

**T.C. KOCAELİ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI  
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**THE IMPACT OF INTERACTIONIST DYNAMIC ASSESSMENT  
ON EFL LEARNERS' SPEAKING SKILLS AND  
METACOGNITIVE AWARENESS**

**YÜKSEK LİSANS TEZİ**

**Pınar KIR**

**KOCAELİ 2019**

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Anne ve Babama...

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## ÖZET

Bu tezin odak noktası, etkileşimli 'Dinamik Ölçme' (DA) seanslarının öğrencilerin 'Üst Bilişsel Farkındalıklarını' (MA) etkileyip etkilemediğini incelemektir. Buna ek olarak, öğretme ve değerlendirme süreçlerini birleştirerek, öğrencilerin konuşma becerilerinin gelişimini analiz etmeyi amaçlamaktadır. Türkiye'de bir vakıf üniversitesinde öğretim gören ve konuşma sınavında düşük puan alan 13 hazırlık sınıfı öğrencisi araştırma için gönüllü olmuştur. Öğrenciler, belli bir seçimle kontrol ve deney gruplarına atanmışlardır. DA ile veya DA olmadan yürütülen (NDA) sınav süreçlerinden önce, tüm öğrenciler Üst Bilişsel Farkındalık Envanterini (Schraw & Dennison, 1994: p. 471) tamamlamıştır ve araştırmacı tarafından katılımcıların üst bilişsel farkındalık seviyelerini belirlemek için yapılan yarı yapılandırılmış görüşmelere katılmışlardır. Bunu takiben hem kontrol hem de deney grupları ilk notlar için test edilmiş ve sınavları notlandırılmıştır. Bir sonraki bölümde, deney grubu dört hafta boyunca yardım içeren sınavlara tabi tutulurken, kontrol grubu hiçbir yardım olmaksızın sınavları tamamlamıştır. DA ve NDA süreçlerinden sonra, her iki grup son konuşma sınavlarını tamamlamış ve performansları değerlendirilmiştir. Son olarak, Üst Bilişsel Farkındalık Envanteri ve yarı yapılandırılmış görüşmeler yapılmıştır. Nitel veriler tematik analiz ve microgenesis analiz yöntemleri kullanılarak incelenmiştir. Nicel veriler ise SPSS 21.0 yoluyla betimsel istatistik analizi ve %95 güven aralığı uygulanarak değerlendirilmiştir. Verilerin analizinden elde edilen sonuçlar, deney grubunun son konuşma sınavı puanlarının kontrol grubundan daha yüksek olduğunu göstermiştir. Ayrıca, deney grubundaki katılımcıların üst bilişsel farkındalıklarının ilerlediği gözlemlenmiştir.

**Anahtar Kelimeler:** Dinamik Ölçme, Üst Bilişsel Farkındalık, Konuşma Becerisi, Konuşma Testi

## **ABSTRACT**

The focal concern of this thesis is to examine whether interactionist ‘Dynamic Assessment’ (DA) sequences affect the ‘Metacognitive Awareness’ (MA) of learners. In addition, it intends to analyze the development of speaking ability of learners with the combination of instruction and assessment. 13 EFL preparatory school students whose speaking test scores are low at a foundation university in the Turkish EFL context volunteered for the research. Students were purposively assigned to the control and experimental groups based on their pretest scores. Prior to the testing process with DA or ‘Non-DA’ (NDA), all students completed Metacognitive Awareness Inventory (MAI) (Schraw & Dennison, 1994: p. 471) and the researcher conducted semi-structured interviews to determine their metacognitive awareness level. Following this, both control and experimental groups were tested with pre speaking tests, and their performances were scored. In the next part, while the experimental group was provided mediation during four weeks of interactionist DA sequences in the speaking tests, the control group was only tested through NDA procedures without mediation. After the DA and NDA processes, both groups were tested for post speaking test and their performances were scored again. Finally, MAI and semi-structured interviews were conducted to elicit a deep understanding of the change in their metacognitive awareness. To analyze the qualitative data, thematic and microgenetic analysis were performed. Regarding quantitative analysis, descriptive statistics and 95% confidence intervals were carried out in SPSS 21.0. The results obtained from the analysis of data showed that the posttest scores of the experimental group were higher than control group. Also, metacognitive awareness of participants in the experimental group progressed.

**Keywords:** Dynamic Assessment, Metacognitive Awareness, Speaking Ability, Testing Oral Performance

## **LIST OF ABBREVIATIONS**

**DA: Dynamic Assessment**

**EFL: English as a Foreign Language**

**ELT: English Language Teaching**

**LAT: Level Assessment Test**

**L1: First Language**

**L2: Second Language**

**MA: Metacognitive Awareness**

**MLE: Mediated Learning Experience**

**NDA: Non-Dynamic Assessment**

**SCM: Structural Cognitive Modifiability Theory**

**SCT: Socio-cultural Theory of Cognitive Development**

**SLA: Second Language Acquisition**

**ZPD: Zone of Proximal Development**

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## INTRODUCTION

DA which is grounded in Vygotsky's Sociocultural Theory of Mind in 1920s and 1930s and flourished by Feuerstein and Poehner (2008: p. 15) proposes that cognitive development can only be achieved through various forms of support. In the theory, mediation is believed to enable human being to reach higher mental functions with internalization process. Also, the responsiveness of the learner to mediation sheds light on their probable future performance as well as their capacity to develop namely 'Zone of Proximal Development' (ZPD). With respect to ZPD, DA offers a new kind of assessment that integrate instruction into assessment process to detect the maturing abilities of the learner to be able determine their future performance. With its undeniable prominence in hand, DA improves the skill development in language learning and has some effects on learner authority on their own learning. In the same vein, metacognitive awareness (MA) which is the awareness of learners' their own learning processes enables learners to control their own learning. Therefore, DA and MA assert akin procedures in the way of reaching higher mental functions. To that end, this thesis searches the effects of DA on learners' speaking skills and MA. Qualitative and quantitative data collection measures were performed in the experimental research design. The results indicated that DA has positive effects on learners' speaking skills. In addition, a remarkable change has been observed in MA level of participant students' in the experimental group.

## **CHAPTER 1**

### **1. INTRODUCTION**

This section of the thesis explains the statement of the problem, the aim of the research, the significance of the research and organization of the thesis.

#### **1.1. BACKGROUND TO THE RESEARCH**

Language education has been increasingly recognized as a serious, worldwide issue for decades and several approaches and methods were proposed to offer the most effective language education. In that sense, as a requirement of learning to measure student performance has become essential. A number of tests to evaluate the improvement in language performance of learners were devised. However, assessment has been generally regarded as a gauge to measure the final product of instruction and educational programs. Besides, it has been regarded as a concrete determiner of student knowledge. For instance, McNamara (2004: p. 56) defines the assessment as a process of gathering information about the present knowledge and talent of the students. Nevertheless, despite the common use of language assessment tools, the fact that students suffer from several major drawbacks after the assessment was observed. To illustrate, some successful students in the classroom environment could not perform well in the tests and they got low scores. As a new phenomenon to remedy this problem, different approaches were urged. "Don't accept me as I am." (Feuerstein, Rand, & Rynders, 1988: p. 10) is a pioneering product of those approaches. It is the title of the book of Feuerstein in which he started with the desperate story of Joel and introduced Mediated Learning Experience Theory (hereafter, MLE) based on Joel's mediation process. Joel's story is common to every individual with some deficiencies suffering from the same difficulties in life. In that sense, MLE tries to enable people to understand the pressure of assessment loaded on students' shoulders. Dating back to Vygotskian times and flourishing with Feuerstein's MLE, a new groundbreaking assessment type namely dynamic

assessment (hereafter, DA) anchored in Sociocultural Theory of (hereafter, SCT) Vygotsky opened a new era as the panacea of assessment-related problems in the last decade.

As a theory, SCT pioneered by Vygotsky in the 1920s and 1930s asserts that reaching higher mental functions are promoted in an individual's cultural context with a scaffold through internalization. SCT including zone of proximal development (hereafter, ZPD), mediation, and internalization as three main tenets aims to unveil individuals' developing abilities as well as the developed ones based on their ZPD. ZPD helps examiners to discover the potential performance of a learner rather than evaluating the actual performance. Also, mediation is provided by the examiner to assist the learner's performance to enable the learner to internalize the mediation within the limits of ZPD (Vygotsky, 1986: p. 20). In essence, considering all these tenets of SCT and integrating them into assessment process DA offers a new dimension to assessment to make use. Unlike previous gauges, DA combines instruction and assessment.

With its proven positive effect on student performance in reaching higher scores, a broader perspective has been adopted by researchers lately to identify impacts of DA on various constructs of learning such as cognition, metacognitive awareness, self-regulation and strategy use (e.g., Englert et al., 1988; Gerber, 1986). As one of them, metacognitive awareness which is accepted as a crucial construct in improving student performance makes students aware of their cognitive level with strengths and weaknesses, hence they promote some solutions to defeat their weaknesses, which enriches their high-level cognitive skills (Schraw & Dennison, 1994: p. 116). In the light this information, the present research hypothesizes that DA and metacognitive awareness can be related. In that wake, this research focuses on the possible effects of dynamic assessment on metacognitive awareness of learners as well as speaking skills.

## 1.2. STATEMENT OF THE PROBLEM

The focal concern of this thesis is Poehner's (2008: p. 19) approach where he discusses the clear distinction between teaching and assessment. In his book, he mentions some terms such as "teaching to test" and "assessment-driven instruction" indicating the wrong understanding of assessment by educators all over the world. Turkey is one of those countries where assessment is perceived as the ending point of education. People are subjected to countless high-stake tests throughout their lives from childhood to adulthood in that country. All students are conditioned to pass many tests with the highest score to reach one further step of their education process. If they cannot be successful in these tests, they are seen as low achievers and they cannot attend to top schools or have well-paid jobs. However, the gains of the teaching process or the real abilities of students are not considered as important as the exam results. In that sense, many policymakers, teachers, and institutions adjust their curriculum and syllabi in accordance with the test curriculum. Students who are taught in such a system adopt this point of view and study to pass the tests without in-depth learning. They perceive tests as the monsters that discourage them with the fear of low marks. Especially in language assessment, the situation is worse. Productive skills such as writing and speaking cause students to feel high anxiety and this situation affects their learning process negatively. Due to their belief that they will be unsuccessful in speaking tests, students do not strive for the tests or cannot show their actual competency during the tests. Also, as teachers do not provide any feedback during or after the speaking tests, students never learn their mistakes or are not been offered a chance to learn their lack of knowledge. In particular, as Turkey is one of the English as a Foreign Language (hereafter, EFL) contexts where teacher feedback is one of the sources of limited input, the importance of speaking tests is quite high. To that point, DA offers a solution for this situation by combining instruction and assessment to prevent testing anxiety and unveil the actual performance of the learners.

### **1.3. AIM OF THE RESEARCH**

After its introduction by Poehner in 2005, DA related research has been one of the focal points of language assessment studies. Although it is a new area of research, a robust research literature has been published in the field (e.g., Ahmadi Safa, Donyaei & Malek Mohamadi, 2016: p. 153; Orikasa, 2010: p. 2). However, a vast array of research has focused on reading (e.g., Kozulin & Garb, 2002: p. 112), writing (e.g., Shrestha & Coffin, 2012: p. 55), and listening skills (e.g., Hidri, 2014: p. 2) all over the world. Researchers have not treated speaking skills in much detail in their DA research (Hill & Sabet, 2009: p. 537; Ebadi & Asakereh, 2017: p. 2). Especially in the Turkish EFL context, DA has not been welcomed and it has not been researched. Although there have been some attempts to search DA in the last decade, there has not been enough research on the field. Only one doctoral dissertation (Yakışık, 2012: p. 1) investigated the effect of DA on English learners' speaking ability and a study (Çetin-Köroğlu, 2019: p. 23) examined the effect of DA on prospective English language teachers. On the other hand, in spite of the improvements in the DA research, to date, this method has only been applied to improve the test scores of students. Until recently, far too little attention has been paid to its effects on the other constructs of the learning process or learning itself. In that vein, this research tends to observe the possible change in participant Turkish EFL students' metacognitive awareness after the interactionist DA intervention. Moreover, the research also aims to detect the effect of interactionist DA on the speaking skills of students to measure whether there is a significant difference between the pre and posttest scores at a foundation university in the Turkish EFL context.

### **1.4. SIGNIFICANCE OF THE RESEARCH**

DA is a relatively new area of research, so there are few researchers who have been able to draw on any systematic and profound research on DA and its possible effects on the constructs of language education. Therefore, the focus of this research is to contribute the literature in terms of three significant aspects. Firstly, it is pioneering research that investigates the possible effects of interactionist DA on

metacognitive awareness of learners. Secondly, it aims to develop the speaking ability of learners in speaking tests which is not a common research area of DA. Lastly, combining qualitative and quantitative data collection methods, the research aims to shed light on the interactionist DA process of learners thoroughly in the Turkish EFL context.

## **1.5. ORGANIZATION OF THE THESIS**

The overall structure of the thesis takes the form of six chapters. The first chapter gives a brief overview of the aim and the significance of the research. The second chapter analyses the general panorama of past-to-present literature related to DA and metacognitive awareness. The third chapter is concerned with the methodology used for the research. The fourth chapter presents the findings of the research focusing on the change in speaking test scores and metacognitive awareness level. The next chapter presents the discussion part. The final chapter gives a summary and the critique of the findings, pedagogical implications, limitations, and suggestions for further research.

## **1.6. OPERATIONAL DEFINITIONS**

**Dynamic Assessment:** DA is a type of assessment where instruction and assessment are combined to reach the potential performance of the learner with the help of spontaneous mediation provided in different sequences (Poehner, 2008: p. 21).

**Mediation:** Mediation is any kind of assistance from the most implicit to the most explicit which is offered whenever there is a breakdown in student performance to assess the maturing abilities of learners (Poehner, 2008: p. 38). It can be scripted or spontaneous in the form of hints, prompts and leading questions.

**Metacognitive Awareness:** MA is the awareness that learners' have about their learning processes (Flavell, 1979: p. 907). To have the knowledge of cognition and to be able to regulate that cognition during the learning process are the key components.

**Non-Dynamic Assessment:** NDA is the assessment type in which learners have the test without any help from the examiners (Sternberg & Grigorenko, 2002: p. 45). It is based on psychometric principles that follow the same flow. The exam questions are presented by the examiner and the examinee is expected to answer all questions without any intervention. At the end of the test, a final score is provided to performance and in some cases, feedback can be given.

**Socio-cultural Theory of Mind:** SCT proposes that reaching higher mental functions are promoted in individual's cultural context with a scaffold through internalization (Vygotsky, 1986: p. 85). Responsiveness to mediation sheds light on the future development of ZPD.

**Zone of Proximal Development:** ZPD is a term coined by Vygotsky to refer potential development of students. ZPD argues that there is a gap between learners' actual and potential development (Vygotsky, 1986: p. 95). For that gap, the instruction given coherent with child's ZPD consolidates more to the development process of unmaturred skills while without ZPD instruction will only address to some missing parts but not the whole (Poehner, 2008: p. 15).

## **CHAPTER 2**

### **2. LITERATURE REVIEW**

This section of the thesis is divided into two sections to give a theoretical and conceptual framework of the research. The first part aims to offer a general definition of dynamic assessment and its constructs used in the research. The second part deals with metacognitive awareness and related research examples.

#### **2.1. PRACTICES OF LANGUAGE ASSESSMENT**

The history of language assessment dates back to the end of the nineteenth century and its common utilization began in the twentieth century with the first oral test designed by the Association of Modern Language Teachers of the Middle States and Maryland to test French, German and Spanish in 1913 (Spolsky, 2000: p. 537). After the widespread use of standardized tests that have started to occupy an important place due to their prevalent advantages such as simultaneous application to millions and objectivity in different areas such as army and psychology in the 1900s, they became the sine qua non of educational settings in time (Poehner, 2008: p. 3). The purpose of early tests was to assess literacy skills with translation (Spolsky, 2017: p. 380). Following this, multiple-choice tests were also applied for comprehension. Although speaking ability was considered an important element of language in the 1930s and 1940s, it could not be assessed as there had been difficulty in setting the criteria for large scale speaking exams. The 1960s were the exact starting point of large scale standardized language testing (Spolsky, 2017: p. 375). Replacing translation, grammar, or comprehension with structural linguistic items, a new form of testing was formed. As the next doctrine, Carroll initiated integrative testing claiming the need for assessing some spoken or written samples of language production in 1961. The new creation was improved by adding sociolinguistic sides of language in 1968 by Cooper under the effect of communicative language teaching. In the wake of these developments, examiners assessed the individuals' skills to comprehend what they have in their minds cognitively, and regarding it, individual

performance assessment gained high importance (Poehner, 2008: p. 7). In those tests, the aim was to score student performance in lieu of developing student learning (Crooks, 1988: p. 438). Therefore, any form of scaffolding has been accepted to decrease the natural form of performances of skills and they have not been appreciated. Nonetheless, criticizing this view Lantolf and Frawley (1988: p. 181) indicated that interaction between individuals is the key element to reveal the real performance. What is more, McNamara (1997: p. 458) proposed that to assist examinee in a way can lead changes in their potential growth with interaction in the assessment of performance-based skills (McNamara, 1997: p. 451). Those arguments were mostly supported by Swain and Brown respectively. In the wake of these improvements, some alternative assessment systems which emphasize social interaction were coined. However, though some endeavors to combine instruction and testing, they could not create the expected effect (Poehner, 2008: p. 12).

In time, new alternative assessment types have been proposed to relate assessment and instruction. As an instance, task-based approach testing aimed to combine assessment and instruction with real-life notions. Instead of measuring student knowledge with paper-based tests, students were given real-life situations to perform. Also, instruction-embedded testing in which the classroom teacher aims to detect students' needs was carried out as another example of instruction and assessment integration. This type of assessment was considered to be a form of formative assessment designed to collect information about student's lack of knowledge to compensate them in the classroom setting with the instruction (Bachman, 1990: p. 40). Formative assessment was a contrast to summative assessment which measures the students' prior success to decide about their ability in the future (Poehner, 2008: p. 8). As the next step to those alternative assessment types, dynamic assessment has brought up a new perspective to assessment combining assessment and instruction. Concerning instruction and assessment integration, it aims to predict the learner improvement with the interaction during the tests.

## **2.2. FOUNDATIONS OF DYNAMIC ASSESSMENT**

Vygotsky who is a Russian researcher conducted his studies on the role of social environment on human mental developmental processes in the 1920s and 1930s until his early death. After his death, his collaborators Luria and Leontiev continued his research and became effective in transmitting his ideas (Poehner, 2008: p. 25). Although he had a short lifetime, he pioneered many educational doctrines that will affect the next generations in the field of psychology and education. As one of his most fundamental works, he propounded the Sociocultural Theory of Mind (hereafter, SCT). In his theory, understanding of human development builds on the mediated interaction between the person and the world rather than having a direct interaction with the world themselves (Poehner, 2008: p. 26). Mediation can occur in two forms: for daily life activities with physical tools and cognition with psychological tools. In this regard, cognitive development derives from the internalization process of mediation. In order to measure abilities, he asserts Zone of Proximal Development where both *matured* and *unmatured* abilities can be identified. After the identification of unmatured abilities, mediation occupies an important place to develop unmatured abilities. To that end, ZPD and mediation construct the main framework of SCT.

### **2.2.1. Zone of Proximal Development**

A form of Zone of Proximal Development was first coined by Plato in Meno in which he claimed that younger slaves are able to perform better in geometry when they are assisted by a more knowledgeable person (Vygotsky, 1986: p. 97). Inspired by Plato, Vygotsky objected to the idea of leaving a child on his own by only considering the change in their problem-solving skill during the mental testing in his classic critique of Piaget's theory about confrontation. Regarding IQ Test research that he conducted among school children, he concluded that each child responds to assistance on different levels. For instance, when two children who are at the same age were asked the same questions, while one of them could go two levels beyond the question with the help, the other could go only one level beyond. This discrepancy between the real cognitive level and further level is the sign of the

child's zone of proximal development and a better picture of child cognitive development (Vygotsky, 1986: p. 96). With this measure, children who could make use of assistance have larger ZPD than the ones who could not and he propounded *zo-ped as*,

“the zone of proximal development”: the place at which a child's empirically rich but disorganized spontaneous concepts “meet” the systematicity and logic of adult reasoning. As a result of such a “meeting”, the weakness of spontaneous reasoning is compensated by the strengths of scientific logic. (Vygotsky, 1989: p. 96).

On that basis, he claimed that children should be given prompts to perform the given task until they are ready as an adult intervention to develop the intellectual ability among children is essential. From this perspective, ZPD gives us a clue about the development process of some skills prior to their maturation. In that, the instruction given coherent with the child's ZPD contributes more to the development process of unmaturing skills while without ZPD instruction will only address some missing parts but not the whole (Poehner, 2008: p. 31).

