



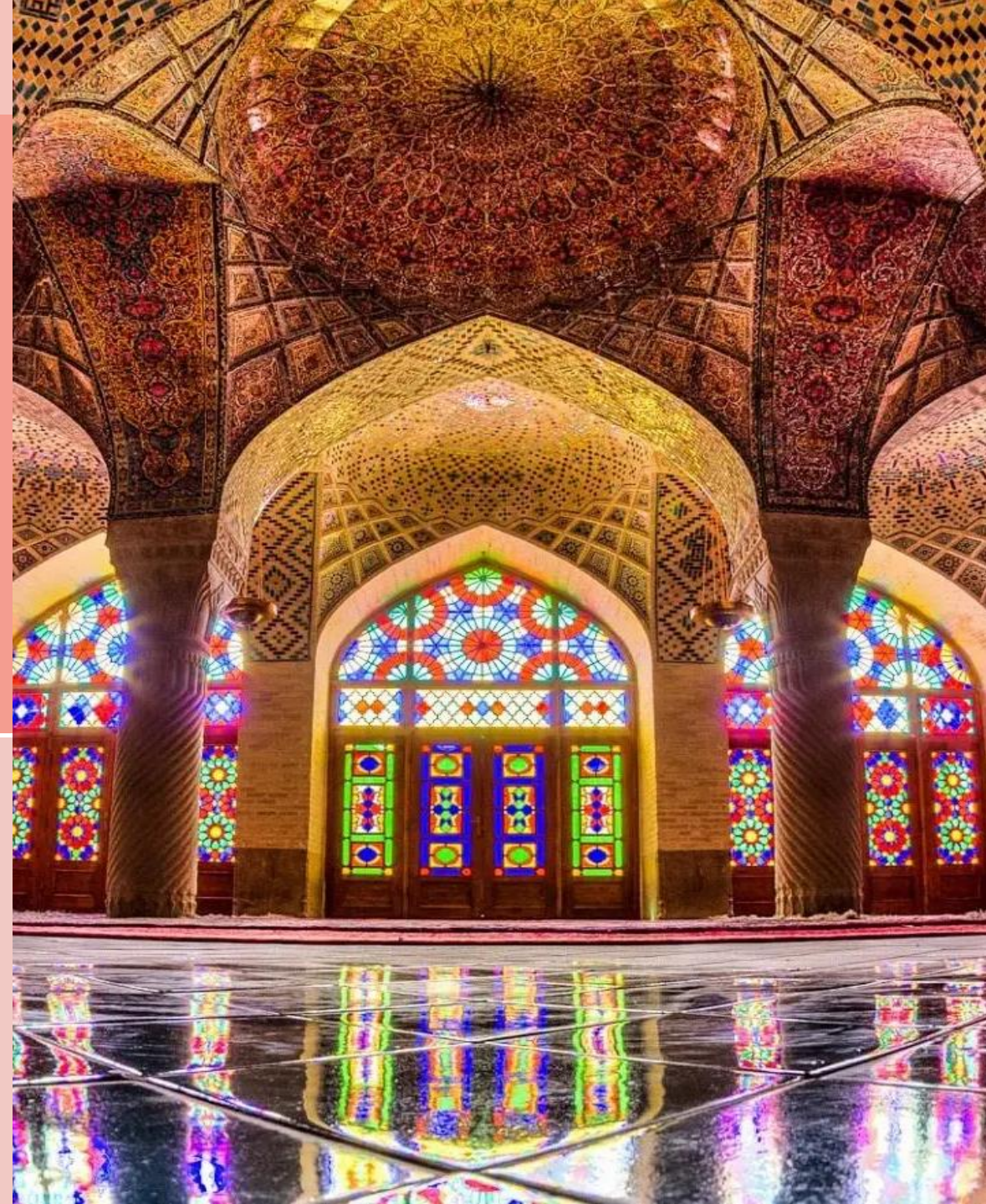
From Other-Regulation to Autonomy

Tracing Emergent Abilities Through
Interactionist Dynamic Assessment in EFL
Contexts

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Background: From Static to Dynamic

Traditional assessment:

- measures what learners know,
- is static and rank-based,
- ignores potential abilities in EFL learners.

