regarding the effect of facilitative intervention dynamic assessment the experimental and control groups were significantly different. Moreover, instruction based on facilitative intervention was more significantly effective than authoritative intervention on developing Iranian EFL students' writing.

In general, in accordance with the vigorous literature on the application of modalities of DA, the present study found that establishing authoritative and facilitative intervention with students in the form of interactionist DA can yield productive results in the area of L2 writing. Significant development was seen in the participants' writing performance and the amount of mediation given to the students noticeably decreased across the sessions throughout the DA intervention. More definitely, the study highlighted that mediating learners on how to revise their essays assisted them recognize and overwhelmed their errors more efficiently.

The findings demonstrated that there is no priority over the effect of teacher feedback and peer feedback on students' writing development. In contrast to the findings of the previous studies that highlighted the priority of teacher feedback over peer feedback (Black & Wiliam, 2010; Tajabadi et al., 2020), the results of this study revealed that there was a significant difference

between the teacher and peer written feedback. However, the study confirmed that an approach that begins from peer feedback and ends in teacher feedback would be very operative in language learning contexts (Walker, 2015).

Therefore, the obtained findings are in line with the results of studies by Zhang and Hyland (2018), Zarrinabadi and Saberi Dehkordi (2021), Nassaji and Swain (2000), Haywood and Lidz (2007), Shrestha and Coffin (2012), and many others who have realized that DA can acknowledge a significant contribution to the development of learners' writing skills. Overall, this study is in line with the literature on the execution of DA modality (Hashemnezhad & Hashemnezhad, 2018; Shrestha, 2011), this study dynamically established authoritative and supportive interventions for learners that could bring fruitful results in the field of L2 writing. Participants' writing performance has improved significantly, and the amount of mediation given to students during DA intervention has been significantly reduced. In particular, this study emphasized that teaching learners how to revise an essay can help to recognize and obviate their mistakes more proficiently and expand their overall performance level.

The upshots are also consistent with the findings of Barzegar and Azarizad (2014) that examined the effect of DA on EFL learners' control over different tenses and reported that at the end of the course the experimental group outperformed the control group due to administering DA as the midterm exam.

The study's findings confirmed the results of other studies (Dann, 2014; Lyster et. al., 2013; Poehner & Lantolf, 2005; Shabani, 2018) that looked at the performance of good learners in joint activities and through mediation.

Overall, consistent with the strong literature on implementing dynamic assessment modalities, the explanations for the results of this study seem to

be associated with the fact that facilitative dynamic assessment is more sensitive to the individual's ZPD (Skipper & Douglas, 2015) and, therefore, may be an effective and more powerful ways to diagnose appropriate teaching modalities (Poehner, 2009). Facilitative dynamic assessment can help teachers provide students with the appropriate types of feedback and make them find the source of their language problems through meaningful negotiation and mediation. Furthermore, by engaging the whole class as secondary interactions and carrying out a range of individual interactions, facilitative dynamic assessment can provide learners with the opportunity to receive guidance. The results are therefore consistent with the findings of Fisher, Frey, and Lapp (2011), who confirmed the positive impact of DA on second language learning, with interactive approaches to DA.

The results of this study support the requirement of special teaching about how to supply feedback efficiently. In a similar vein, Han and Xu (2019) focused on feedback literacy as a crucial factor in giving adequate feedback in instruction. According to this study, the researcher added feedback training at the beginning of the course. While Forsythe and Johnson (2017) stated that of the present study demonstrated that both teacher feedback and peer feedback improved language students' writing ability. This finding can be attributed to training sessions of the peer feedback in this study. Nevertheless, Murillo-Zamorano and Montanero (2017) appealed that only one session of the feedback or assessment teaching is insufficient in supplying constructive peer feedback.

5. Conclusions and Implications

In the DA, the interaction between teachers/assessors and learners creates their ZPD where the potential learning of learners arises. However, measuring a learner's learning potential means to make his or her ZPD through the interaction with the teacher/assistant. According to Lidz and Peña

(2009), DA is a method to ZPD-based individual valuation. The internalization process leading to students' potential proficiency includes a transformation move from inter-psychological to intra-psychological plans within social communication in the ZPD, where the professional (teacher/assistant) and novice (student) together involve in communication.

Following that, in the present study, the researchers examined authoritative/facilitative intervention dynamic assessment, exploring the effectiveness of each on the writing revision types (i.e., addition, deletion, substitution, permutation). Concerning the effect of authoritative intervention dynamic assessment, the findings showed that there were significant differences between the experimental and control groups' *deletion, addition* and *substitution* in writing. However, the authoritative and control groups were not significantly different in terms of *permutation* in writing. The results also indicated that regarding the effect of facilitative intervention dynamic assessment the experimental and control groups were significantly different for their writing. Moreover, instruction based on facilitative intervention was more significantly effective than authoritative intervention on developing Iranian EFL learners' writing ability.

In addition, the findings showed that students taught through facilitative intervention dynamic assessment had more qualified writing preparation processes, and spent this thinking process focusing on the story elements. Accordingly, the facilitative intervention dynamic assessment helped them to have a more planned thinking process in the prewriting preparation stage, and they performed the writing process in a systematic way.

Thus, the findings of the present study would be utilized to develop the assessment and evaluation programs suitable for students' needs regarding writings. In addition, the findings of this study might suggest perceptive

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implications for EFL/ESL test developers as well as those involved in educational administrations. EFL/ESL teachers, syllabus designers, curriculum planners, and materials designers and also the students interested in learning EFL/ESL can take advantage of the study.

Additionally, the pedagogical implications drawn from this study is that DA-based teaching activities would lead to better learning of writings on the part of the EFL male and female learners. Hence, it is suggested that more DA-based activities be integrated into the EFL/ESL lessons because every one of the learners may find their own specific chance of meaningful interactions in one way or another, and thereby fostering their language development.

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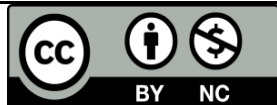
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