On the point of developing immature skills, he also emphasizes the importance of the dialogue between a more knowledgeable person and a less knowledgeable person. In his remark, the dialogue is vital to trigger some concepts and connections in the learner's mind to be able to retrieve and reuse them in the new situations on their own. With assisted learning in the process of reaching an upper concept, the learner gains control of the knowledge consciously. In his definition, the name of the assistance is referred to mediation which is the only way to improve cognitive abilities (Vygotsky, 1989: p. 99). In his definition, ZPD is reflected as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.” (Vygotsky, 1978: p. 86).

Under Vygotsky's influences, the first studies on ZPD out of Russia aimed to elicit higher scores in IQ tests via dynamic assessment (Budoff & Friedman, 1964: p.

434). Further studies (e.g., Kozulin, 1998: p. 15) rejected the primary perceptions of ZPD and adopted ZPD as a more qualitative method (Poehner, 2008: p. 34). Regarding the analysis of Luria (1961: p. 2), the benefit of ZPD was to create a new assessment type against the traditional ones to measure children's intelligence to be able to place them in the schools. In that sense, prompts were accepted as the panaceas of this new dynamic assessment type with Luria's first coinage of "dynamic".

### **2.2.2. Mediation**

During the years of 1925 and 1930, Vygotsky first propounded "instrumental activity" including a group of mediated activities as a gauge to reformulate one's performance (Vygotsky, 1986: p. 99). With these verbally mediated activities, it was considered that people gain control of their behavior. In Vygotsky's (1978: p. 101) analysis, the speech was the source of mediation that develops human behavior in social and cultural interaction. He defined superior cognitive operations such as willing memory, aim-focused thought, and willing attention. His understanding of superior cognitive operations includes two tenets: they are based on mediated systems with speech and they are enriched in social interaction. In that vein, his focal point emphasizes that a person interiorizes the mediated behavior presented by another person. To describe this process, he coined the term "intermental" which returns to "intramental" with the mediation (Vygotsky, 1986: p. 98).

Kozulin (1998, 2003) interpreted Vygotsky's physical, symbolic, and psychological tools in the way of attaining to higher mental functions in the social and cultural environment. According to this understanding, the physical tools that we use for mediation work akin to the psychological tools that we use for mediation. Educational settings benefit from these physical tools to reach higher functions. As a mundane example alphabet, writing systems, graphics, and charts are operated as symbolic tools (Kozulin, 2003: p. 17). Likewise, to have higher cognitive functions, human behavior is mediated in the social environment. During childhood, it is managed through symbolic tools like objects and language (Vygotsky, 1978: p. 102) and Vygotskian theory calls this stage of cognitive development "object regulation".

As a further step, rather than an object a person plays a role in the mediation process which is named "other regulation". When human beings reached the ultimate stage in which they can mediate their thinking with symbolic tools, it is called "self-regulation" (Vygotsky, 1986: p. 98) which can be defined also as *the internalization* process. According to Poehner (2008: p. 36), internalization is an integrative element that combines human biology and social environment in Vygotsky's critique of nature and nurture. To be able to internalize, first people need an interpersonal process with another person and then an intrapersonal process is required within the person (Vygotsky, 1978: p. 104).

Based on the general understanding of Vygotsky, Kozulin (1998: p. 15) emphasized the importance of using symbolic tools on the way of reaching cognitive awareness. In that vein, education is regarded as a gauge to help the development of personal psychological tools (Poehner, 2008: p. 38). To that end, one of the two notions called spontaneous concept and scientific concepts by Vygotsky serves different needs. While the former derives from daily life experiences, the latter comes from school education (Vygotsky, 1986: p. 95). Regarding Karpov's analysis (2003: p. 65), scientific concepts are the tools that convert spontaneous concepts into scientific concepts in the way of mediating own personal thinking.

### **2.3. DYNAMIC ASSESSMENT**

DA takes its roots from Socratic Dialogue which is a flow of conversation continuing with follow up questions and answers (Poehner, 2008: p. 23). Influenced by this dialogic questioning, Vygotsky developed his Socio-cultural Theory of Mind and academists influenced by his ideas on assessment developed DA. In the first place, DA was grounded on the idea of combining and applying assessment and instruction concurrently. In contrast to statistic tests, they made the examinee think about the questions in deep as Socratic Dialogues do not finish the questions (Poehner, 2008: p. 25). Although Vygotsky never coined the term DA on his SCT, based on Vygotsky's understanding, DA was described as a tool of assessing the zone of proximal development or the zone between the aided and unaided performance of a learner (Sternberg & Grigorenko, 2002: p. 137).

Vygotsky's coworker Luria and then Feuerstein propounded DA and asserted that DA enables to assess how much a learner can benefit from the mediation, which sheds light on the learner's ZPD. As long as the learner benefits from the mediation, they improve their pretest scores so ZPD. Feuerstein defined DA as a tool to assess how far a learner could benefit from the mediation. In his argument, learning can be performed under two conditions: directly in the classroom setting or with mediation during the test that he calls Mediated Learning Experience. Also, an examinee's performance without mediation cannot be the indicator of their future performance. Regarding this view, proponents of DA emphasized the significance of learner responsiveness to mediation in to understand their future performance (Poehner, 2008: p. 85).

On the other hand, Sternberg and Grigorenko (2002: p. 127) accept DA as a new type of assessment that promotes learning via mediation. During the mediation, the mediator shows the learner the ways of better performance on the item basis. In their view, DA procedures are tightly interwoven with skills and knowledge of students as DA reveals the reasons for student's poor performance with the ways to deal with them. In the long run, it behaves as a gauge to transform student behavior as skill development is an ongoing process that changes with the personal interaction in the activities in lieu of being the permanent cognitive ability (Lidz & Gindis, 2003: p. 99). In this connection, DA aims to detect developing abilities as well as already developed ones during the assessment. By providing the mediation at the moment of the problem, the examiner tries to comprehend how a learner could perform differently. The learner's performance with mediation sheds light on the probable future performance of the learner (Poehner, 2008: p. 114). This new type of assessment differs from other assessment types called as static assessment (Sternberg & Grigorenko, 2002: p. 21). In DA, students are exposed to the test with items like in a statistic test, yet instead of scoring the performance during the test, the mediation given to students determines their score (Sternberg & Grigorenko, 2002: p. 115). The aim of the mediation is to teach some missing parts of student knowledge. Mostly, the overall score is determined by the difference between pretest and posttest, or only posttest score.

The discussion of DA or static testing has been a controversial issue in testing literature (Snow, 1990: p. 1134). As a solution to this discussion, Poehner (2008: p. 17) initiated non-dynamic assessment (hereafter, NDA) to develop a continuum. He drew a distinction between traditional assessment and DA based on Vygotsky (1998: p. 202). According to him, traditional assessment highlights the already developed skills against DA which investigates the process of development along with developing skills. In his definition, DA offers different types and levels of intervention shaped by the interaction between the learner and the mediator. As an instance of his understanding, he states that DA calls the examiner as the mediator and the examinee as the learner.

### **2.3.1. Types of Dynamic Assessment**

To perform DA, examiners applied different types of mediation regarding their form and placement to change learner performance. As regards Vygotsky's definition, Poehner (2008: p. 43) suggests two forms of building a ZPD: with previously set prompts or with spontaneous prompts evolving during the interaction between the mediator and the learner. The former referred to interventionist DA relies on quantitative tenets (Lantolf & Thorne, 2006: p. 80); the latter referred to interactionist DA develops during the interaction and has roots in qualitative tenets. As for placement, Sternberg and Grigorenko (2002: p. 163) propounded sandwich format of mediation applied between pre and posttest or cake format of mediation applied layered in mediation.

#### **2.3.1.1. Interventionist Dynamic Assessment**

Interventionist DA coined by Lantolf and Poehner in 2004 uses a standardized form of mediation and process to be able to perform within the groups to foresee future skill development (Poehner, 2008: p. 44). Prompts and hints are preconditioned from more implicit to more explicit in a hierarchical order and examiner cannot adopt them per the student's needs. They are presented following each wrong answer of the students (Davin, 2013: p. 304). As the prompts are enumerated, all of them have values in the assessment which increases the objectivity

of assessment. Therefore, scorers can easily differentiate two learners' scores (Lantolf & Poehner, 2011: p. 28). Due to its objective stand, this type of DA is more welcomed in standardized tests.

Budoff as the first Western researcher administering ZPD in the assessment, developed Learning Potential Measurement Approach. Relying on the performance of students from poor families, he claimed that sort of training about the test can increase student learning (Budoff, 1987: p. 173). Although his assessment type is akin to traditional tests, he propounded the sandwich format of DA which includes pretest-treatment-posttest design and in his design, the mediation was given in the format of predetermined treatment (Poehner, 2008: p. 19). However, his overall aim was not to increase the cognitive abilities instead he tried to improve learner's test results based on psychometric principles to affect their future development. Moreover, his treatment did not address to individual's ZPD to promote developing skills (Lantolf & Thorne, 2006: p. 61). Rather, Budoff's pretest-posttest design was only essential to show the flexibility of cognitive skills (Poehner, 2008: p. 45).

Another interventionist DA example was coined by Guthke and his friends, and they named it Lerntest or the Leipzig Learning Test. Although their approach was based on Budoff's approach, in the application, they combined instruction and assessment. Preparing a list of standardized prompts, they initiate them during the tests including different subject areas along with language. If the learner cannot answer the question correctly, the mediator starts to give vague assistance and continues to more explicit ones. In their review, following Vygotsky's work, Guthke alleged that people have more than one ZPD (Guthke, 1993: p. 43). Also, apart from IQ tests, his work contributed to other content areas consisting of language testing (Guthke, Heindrich, & Caruso, 1986: p. 903). Guthke's design is accepted as an example of cake format which offers scaffold from implicit to explicit for each item respectively (Lantolf & Thorne, 2006: p. 159).

As an alternative to Guthke's design, Wiedl and Carlson proposed the Testing-the-Limits approach. In their design, besides standardized mediation, they asked the

reasoning of correct and wrong answers to examinees (Poehner, 2008: p. 47). This kind of think-aloud revealed insights about the learner's development process.

The last type of interventionist DA was introduced by Brown and his colleagues called Brown's Graduated Prompt Approach (Brown & Ferrera, 1985: p. 273). Similar to Guthke, they also worked on the content areas with standardized prompts and leading questions. Their claim mostly focused on the transferable abilities developed during the mediation. With the given assistance learners can solve the existent problem and transform it into other new problems by reformulating their mediation (Poehner, 2008: p. 50). Also, with that kind of assessment, examiners can have some predictions about the pace of learners while learning new material and they can detect the special need areas of students (Lantolf & Poehner, 2007: p. 273).

#### **2.3.1.2. Interactionist Dynamic Assessment**

Interactionist DA was asserted under the name of Mediated Learning Experience by Feuerstein as a different doctrine from Vygotsky and Luria independently but due to their similarity, it is considered as a continuation of Socio-cultural Theory. Interactionist DA combines assessment and instruction. It asserts that prompts develop from the process of interaction between learner and examinee dialogue (Poehner, 2008: p. 52). Scaffolding can be in the format of prompts, questions, hints, suggestions, or explanations (Lantolf & Poehner, 2004: p. 53). Prompts are given per the learner's performance solely to improve learner skills focusing on developing skills. Due to this spontaneity of mediation, it directly addresses learners' ZPD. In that vein, Poehner (2008: p. 52) claims that interactionist DA is more aligned with Vygotsky's view of ZPD. Also, the interactionist DA is the most widely performed form of DA (Davin, 2013: p. 303).

Feuerstein's research idea emerged from the belief that the development process of cognitive functions can be interfered with by a human (Poehner, 2008: p. 53). This major point was coined as "modifiability" underlied Feuerstein's Structural Cognitive Modifiability Theory (hereafter, SCM). Feuerstein points out that cognitive functions are not stable in the human brain and it is possible to develop them with instruction and communication as they are open to improving (Feuerstein

et al., 1988: p. 48). Based on the idea that mental functions are flexible and can develop, he criticized the assessment systems which foresee the students' future performance assessing the present performance. In SCM, mediation triggers the stimulus-response process and assists the student. From this point of view, he identifies two types of learning experiences: mediated learning and direct learning (Feuerstein et al., 1988: p. 15). During mediated learning, the mediator intervenes in the wrong utterance and provides prompt, and at the same time, he measures student's responsiveness to prompt. In that vein, he introduced DA claiming that a learner's responsiveness to different types of prompts can be assessed via interactions. The overall aim is to detect learner's ability for the development of mental functions. In his definition, MLE includes eleven focal points to take into consideration. Table 1 lists these points taken from Feuerstein et al. (1988: p. 20). In his analysis, he suggests that intentionality and reciprocity; transcendence; and mediation of meaning are the essential tenets of MLE as they are common in all mediations on the way of reaching higher mental functions.

Table 1 Criteria of Mediated Learning Experience (Adopted from Feuerstein et al., 1988)

1. Intentionality and reciprocity
2. Transcendence
3. Mediation of meaning
4. Mediation of feelings of competence
5. Mediated regulation and control of behavior
6. Mediated sharing behavior
7. Mediation of individuation and psychological differentiation
8. Mediation of goal-seeking, goal setting, goal planning, and achieving behavior
9. Mediation of challenge: The search for novelty and complexity
10. Mediation of awareness of the human being as a changing entity
11. Mediation of an optimistic alternative

### 2.3.2. Forms of Mediation in Dynamic Assessment

With regard to forms of mediation, examiners and teachers had problems with the integration of mediation due to its striking nature (Haywood & Lidz, 2007: p. 21). Different ideas of mediation forms were pointed out to be used in DA. They were mostly tended to be adjustable and develop through the process (Davin, 2013: p. 303). The general framework constituted between the teacher and the learner was based on the former statement to build the next one. The teacher provides the instruction when it is required in the intervention. In that sense, Tharp and Gallimore (1991) suggest examples of various techniques of mediation for instructional conversations. Modeling, feeding back, contingency managing, task structuring, questioning, directing, and explaining are the forms of assistance in their taxonomy. They also identified the actions of the teachers during DA, which is presented in Table 2. In the same vein, Goldenberg (1991) identifies the instructional and conversational elements to be used in mediation by examiner. Regarding mediational moves, *Rating scale of mediation* developed by Lidz (1991: p. 106); *Regulatory scale of implicit to explicit tutor's help* devised by Aljaafreh and Lantolf (1994: p. 479) and the *Typology of mediator's mediational moves* prepared by Poehner (2005: p. 210) were the other examples of prescribed versions of mediations for the use of the mediator.

Table 2 Tharp and Gallimore (1991) Form of Mediation

| Form of Assistance   | Action by Teacher                                |
|----------------------|--------------------------------------------------|
| Modeling             | Offers image for the learner to imitate          |
| Feeding back         | Compares learner output to standard              |
| Contingency managing | Provides reinforcement and punishment            |
| Task structuring     | Sequences or chunks task into component parts    |
| Questioning          | Shifts learner attention to new considerations   |
| Directing            | Specifies correct response                       |
| Explaining           | Provides necessary information for understanding |

In terms of speaking assessment, Hill and Sabet (2009: p. 538) initiated four dynamic speaking assessment forms: mediated assistance, transfer-of-learning tool, the zone of proximal development, and collaborative engagement. As the most

important one, transfer-of-learning enables to detect the ability of individuals' previously acquired and interiorized knowledge transfer into new problems. To evaluate this ability sheds light on the real development of the student (Brown & Ferrera, 1985: p. 273). When the learner finds solutions for more difficult problems with their transferred knowledge, it is a sign of the learner's deep understandings of problems in the real assessment (Lantolf & Thorne, 2006: p. 203).

### **2.3.3. Learner Responsiveness to Mediation**

Although there are many improvements on the examiner's side of mediation (e.g., *Rating scale of mediation*, Lidz, 1991: p. 106), far too little attention has been paid to the learner side of the mediation. In that vein, learner responsiveness was first coined by Lidz (1991: p. 59) and it mainly focused on whether the learner is open and willing to mediation. Poehner (2008: p. 85) adapts learner responsiveness in language education and states that it is the determinant factor in order to understand the effectiveness of mediation as well as how the learner accepts or denies it. Based on Vygotsky (1978, 1997) Ableeva (2008: p. 59) alleges that ZPD is not a process of progression, it may go hand in hand regression in some cases. Regarding that point, she sheds light on the significance of learner reciprocity in DA and states that although a plethora of research focused on improvement in learner scores with DA rather than learner responsiveness to mediation, few studies analyzed student responsiveness to mediation referred as reciprocity (e.g., Lidz, 1991: p. 59; Van der Aalsvoort & Lidz, 2002; Poehner, 2008: p. 25). Van der Aalsvoort and Lidz (2002) created *Response to the mediation rating scale* including eight dimensions to analyze learner answers. Influenced by their scale, Poehner (2005: p. 220) suggested a specific typology to define language learners' responses in the light of his study on French-speaking skills.

### **2.3.4. Comparison of Dynamic Assessment and Non-Dynamic Assessment**

With respect to the discussion of DA vs NDA, many comparisons have been generated by researchers (e.g., Sternberg & Grigorenko, 2002: p. 21). Both assessment types were compared in terms of their major questions, outcomes,

procedures and the role of the examiner, assessment criteria, and interpretation of results.

As for the major questions of DA and NDA, NDA asks what the individual can or cannot do; what the degree of learning is and how the individual's performance is different from the other same level individuals (Haywood & Lidz, 2007: p. 74). On the other hand, DA asks how an individual learns better in new tasks; in what ways and how far the learning can be developed and what problems the individuals face.

For the outcomes of assessment, while DA aims to improve higher mental functions with the help of mediation provided by the examiner, in NDA any indicator that will cause a change in the examinee performance is rejected. In that way, DA ensures a change in the student performance, however, NDA does not address it (Poehner & Lantolf, 2005: p. 235).

In terms of procedure, Lantolf and Thorne (2006: p. 157) assert that the type or length of a test does not necessarily render it DA. Rather, a test's procedure is what turns a static assessment into the dynamic assessment. To that end, it is not possible to design dynamic tests but dynamic testing procedures. All types of assessment which are considered as NDA based on psychometric principles follow the same flow. The exam questions are presented by the examiner and the examinee is expected to answer all questions without any intervention. At the end of the test, a final score is provided to performance and in some cases, feedback can be given (Sternberg & Grigorenko, 2002: p. 163). The overall aim of NDA is to evaluate the developed skills of the learner. Also, NDA takes into consideration the results of past improvement and examiner has a distance from student to keep the objectivity. The examinees are not provided any corrective feedback or instruction during the test. On the other hand, DA regulates mediation during the test to foresee the potential for future improvement of the learner. Mediator which is in the mood of a helpful guide integrates instruction into mediation which aims to focus on developing abilities. Prompts, hints or dialogic questions are maintained as feedback.

Regarding the assessment criteria, DA deals with maturing processes while NDA deals with matured processes in the brain. Also, NDA does not provide any kind of corrective feedback towards the quality of learner performances, in contrast, DA offers a bunch of explicit or implicit feedback types. What is more, the learner and the mediator contact is denser and relaxing in DA rather than being disinterested and inactive like in NDA (Sternberg & Grigorenko, 2002: p. 125). As the most distinctive feature, DA combines instruction and assessment, unlike NDA.

For the interpretation of results, Poehner (2008: p. 144) clarifies that DA reveals the strengths and weaknesses of the students; the reasons for those weaknesses and various forms of instructional steps to aid students. Also, Haywood and Lidz (2007: p. 74) asserted that DA enables a person to determine robust and poor skills as well as ways of learning and ways of improving effective learning. However, NDA evaluates the limits of learning performance and documents it for future assessment.

### **2.3.5. Dynamic Assessment and Language Assessment**

Although the roots of DA practice has a long history, its use in language assessment is a relatively new phenomenon. First language education research influenced by Vygotskian theory was carried out in 1974 by Carpay and 1985 by Kabanova. It became widespread in 1985 when Frawley and Lantolf studied on regulation and private speech. In 1994, some studies based on SCT started to be published (e.g., Aljaafreh & Lantolf, 1994: p. 465; Appel & Lantolf, 1994). Lantolf and Poehner's (2004: p. 49) article and Poehner's (2005: p. 3) dissertation on DA became the milestone of SCT based language research and Poehner's research was accepted as the first project on DA of language learning in detail. Following this, Lantolf and Thorne (2006: p. 130) proved that ZPD instruction promotes learning and an individual's responsiveness to prompts sheds light on their cognitive functions and future improvement. Afterward, the most extensive research on DA was performed by Levi (2012: p. 1) for the test of speaking ability in Israel as a part of the doctoral dissertation. This research set to have vital importance to prove the availability of DA in high-stake tests.