A dynamic approach:

- promotes growth instead of measuring performance,
- addresses the limitations of static testing,
- is needed in EFL contexts where assessments remain teacher-centered.

Theoretical Foundation

Sociocultural Theory (SCT)

- Vygotsky's SCT views learning as a socially mediated process.
- The Zone of Proximal Development (ZPD) is the space between what learners can do independently and what they can achieve with guidance.
- Within this zone, guided interaction and mediation enable learners to internalize new knowledge and skills.





Dynamic Assessment: Features

- Two main approaches:
 - Interventionist DA: structured prompts and standardized mediation
 - Interactionist DA: open, dialogic mediation tailored to learners' needs
- Integrates assessment and instruction.
- Emphasizes guided mediation and responsiveness.
- Treats assessment as a tool for development rather than judgment.

Interactionist DA Modalities

1. Individual DA:

- Involves personalized, teacher–learner mediation.
- Targets each learner's specific developmental needs.
- Provides tailored support to enhance performance.

2. Peer DA:

- Engages learners in collaborative, peer-to-peer mediation.
- Allows learners to scaffold each other's understanding.
- Builds strategy awareness and shared responsibility.



Interactionist DA Modalities



3. Concurrent Group DA:

- Creates a collective mediation space among all participants.
- Involves alternating roles as primary and secondary interactants.
- Promotes shared autonomy through co-constructed knowledge.
- Is an interactive mode that assesses and develops a student group's abilities simultaneously by providing mediation within the entire class's zone of proximal development (ZPD).

Why Interactionist DA in EFL?



- Traditional assessment often overlooks learners' potential.
- EFL classrooms require responsive mediation to reveal maturing abilities.
- There is an emphasis on dialogue, negotiation, and scaffolding rather than scoring.
- It offers a dynamic alternative leveraged to contextual and affective realities of EFL learners.

The Research Gap and Need for Investigation

- **Limited research** on interactionist DA across different modalities.
- A focus on mostly **teacher-led mediation** in prior studies.
- Scarcity of **research in Iranian EFL contexts** on DA's developmental impact on L2 learning.
- A call for a systematic exploration of how each DA modality **promotes learner regulation and growth.**

Research Questions

1. Which abilities might emerge as a result of employing individual, peer, and concurrent group DA of L2 speaking?
2. In what ways does interactionist DA affect EFL learners' transition from other-regulation to self-regulation in L2 speaking-based classes?



Participants



46 upper-intermediate male Iranian EFL learners (15-19) in six intact classes

Randomly assigned to three experimental groups:
Individual DA (n=10), Peer DA (n=19), and Group DA (n=17)

15 participants were interviewed post-intervention (5 from each experimental group).

Materials



Gold First (Bell & Thomas, 2016)

Gold First Maximiser (Bell & Thomas, 2016)

Grammar tutorials and infographics from YouTube and other online sources

Part two, three, and four of FCE speaking tasks

Instruments

1

- **Field Notes:** Observed behaviors, strategies, affective changes.

2

- **Semi-Structured Interviews:** Post-intervention reflections.

3

Both instruments were employed to generate **rich qualitative data**.

Procedure Overview



Duration: 13 DA mediation sessions, each lasting 20–30 minutes

Task Type: Communicative speaking activities used for DA intervention

Beginning each session with a speaking activity (e.g., problem-solving, opinion exchange, or role-play)

Mediation embedded in real-time through **prompts, questioning, and feedback**

Three DA modalities applied across sessions to trace learners' movement toward autonomy

Individual DA in Practice



- One-on-one, scaffolded mediation
- The teacher used prompts/cues to elicit self-repair.
- The learners showed more self-correction and greater accuracy.

Peer DA in Practice

- The learners supported each other's development.
- **The teacher** acted as **facilitator**.
- The peers engaged in **collaboration**, shared responsibility, and **co-construction** of understanding.



Concurrent Group DA in Practice

- The participants engaged in **whole-class** mediated discussions.
- They took the role of **primary** and **secondary** interactants.
- The class enjoyed collective reflection; the **teacher** and **peers** provided diverse **feedback** forms.