### **2.3.6. Dynamic Assessment and Speaking**

Speaking is “the verbal use of language to communicate with others” (Fulcher, 2003: p. 23). It is an interactive communication process to convey meaning (Burns & Joyce, 1997: p. 10) and has three major components: mechanics including pronunciation, grammar and vocabulary; functions such as transaction and interaction; and social and cultural norms. Regarding the second language (hereafter, L2), Florez (1999) clarifies the qualities of a competent L2 speaker. Based on his idea, a good speaker of L2 can produce sounds correctly, use accurate and correct grammar and vocabulary; and address the listener effectively. Furthermore, Ockey and Li (2015: p. 19) describe interactional ability, accurate use of phonology, accurate use of grammar and vocabulary; and fluency as the main constructs of speaking in L2. Tavakoli and Jones (2018: p. 7) asserts interactional competence as “the ability of a language user to engage in interactions using the linguistic, paralinguistic, and non-linguistic resources of a language, building conversations cooperatively with others, and coping with the often unpredictable flow of communication”. Due to the number and variety of all these constructs in L2 to tackle with, speaking is regarded as the most difficult language skill to evaluate (Plough, 2018: p. 2).

As for the speaking types for L2 speaking tests, Brown and Abeywickrama (2010: p. 184-185) classified five types of speaking: imitative, intensive, responsive, interactive and extensive. For imitative speaking, learners are expected to copy a word with the correct pronunciation. Regarding intensive, comprehension is the key point, therefore learners need to do certain tasks without interaction. As for responsive, the authenticity of the answers for a given situation is vital. In terms of interactive, the complexity of the sentences is a must. In extensive speaking, learners are expected to be fluent and provide extensive content. With its undeniable prominence in hand, all these types inclined to offer some problems. As Plough (2018: p. 2) claimed there should be some adjustments and improvements in speaking assessment because of their shortcomings. In that sense, as Poehner (2008: p. 92) asserted DA offers a new structured phenomenon as an improvement to address many of those problems even for the interactional competence which is the

hardest competence to teach and test (Fulcher, 2010: p. 15). Apropos this issue, the effects of DA on speaking ability were explained below.

In the past two decades, several researchers have sought to determine the effects of DA on language learners' speaking abilities. Most of them have revealed that DA has a positive significant effect on the speaking performance of learners (Ahmadi Safa, Donyaei & Malek Mohamadi, 2016: p. 153; Anton, 2009: p. 576; Ebadi & Asakereh, 2017: p. 17; Hill & Sabet, 2009: p. 544; Khoshsima & Farokhipours, 2016: p. 586; Levi, 2017: p. 77; Lin, 2009; Orikasa, 2010: p. 24; Poehner, 2008: p. 30; Siwathaworn & Wudthayaporn, 2018: p. 152); Tzuriel & Shamir, 2007). To give a mundane example, Ebadi and Asakereh (2017: p. 1) carried out a study with two adults to search for the effects of interventionist and interactionist DA on speaking ability and cognition. The result to emerge from the data is that DA enables learners to improve their speaking skills and also self-regulation.

Poehner (2005: p. 2) carried a study on oral proficiency of learners of French. Results of his study found out that mediation promoted learners' tense structures in two tenses. In the same vein, Levi (2017: p. 77) performed research on the oral language proficiency of Israeli learners of English with short-term DA sessions. The findings of the research revealed that short-term DA sessions had a beneficial effect on learners' oral language proficiency.

Ahmadi Safa, Donyaei, and Malek Mohamadi (2016: p. 153) also investigated the impact of different types of DA on Iranian English language learners' speaking skills. In that vein, three groups of advanced English language learners who received interventionist DA, interactionist DA, and NDA participated in the study. Although the results indicated significant positive effects on both interactionist and interventionist groups, the scores of the interactionist group outperformed the others.

Another study from the Thailand EFL context conducted by Siwathaworn and Wudthayaporn (2018: p. 142) analyzed the impact of DA on tertiary EFL learners' speaking proficiency. Results of their test-train-test design of DA presented that students' English speaking proficiency increased with mediation. Also, the results of

qualitative data proved the positive perceptions of students towards DA and the fact that they improved a sense of ownership of their learning processes and self-directed learning.

As one of the few studies (e.g., Çetin-Köroğlu, 2019: p. 23) on DA of speaking skill among students in the Turkish EFL context, Yakışık (2012: p. 1) researched the effect of DA on English Language Teaching (hereafter, ELT) students' speaking abilities at School of Foreign Languages. Her findings proved that DA enables learners to solve their linguistic problems at the end of the sessions compared to learners who had NDA.

## **2.4. DEFINITIONS, CONCEPTS, AND MODELS OF METACOGNITION**

Metacognition was first coined by Flavell in 1970 and he defined it as “one’s awareness of learning process” (p. 181). After Flavell, researchers showed an interest in metacognition research in the 1970s (Harrison & Vallin, 2017: p. 1). Primary studies mostly focused on the relationship between metacognitive awareness and success (Rincon-Gallardo, 2009: p. 1). Following this phenomenon, a variety of definitions of metacognition have been propounded by different researchers. Brown (1987: p. 65) proposed metacognition as the individual's perception of their knowledge and awareness of it. Winn and Snyder (1996: p. 112) emphasized the key components of metacognition namely monitoring the development of oneself and altering this development with self-reflection and responsibility.

In the last three decades metacognition has been searched for in-depth (Efklides, 2008: p. 277; Bryce, Whitebread, & Szűcs, 2015: p. 181). Its components and relations were discovered. In light of these studies, metacognitive knowledge and metacognitive regulation were found to be the basic components of metacognition (Brown, 1987: p. 68; Schraw & Dennison, 1994: p. 461). Knowledge of cognition includes cognitive ability knowledge while regulation of cognition includes dynamic regulation of knowledge of cognition (Brown, 1987: p. 69). While knowledge of cognition is the knowledge of what, regulation of cognition is described as knowledge of how. In their study Kallio and Virta (2018: p. 96) classified metacognition and its tenets as self-regulation and metacognitive knowledge, and metacognitive perceptions and metacognitive awareness. As one of the facets of

metacognition, metacognitive awareness has been regarded as the combination of knowledge and regulation of one's thinking and learning process (Kramarski et al., 2002: p. 76). Moreover, Schraw and Dennison (1994: p. 460) described metacognitive awareness as having the ability to plan, regulate, observe; and use these abilities to achieve. It is acknowledged as the use of metacognitive thinking skills to detect one's own needs to improve their learning. Many researchers investigated metacognition under the new models such as Jacobs and Paris's Metacognitive Model (1987: p. 2089), Tobias and Everson's Metacognitive Model (2002), Efklides' Metacognitive Model (2008, p. 279), and Schraw's Metacognitive Model (1998). As for the categorization of metacognition, Schraw (1998: p. 120) designed two-component metacognition including knowledge and regulation with their subcategories which is presented in Figure 1.

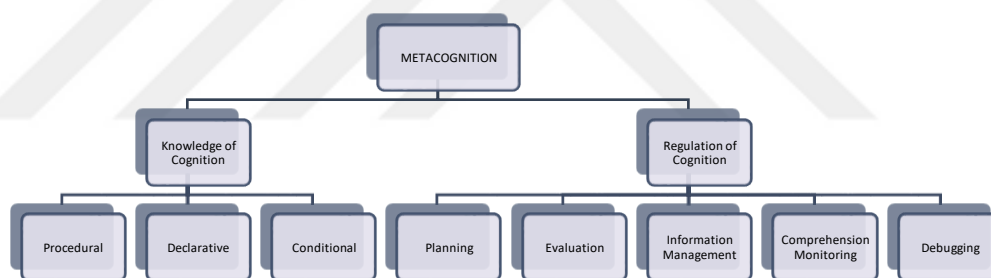


Figure 1 Schraw's Metacognitive Model (1998)

#### 2.4.1. Knowledge of Cognition

Schraw (1998: p. 114) defines knowledge of cognition as “*individual's cognition and the general knowledge about what they know about the cognition*”. Declarative, procedural, and conditional knowledge is accepted as the main categories of knowledge of cognition. Declarative knowledge is known as the knowledge of what. It mostly concerns with the learners' perception of their cognitive strengths and weaknesses (Schraw & Dennison, 1994: p. 460). Procedural

knowledge is identified as the knowledge of how. It is regarded as the knowledge that learners can transform new problem-solving situations (Schraw & Dennison, 1994: p. 460). The learners who have high procedural knowledge can easily organize their strategy repertoire to apply it in new situations (Pressley et al., 1987; Schraw, 1998). Conditional knowledge is found to have the knowledge of why and when tenets. This knowledge occupies a significant place to unveil the required information at the correct time and with the correct reason to sustain their learning (Schraw & Dennison, 1994: p. 461). The primary contribution of this knowledge is to detect and carry out the most convenient cognitive strategies in accordance with the situation (Kyllonen & Woltz, 1989; McInerney & McInerney, 2013; Schraw, 2001).

On the other hand, as a different categorization of knowledge of cognition, Flavell (1979: p. 906) clarifies it as learners' knowledge of their mental functions' strengths and weaknesses; and lists three sub-components of this type of knowledge: person knowledge, task knowledge, and strategy knowledge. Concerning person knowledge, it is the overall perception of a human being about their mental functions. For language education, language aptitude and motivation can be regarded as examples of this knowledge (Doğan & Tuncer, 2017: p. 297). In addition, self-efficacy beliefs or other beliefs that prevent or enable learning are identified under that knowledge type. As for task knowledge, it is necessary to convey a specific task. It means having all types of the specific information related to each part of it (Wenden, 1998: p. 515). Strategy knowledge means having essential strategies that are critical for specific situations.

#### **2.4.2. Regulation of Cognition**

Regulation of cognition refers to a set of behaviors checking one's cognitive procedures. It implements various steps to organize and alter those cognitive procedures (Kallio & Virta, 2018: p. 98). Guessing a coming situation, checking a running activity, evaluating the conclusions of action, managing, and organizing some behaviors to solve problems are some default elements of regulation of cognition (DeLoache & Brown, 1983: p. 888). Planning, evaluation, information

management, comprehension monitoring, and debugging are pertinent subcomponents of the regulation of knowledge (Schraw & Dennison, 1994: p. 471). Planning is *“the selection of appropriate strategies and the allocation of resources that affect performance”* (Schraw, 1998: p. 115). Timing and the appropriate aim are determined before the action during that step (Schraw & Moshman, 1995: p. 351). Comprehension monitoring is *“one’s on-line awareness of comprehension and task performance”* (Schraw, 1998: p. 115). Via monitoring, learners can decide on their mistakes and direct their cognitive processes (Akin & Abacı, 2011: p. 20; Saraç, 2010; Schraw & Dennison, 1994: p. 460). Evaluation is *“appraising the products and efficiency of one’s learning”* (Schraw, 1998: p. 115). Information management is regarded as a combination of the required strategies and skills in order to render information more influential (Schraw, 2000: p. 297). Debugging is applying the correct compensation strategies to fix a perceived problem in a performance (Schraw, 2000: p. 297).

#### **2.4.3. The Importance of Metacognitive Awareness in Learning**

Metacognitive awareness has vital importance in education as students who have higher metacognitive awareness level achieve better than the others who have less metacognitive awareness level (Garner & Alexander, 1989: p. 145; Pressley & Ghatala, 1990: p. 19). A considerable amount of literature regarded metacognitive awareness as a vital tenet of effective learning (Çetinkaya & Erktin, 2002: p. 1; Paris & Jacobs, 1984: p. 2084; Schraw & Graham, 1997: p. 8). In light of these studies, the effects of MA on various constructs of learning were disclosed. Firstly, the results showed that it enables students to plan, manage and monitor learning processes. Swanson (1990: p. 306) discovered that metacognitively aware learners develop more strategies than others. Also, Akin (2006: p. 1) claimed that metacognitive skills render students to evaluate and organize their learning processes. Via metacognitive awareness, students become aware of their cognitive level with strengths and weaknesses, therefore they develop some strategies to defeat their weaknesses, which enriches their high-level cognitive skills (Schraw & Dennison, 1994: p. 461). Furthermore, Young and Fry (2008: p. 1) revealed the positive association between academic success and metacognitive awareness. In the same vein, Brown (1987: p.

68) claimed that students with higher metacognitive awareness are more knowledgeable about their learning as metacognitive awareness helps a learner to understand how their learning process develops hence, they can be conscious about their future learning and transfer the previous knowledge to the next tasks (Williams, 2000: p. 8).

Metacognitive awareness is also the key instrument in language learning. A considerable amount of literature proved the correlation between language learning and metacognitive awareness (e.g., Boekaerts, Pintrich, & Zeidner, 2000: p. 1; Mokhtari & Reichard, 2002: p. 249; Palmer & Goetz, 1988: p. 77; Victori & Lockhart, 1995). Jones, Palinscar, Ogle, and Carr (1987: p. 1) found out that learners who are highly aware of their language learning are more successful compared to less aware students as they can apply more strategies and coordinate their learning. According to Quicke and Winter (1994: p. 429), to enable student development, students should be rendered knowledgeable about how they learn and what kind of psychological processes are included in their learning, which metacognitive awareness is believed to bring about in students. Richmond (1990) alleges metacognitive awareness to be considered an implicit acquisition process, but in the meanwhile, he emphasizes that students can acquire it explicitly by talking with others as a dynamic process with the mediation of words. Williams (2000: p. 3) explains this notion with the definition of good teaching which "marches ahead of development and leads it" and adds teachers should guide students with spontaneous mediation to make them learn about their learning processes. To enable such a higher level of understanding among students, there should be highly qualified interaction between the teacher and the student. The use of language, discussion of language, high level of questioning, and use of linguistic terms can enhance this process (Wray, 1994: p. 16).

Regarding the relationship between skills of language learning and MA, a proliferation of research was published (Goh, 1998: p. 124; O'Maley, Chamot & Küpper, 1989; Vandergrift, 1996: p. 200; Young, 1997: p. 35). The findings of studies indicated that a high level of MA ensures success in reading, writing, listening, and speaking. However, speaking is a relatively rare research field. Ghapanchi and Taheryan (2012: p. 64) investigated the effect of metacognitive

strategy use and metacognitive knowledge on Iranian EFL learners' speaking and listening. The results indicated that these variables improved speaking and listening skills. Especially, the correlation between speaking and metacognitive knowledge was found to be the highest. This result was explained with the use of person, task, and strategy knowledge components of metacognitive knowledge which was accepted as the predictor of speaking.

## **2.5. METACOGNITIVE AWARENESS AND DYNAMIC ASSESSMENT**

Regarding their theoretical and practical concerns, on the point of the learner thinking process and the way of presenting some strategies to make them more aware of their learning process, DA and MA offer many significant similarities. As both of them aim and enhance learner performance development in the long run, they apply some akin methods. Due to their prominent similarity on the help of interaction between the learner and the teacher in reaching higher levels of thinking as mentioned below, the current thesis claims that the DA process improves learners' metacognitive awareness.

1. According to Harpaz (2007: p. 1845), metacognition is a characteristic of thinking and learning, hence it should be promoted among students via some methods. To that end, DA can be considered to be a tool to allow the development of those skills with mediation as DA aims to learners to gain control of knowledge consciously (Poehner, 2008: p. 92). Also, metacognitive awareness requires conscious reflection on cognitive skills (Brown, 1987: p. 117). DA is regarded to enhance this among students.
2. MA is about organizing, determining goals, and planning of learning experience (Oxford, 1990: p. 29). In the same vein, DA aims to develop those skills among students (Sternberg & Grigorenko, 2002: p. 47).
3. Metacognitively aware people have control of their cognitive procedures and coordinate them effectively because they are knowledgeable about what and how to know (Griffith & Ruan, 2005: p. 3). To that end, DA sessions enable

students to realize their learning processes with mediation (Poehner, 2008: p. 115).

4. Many studies allege that MA can be developed through reflection, feedback, and evaluation (Zellers & Mudrey, 2007: p. 420). Bearing in mind that, DA provides reflection, spontaneous feedback, and evaluation processes during sessions.
5. Pintrich (2002: p. 219) stated that lack of control of their learning such as lack of knowledge of strengths and weaknesses causes some problems in acquiring new situations. On that point, he highlights the vital importance of MA and its training. DA sessions enhance learners' understanding of their strengths and weaknesses through mediation. On the completion of DA sessions, learners can realize how well they did or did not as the overall stage of DA is self-regulation (Ebadi & Asakereh, 2017: p. 16).
6. Balçıkanlı (2011: p. 1309) perceives MA as the key to render student autonomy for learning. In the same vein, self-regulation is one of the characteristics of MA. In this regard, DA tries to make students more autonomous in realizing their mistakes during the NDA sessions as the ultimate goal of DA is self-regulation.
7. Schraw (1998: p. 113) highlights the significance of MA to promote the use of cognitive skills. He claims that MA can be taught through explicit strategy education such as instruction and immersive instruction, hence self-knowledge and regulation are promoted among learners. In this connection, DA provides instruction from more implicit to more explicit with some strategy education.
8. In the present research, as a form of mediation, strategy and task instruction was provided to students to make them use these strategies to achieve

effective communication in the given tasks consciously. In that sense, conscious strategy and task instruction provided in DA sessions correlate with metacognitive awareness components defined by Flavell (1979: p. 907): task, person, and strategy knowledge as well as planning, monitoring, and assessment (Cohen, 2011: p. 25). To that end, it is possible to claim that DA promotes MA among students via mediation.

Although most of the research on DA investigated how far DA improves learner performance, few attempts have been made to search the probable effects of DA on other constructs of learning such as cognition, self-regulation. Also, metacognitive awareness which has been thought to have strong correlations with DA due to the abovementioned similarities has been ignored in these studies. Only few studies focused on the relationship between DA and metacognitive awareness of learners. Moreover, these studies mostly examined other skills of language such as reading (e.g., Birjandi, Estajhi & Deyhim, 2013: p. 64) and writing (e.g., Khodabakhsh & Rastchi, 2018) rather than speaking. However, rather than searching whether there is a positive effect of DA on the metacognitive awareness level of learners, these studies analyzed the use of metacognitive awareness strategy use. For instance, Birjandi, Estajhi, and Deyhim (2013: p. 63) conducted a study on the DA of English reading skills of high school learners and they investigated the effect of DA on metacognitive awareness of reading strategy use. The results of the study confirm the previous research findings (Haywood & Lidz, 2007: p. 235) and they proved that DA increased students' reading performances. However, in terms of metacognitive awareness of reading strategy use, students have been unable to demonstrate an increase in strategy use. Another research from Israel (Guterman, 2002: p. 283), tested the use of metacognitive awareness guidance as a form of mediation to increase the reading ability of students. Results presented that metacognitive awareness guidance created a difference in learner performance.

In the wake of the abovementioned studies and theoretical axes of DA and metacognitive awareness, DA is a significant assessment method in order to improve learner ability, knowledge, conscious as well as metacognitive awareness. However, far too little attention has been paid to its impact on the improvement of learner performance and the other constructs of learning especially in the Turkish EFL

context. Based on the demanding nature of DA, the present research tends to focus on the effects of interactionist DA on metacognitive awareness and speaking skills.



## **CHAPTER 3**

### **3. METHODOLOGY**

In this section of the thesis, the methodology is presented. First, research questions were described. Second, participants, instruments, procedures of data collection and data analysis were explained in detail.

#### **3.1. RESEARCH QUESTIONS**

The aim of this research is to examine the possible effects of interactionist DA on learners' metacognitive awareness and speaking skills. In an attempt to identify the relationship between them, research questions were developed below:

1. Does the interactionist DA have any significant effect on learners' speaking skills?
2. What are the effects of interactionist DA on learners' speaking skills?
3. To what degree does the interactionist DA contribute to students' metacognitive awareness?

#### **3.2. PARTICIPANTS**

13 adult students studying at an English preparatory school of a foundation university in Istanbul, Turkey volunteered for the study. All of the participants were aged between 18 and 25, and; they were at pre-intermediate level. They were all native speakers of Turkish and learned English only in the classroom context. While nine of them were female, four were male. Due to the demanding nature of interactionist DA, each session has to be done on a one-to-one individualized instruction and assessment basis. Therefore, it is hard to deal with large numbers of samples because of time constraints as well as participant mortality. Also, the number of interventions may lead to fatigue and boredom of participants, which makes the process harder for the researcher. To that end, to be able to observe each

participant's development carefully, only 13 volunteer students who accepted to attend all sessions wistfully were recruited in the research.

Regarding school policy, to be able to finish the preparatory school, students have to pass either the proficiency exam with 65 passing score or complete four modules (elementary (A1), pre-intermediate (A2), intermediate (B1) and upper-intermediate (B2)) successfully. Each module students attend 217 hours of English classes including main course and writing classes for seven weeks. Grammar, vocabulary, listening, reading, and speaking are taught in the main course classes. At the end of each module, students take the level assessment test (hereafter, LAT). Writing, reading, listening, vocabulary, grammar, and speaking skills are assessed out of 100 total score in this test. Speaking proficiency is scored out of 15.

In the research, to control all the variables of participant characteristics, all students were chosen among pre-intermediate level students. With respect to Gan, Humphreys and Hamp-Lyons (2004) claiming metacognitive strategies are mostly adapted by advanced learners, pre-intermediate level students were selected in the research as there were no intermediate or upper-intermediate level students during the research. The criterion for selecting the participants was their low speaking scores in LAT. On the basis of speaking scores, students who took below 10 from the speaking test in the previous LAT were reached. Voluntary pre-intermediate level students with lower scores were included in the research at first. A control group was used to balance maturational factors as education continues in their classes during the research. In addition, control group design enabled the researcher to observe test and practice effects comparatively in both groups (Mackey & Gass, 2005: p. 49). After all participants took the pretest, they were attained to control and experimental groups based on their pretest scores with purposive sampling (Mackey & Gass, 2005: p. 78). Seven students with the lowest pretest score were recruited in the experimental group. The reason for purposive sampling was to be able to apply microgenetic analysis to examine learning or microgenesis referring to the development of a specific understanding or facility in a short time in-depth among low achievers (Wertsch, 1985: p. 36). The other six participants with higher scores were allocated to the control group. Participants were not informed about being in

the control or experimental group or the process, and; the sessions were carried out in different places to prevent Hawthorne Effect which may cause participants to perform differently (Mellow et al. 1996).

The mediator who is also the owner of the research has been teaching English for 9 years among young and adult learners. She holds an undergraduate degree in foreign language teaching and she is doing her master's in the same department. She has been in many English-speaking countries and has a good command of English.

Table 3 Participants

| <b>Groups</b>        | <b>Experimental</b> | <b>Control</b>    |
|----------------------|---------------------|-------------------|
| <b>Number</b>        | 7                   | 6                 |
| <b>Gender</b>        | 4 Female /3 Male    | 5 Female / 1 Male |
| <b>L1 Background</b> | Turkish             | Turkish           |

### **3.3. MATERIALS AND INSTRUMENTS**

#### **3.3.1. Metacognitive Awareness Inventory Questionnaire**

Metacognition is awareness of learning process (Flavell, 1970: p. 181) and monitoring the development of oneself and altering this development with self-reflection and responsibility are the key components of metacognition (Winn and Snyder, 1996: p. 112). Based on this explanatory definition of metacognition, hitherto studies have reported that students with a higher metacognitive level have a higher performance and strategy use compared to students with a low level of MA (Garner & Alexander, 1989: p. 154; Pressley & Ghatala, 1990: p. 21). Therefore, MA has been increasingly recognized as a serious research area. Although the evaluation process of MA is quite problematic (Desoete, 2008; Veenman et al., 2006), to gauge MA, questionnaires, observation, think-aloud protocols, and interviews were recruited (Dinsmore et al. 2008). As one of the most common ones, Metacognitive Awareness Inventory (hereafter, MAI) by Schraw and Dennison (1994: p. 474) was used as a pre and post-questionnaire in the present thesis.

MAI was designed by Schraw and Dennison (1994: p. 474) as 52 items for adolescents and adults. It involves two main categories: regulation of cognition and knowledge of cognition with eight factors determined by factor analysis. In the inventory, every factor is represented in different items. Table 2 illustrates these eight factors with their relevant item number in the questionnaire. The ideas of Baker (1989), Brown (1987: p. 116), Flavell (1987) and Jacobs and Paris (1987: p. 2084) assuming knowledge and regulation of cognition are highly associated and complete each other generate the theoretical basis of the questionnaire. The reason for using this questionnaire was its research-based Turkish version with validity and reliability values. To obtain more valid data from the students, Turkish version of MAI translated by Akın, Abacı and Çetin (2007: p. 655) was used in the research. The findings of their validity and reliability analysis of the Turkish version of the questionnaire showed that the reliability coefficient is .93. It is a 5-point Likert scale which offers the highest score as 260 and the lowest score as 52 (See Appendix 3). According to instructions, the level of metacognitive awareness is determined by dividing the total score to the number of items. Scores that are below 2.5 indicate a low level of metacognitive awareness. The questionnaire was obtained through e-mail.

Table 4 MAI Factor Chart by Akın, Abacı & Çetin (2007)

|                          |                                   |
|--------------------------|-----------------------------------|
| Declarative Knowledge    | 5, 10, 12, 16, 17, 20, 32, 46     |
| Procedural Knowledge     | 3, 14, 27, 33                     |
| Conditional Knowledge    | 15, 18, 26, 29, 35,               |
| Planning                 | 42, 6, 4, 45, 8, 23, 22           |
| Evaluation               | 36, 24, 19, 7, 50, 38             |
| Debugging                | 25, 51, 40, 44, 52                |
| Comprehension Monitoring | 1, 2, 11, 21, 28, 34, 41, 49      |
| Information Management   | 9, 13, 30, 31, 37, 39, 43, 47, 48 |

### 3.3.2. Semi-structured Interviews

DeKeyser (2007) criticizes the extreme amount of quantitative data use in second language research and remarks on the vitality of examining what students

have in their minds. He emphasizes qualitative data methods as a significant issue to be considered for triangulation in the research to identify different aspects of the subject and make it more powerful. In this vein, Borg (2015) addresses the use of semi-structured interviews which allow the interviewee and the interviewer to be more comfortable regarding the topics discussed. Therefore, semi-structured interviews trigger the deep views of the participants. What is more, they are appreciated by Brinkman (2014) due to their contribution to make the researcher “knowledge producer”.

To elicit qualitative data in order to gain insights into students’ metacognitive processes profoundly, semi-structured interviews were conducted in experimental and control groups. Each participant was interviewed by the researcher individually before and after the intervention for 30 or 40 minutes depending on the participant dynamics. In an attempt to make each interviewee feel as comfortable as possible, the interviews were carried out in Turkish, which is the native language of the participants. Pre-interview questions were adapted from Maftoon, Birjandi and Farahian (2014: p. 15; see Appendix 5). In their research, the goal was to validate a metacognitive awareness writing questionnaire. To investigate various codes and schemes of metacognitive awareness prior to questionnaire preparation, they prepared an interview based on Flavell’s theory (1979: p. 907). The interview was designed on the basis of two main components of metacognitive awareness namely knowledge of cognition and regulation of cognition. Under the knowledge of cognition, declarative, procedural, and conditional knowledge was analyzed. Also, for the regulation of knowledge planning, evaluation, information management, comprehension monitoring, and debugging were investigated. Questions were translated to Turkish from English by a professional translator and piloted during the pilot study and the required changes were made. Post-interview questions were adapted from pre-interview questions by the researcher to elicit the change in the perspectives of participants (See Appendix 6). Also, some questions related to DA sessions, the effect of DA sessions on their post MAI questionnaire and post speaking test results were added into experimental group interview questions to see whether there is a change in participants’ perspectives. For the control group, only the reason for the change in their test scores and post-MAI scores were asked.

### **3.3.3. Rubric**

Rubric defined as the systematic guidance tool that helps to score students' performance is the key instrument in assessment due to its effect on students' scores. With the integration of rubrics into the assessment process of examinee performance, the assessment criteria have been clearer both for teachers and examinees in performance-based tasks. Taking this point of view, an analytic rubric was integrated into assessment for the pre and posttest. The criterion for selecting an analytic rubric was the diagnostic purposes of this kind of assessment tool. Most studies have proved that analytic rubrics show each missing dimension of student ability clearly (Bacha, 2001; Carr, 2000; Becker, 2011). They focus on the specific components of speaking ability like pronunciation, fluency, vocabulary, grammar, and content. The rubrics offer a detailed analysis of the examinee's knowledge or lack of knowledge. In an attempt to see learners' lack of knowledge in detail which is quite important for DA, an analytic rubric designed by Marek and Wu (2011) was used in the research (See Appendix 4). The rubric includes five main components: pronunciation, fluency, vocabulary, grammar, and content. It includes three levels for each component and the levels are scored from one to five. The highest grade of the rubric is 25 whilst the lowest is 0.

### **3.3.4. Speaking Tests**

#### **3.3.4.1. Pretest and Posttest**

DA attempts to improve a learner's ZPD through mediation. In order to decide the type of mediation, learners' preliminary ability has to be decided by the mediator. For this reason, to measure unmatured learner abilities, a pretest was applied to students. Prior to test preparation, students' needs were taken into consideration. As the purpose of the study was to enhance students' success in their immediate academic environment, a test that is similar to the school's speaking test was devised by the researcher. The exam format, duration, question type, and the number of examiners were akin to the test applied in the school. Warm-up questions and the last part questions were adapted from Cambridge Speaking Exercises. Following the preparation phase, the tests were checked by a professional testing expert.

The pretest (See Appendix 7) includes three main parts: warm-up, describing the picture and asking questions. It aims to measure the simple present tense, the simple past tense, and the future tense as the grammatical structure; and daily routine activities and holiday as the vocabulary. In the warm-up part, three complementary activity questions were asked in the form of the simple past tense. In describing the picture part, a visual presenting the morning activities was included and three guiding questions were given under the picture. The aim of that part was to elicit an accurate description with correct forms of the simple present tense. In the last part, students were expected to ask questions about the mediator's holiday plans, and some hints were given. The future tense was the target grammatical structure in that part.

To evaluate the change in students' speaking ability, a posttest (See Appendix 14) was designed and applied to all students four weeks later. The same test format used in the pretest was applied in the posttest. In the warm-up part, the past tense related questions about the last summer holiday were asked. For describing the picture part, a picture presenting the rush hour of people in London was used. The grammatical and vocabulary targets were the simple present tense and daily routine. In the asking questions part, the participants were expected to ask questions about next winter holiday plans by using the correct forms of the future tense.

#### **3.3.4.2. 1<sup>st</sup> and 2<sup>nd</sup> Speaking Tests**

DA expects the change in learner responsiveness over time. With the interaction between the learner and the mediator, development occurs in learner errors. To enable this improvement, some sort of grammatical structures and vocabulary should be emphasized through mediation. In that vein, each test was designed to make the learner practice their unmatured knowledge. With the mediation from implicit to explicit, the learner understands the correct version of the errors. To maintain this, each test was designed to emphasize a specific tense or vocabulary. To that end, the first and the second tests (see Appendix 8, 9) were arranged to lead students to realize the use of the simple present tense as describing

the picture part of the pretest aimed to evaluate the use of the simple present tense. All questions in three parts were designed to elicit forms of the simple present tense. As the speaking theme, music and movies were included in the first test. In the second test family and friend topics were used. Pictures and question topics in the last parts were in accordance with the general theme and vocabulary goal of the tests. The same question format was applied in all tests. Regarding face validity, all tests used the same test framework.

#### **3.3.4.3. 3<sup>rd</sup> and 4<sup>th</sup> Speaking Tests**

The third and fourth speaking tests (See Appendix 10, 11) were designed to practice the simple past tense evaluated in the warm-up part of the pretest. All parts of the tests included questions measuring the use of the simple past tense. For the third and fourth tests, weekend and vacation activity vocabulary were included. To enhance the vocabulary input, while last weekend related vocabulary was included in the warm-up part in the third test, it was the theme of asking questions part in the fourth test. The focal point of applying the same vocabulary in different parts was to consolidate student learning.

#### **3.3.4.4. 5<sup>th</sup> and 6<sup>th</sup> Speaking Test**

The fifth and the sixth tests (See Appendix 12, 13) were designed to enable the use of the future tense assessed in the asking questions part in the pretest. Questions and the pictures were arranged to ensure the use of this tense. Traveling abroad, leisure time activities, and future plans related vocabulary were in the fifth test. After graduation plans and activity plans related vocabulary was the target in the sixth test. Table 5 shows the content of the tests in detail.

Table 5 Content of the Tests

|                      | <b>Warm-up</b>                               | <b>Pictures</b>                                  | <b>Questions</b>                    |
|----------------------|----------------------------------------------|--------------------------------------------------|-------------------------------------|
| Pretest              | Simple Past Tense<br>Last Weekend Activities | Simple Present Tense<br>Daily Routine Activities | Future Tense<br>Holiday Plans       |
| 1 <sup>st</sup> Test | Simple Present Tense<br>Music                | Simple Present Tense<br>Music                    | Simple Present Tense<br>Movies      |
| 2 <sup>nd</sup> Test | Simple Present Tense<br>Family               | Simple Present Tense<br>Family                   | Simple Present Tense<br>Friends     |
| 3 <sup>rd</sup> Test | Simple Past Tense<br>Last Weekend            | Simple Past Tense<br>Vacation                    | Simple Past Tense<br>Last Vacation  |
| 4 <sup>th</sup> Test | Simple Past Tense<br>Last Vacation           | Simple Past Tense<br>Vacation Activity           | Simple Past Tense<br>Last Weekend   |
| 5 <sup>th</sup> Test | Future Tense<br>Travel Abroad                | Future Tense<br>Leisure Time Activity            | Future Tense<br>Future Plans        |
| 6 <sup>th</sup> Test | Future Tense<br>After Graduation Plans       | Future Tense<br>After Graduation Plans           | Future Tense<br>Activity Plans      |
| Posttest             | Simple Past Tense<br>Last Summer Holiday     | Simple Present Tense<br>Daily Routine Activities | Future Tense<br>Next Winter Holiday |

### 3.3.5. Mediation

Mediation is any form of assistance from most implicit to most explicit offered whenever a breakdown occurs in student performance to assess the level of maturing abilities of learners. Haywood and Lidz (2007: p. 132) consider the remarkable prominence of mediation in human life with those words:

there are large individual differences in the need for mediation [...], nobody is so intelligent that he or she does not require any mediation to achieve adequate cognitive development. [...] Tarzan to the contrary notwithstanding, human beings do not seem to be able to develop cognitively in social isolation!

With that quotation in hand, mediation aims to improve learner performance and to make them use strategies they develop with mediation in the new tasks. Kozulin and Garb (2002) emphasize the vitalness of mediation in building strategies and transferring them to the new tasks. To reach higher mental functions, both explicit and implicit mediation are provided to learners in accordance with their ZPD

(Lantolf & Poehner, 2011: p. 15). The kind of mediation is determined by the learners' ZPD and responsiveness to mediation, so the examiner alters the mediation spontaneously during the intervention. On that basis, to provide students the best mediation type and to make them transfer the strategies to the new tasks, interactionist DA format has been applied in the current research as it is more applicable to the learner ZPD and it is more proper in speaking tasks. Interactionist DA emerges from the communication process of the learner and the examiner, thus the examiner can spontaneously regulate the mediation regarding student needs. Many studies conducted on the field suggested the use of interactionist DA due to its practical applications (e.g., Anton, 2003; Khoshsima & Farokhipours, 2016: p. 594; Lin, 2009; Poehner, 2005).

As for the placement of mediation, the sandwich format was performed due to its prevalent use in the DA research (e.g., Ableeva, 2008, 2010; Budoff, 1987: p. 175; Poehner, 2005: p. 126) and its convenience to research tasks. The sandwich format follows three stages: pretest-mediation-posttest. During the pretest, students are not provided any form of mediation with instruction during the test. In the mediation stage, students are provided explicit and implicit forms of mediation regarding students' ZPD during the tests. In the posttest, students are assessed to evaluate the effectiveness of treatment without providing any kind of assistance. In that format, via instruction in the sessions between pre and posttests student performance is developed.

Mediational moves and responsiveness of the learner to those mediational moves are regarded as the most fundamental constructs of the DA process. In this regard, a wide array of scales and typologies were developed to have a validity of mediation in the DA process. In terms of mediational moves, Mediation Typology designed by Poehner (2005: p. 160) was adapted in the present research to be consistent during all sessions with all participants. Table 6 represents the components of typology in the present research.

Table 6 Mediation Typology by Poehner (2005)

- 
1. Helping Move Narration Along
  2. Accepting Response
  3. Request for Repetition
  4. Request for Verification
  5. Reminder of Directions
  6. Request for Renarration
  7. Identifying Specific Site of Error
  8. Specifying Error
  9. Metalinguistic Clues
  10. Translation
  11. Providing Example or Illustration
  12. Offering a Choice
  13. Providing Correct Response
  14. Providing Explanation
  15. Asking for Explanation
- 

Besides the abovementioned general framework of mediational moves, some specific mediation forms were supplied during the tests. First of all, Ushakova (1994) alleged that L2 learning is based on the system of the first language (hereafter, L1) and learners lean on their L1 to improve L2. Also, as a requirement of SCT, learners use their L1 as a mediation tool to organize their L2 learning (Lantolf & Thorne, 2006: p. 59). Therefore, learners' L1 was used both as mediation and the medium of mediation in the research. Furthermore, task and strategy instructions were provided to learners as well as vocabulary and grammar instruction. Some sample answer types, some kind of description strategies, semantic word coinage, using hesitation and filling devices, manipulating available resources in the test, clarification checks, appealing for help and self-repairing strategies were also given as a form of assistance.

Poehner (2008: p. 115) underlines student responsiveness to mediation to be considered as an important facet of the DA process. It is regarded as the major factor

in order to identify student ZPD so that the examiner can predict the future performance of the learner based on the changes in the behaviour with the mediation (Ebadi, 2016: p. 19). In an attempt to determine each participant's responsiveness to mediation, Learner Responsiveness Typology developed by Poehner (2005: p. 183) was utilized in the research to assess learner responses. Table 7 illustrates Poehner's (2005) Learner Responsiveness Typology.

Table 7 Learner Responsiveness Typology by Poehner (2005)

---

|                                   |
|-----------------------------------|
| 1. Unresponsive                   |
| 2. Repeats mediator               |
| 3. Responds incorrectly           |
| 4. Requests additional assistance |
| 5. Incorporates feedback          |
| 6. Overcomes problem              |
| 7. Offers explanation             |
| 8. Uses mediator as a resource    |
| 9. Rejects mediator's assistance  |

---

### **3.4. DATA COLLECTION PROCEDURE**

A case study approach was used to be able to investigate students' metacognitive change in an individual base with the help of an experimental study set up. At the beginning of the study, participants were selected on the basis of their speaking test scores in the LAT from the pre-intermediate level. 13 voluntary students with a speaking score below 10 were recruited. Students were assigned to the control and experimental groups with purposive sampling to apply microgenetic analysis. Six students were attained to the control group and seven students were allocated into the experimental group. Prior to commencing the research, students were informed about the research and clearance was obtained from the students and the institution with a consent form (See Appendix 1).

In the initial stage of the research, all participants were given MAI questionnaire individually to detect their already existing metacognitive awareness

level. Following this, interviews were performed for 30 minutes with each participant. With the completion of all interviews, in order to measure students' speaking ability before the mediation process, a pretest designed by the researcher was given to each student from the control and experimental group for 15 minutes. To enhance inter-rater reliability and control researcher bias, a teacher with eight years of experience participated in the tests with the researcher. While the researcher was asking the questions to the student, the other teacher only observed the students' answers and scored them. At the end of the test, the scores of the observer and the researcher were compared and the average score was attained as the final score to each student. On completion of pretests, the main phase of the study started. All students were given a speaking test for 15 minutes for four weeks by the researcher. Students' performance was not assessed during these tests, therefore only the researcher conducted the tests. Although the tests were the same in the control and experimental group, only seven students in the experimental group were given mediation during the speaking tests. Participants in the experimental group were given mediation spontaneously following each of their mistakes. Nonetheless, control group students were only provided the test without any mediation or feedback. With the completion of all speaking tests after four weeks, students were given a posttest to measure all students' speaking performance. The same observer in the pretest participated in the tests and scored student performance with the researcher. The average of both scorers was calculated, and a score was given to each student.

During the last stage of the research, all students were given MAI questionnaire again to determine whether there is a change in their answers. To gain a deep insight into their metacognitive awareness after the mediation, post-semi-structured interviews were carried out with students individually. Table 8 presents the data collection process.

Prior to real research, all phases were piloted with two pre-intermediate level students for five weeks. The same sample selection criteria and tests in real research were applied to the students. Students were selected on the basis of their speaking scores from the LAT. They were assigned to the experimental and control group with

purposive sampling. The participant who had a lower score was in the experimental group. All the above mentioned procedures were followed in questionnaires and tests to see whether there is a problem or not. The same observer took part in pre and posttests.