Coding and Data Summary

Field notes:

- Recorded by the researcher after each session
- Captured affective, meta-cognitive, and cognitive engagement
- **466 codes:** affective (325), meta-cognitive (91), cognitive (34)

Interviews:

- Conducted post-intervention with 15 students (5 per group)
- Explored emotional, strategic, and cognitive development
- **223 codes:** affective (83), meta-cognitive (56), strategic (34)



Thematic Findings

THEMATIC FINDINGS



Thematic analysis revealed four main themes shared across both data sources.

Theme 1

**Autonomy
Development**

Theme 2

**Meta-Cognitive
Awareness**

Theme 3

**Affective
Growth**

Theme 4

**Unanticipated
Outcomes**

Theme 1 – Autonomy Development (Cognitive autonomy refers to the ability to independently acquire, store, manipulate, and retrieve information for decision-making.

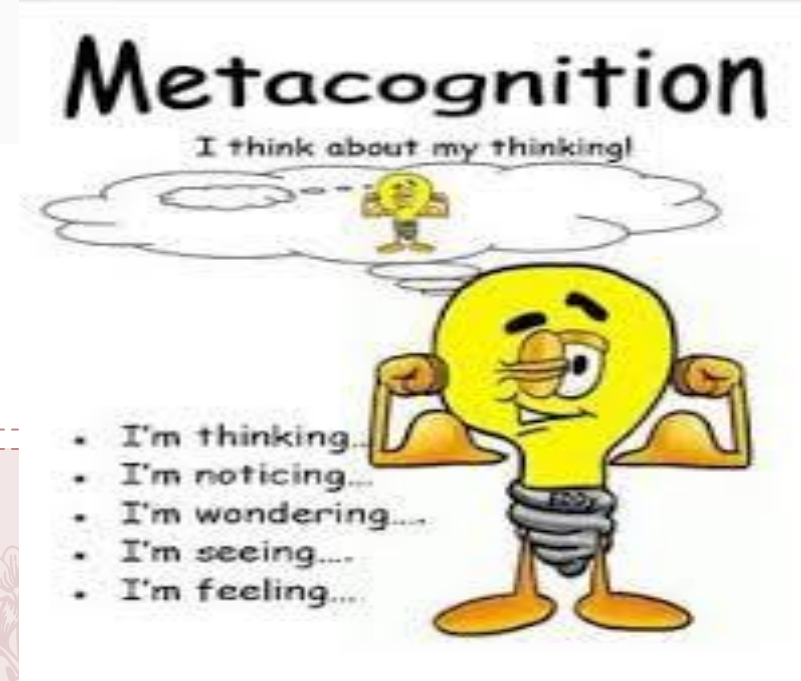
- There was a shift from teacher-dependence to self-correction.
- The learners self-repaired and guided their peers.

“Later, I could find my own mistakes and fix them while speaking.”

“Before, I always waited for the teacher, but now I can correct myself.”