Table 8 The Process of Data Collection

| Phase | Experimental Group               | Control Group                     | Length of Time |
|-------|----------------------------------|-----------------------------------|----------------|
| 1     | MAI Questionnaire                | MAI Questionnaire                 | 15 mins.       |
|       | Semi-structured Interview        | Semi-structured Interview         | 30 mins.       |
| 2     | Pretest (NDA)                    | Pretest (NDA)                     | 15 mins.       |
| 3     | 1 <sup>st</sup> DA Speaking Test | 1 <sup>st</sup> NDA Speaking Test | 15 mins.       |
| 4     | 2 <sup>nd</sup> DA Speaking Test | 2 <sup>nd</sup> NDA Speaking Test | 15 mins.       |
| 5     | 3 <sup>rd</sup> DA Speaking Test | 3 <sup>rd</sup> NDA Speaking Test | 15 mins.       |
| 6     | 4 <sup>th</sup> DA Speaking Test | 4 <sup>th</sup> NDA Speaking Test | 15 mins.       |
| 7     | 5 <sup>th</sup> DA Speaking Test | 5 <sup>th</sup> NDA Speaking Test | 15 mins.       |
| 8     | 6 <sup>th</sup> DA Speaking Test | 6 <sup>th</sup> NDA Speaking Test | 15 mins.       |
| 10    | Posttest (NDA)                   | Posttest (NDA)                    | 15 mins.       |
| 11    | MAI Questionnaire                | MAI Questionnaire                 | 15 mins.       |
|       | Semi-structured Interview        | Semi-structured Interview         | 30 mins.       |

### 3.5. DATA ANALYSIS

Qualitative and quantitative data analysis was performed under two main categories in the present research: pre and post speaking test data analysis and metacognitive awareness level prior and after intervention data analysis.

Concerning the first part of the data analysis, to analyze the pre and post speaking test results, SPSS 21.0 software program was performed. Field (2009) defines degree of freedom as “the number of observations that are free to vary”. In this research as the value of degree of freedom is 12, the data were analyzed only through descriptive statistics (i.e. means and standard deviations) and confidence intervals in lieu of inferential statistics. Also, Field (2009, p. 48) asserts that “a confidence interval for the mean is a range of scores constructed such that the

population mean will fall within this range in 95% of samples”. In that sense, he argues the importance of applying 95% confidence interval graphs to compare the means of each condition. A significant difference might occur between mean scores of two different conditions when these mean scores do not overlap and one of them is above 95% confidence interval of the other. To that wake, descriptive statistics were performed in scores of both experimental and control groups to compare whether there is a significant difference between pre and posttest results within each group. In addition, to identify the difference between experimental and control groups’ speaking test scores, 95% confidence interval was taken into account.

To focus on the qualitative part of the mediation data in both groups, microgenetic analysis (Wertsch, 1985: p. 23) which is a part of the socio-cultural approach was performed as it was accepted the optimal method to have a comprehensive description of learner development (Lantolf, 2000). Regarding the criteria of microgenetic analysis, mediational moves, learners’ reciprocity, and developmental movement from object regulation to self-regulation were analyzed based on the interaction between the learner and the mediator. The mediator investigated the moment-by-moment changes in the examinee’s utterances. To investigate learner reciprocity Poehner’s (2005: p. 183) Learner Responsiveness Typology and to evaluate mediational moves Mediation Typology by Poehner (2005: p. 160) were carried out. In that case, the higher level of reciprocity and fewer numbers of mediational moves were accepted as a sign of learner improvement. Also, a rubric designed by the researcher to make error categorization was used to categorize learner errors. Table 9 shows the rubric.

Table 9 Rubric for Categorizing Errors

| Error Categorization                                      | Examples                                                           |
|-----------------------------------------------------------|--------------------------------------------------------------------|
| Wrong Tense Form                                          | * <i>I go to work (I will go to work)</i>                          |
| Wrong Question Form                                       | *Where did you accommodation last vacation?                        |
| Wrong Syntactical Form                                    | * He musical is instrument .                                       |
| Wrong Use of Vocabulary                                   | * They are staying on the grass. (instead of sitting)              |
| Wrong Negative Tense Form                                 | * She don't know.                                                  |
| Overuse of Articles                                       | * I have a two brothers and sisters.                               |
| Pronunciation Problems                                    | * He has a sun. (instead of son)                                   |
| Plurality Problems                                        | * six person                                                       |
| Omission of 3rd person -s                                 | * My cousin stay in the Netherlands.                               |
| Omission of to be                                         | * The guy playing the guitar.                                      |
| Adding Conjugation of to be into the Simple Present Tense | * It is me relax.                                                  |
| Noun-Verb Incoherence                                     | * Who are your favourite actor?                                    |
| Short Answer                                              | M: Do you have a big family?<br>C: No. (He needs to clarify here.) |
| Bits and Pieces of Sentence Fragments                     | * I again the watch Stranger Things.                               |

Concerning the second part of the data analysis, metacognitive awareness level of learners prior and after intervention were compared. First of all, each questionnaire result was analyzed in accordance with calculation formula suggested by Akın, Abacı and Çetin (2007: p. 655). According to that formula, the point of each item was summed up to find the total score. This total value was divided by the number of items which is 52 in the questionnaire. This average value signifies the MA level of the learner. On the basis of that formula, the pre-questionnaire results of every learner in both experimental and control groups were calculated. After the posttest, students were given a post-questionnaire and the same analysis procedure was applied to post-questionnaire results. Descriptive statistics were performed in scores of both experimental and control groups to compare whether there is a

significant difference between pre and post-questionnaire results within each group. As a second step, to clarify the difference between experimental and control groups' questionnaire results, 95% confidence interval was calculated.

To analyze the interview data, the steps of thematic analyses (Braun & Clarke, 2006) were followed. In their six-phase analysis, the first step is getting familiar with the data by reading. In the second step, the researcher determines some initial codes to organize the data systematically. As for the third step, the researcher searches for some themes to fit the codes in. In the fourth step, the researcher reviews all the themes to modify or develop them and following it, defines the clear themes and prepares the thematic map. In the last phase everything is written up. In this research, following the steps of thematic analysis, the main themes of metacognitive awareness were determined.

## CHAPTER 4

### 4. RESULTS

The results section is divided into two parts. The first part presents the comparison of pre and posttest results with a detailed analysis of dynamic assessment sessions for both experimental and control groups. The second part investigates the question of whether there is a significant difference between participants' pre and post metacognitive awareness level. Questionnaire and interview results were presented on a comparison of pre and post data.

#### 4.1. PRE AND POST SPEAKING TEST RESULTS

All of the participants in both groups took the pre and post speaking tests. Descriptive statistics of pre and posttest results of both groups including mean, standard deviation, minimum and maximum scores were compared and presented in Table 10.

Table 10 Descriptive Statistics for Pre and Posttest Results

|          | Experimental Group |      |      |       |       | Control Group |      |      |       |       |
|----------|--------------------|------|------|-------|-------|---------------|------|------|-------|-------|
|          | N                  | Min. | Max. | Mean  | SD    | N             | Min. | Max. | Mean  | SD    |
| Pretest  | 7                  | 9    | 13   | 10.71 | 1.799 | 6             | 13   | 19   | 15.33 | 2.338 |
| Posttest | 7                  | 19   | 23   | 20.43 | 1.512 | 6             | 17   | 23   | 19.67 | 2.066 |

The results, as it can be deduced from Table 10, indicate that posttest scores of both groups were higher than the pretest scores. Although these results are expected in the experimental group, the increase in the control group was a bit marginal. Figures 2 presents the 95% confidence intervals of both groups for both tests. From the data in Figure 2, it is clear that there is no overlap within and between the groups in two tests. In the light of this information, it is apparent that while participants from the experimental group got lower scores in the pretest, students in the control group

performed better. On the contrary, during the posttest, students in the experimental group got slightly higher scores. Also, error bars of the posttest exceeded the pretest in both groups. Qualitative analysis of tests was provided below for both groups.

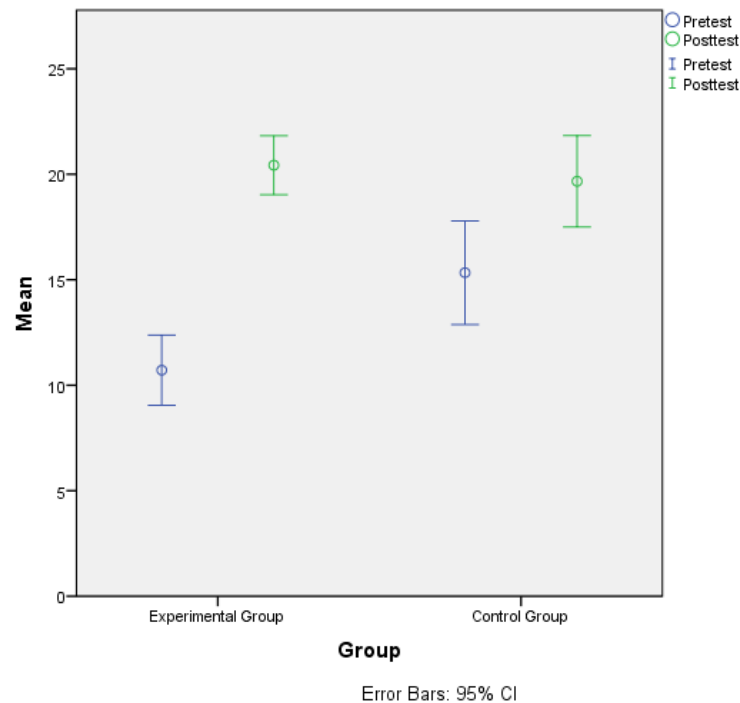


Figure 2 95% Confidence Interval for the Pre and Posttest Scores

#### 4.2. DYNAMIC ASSESSMENT SESSION ANALYSIS OF THE EXPERIMENTAL GROUP

The findings of the DA sessions conducted in the experimental group indicated that there are many issues to be considered and dealt with during the DA process. First of all, based on the responses of majority, the results of this research revealed that participant students are not knowledgeable about neither what kind of answers they need to provide for the specific parts of the speaking test nor which correct tense forms are appropriate for those parts. Hence, in early DA sessions, participants were provided various forms of assistance such as answer types, strategies, and suitable tenses. Also, some kind of description strategies, semantic word coinage, using hesitation and filling devices, manipulating available resources in the test, clarification checks, appealing for help and self-repairing strategies were explained. The interview results proved that that kind of strategy instruction in the early sessions helped students.

More importantly, the second DA session was a kind of turning and awareness point for students. In the first DA session, they were mostly perplexed and did not understand what was going on. Therefore, they were not so open to mediation. In contrast, in the second DA session, students started to become aware of the process and keep an eye on their mistakes and mediation given for those mistakes. In a short time, they are accustomed to waiting for the mediation after an incomplete sentence or lack of an answer. This situation enabled them to comprehend and process mediation better. In the following sessions, as students were already knowledgeable about the process, the improvement became faster. Whereas, this phenomenon was divergent depending on the participants' character and previous knowledge. While it was easier to create awareness on a structure that students already knew, it took more time when a new structure was taught in the mediation.

Furthermore, the scores of students showed that all of the students' fluency and vocabulary increased at the end of the tests. Also, they performed better scores in content (6 students), grammar (6 students), and pronunciation (6 students). However, the striking result from the qualitative data is that although DA is more effective in students' grammar structures and know-how knowledge, it could not boost students' fluency as high as expected. Moreover, notwithstanding the increase in students' grades, some of them could not shorten their long pauses.

Table 11 presents the development of skills with a comparison of pre and posttest parts. These results showed that learners could improve all of their tense structures and the knowledge of test parts. The simple past tense and future tense were the most developed tense structures. Nevertheless, the remarkable result to emerge from the data is that the use of the simple present tense, especially 3<sup>rd</sup> person singular -s was the hardest structure to acquire among students. Though many successive sessions with mediation, participants tended to use wrong conjugations in the tests. However, interestingly some most common structures that recur many times in the context such as "she looks, she thinks" were the only ones that students develop. On that point, DA could not better the awareness of students towards the

simple present tense 3<sup>rd</sup> person singular -s, yet only enabled the use of mediated forms. Also, students could form negative forms after the mediation.

Bearing in mind that student is the key element in DA, the mood of students during DA should be taken into account. As their perception and responsiveness to mediation set the tone of DA session, it was impossible to reach them if they do not feel quite well. What is more, the perception of the scorer by students is essential for the mood of students. Most of the students stated that they perceive scorer more friendly during their assessment as mediator provided correct answers and pushed them to find the correct forms.

In conclusion, although DA is the panacea for student improvement, sometimes it can interfere with the flow of the assessment process. Especially during the first few sessions, as students are not accustomed to that kind of assessment before, they may be shocked and perceive the situation as a weird process, so they stop answering the questions and try to understand what is happening. It blocks their fluency at that moment and in some cases, they forget the rest of the answer which they are thinking about due to instant mediation. What is more, in some questions mostly the ones require longer answers, it is hard to interrupt the flow of students. In those cases, it is better to wait until the end of the answer by taking some notes. After a while, students get used to the process and there is no need for that kind of application.

Table 11 Development of Pre vs. Posttest Tasks and Grammar Structures in the Experimental Group

|          | PRETEST          |             |               |                   |                   |              | POSTTEST     |            |                |                   |             |              |
|----------|------------------|-------------|---------------|-------------------|-------------------|--------------|--------------|------------|----------------|-------------------|-------------|--------------|
|          | Warm-Up          | Descr Pict  | Asking Quest. | Present Tense     | Past Tense        | Future Tense | Warm-Up      | Descr Pict | Asking Quest.  | Present Tense     | Past Tense  | Future Tense |
| Süleyman | Not Satisfactory | No relevant | All Wrong     | All Wrong         | Mostly Correct    | All Wrong    | Satisfactory | Detailed   | All Correct    | Partially Correct | All Correct | All Correct  |
| Ceyhun   | Not Satisfactory | Superficial | All Wrong     | All Wrong         | All Correct       | All Wrong    | Accurate     | Detailed   | All Correct    | Partially Correct | All Correct | All Correct  |
| Maya     | Not Satisfactory | No relevant | All Wrong     | Partially Correct | Partially Correct | All Correct  | Satisfactory | Detailed   | All Correct    | Partially Correct | All Correct | All Correct  |
| Emre     | Not Satisfactory | Superficial | All Wrong     | All Wrong         | All Correct       | All Wrong    | Satisfactory | Detailed   | All Correct    | Partially Correct | All Correct | All Correct  |
| Fatma    | Satisfactory     | Superficial | All Wrong     | All Wrong         | All Wrong         | All Wrong    | Accurate     | Detailed   | All Correct    | All Correct       | All Correct | All Correct  |
| Eylül    | Not Satisfactory | Superficial | All Wrong     | All Wrong         | All Correct       | All Correct  | Accurate     | Detailed   | All Correct    | Partially Correct | All Correct | All Correct  |
| Nalan    | Not Satisfactory | No relevant | All Wrong     | All Wrong         | Partially Correct | All Wrong    | Satisfactory | Moderate   | Mostly Correct | Partially Correct | All Correct | All Correct  |

#### 4.2.1. Süleyman

Süleyman (a pseudo name) turns into a nervous student when he speaks English. He always tries to translate every sentence from Turkish to English and it causes him to take long pausing time and interferes with his fluency. Grammar is another flaw of him. He is not aware of his mistakes during the speech, but he realizes whether he had a good or bad speech when he finishes. His pretest score was nine. While he answered all past tense forms correctly or with a few mistakes, he had great difficulty in the simple present and future tense forms. In answering the questions part, he used sentence fragments rather than full sentences with limited content. In the picture description part, he could not describe the picture and could not answer related questions. He did not make correct sentences and provide an explanatory description. In the last part, he was not able to form questions and hesitated a lot. All the questions he formed were wrong. In contrast, his posttest score was 21 out of 25. He answered all past, simple present, and future tense questions correctly. Although he had some difficulty in the simple present forms, he struggled to correct them during the test. Regarding answer the questions part, he replied to the questions with sufficient details. While describing the picture, he provided more details in grammatically correct sentences. He enriched his description with elaborated structures. In the last part, he could form all questions without any mistakes. Table 12 identifies his improvement in specific speaking components.

Table 12 Pre vs. Post Test Results of Süleyman

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 1       | 3        |
| Pronunciation | 3       | 5        |
| Grammar       | 1       | 3        |
| Vocabulary    | 1       | 5        |
| Content       | 3       | 5        |
| Overall       | 9       | 21       |

During the DA sessions, it was observed that Süleyman's main problem was to form the correct sentence structure. He could not form positive sentences with the proper syntax. He could not differentiate where he should add a verb, auxiliary verb, or prepositions. Most of the time, he used noun or verb phrases instead of sentences.

Starting from the first DA session, he was given mediation for his sentence structure problems. With the scaffolding, his understanding grew and he became more careful about syntax. He started to use the mediator as a resource. Also, he seemed challenged by the use of tenses. He used the simple present or past tense instead of the future tense. In addition, “to be” was missing in the sentences. When he was given scaffolding on these mistakes, he could benefit it and his understanding grew to correct his own mistakes without mediation.

“M” stands for the mediator and mediational moves are indicated in parenthesis. Also, the translation of Turkish sentences is provided in Appendix 15.

**Example 1:** (Wrong tense form, but he corrects himself by incorporating previous feedback)

*M: Did you have similar experiences?*

*A: Yes, every year I went to... Aslında geniş zamanda mı söylesem?*

*M: Evet, every year dedin çünkü.* (Providing explanation)

*A: Every year I go to Erikli.* (Fourth DA Session)

**Example 2:** (Wrong tense form)

*A: I met local people there.*

*M: Met hangi zaman?* (Identifying specific site of error)

*A: Geçmiş zaman. I meet local people there.*

*M: Gelecek zaman.* (Metalinguistic Clue)

*A: I will meet local people there.* (Fifth DA Session)

Apart from tense related mistakes, he seemed baffled by fossilized mistakes and pronunciation. He did not know the pronunciation of many words and he used false iterant structures. To give a mundane example, he used to overuse articles in the sentences. When he was pointed his fossilized structures, he illuminated his mistakes after a while. Also, his understanding grew in pronunciation.

**Example 3:** (Overuse of articles)

*A: I have a two brothers and sisters.*

*M: Hep “a” kullanıyorsun isimlerden önce, bu yerleşmiş bir hata. (Specifying error)*

*A: I have two brothers and sisters. (At the beginning of second DA Session)*

**Example 4:** (Overuse of article, but he incorporated feedback and corrected himself.)

*A: He has a.... (silent)*

*A: He has two sons.*

*M: Fark ettin değil mi? (Request for verification)*

*A: Evet, hep “has a” ile başlıyorum. (At the end of Second DA Session)*

His vocabulary range was very restricted and in some cases, he did not choose the correct word. He tended to use wrong plural forms, too. In time, he bettered them.

**Example 5:** (Plurality problems)

*A: There are six person.*

*M: Çoğulda ne olacak? (Reminder of directions)*

*A: People. (Second DA Session)*

For answering the questions part, he mostly used wrong interactive alignment and could not complete the sentences. The mediator explained how he can devise the answers with correct forms or what kind of general answers he can give instead of saying yes or no. After the fourth DA session, his answers became more detailed and elaborated.

**Example 6:** (Wrong syntactical form)

*M: What musical instrument does he play?*

*A: He musical instrument is...*

*M: Soruyu alıp yeniden cevapta aynen kullanmana gerek yok. Direkt olarak hangi enstrummanı çaldığını söylemen yeterli. (Identifying specific site of error)*

*A: The violin. (First DA Session)*

Beside grammar, syntax or vocabulary related problems, he lacked information and strategy about how to answer questions or how to describe pictures. He mostly inclined to prefer short answers with “no” and did not explain them. Also, rather than full sentences, he formed noun or verb phrases. When the mediator explained what he did wrong in that part and what he needed to use such as full sentences with correct forms, he bettered his answers in time. Another issue was his devising the questions. He did not have a question format to apply in the asking question part. What he did was to use hints directly in the question. After the second DA session, he started to form easy questions.

**Example 7:** (Wrong question form)

*A: Where did you accommodation last vacation?*

*M: Accommodation ne demek? Sözcük grubu ne?* (Specifying error)

*A: Konaklama.* (Turkish translation of accommodation)

*M: Nerde konakladın derken hangi fiili kullanacaksın?* (Reminder of directions)

*A: Stay. Where did you stay accommodation?*

*M: Accommodation ı kullanmana gerek var mı?* (Specifying error)

*A: Ama burda parantez içinde verilen kelimeler arasında accommodation yazıyor, o yüzden onu kullanmam gerekmiyor mu?*

*M: Ama parantez içinde verilen sözcükler sizin yararlanmanız için ipucu olarak veriliyor. Onları direkt alıp cümlede kullanmazsın. Onlardan yola çıkarak ona uygun soruyu sorman lazım.* (Providing explanation) (Third DA Session)

Throughout his dynamic assessment sessions, he had a positive reaction towards mediation, and he participated wistfully. He did good use of mediation and could develop his speaking ability components. He asked more questions and requested additional assistance when he did not understand. However, despite his noticeable improvement, he was still dependent on the mediator and instruction in many parts at the end of the sessions. The use of the simple present tense and future tense continued to be problematic in some cases.

#### 4.2.2. Ceyhun

Ceyhun perceives himself as being a shy person. He does not like talking a lot or speaking publicly. Regarding his interview statements, he is stressed about speaking English as he is afraid of making mistakes. He calls himself a bad speaker and his major fear is vocabulary. He does not pay attention to grammar a lot because he believes that people can understand him without correct grammar structure. Although he does not have a determined speaking strategy, by giving short answers he tries to escape from the forthcoming questions. If he cannot answer, he just stops. His pretest score was 11. He did all the past forms correctly. However, the simple present tense and future tense forms were all wrong. Regarding answering the questions part, he replied to all questions with short answers without full sentences. While describing the picture or asking questions he was not successful. After the mediation, his total score increased to 21. In that scenario, he did all past and future forms correctly. For the simple present tense, although he had some mistakes, he could keep the conversation alive. In the answering questions part, he performed well compared to the pretest. In describing the picture part, he made full descriptive and explanatory sentences. Finally, he could ask all questions in the correct syntax and form. From this perspective, mediation enabled him to improve all components of speaking ability. Table 13 shows his improvement with scores.

Table 13 Pre vs. Posttest Results of Ceyhun

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 1       | 3        |
| Pronunciation | 3       | 5        |
| Grammar       | 1       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 3       | 5        |
| Overall       | 11      | 21       |

Firstly, he had a hard time dealing with the simple present tense, especially the 3<sup>rd</sup> person singular -s. Most of the time he could not form the correct positive and negatives. In asking questions parts, he could not express any questions with the correct form. Also, he did not use conjugation of to be into the present and past tense. In that vein, to achieve accuracy in positive, negative sentences and questions, some kind of instruction were provided. The fact that he developed those structures was

observed during the next sessions and in the posttest. However, regardless of mediation, he could not promote the simple present tense.

**Example 8:** (Omission of 3<sup>rd</sup> person -s)

*C: My cousin stay in the Netherlands.*

*M: Bir daha kuralım mı cümleyi?* (Request for renarration)

*C: My cousin stay in the Netherland.*

*M: Geniş zaman.* (Metalinguistic clue)

*C: My cousin stays* (Sixth DA Session)

**Example 9:** (Wrong negative tense form)

*C: She don't know.*

*M: Yeniden kuralım cümleyi.* (Request for renarration)

*C: She does not know* (Sixth DA Session)

Mostly, he did not have much problem with the simple past tense. He could use past forms of the verbs correctly in correct syntax. Moreover, the future tense improved easily with less mediation. Regarding vocabulary, he had issues with vocabulary use. Even though he knew the appropriate word, he could not use it in the correct context. As regard knowledge of the speaking test, many problems were detected in three parts. First of all, he had issues with answering the question part. He used to give insufficient answers for questions and most of the time he preferred “no” as an answer to skip the question. In the interview, he had remarked that he uses this as an avoiding strategy. Also, as he is not into speaking, he has difficulty in finding an answer to questions even in Turkish. When the mediator explained to him what kind of answers he can give instead of "no" he started to elaborate his answers immediately and sustained it in the successive sessions.

**Example 10:** (Short answer)

*M: Do you have a big family?*

*C: No.*

*M: Burada biraz daha konuyu açarak cevap vermen gerekiyor. Ailenin neden küçük olduğunu, kaç kişiden oluştuğunu söyleyebilirsin. (Providing explanation)*

*C: I have one sister in my house. My grandparents live in İstinye. My uncle and aunt live in İstinye. (First DA Session)*

Secondly, he was not knowledgeable about picture description, hence he needed more mediation in that part. In other parts, he did not require much help, so the mediator exemplified some nebulous structures. To give a mundane example, he used to provide short noun or verb phrases rather than full sentences in that part. Also, he mostly used the simple present tense instead of the present continuous tense which was not appropriate in that part. To achieve accuracy in that part, he was provided general strategies about picture description. The mediator gave some examples and ideas for pictures. After the mediation, his describing pictures has been developed, he started to give more explanations and justifications with correct tense forms.

**Example 11:** (Wrong tense form)

*C: This person play the guitar.*

*M: This person play the guitar. (Repetition)*

*C: This person are playing the guitar.*

*M: This person, tekil mi yoksa çoğul mu? (Specifying the error)*

*C: Tekil.*

*M: O zaman ne gelecek?*

*C: Plays.*

*M: Ama hep mi yapıyor yoksa şu anda mı? Hangi tense i kullanman gerekiyor? (Reminder of directions)*

*C: Şimdiki zaman, are playing.*

*M: This person, just one, bir tane. (Reminder of directions)*

*C: This person is playing the guitar. (First DA Session)*

He was confused about asking questions. He took long intervals when it was time to ask questions. The mediator gave scaffolding for each grammatical mistake

and also provided some sample questions that can be asked in other tests. At first, he could only ask easy questions. After the third DA session, he could use some difficult questions structures and without explicit mediation and he could correct his mistakes. However, he continued to make mistakes in some cases.

**Example 12:** (Wrong question form)

*C: What do you like activities?*

*M: Ne soruyorsun? Hangi tense kullanacaksın? (Reminder of directions)*

*C: Past tense, What did you last weekend?*

*M: Bir daha sor. (Request for renarration)*

*C: What did your last weekend activities?*

*M: What did your last weekend activities? Geçen hafta aktivitelerin neydi demek istiyorsun. Did mi yoksa were mü kullanman gerekiyor? (Offering a choice)*

*C: ...(silence)*

*M: What did you do last weekend diyebilirsin ya da activities I kullanmak istiyorsan was/were kullanmalısın. (Providing explanation)*

*C: What were your last weekend activities? (Forth DA Session)*

In some cases, especially when he responded incorrectly to mediation, mediation was provided in the form of translation. Also, he was given explanations for grammar problems in detail. This kind of assistance has changed his responsiveness in time.

**Example 13:** (Wrong question form)

*C: What will you do activities in the future?*

*M: “Do” fiilini ve activities kelimesini sürekli yanlış cümlede kullanıyorsun. Eğer cümlede sadece “do” kullanacaksan “what will you do” demen gerekiyor. Yok eğer activities kullanmak istiyorsan “what kind of” kalıbını kullanarak what kind of activities will you do diyebilirsin. (Providing explanation) (Fifth DA Session)*

One of his flaws was the use of vocabulary. Although he knew many words, he could not use them in a suitable context. The mediator scaffolded him for many words, yet he repeated the same mistakes in different sessions. On that point, the mediator did not help to achieve accuracy as he had difficulty in incorporating the feedback.

**Example 14:** (Wrong use of vocabulary)

*C: They are staying on the grass.*

*M: Staying mi? Başka bir fiil var mı burda kullanabileceğin?* (Specifying error)

*C: Sitting.* (First DA Session)

**Example 15:** (Wrong use of vocabulary)

*C: She is staying on the floor.*

*M: Burda sitting desen daha iyi olmaz mı?* (Offering a choice)

*C: She is sitting on the floor.* (Sixth DA Session)

All in all, he eagerly participated in all DA sessions and responded by incorporating the mediation. In time, he started to correct himself or at least realized his own mistakes. Although he had some fossilized and iterant mistakes, he could promote most of his mistakes.

#### **4.2.3. Maya**

Maya is a shy student who hates speaking. She does not trust herself in speaking Turkish and English. She perceives herself as a bad speaker and does not apply any compensating strategies during the speech. She scored nine in the pretest. She had problems with the simple past and present tense, yet her future tense forms were correct. In answering questions part, she responded with short answers and hesitated a lot. In the other parts neither she could propose any full sentences in the picture description part nor she could ask questions. However, in the posttest, her overall score was 21. She was aware of all past tense forms and could use them correctly. Although she had slight mistakes with the simple present tense, she made

most of the sentences correctly. During answering the questions part, she answered with details in a fluent manner. For describing the picture part, she provided full sentences with many details. She also justified her statements. In the last part, she could ask all questions with correct syntax. Table 14 offers her pre and posttest scores in detail.

Table 14 Pre vs. Posttest Results of Maya

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 1       | 3        |
| Pronunciation | 3       | 5        |
| Grammar       | 3       | 3        |
| Vocabulary    | 1       | 5        |
| Content       | 1       | 3        |
| Overall       | 9       | 19       |

Regarding tense mistakes, the use of simple present tense in all sentence types was wrong. In addition, she had some issues with the simple past tense. With scaffolding, she could promote her use in a way for those structures. Even during the same session, she was able to use the correct form of the mediated structure integrating the previous feedback.

**Example 16:** (Wrong tense form)

*D: My father don't live us.*

*M: Don't live and my father... (Specifying error)*

*D: Don't stay*

*M: Stay or live, ok. He. (Specifying error)*

*D: Doesn't live. (At the beginning of second DA session)*

**Example 17:** (Correct tense form)

*D: He goes there. (In the middle of second DA session)*

Another basic problem was the use of plural forms. Whereas she knew the accurate use of the structure, most of the time, she addressed wrong plural forms. After mediation, her plural forms started to proceed as she realized that she had

confusion on that part. Additionally, she had some difficulty in addressing correct vocabulary. Her awareness grew on it, too.

**Example 18:** (Plurality problems)

*D: Two childs*

*M: Childs mı? (Specifying error)*

*D: Children. (Third DA Session)*

**Example 19:** (Wrong use of vocabulary)

*D: I study architect.*

*M: I study architect ... (Specifying error)*

*D: Architecture. (Fifth DA Session)*

One of her major problems was finding answers to questions. As she is shy, she was not good at having a conversation even in Turkish. She was not able to reply to the questions not more than one or two sentences. She was thinking a lot in long pauses. As scaffolding, firstly, the mediator provided some sample sentences and explained what kind of answers she could give. After a few sessions, she made use of mediation and started to give satisfactory answers. In the fourth DA session, she did not need any mediation. She used all tense forms appropriately and adequate sentences. Moreover, she added fillers in the speech such as “I think”, “because”.

**Example 20:** (Short answers)

*M: What kind of music do you like?*

*D: Rap, pop.*

*M: Why do you like pop music?*

*D: ... (silent)*

*M: Sakin ol, niye seviyorsun pop müziği? (Translation)*

*D: Hareketli çünkü.*

*M: It makes me energetic gibi şeyler diyebilirsin o zaman. (Providing example)*

*D: Ha, onları da mı söyleyeceğim?*

*M: Tabiki, beni mutlu ediyor falan da diyebilirsin. (Providing example)*

*D: It makes me happy. (First DA Session)*

**Example 21:** (Lack of test knowledge)

*M: Did you do anything special last weekend?*

*D: ... (silent)*

*M: Soruyu anladın mı?*

*D: Hayır.*

*M: Yes no sorusu mu bu? (Reminder of directions)*

*D: Evet.*

*M: Geçmişe ait bir şey mi soruyor? (Reminder of directions)*

*D: Evet.*

*M: Anlamadığın yer neresi burada? Kelime mi?*

*D: Special olan benim yaptığım şey mi?*

*M: Evet, hiç özel bir şey yaptın mı diyor. (Translation)*

*D: No.*

*M: Ama no desen bile yine de açıklaman gerekiyor neden no olduğunu, böyle kısa cevap verip bırakamazsın. (Providing explanation) (Third DA Session)*

She failed to describe pictures during the tests. She could not focus on the picture and tell what she saw. She used to use incorrect grammatical structures with inadequate words instead of full sentences. She did not tend to provide justifications or guesses about the pictures. She had long pauses. In that vein, she was provided some strategies for the organization of speech and which tense structures she needed to use with this organization. In addition, the mediator always guided her to use full sentences instead of a noun or verb phrases. Following the second DA session, her describing the picture part proceeded. She began providing more details with an effective organization.

When she tried to ask questions, she faced a lot of problems. Firstly, she did not know what to ask and she had long wait-time in that part. Furthermore, she had difficulty in composing the appropriate syntax according to tense. The mediator provided some kind of asking question strategies and grammatical help. Following the second DA session, she began asking some easy questions. In the next DA

sessions, although she still made some trivial mistakes, she could complete the part by asking all questions in a flow.

**Example 22:** (Wrong question form)

*D: How old ...*

*M: Ne soracaktın?*

*D: How old...*

*M: How old are you sorarken nasıl soruyorsun?* (Providing example)

*D: How old is she?* (Second DA Session)

**Example 23:** (Wrong question form)

*D: What will you do job?*

*M: Job'a gerek yok. Aynısını kullanmak zorunda değilsin. Ne iş yapacaksın derken what will you do demen yeterli. "do" meslek anlamında kullanılıyor.* (Providing explanation) (Fifth DA Session)

#### **4.2.4. Emre**

Emre is one of the most hardworking students in the group. However, when it comes to speaking, he has lots of difficulties due to his assuring and nervous character. He is extremely self-controlled hence he applies this characteristic into his speech. He does not make spontaneous sentences without hesitating. He has great difficulty in grammar and cannot apply any strategies to solve his problems. He got 11 from the first test. Although he could use simple past tense correctly, he could not make sentences or questions with simple present and future tense. Regarding the parts of the test, he could answer all of the questions, yet he could not describe the picture because of vocabulary problems. Also, he could not make full sentences and give an explanatory expression. As for asking questions part, there seemed to rise many problems with the question and correct tense use. In contrast, he showed a successful increase in the posttest. His posttest score was 19. All grammar structures including simple past, simple present, and future tense structures were in the appropriate use. While he was answering the questions he could reply to all questions confidently and did not hesitate. For describing the pictures, he used many

descriptive strategies with justifications. All sentences were precise, and all questions were accurate. Table 15 presents his improvement regarding pre and posttest results.

Table 15 Pre vs. Posttest Results of Emre

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 1       | 3        |
| Pronunciation | 3       | 5        |
| Grammar       | 1       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 3       | 3        |
| Overall       | 11      | 19       |

Regarding grammar structures, the simple present tense was one of the biggest problem areas. At first, he was not able to differentiate the proper tense use. Also, he used to add “am, is, are” before the verbs. Positive, negative and question forms of simple present tense were full of mistakes. Nonetheless, after mediation, he could progress to some extent without gaining full command of those structures. It became easier to realize his own mistakes and offer some explanations for his mistakes. He performed well with negative forms of simple present tense such as “she does not like”, whereas, he had still some problems with 3<sup>rd</sup> person singular -s in the sixth DA session. Additionally, even though he progressed perfectly with the past tense, some forms were still wrong.

**Example 24:** (Adding conjugation of to be into the simple present tense)

*Mu: It is me relax.*

*M: Cümleyi bir daha kuralım mı? O beni rahatlatıyor demek istiyorsun değil mi? (Translation)*

*Mu: It is relax for me.*

*M: Relax fiil mi yoksa sıfat mı burada? (Offering a choice)*

*Mu: Relax normalde fiil, be kullanmamam lazım.*

*M: Evet.*

*Mu: It is relaxing me.*

*M: It is relaxing me ya da bunu geniş zamanda vermek istersen it relaxes me daha güzel olur. (Providing explanation) (First DA Session)*

**Example 25:** (Adding conjugation of to be into the simple present tense)

*Mu: They are be happy.*

*M: They are be happy. (Repetition)*

*Mu: .... (silent)*

*M: Zaten are, be demek değil mi? Neden bir daha be'yi kullanıyorsun?*  
(Metalinguistic clue)

*Mu: Resim tanıttığım için şimdiki zaman kullanıyorum, o yüzden be ekliyorum.*

*M: Ama are be'nin bir formu, şimdiki zaman olsa bile tekrar be demene gerek yok. (Explanation) (First DA Session)*

**Example 26:** (Omission of 3<sup>rd</sup> person -s)

*Mu: She look nervous.*

*M: She look (Identifying specific site of error)*

*Mu: She looks nervous. (Sixth DA session)*

For the answering questions part, he used to give short insufficient answers. Moreover, even though he understood the question, if he was not sure about the answer, he used to stop and never attempt to say something. The mediator explained that he needed to give some kind of answers including negative or positive short answers and if needed more details. Additionally, the mediator provided some small clues when he was stuck. Whenever he got the clue, he could continue. Following the second DA session, his answering questions part started to improve. Especially in the third DA session, he provided enough details and included new vocabulary in the context.

While describing the picture part, he had a propensity for uttering a few sentences at the beginning and stopping later. To help the student at those moments, the mediator gave some kind of clues whenever he stopped. In those cases, he was sometimes unresponsive towards mediation or he used to say a few nouns or verb phrases in lieu of full sentences. The development rate of those parts with mediation was quite low. Even in the third DA session, he could not make full sentences and the mediator had to exemplify each picture. Additionally, he was still taking long pauses. Therefore, the mediator had to explain each strategy or clue in each session,

until he developed. Be that as it may, he could enhance his repertoire in a longer time and achieve the accuracy up to some point.

**Example 27:** (Lack of test knowledge)

*Mu: I can see a happy family. They are looking.... (silent)*

*M: Bak, aşağıda sorular var. Do you take family photos diyor ya, burdan yola çıkarak bunun bir fotoğraf olduğunu söyleyebilirsin. Her zaman önce aşağıdaki soruları okursan, bunlar sana genel anlamda bir bakış açısı kazandırabilir ve neler söyleyeceğini kestirebilirsin. Neden bu fotoğrafı çektiydiklerini, bununla ne yapacaklarını söyleyebilirsin. (Explanation)*

*Mu: I think this is a family photo. In my opinion, they are so happy because they are sending this photo for their sister. Maybe their sister abroad.*

*M: Their sister ... (Identifying specific site of error)*

*Mu: Maybe their sister is abroad. (Second DA Session)*

**Example 28:** (Short answers)

*Mu: Last year, Antalya.*

*M: Bunu tam cümle yaparsan daha iyi olur. (Offering a choice)*

*Mu: We took a photo in Antalya last year. (Third DA Session)*

Regarding vocabulary, although he had a good knowledge of vocabulary, he could not use them appropriately in the context. However, when he was provided mediation, he could remember the words and generate sentences in other contexts, which was one of his strengths. He was able to remember all the mediation he was given. Also, after a while, he started to use mediator as a resource and ask for more mediation to recall his previous feedback.

**Example 29:** (Use mediator as a resource)

*Mu: I ...., 'çok merak ediyorum' ne demek?  
(What does it mean "wonder" in English?)*

*M: wonder.*

*Mu: I wonder Antalya. (At the Beginning of Fifth DA Session)*

**Example 30:** (Make use of previous mediation)

*Mu: I wonder those things.* (In the Middle of the Fifth DA Session)

While he was asking questions, he could not form any questions at first. He needed much mediation from the mediator to be able to express questions. Still, his improvement was quite fast with question structures. The only problem was his thinking too much to find the hardest question, which leads to long pauses, and so does panic. For that problem, mediation could not help him shorten his waiting time.

**Example 31:** (Wrong question form)

*Mu: How do you feeling?*

*M: Again.* (Repetition)

*Mu: How do you feel?* (First DA Session)

In conclusion, although it is out of the question that he was one of the best students who have a good knowledge of vocabulary and grammar, his reaction to mediation was slower than the other students. Even though the other students showed a marked improvement in the third or fourth DA sessions regarding providing details and justifications, he was still in need of more mediation during all sessions. In spite of his progress in grammar, he could not give enough details in all parts. This situation can be associated with his close-tongued and self-controlled character. Apropos of that he panicked easily during the tests, so it was hard to continue after those moments as he could not respond to the mediation, which is a drawback for his improvement in some parts. However, despite some flaws, he could make a significant change in his final test.

#### **4.2.5. Fatma**

Fatma had a negative attitude towards English and she used to believe that grammar is not as important as vocabulary and people can understand her without using the correct grammar. She got 13 out of 25 in the pretest. She used all simple past, present and future tense forms wrongly in the test. While answering the questions, she was able to provide sufficient details but with wrong grammar

structures and noun phrases. She could describe the picture slightly, yet she was confused about some parts. Also, she had a hard time asking questions as she could not understand which tense she had to use. In the posttest, her score was 23 out of 25. She performed quite well by using all correct tense forms. For all parts of the test, she was able to give elaborated answers with justifications. Table 16 shows her pre and posttest scores in detail.

Table 16 Pre vs. Posttest Results of Fatma

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 3       | 5        |
| Pronunciation | 5       | 5        |
| Grammar       | 1       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 3       | 5        |
| Overall       | 13      | 23       |

She could not generate proper sentences with the present continuous tense. However, after the mediator provided some clues she could form sentences correctly. What is more, there were some mistakes about the conjugation of to be regarding noun-verb coherence. She could not differentiate forms during the speech. Forms of the simple present tense were all wrong. She had some problems with the future tense, too. Whereas, she progressed after mediation by realizing her mistakes. In the sixth DA session, she used the correct forms of the simple present tense. During the posttest, she could correct herself when she attempted to make a mistake.