Theme 2 – Meta-Cognitive Awareness

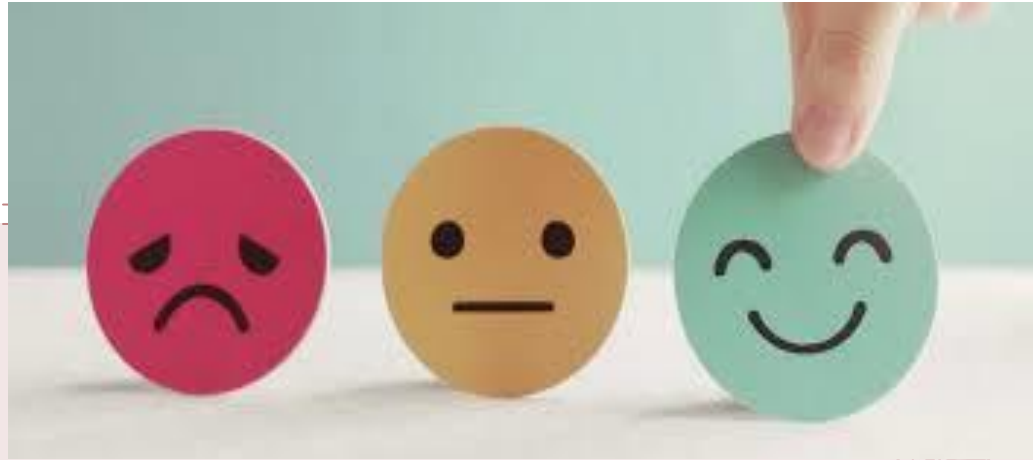


- Increased reflection and strategic planning.
- The learners monitored their speech and thought processes.

“Now I try to think before I speak and check myself more.”

“When I forget a word, I stop and use another way to explain my idea.”

Theme 3 – Affective Growth



- Decreased anxiety and higher motivation.
- Improved classroom atmosphere and participation.

“Now I raise my hand without thinking so much.”

“I don’t feel shy anymore because everyone helps each other.”

Theme 4 – Unanticipated Outcomes



- Experienced a shift in mindset, viewing assessment as an opportunity for learning
- *“I used to hate being corrected; now I see feedback as part of learning.”*
- Reported a more relaxed attitude toward errors and foreign language anxiety.
- *“I don’t feel nervous anymore when I make mistakes. It’s normal now.”*
- Redefinition of “success”
- *“Now I think learning means trying, not being perfect.”*
- Transfer of regulation strategies beyond English classes
- *“I even used the same way to prepare for my math test.”*

Conclusions



Cognitive



Meta-cognitive



Affective



Unanticipated growth

Individual DA

Personalized scaffolding
improved accuracy and
cognitive control.

Peer DA

Reciprocal mediation
built meta-cognitive
awareness and
collaborative fluency.

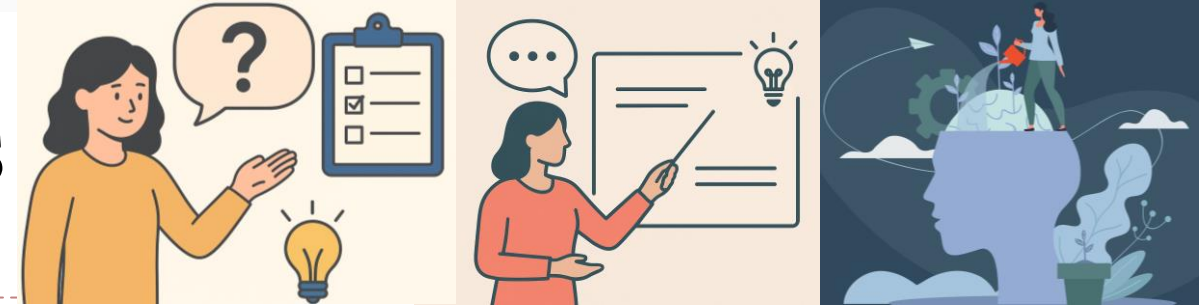
Group DA

Shared mediation
fostered affective
engagement, public
speaking confidence,
and communal
autonomy.

Conclusions

- All DA modalities: a shift from other- to self-regulation and greater autonomy, confidence, fluency, and strategic awareness
- Mediation styles influenced affective, meta-cognitive, and linguistic growth differently.
- Some learners preferred individual feedback over group work, which highlights the need to adapt DA methods to diverse learner needs.
- Nonetheless, the quantitative results showed that while all DA modalities improved speaking performance, peer DA yielded smaller post-test gains.

Pedagogical Implications



- **Assessment as mediation:** Teachers should guide learning through scaffolded interaction, not summative judgment.
- **Teacher as co-constructor:** Flexible feedback should be aligned with learners' ZPD.
- **Collaborative learning:** Peer and group DA promote empathy, dialogue, and shared autonomy.
- **Affective gains:** Supportive mediation builds confidence, motivation, and self-regulation.
- **Contextual relevance:** In Iranian EFL classes, DA counters exam-oriented rigidity.
- **Teacher development:** Training should include DA-based mediation strategies adaptable to classroom use.



Thank you!