**Example 32:** (Omission of to be)

*İ: I listening to.*

*M: Again, cümleyi yeniden kuralım.* (Request for renarration)

*İ: I listening to...*

*M: Listening to mu?* (Identifying the specific site of the error)

*İ: I am listening to*

*M: Dikkat et, -ing olan cümlelerde am/is/are kullanmayı sürekli unutuyorsun.*  
(Specifying error) (At the beginning of first DA Session)

**Example 33:** (Wrong form of demonstratives)

*İ: This guys are listening to the boy.*

*M: This guys, bir şey var mı bunda?*

*İ: ... (Silent)*

*M: Guys plural, ama this değil.*

*İ: These guys. (At the end of first DA Session)*

**Example 34:** (Omission of 3<sup>rd</sup> person -s)

*İ: She have short hair.*

*M: Have short hair? (Identifying the specific site of the error)*

*İ: She has. (Second DA Session)*

**Example 35:** (Adding conjugation of to be into the simple present tense)

*İ: They are look...*

*M: Hep aynı şekilde fiilin başına am/is/are getiriyorsun. Geniş zamanda bunu yapmıyoruz. Sadece fiili kullanıyoruz. (Specifying error+Providing explanation)*

*İ: They look... (Second DA Session)*

**Example 36:** (Wrong tense form)

*İ: I went to go my cousin.*

*M: Went dedin, niye tekrar go diyorsun? (Specifying error)*

*İ: I went to my cousin. (Third DA Session)*

*İ: I went to go ....., I went to Rize. (Posttest, she corrected herself)*

**Example 37:** (Correct use of 3<sup>rd</sup> person -s)

*İ: She looks unhappy. (Sixth DA Session)*

*İ: She thinks that... (Sixth DA Session)*

Additionally, there seem to be some problems with plurality. She was always uttering plural forms rather than singular ones or vice versa such as “two child, five person”. She could also promote that mistake in time. At the beginning of the sessions, she was taking long pauses without uttering any words while answering the

questions. Even if she was able to produce some short answers, she was struggling to make full sentences, which caused long pauses interfering with the fluency of the speech. In that case, the mediator informed her about some possible answer examples based on the questions. She was told about the importance of fluency and the ways of keeping fluency. During answer the questions part, she had difficulty in determining the correct tense of the answer. She was not able to select the correct tense structure for the answers. The mediator explained the importance of coherence and showed some strategies that she could benefit from. She achieved accuracy in those parts.

**Example 38:** (Wrong tense form)

*M: Where did you go?*

*İ: I go to İzmir.*

*M: Ama soru geçmiş zaman ile soruluyor. O yüzden cevabında past tense içeren bir yapı olmalı. (Providing explanation) (Forth DA Session)*

Her describing picture part was a panicking area for her. She was not able to describe the pictures. Although she did not have long pauses like other participants, she had many grammar mistakes. In that vein, the mediator explained what she could say during describing the picture. Nevertheless, it took too much time for her to promote this part. Even in the fifth DA session, she was still in need of mediation to be able to explain some parts. As she was quite anxious, it was blocking her fluency. Following mediations, she showed significant development.

During the first DA session, she was not able to ask any questions. She was using the simple past tense instead of the simple present tense. The mediator explained wh- question structures in detail. Moreover, one of her mistake areas was determining the correct tense for the given topic. The teacher provided mediation for those cases. After the third DA session, although she hesitated in some parts, she could ask the questions by overcoming her problem.

**Example 39:** (Noun-verb incoherence)

*İ: Who are your favourite actor?*

*M: Çoğul bir şey mi sordun tekil mi? (Specifying error)*

*İ: Who is your favourite actor? (First DA Session)*

To conclude, she attended all of the sessions wistfully and tried to comprehend every mediation by investigating. This situation enabled her to correct her own mistakes easily. Following the fourth session, she began realizing her own mistakes and correcting them.

**Example 40:** (Correcting mistake)

*İ: They swimming, no, they will swimming, They will swim. (Forth DA Session)*

#### 4.2.6. Eylül

Eylül was one of the anxious participants hesitating a lot. She was afraid of giving wrong answers or making mistakes, therefore she used to wait a lot to find the correct answer or approval from her teacher to continue. She was good at grammar, still, her biggest problem was fluency and not giving enough details. As she did not provide much explanation, mostly her sentence structures were correct but not satisfying. She got 13 in the pretest. Although she could form simple past and future forms correctly, she had issues with the simple present tense. Regarding answering the questions part, she seemed challenged by fluency. As she hesitated a lot, she could not perform well. Her describing pictures part was full of noun and verb phrases; and short answers. Moreover, when she needed to ask questions she did not understand what she had to do. In contrast, her posttest score was 21. She used all tense forms correctly, yet in some parts of the simple present, she had a hard time. She answered all questions in detail and she described the picture with charming justifications. Also, she could ask questions. Table 17 presents her development scores.

Table 17 Pre vs. Posttest Results of Eylül

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 1       | 3        |
| Pronunciation | 3       | 5        |
| Grammar       | 1       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 3       | 5        |
| Overall       | 13      | 21       |

Even though she performed quite well with tenses, she had some mistakes in each session. When she started to provide more details in line with given strategy mediations, her mistakes increased. She could incorporate the assistance regarding test knowledge, but applying those strategies caused more mistakes in grammar and vocabulary. Most of the time, she had some mistakes on time adverbs and correct tense use. Nonetheless, after the successive mediation process, she progressed in all these structures.

**Example 41:** (Wrong tense form)

*Ö: I want to play the guitar last summer.*

*M: Hangi tense? Past olsa daha iyi olmaz mı? (Metalinguistic clue)*

*Ö: I wanted to play. (First DA Session)*

She had a tendency to use possessive adjectives wrong such as “your” instead of “his/her” which is a common mistake among Turkish students. Even though she did not realize it at the beginning, after the mediation process she became more aware and careful.

**Example 42:** (Wrong use of possessive adjectives)

*Ö: She doesn't like your friends.*

*M: Your friends. (Identifying specific error site)*

*Ö: Onun arkadaşları*

*M: Your senin demek ama. (Translation)*

*Ö: Her friends. (First DA Session)*

**Example 43:** (Wrong tense form)

*Ö: I will went to go.*

*M: I will went to go. Bir daha bakalım. (Identifying specific error site)*

*Ö: I will go ama istiyorum desem.*

*M: O zaman want getirebilirsin. I want to go on a holiday. Ama burada will'e gerek yok çünkü want genelde geniş zaman ile kullanılır. (Providing explanation) (Sixth DA Session)*

In addition, she had difficulty in describing the picture part. She used to wait for a long time and her descriptions were not beyond the clothes of characters in the picture. The mediator illustrated some points and exemplified, so her understanding of that part grew. She progressed in her descriptions regarding vocabulary and grammar.

**Example 44:** (Problems with picture description)

Ö: *She is wearing a T-shirt...(silent)*

M: *Burada artık kıyafet tanımlamaktan öteye geçip daha farklı şeyler söyleyebilmen lazım. Neden sonuç ilişkileri kurarak bunları açıklamalısın.*

(Providing explanation) (Forth DA Session)

She had mistakes while she was trying to ask questions due to her lack of knowledge on question forms of tenses. Also, at first, she was not so sure about what to ask. In time, it got better and asked questions without mediation. Whereas, she had some inevitable mistakes from time to time.

**Example 45:** (Wrong question form)

Ö: *Who did you with?*

M: *Did!* (Specifying error)

Ö: *Who did you with?*

M: *Who were you with? Be'nin past halini kullanmamız gerekiyor burada.*

(Metalinguistic clue) (Third DA Session)

**Example 46:** (Wrong tense form)

Ö: *What do you will go?*

M: *Bir daha dene, ne demek istedin, iyi düşün.* (Request for renarration)

Ö: *What do you...*

M: *What nereye demek mi?* (Translation)

Ö: *Where do you will go?*

M: *Aynı cümlede hem do hem will olabilir mi?* (Request for verification)

(Can you use “do” and “will” in the same sentence?)

Ö: *Where will you go?* (Fifth DA Session)

Consequently, as a major drawback, her shy and unconfident character interfered with her development throughout the process. Hence, even if she could advance her vocabulary and grammar knowledge, her fluency could not show the same success chart. Even in the fifth DA session, though her use of various grammar and vocabulary, she was not able to express herself with more details and long answers. She was also taking long pauses.

#### **4.2.7. Nalan**

Nalan had problems dealing with English. She was afraid of speaking English and she used to forget everything she knew when she started to speak. Therefore, she could not express herself in the tests. Her pretest score was nine. Her grammar knowledge was limited. She did not know how to use the simple present and future tense correctly and she was confused about some past forms. She had a hard time dealing with the questions. She was not able to make full sentences and she was taking long pauses. Her most insufficient skill was describing pictures. She could never make coherent explanatory sentences and reflect herself. While she was asking questions, she wavered between past and future tense and could not differentiate tenses. In the posttest, her score rose to 19. All of the tense forms were in the correct conjugation except for some simple present forms. While she was answering the questions, she sometimes had difficulty in understanding the questions and wavered a lot. She demanded help or some clues most of the time from the mediator. Even though she got better with mediation in successive sessions, her progress was slower than other participants. It has been observed that she was still in the process of processing knowledge and she needed more time with mediation. Likewise, she hesitated a lot in describing the pictures part even though she could give explanations and justifications in full sentences. She could ask questions in the last part, yet it was not so satisfying. She was always stressed in all sessions. Table 18 presents Nalan's test scores.

Table 18 Pre vs. Posttest Results of Nalan

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 1       | 3        |
| Pronunciation | 3       | 5        |
| Grammar       | 1       | 3        |
| Vocabulary    | 1       | 3        |
| Content       | 3       | 5        |
| Overall       | 9       | 19       |

She seemed challenged by sentence structure. To raise awareness on that issue, the mediator provided various forms of assistance to her. Although her progress was quite slow, she could manage to improve up to a point in the end.

**Example 47:** (Wrong syntactical form)

*S: This picture in the some people.*

*M: Cümleyi bir daha yapalım mı?* (Request for renarration)

*S: In the picture, some people in there.*

*M: Nasıl diyeceğiz? Ne var diyeceğiz? Resimde bazı insanlar var diyeceğiz.*

*Nasıl deriz?* (Reminder of directions)

*S: ... (silent)*

*M: “Var” kalıbını biliyorsun sen.* (Reminder of directions)

*S: Been.*

*M: There is, there are kullanıyorduk, hatırladın mı?* (Reminder of directions)

*S: There is some people.*

*M: Is this correct?* (Request for verification)

*S: There are some people.* (First DA Session)

Moreover, her tense conjugations in all tense structures had some default lack elements. She had difficulty in choosing the correct tense. In time, her understanding grew with scaffolding and she bettered in conjugations. To illustrate, when she was given scaffolding on the 3<sup>rd</sup> person singular -s for the simple present tense, she used the correct forms for the rest of the session.

**Example 48:** (Wrong tense form)

*S: The girls are look at his.*

*M: Bir daha, the girls are.... (Specifying error)*

*S: The girls are looking at his.*

*M: Look at him ya da boy demelisin. Bak, hep kaçırdığın bir şey var continuous tense ile ilgili. -ing takısını getirdiğinde “am/is/are” ı unutuyorsun ya da am/is/are getirip -ing getirmeyi unutuyorsun. (Providing explanation)*  
(First DA Session)

**Example 49:** (Omission of 3<sup>rd</sup> person -s)

*S: She live in İzmir.*

*M: Geniş zamanda özne she olunca ne yapman gerekiyordu? (Reminder of directions)*

*S: She lives in İzmir. (At the Beginning of Second DA Session)*

**Example 50:** (Correct tense form)

*S: She has 4 children. (At the End of Second DA Session)*

*S: She lives in Ankara. (At the End of Second DA Session)*

**Example 51:** (Correcting mistakes)

*S: I am seeing.*

*S: Aaa, I am seeing olmuyordu. I see (Sixth DA Session)*

While she was replying to the questions, she had an inclination to use short forms rather than explaining all details. When the mediator explained the importance of using coherent full sentences and giving details, she altered her behavior and made an effort to correct herself after the second DA session. In the asking questions part, she did not have any question schemata both syntactically and semantically. She was just trying to utter some infallible words. In the wake of mediation, she advanced in questions.

**Example 52:** (Wrong question form)

*S: Do you ... what kind of do you music?*

*M: Ne sorman gerekiyordu? Movie değil mi? (Reminder of directions)*

*S: What kind of do you...*

*M: Movies nereye gelecekti? (Reminder of directions)*

*S: What kind of movies do you watch? (First DA Session)*

Briefly to say, her first and second DA sessions were full of mistakes a bunch of forms of scaffolding was given to her. Her improvement was slow, and she had recurrent mistakes. Be that as it may, she could enhance her repertoire and try to correct her own mistakes. In her case, the most striking observation to emerge from the data was her attitude towards mediation. As she made a lot of mistakes in the first and second DA sessions, the mediator tried to correct every mistake. Nonetheless, in that case, instead of realizing her mistake she became more anxious and stopped talking or wavered. To solve that problem, the mediator calmed the participant down and explained every question one by one with reasons. This kind of application was successful in her case and she did not tend to suffer from that problem. In the third DA session, she began correcting her own mistakes without being warned by the mediator.

#### **4.3. NON-DYNAMIC ASSESSMENT SESSION ANALYSIS OF THE CONTROL GROUP**

The results of the control group indicated that all participants performed better in the posttest even though their score intervals vary. While the most successful student increased her pre-score eight points, the least successful increased two points. Also, the change in score interval for each component in the rubric was different. While most of the students (4 students) bettered in grammar and vocabulary use, only three students progressed their pronunciation. Two students advanced in content and fluency. The findings of their data showed that participants sustained their basic mistakes related grammar and vocabulary throughout the sessions. Table 19 presents control group's developmental change in test parts and grammar structures. The findings of this table reveal that there has not been a crucial development in learners' understanding of test parts such as warm-up, describing the picture and asking questions. It was observed that only a slight change occurred in their grammar structures.

Table 19 Development of Pre vs. Posttest Tasks and Grammar Structures in the Control Group

| PRETEST |                  |             |                   |                   |                   |                   | POSTTEST         |             |                   |                   |                   |                   |
|---------|------------------|-------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------|-------------------|-------------------|-------------------|-------------------|
|         | Warm-Up          | Descr Pict  | Asking Quest.     | Present Tense     | Past Tense        | Future Tense      | Warm-Up          | Descr Pict  | Asking Quest.     | Present Tense     | Past Tense        | Future Tense      |
| Nilüfer | Satisfactory     | Superficial | All Wrong         | All Wrong         | All Wrong         | All Wrong         | Satisfactory     | Moderate    | Partially Correct | Partially Correct | All Correct       | Partially Correct |
| Melis   | Not Satisfactory | Superficial | All Wrong         | All Wrong         | All Wrong         | All Wrong         | Not Satisfactory | Superficial | Partially Correct | Partially Correct | All Correct       | All Correct       |
| Helen   | Satisfactory     | Moderate    | All Wrong         | All Wrong         | All Wrong         | All Wrong         | Accurate         | Moderate    | All Correct       | Partially Correct | All Correct       | All Correct       |
| Selen   | Satisfactory     | Detailed    | Mostly Correct    | Mostly Correct    | Mostly Correct    | All Correct       | Accurate         | Detailed    | All Correct       | Partially Correct | All Correct       | All Correct       |
| Eyşan   | Not Satisfactory | Superficial | Partially Correct | Partially Correct | Partially Correct | Partially Correct | Not Satisfactory | Superficial | Partially Correct | Partially Correct | Partially Correct | Partially Correct |
| Haldun  | Satisfactory     | Moderate    | Partially Correct | Partially Correct | Mostly Correct    | Partially Correct | Satisfactory     | Moderate    | Partially Correct | Partially Correct | Mostly Correct    | Mostly Correct    |

#### 4.3.1. Nilüfer

Nilüfer thought her major deficiency was fluency, so she tried to speak faster, hence she just said whatever came to her mind. Nonetheless, her fluency was as it had to be, but the problem was about her ungrammatical forms, therefore she was not able to generate coherent sentences. Her pretest score was 15 and all of the tense forms she produced were full of a variety of mistakes. Although she could provide enough details for the questions, she was not good at picture description and asking questions. Her posttest score was 19 and her past tense use bettered. Whereas, the simple present and future tense forms were still erroneous. She advanced in picture description, yet she had a hard time dealing with asking questions. Table 20 shows her pre and posttest scores.

Table 20 Pre vs. Posttest Results of Nilüfer

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 5       | 5        |
| Pronunciation | 3       | 3        |
| Grammar       | 1       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 3       | 5        |
| Overall       | 15      | 19       |

During the speaking tests, the simple present tense conjugations were all wrong and throughout all tests, she kept doing the same mistakes. Also, she had some issues

with the simple past tense and she repeated the same mistake in all tests. Furthermore, she inclined to ask questions without auxiliary.

**Example 53:** (Adding conjugation of to be in the simple present tense)

*B: He is play pop music. (First NDA Session)*

*B: I am describe you my sister. (Second NDA Session)*

*B: They are drink a lot of things. (Third NDA Session)*

*B: They are prepare scubadiving. (Sixth NDA Session)*

*B: They are go to work. (Posttest)*

**Example 54:** (Wrong tense form)

*B: I went to go to Karabük. (Forth NDA Session)*

*B: I went to go to Karabük. (Posttest)*

**Example 55:** (Wrong question form)

*B: Where she lives? (Second NDA Session)*

*B: What kind activity of did? (Forth NDA Session)*

*B: What kind of activity you did? (Posttest)*

By the end of the sessions, she bettered some parts of her grammar and vocabulary use. She uttered new words for the pictures and expressed herself better. She also started to give more details in time. Nonetheless, her grammar mistakes and question parts did not improve and she continued to do the same mistakes repeatedly.

#### **4.3.2. Melis**

Melis scored thirteen in the pretest. Her tense forms were incorrect, and she was not able to give coherent answers to the questions. She had difficulty in forming questions. However, in the posttest, she could use some past and future tense forms correctly and she got nineteen. Notwithstanding her use of various vocabulary, her details and explanations tended to be more superficial. Table 21 shows her scores.

Table 21 Pre vs. Posttest Results of Melis

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 3       | 5        |
| Pronunciation | 3       | 3        |
| Grammar       | 1       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 3       | 3        |
| Overall       | 13      | 19       |

Her major fault was the use of incomplete sentences. In lieu of generating cohesive sentences, she formed bits and pieces of vocabulary throughout all sessions. In addition, she seemed baffled by tenses. She wavered tenses with wrong time expressions.

**Example 56:** (Bits and pieces of phrases)

*M: I again the watch Stranger Things.* (Second NDA Session)

*M: Just sit.* (Third NDA Session)

*M: I will four or five years ago* (Sixth NDA Session)

*M: Have a...* (Posttest)

**Example 57:** (Wrong tense form)

*M: We ride a horse (\*rode)* (Forth NDA Session)

*Mediator: Will you do this activity in the future?*

*M: No, I did not. (\*won't)* (Fifth NDA Session)

Even though she improved fluency and grammar, it is not possible to say she bettered in all conjugations of target tenses. She maintained her already existing pronunciation and syntactical mistakes.

### 4.3.3. Helen

Helen was one of the most confident participants. Even though she had some mistakes, she could play with the language cleverly. Even though she sometimes had difficulty in finding appropriate grammar structures, she watched out grammar while speaking. Her pretest score was 13 because all of her tense uses were in the wrong form. She could provide enough details regarding content, still, her grammar

structures such as noun-verb coherence were unsatisfactory. Also, her questions were not clear. Whereas, she scored 21 in the posttest. She progressed all tense forms, and she started to give some details in her answers and ask questions. Table 22 presents the change in her scores.

Table 22 Pre vs. Posttest Results of Helen

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 3       | 5        |
| Pronunciation | 3       | 5        |
| Grammar       | 1       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 3       | 3        |
| Overall       | 13      | 21       |

Throughout speaking tests, she was confused about expressing tense and correct conjugation. She was not sure about the correct tense for the content and time expressions. Moreover, she tended not to use correct plural forms.

**Example 58:** (Wrong tense form)

*H: Father wear a T-shirt.* (Second NDA Session)

*H: What is your activity in last summer?* (Forth NDA Session)

*H: Where were you in tonight?* (Sixth NDA Session)

*H: I spend time my family.* (\*spent) (Posttest)

**Example 59:** (Plurality problems)

*H: There are six person in my family.* (First NDA Session)

*H: Childrens.* (Second NDA Session)

*H: 2 day.* (Third NDA Session)

*H: 2 sibling.* (Forth NDA Session)

*H: After 4 year.* (Sixth NDA Session)

All in all, the mediator observed that the number of her mistakes decreased in time as her level of anxiety lowered with practice. While she was taking long intervals for the questions, her wait time shortened after a few tests.

#### 4.3.4. Selen

She had the highest pretest score (19) among all participants. She did some mistakes with the simple present and past tense. She could answer most of the questions except for some parts. She scored 23 in the posttest. Most of her tense forms were appropriate and her answers were elaborated. Her wait-time was very short. Table 23 gives her pre and posttest scores.

Table 23 Pre vs. Posttest Results of Selen

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 5       | 5        |
| Pronunciation | 3       | 5        |
| Grammar       | 3       | 3        |
| Vocabulary    | 3       | 5        |
| Content       | 5       | 5        |
| Overall       | 19      | 23       |

In all tests, she had a hard time dealing with pronunciation. She did iterant pronunciation mistakes and she did not correct them throughout sessions. Also, some sentence fragments she used were always inaccurate. She was confused by some vocabulary and she composed wrong sentences with them.

#### **Example 60:** (Iterant sentence fragments)

*H: They look like happy.* (First NDA Session)

*H: They look like happy.* (Second NDA Session)

*H: Picture on the right.* (in all NDA Sessions)

Although she could speak very fluently with a good command of English, the mediator detected that she memorized some appropriate sentences such as “I think they are British people” to use while describing pictures. Repeatedly she used those word-perfect sentences.

#### 4.3.5. Eyşan

Eyşan was one of the weakest students in the control group. As she is not so comfortable with speaking in general, she finds difficult to speak in English. She got

15 in the pretest. Although she could generate most of the sentences grammatically correct, her wait-time interfered with both her fluency and explanations. As she did not create many sentences, she did not have many mistakes as the others did. Also, she had a tendency to skip questions with short answers. While describing the picture, she seemed baffled by expressing the correct tense form. She scored 17 in the posttest. She could only improve her pronunciation in those sessions. Table 24 shows her test scores.

Table 24 Pre vs. Posttest Results of Eyşan

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 3       | 3        |
| Pronunciation | 3       | 5        |
| Grammar       | 3       | 3        |
| Vocabulary    | 3       | 3        |
| Content       | 3       | 3        |
| Overall       | 15      | 17       |

She held back too long during the tests and could not express correct tense forms. In some cases, she did not use correct conjugation of *to be* and auxiliary into the tenses.

**Example 61:** (Wrong verb form)

*E: They will swimming.* (Fifth NDA Session)

*E: My sister engineer.* (Sixth NDA Session)

To conclude, her grammar was not inaccurate for the sentences she composed. However, as she did not make many sentences, it may not be sensible to generalize that situation to her overall grammar knowledge. Also, as she hesitated for too long, she could correct some of her mistakes. Therefore, she did not have iterant mistakes in her data.

#### 4.3.6. Haldun

Haldun was the oldest participant in the research. He had already completed his first undergraduate education in a Turkish medium university. This was his second university education. Also, he was the only student who is open and positive towards

speaking in English. He was confident and could explain his ideas clearly in all tests. He scored 17 in the pretest. He had some difficulties with the simple present tense and forming full sentences rather than sentence fragments. He could not improve a lot in the posttest and scored 19. He repeated the same mistakes in the simple present tense and some forms of the future tense. Although he provided a bunch of details, he had critical issues with syntax. Table 25 shows his scores.

Table 25 Pre vs. Posttest Results of Haldun

|               | Pretest | Posttest |
|---------------|---------|----------|
| Fluency       | 5       | 5        |
| Pronunciation | 3       | 3        |
| Grammar       | 1       | 3        |
| Vocabulary    | 5       | 3        |
| Content       | 3       | 5        |
| Overall       | 17      | 19       |

His excessive amount of descriptions brought along lots of syntactical and grammatical mistakes. He had lots of vocabulary mistakes and wrong tense uses.

**Example 62:** (Wrong tense form)

*H: But two years ago, I don't like music.* (First NDA Session)

*H: One weeks ago, I go camping with my friends.* (Second NDA Session)

*H: I will go around. (\*went)* (Forth NDA Session)

*H: They decide some entertain. (\*decided)* (Fifth NDA Session)

**Example 63:** (Wrong use of vocabulary)

*H: She use violin in concert.* (First NDA Session)

*H: I tried to say song.* (Second NDA Session)

*H: Ancient regularly. (\*before)* (Third NDA Session)

In conclusion, as he was the oldest in the research, he had more life experience than other students. Also, he had a formal university education before. Therefore, it was quite easy for him to answer any questions by giving some examples from his life. This situation was not observed in any of the participants.

#### 4.4. METACOGNITIVE AWARENESS LEVEL OF STUDENTS BEFORE AND AFTER THE MEDIATION

##### 4.4.1. Questionnaire Results

All participants completed a pre-questionnaire at the beginning of the research and a post-questionnaire at the end of the research. The data of experimental group revealed a two-tailed result. While four of the students gave higher points in the post-questionnaire in comparison to pre-questionnaire scores, three students gave lower scores. When they were asked the possible reasons of this increase and decrease during the interview, they were all aware of the change in their scores and plausible explanations related to their DA sessions were attained. Table 26 illustrates the scores of the experimental group.

Table 26 Pre- vs Post-questionnaire Results of the Experimental Group

|          | PRE-QUESTIONNAIRE | POST-QUESTIONNAIRE |
|----------|-------------------|--------------------|
| CEYHUN   | 172 (3.442)       | 197 (3.788)        |
| SÜLEYMAN | 198 (3.807)       | 218 (4.192)        |
| FATMA    | 190 (3.653)       | 207 (3.980)        |
| NALAN    | 206 (3.961)       | 171 (3.288)        |
| EYLÜL    | 182 (3.50)        | 170 (3.269)        |
| MAYA     | 190 (3.653)       | 179 (3.442)        |
| EMRE     | 155 (2.980)       | 212 (4.07)         |

Regarding the results of control group, four students increased their scores in the post-questionnaire and two students decreased their points. Nonetheless, when they were asked about the possible reasons of that change, they could not provide any logical explanations as they did not give the scores intentionally. Table 27 presents control group's results of questionnaires.

Table 27 Pre- vs Post-questionnaire Results of the Control Group

|         | PRE-QUESTIONNAIRE | POST-QUESTIONNAIRE |
|---------|-------------------|--------------------|
| NİLÜFER | 181 (3.480)       | 180 (3.461)        |
| HELEN   | 200 (3.846)       | 214 (4.115)        |
| EYŞAN   | 187 (3.596)       | 214 (4.115)        |
| HALDUN  | 172 (3.307)       | 206 (3.961)        |
| SELEN   | 211 (4.057)       | 184 (3.538)        |
| MERVE   | 202 (3.884)       | 204 (3.923)        |

Regarding the comparison of both groups, descriptive statistics of pre and post-questionnaire results including mean, standard deviation, minimum and maximum scores were compared and presented in Table 28. Figure 3 presents the 95% confidence intervals of both groups for both questionnaires. As shown in Figure 3, there is a slight overlap within and between the groups in two questionnaires even though there is a slight increase in the post-questionnaire results in both groups. On that point, standard deviation of both groups can be indicator of the change between the groups. While standard deviation did not change in the control group in both questionnaires (SD=.281473; SD=.285215), it increased in the post-questionnaire results of experimental group (SD=.314167; SD=.384014). Although higher and lower scores in the experimental group were as expected, the increase in the control group was a bit surprising.

Table 28 Descriptive Statistics for Questionnaire Results

|                   | Experimental Group |       |       |         |         | Control Group |       |       |         |         |
|-------------------|--------------------|-------|-------|---------|---------|---------------|-------|-------|---------|---------|
|                   | N                  | Min.  | Max.  | Mean    | SD      | N             | Min.  | Max.  | Mean    | SD      |
| Prequestionnaire  | 7                  | 2.980 | 3.961 | 3.57086 | .314167 | 6             | 3.307 | 4.057 | 3.69500 | .281473 |
| Postquestionnaire | 7                  | 3.269 | 4.192 | 3.71843 | .384014 | 6             | 3.461 | 4.115 | 3.85217 | .285215 |

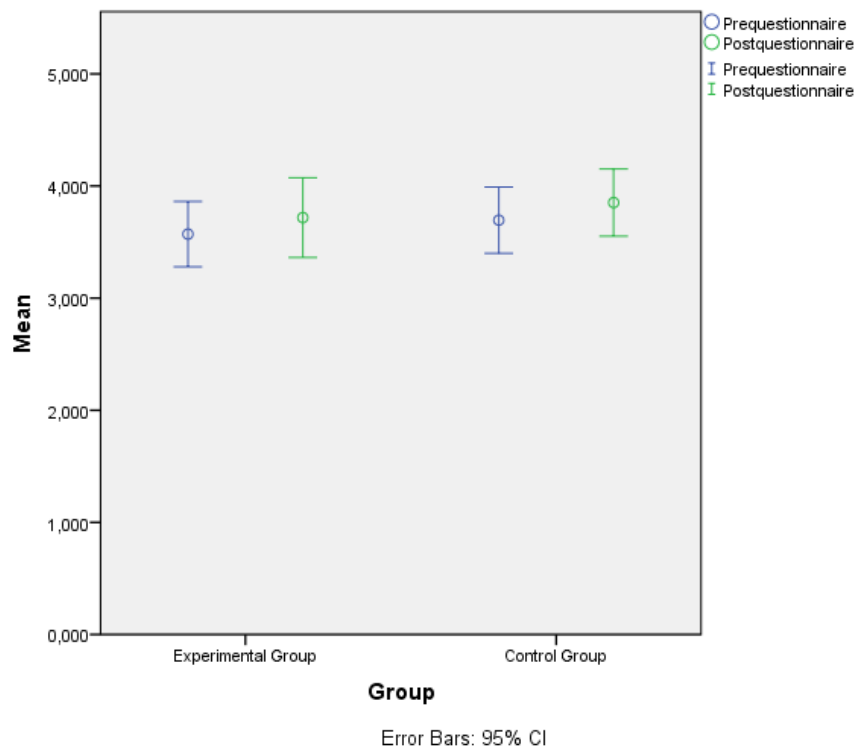


Figure 3 95% Confidence Interval for Questionnaire Results

#### 4.4.2. Interview Results

The results of pre- and post-interview data indicated that metacognitive awareness can be categorized into two broad themes. The first theme, namely knowledge of cognition includes attitude, problems, and strategies as sub-categories. Regarding the second theme which is regulation of cognition, planning and monitoring recurred as subthemes in the dataset. Also, the effects of DA on metacognitive awareness were particularly prominent in the post-interview data of the experimental group.

In terms of attitude, all of the participants in the experimental group stated that they felt anxious about speaking English in their pre-interview. They said that they were getting nervous and forgot everything they knew when they started to speak English. Mostly, they do not like speaking and do not want to have a conversation in English as they do not want to be criticized. Speaking was the hardest and most impossible to acquire skill in English for them. Some students reported that they try to translate everything from Turkish to English. In that case, grammar and time

restrictions cause problems. In contrast, a significant difference was found in the post-interview data. Participants told that they are not afraid of speaking English after the DA sessions. They are more confident and relaxed. Also, as one interviewee puts it, they appreciate themselves when they speak English. They try to think in English and speak spontaneously. Furthermore, the data revealed that students' perception of speaking tests and the examiner has changed through DA sessions. Although speaking tests were the scariest part of LAT before, they turned into a normal casual speaking environment through practice. This situation enabled students to be more relaxed and confident.

Süleyman (Post-interview): I think my speaking developed by 50 percent.  
(Excerpt 1)

Emre (Post-interview): I have a positive attitude towards speaking English now. As I try to speak in each test, I feel that I improved. Also, there are some parts that I appreciate my English. It made me feel confident. We used to take speaking tests just one time at the end of modules and we did not know what we achieved or not. They did not explain our mistakes and we could never learn. However, this time I learned everything when you showed me. (Excerpt 2)

In the same vein, regarding attitude, all of the students in the control group stated their attitudes for speaking tests have changed positively. They started to feel more relaxed and self-confident during the tests as they practiced every week. Also, some interviewees indicated that they began studying speaking English at home, which they had never done before. However, their answers were limited and they could not elaborate on their feelings in comparison to the experimental group participants.

With respect to problems, a common view stated in the pre-interview amongst interviewees of the experimental group was that lack of vocabulary and grammar knowledge was the major reason for their failure. Most of the cases, even though they knew the words or grammar structures, they could not generate a sentence

combining them spontaneously. Also, students had problems due to the lack of task knowledge and examiner effect. They were not knowledgeable about to concentrate on the specific issues on the tests. Nonetheless, post-interview results revealed that their problems decreased or eliminated after mediation. Although still there are some grammar and vocabulary related problems, students stated that most of them have decreased. Some participants expressed that they look for some other words to speak when they cannot find the exact word. They started to study grammar and vocabulary as they realized their lack of knowledge personally. Also, they started to listen and answer the questions carefully. They began using new grammar structures and vocabulary that they have never used before. In addition, they realized what they need to tell in the specific parts of the test through assistance. A comparison of two datasets reveals that the mediation helped to grow their understanding of their mistakes and find solutions for those mistakes. When they practice more, they advanced in grammar and vocabulary as well as fluency. Furthermore, because of the assistance provider role of the examiner in DA sessions, examiner caused problems disappeared.

Nalan (Post-interview): I started to study my mistakes and I realized it is not that much hard when I study. (Excerpt 3)

Emre (Post-interview): I began using new structures as I was taught in speaking tests. (Excerpt 4)

Fatma (Post-interview): I could not make any sentence before and I did not know what to tell. Now, I know what I need to tell in the test. With the help you provide me, I could improve myself as I realize my errors. For instance, you told me that I always miss am/is/are in the sentence, I did not know it before. When you told me that I realized my problem. I am trying to be careful now. (Excerpt 5)

On the other side, as for problems, participants in the control group stated that stress and panic were the biggest problems in their pre-interviews. They cannot focus on the examiner and cannot understand the questions. Lack of grammar and

vocabulary knowledge caused big problems. Also, they had difficulty in making correct sentences. After tests, although most of them still had their problems, some participants told that they found some solutions. For instance, one interviewee mentioned that she could not follow the examiner as she was so nervous and stressful but after these tests, as she was less stressed, she could follow the examiner and understand the questions. All of the participants solved their stress problems due to the practice effect rather than developing the test, grammar, and vocabulary strategies.

Selen (Post-interview): I was extremely nervous during speaking tests, hence I could not understand questions. In these tests, as we had tests every week, I overcame my stress. (Excerpt 6)

As for strategies, whilst a minority in the experimental group mentioned that they memorized some structures from movies or tried to use easy vocabulary, all agreed that they do not use any specific speaking strategy. They had an inclination to stop whenever they faced difficulty during the conversation. In the post-interview, all of the respondents identified various forms of strategies they developed during DA sessions. One interviewee declared that she understood the importance of speaking exam sheet. Rather than looking at the teacher, she started to focus on exam sheet. In that way, she can comprehend questions better and she does not feel stressed. Another interviewee added that he made use of given questions and words on the exam paper. If the given hints are easy, he tries to make them harder. Also, they started to ask for additional help from the examiner. In addition, some students indicated that they pushed themselves to speak even if they made easy sentences in lieu of waiting. Comparing the two results, it can be seen that mediation and strategy development go hand in hand. All of the participants promoted their understanding of speaking strategy after they were taught with mediation.

Ceyhun (Post-interview): I learned where I should start speaking from and where I should finish it. Even if I don't have any idea, I demand help. For example, I say "I don't understand". Following the answer of the scorer, I continue. (Excerpt 7)

In the control group, most of the students did not have a specific strategy. Some stated that they try to demand help from the examiner or they memorize some structures from the movies and use them in the tests. They were trying to use easier sentences with easier words. After tests, when they were asked about any specific change in their strategy, nearly all of them said that they did not develop any strategy during these tests. Only one student indicated that she tries to focus on in which tense the examiner speaks.

Helen (Post-interview): I am trying to understand the tense of the question first and I ask “Can you please repeat?”. (Excerpt 8)

With regard to regulation of knowledge, pre-interview results unveiled that the participants in the experimental group suffer from some serious drawbacks of planning. Almost all of the students did not have a clear plan for their speaking and they did not think much about the plan before. Mostly they have some sentence fragments on their mind while they are thinking about what to say. Even if one interviewee stated that he had some plans, he complained not to apply them. On the other hand, post-interview results proved that students’ awareness of the importance of planning grew after sessions. They spent more time planning their speech or at least they felt the pressure to plan their speech. On that point, they organized their ideas and adhered to their plans instead of uttering a few words without thinking.

Nalan (Post-interview): I did not use to think about what I was going to say. I used to say whatever comes to my mind. Yet, I am planning which tense to use now. Also, I did not use to generate everything I knew, but I try to use them now. (Excerpt 9)

In terms of regulation of knowledge, the students in the control group did not have many planning ideas before the tests. After the tests, when they were asked about their planning, they stated that they started to think more about their flow of the speech as they relieved after a few sessions. Due to the practice effect, they felt relaxed and could focus on planning. However, they did not have a concrete idea about how they conduct planning.

Melis (Post-interview): As I was so nervous, I could not think anything. Now, I am relieved, and I can plan my speech. (Excerpt 10)

In the case of monitoring, the majority of respondents in the experimental group reported that they are not aware of what they are talking about during the speaking. They do not realize their mistakes or whether they conveyed a successful communication process or not. Although just a small number of participants commented that they are aware of their speech, they cannot be sure about the success of their production. On the contrary, post-interview results confirmed that all of the participants realize how well they performed during and after the test. Also, the data proved that respondents can identify their mistakes easily and try to correct their mistakes during the speech. Significantly, students' pre-DA monitoring ability contrasts with their post-DA monitoring ability. This result provides important insights into the effect of DA on monitoring.

Emre (Post-interview): It is a kind of enlightenment. When I finish the sentence, I catch myself and say “ This was not correct.” (Excerpt 11)

Ceyhun (Post-interview): Once I made a mistake, I started to realize it. I tell myself, you need to add -s when the subject is she. However, I don't try to correct the wrong sentence not to get excited. (Excerpt 12)

For monitoring, while some students in the control group were aware of what they are talking about, some of them did not have any monitoring ability. Even those who can realize what they are talking about could not stop and correct their mistakes as they do not know the correct answer. Following speaking tests, students asserted that they still cannot monitor their speaking or find mistakes. Only one interviewee explained that she was aware of her mistakes, still, due to stress, she could not correct them before. However, as she felt relaxed during the tests, she started to monitor her speech.

According to the results of the first and second questionnaires, it was observed that while some students' points increased in the second questionnaire, some others'

points decreased. When participants were asked about the reason for this change, all of them in the experimental group associated this change with DA sessions. They stated that via the study they notice their level and ability, hence in accordance with this awareness they increased or decreased the scores of some items.

Fatma (Post-interview): Those sessions affected my way of thinking. For instance, there were some questions in the questionnaire asking whether I checked if I achieved my goals. Before, I never controlled it. After sessions, I started to check my mistakes in the simple past tense or other structures. (Excerpt 13)

Emre (Post-interview): I did not believe in myself before, therefore my scores were low, yet I feel confident now because I saw that I could do during the tests. I gave higher scores in the second questionnaire. (Excerpt 14)

Maya (Post-interview): I gave fewer points in the second questionnaire for some items because I realized my mistakes during the tests and understood that I was not studying enough. Therefore, for an item that I gave 5 points in the first questionnaire, I gave 3 in the second questionnaire. These sessions enabled me to understand my real level. (Excerpt 15)

Eylül (Post-interview): I realized lots of things that I thought that I was doing correctly before, which were wrong because I was never told that they were wrong in the previous speaking tests. Therefore, I gave lower points in the second questionnaire after these tests. (Excerpt 16)

Nalan (Post-interview): My second scores are lower as I started to think about whether this is my real capacity. I feel like I supposed to be looking into every nook and cranny of my personality. My previous scores were also reflecting me but I was not that much aware. (Excerpt 17)

Regarding the control group's pre and post-questionnaire results, there were some increases, decreases as well as no change. When they were asked the reason for this change and whether these tests were effective in that change, students identified that they did not realize that they chose different scores for different items. They asserted that they may have been sleepy or happy during the questionnaire and that may be the reason for that change.

Eyşan (Post-interview): I don't know why I gave different scores. I was not aware of it. (Excerpt 18)

Selen (Post-interview): It may have changed in regard to my mood. While I was doing the first questionnaire, I was very happy. Therefore, I gave higher scores. During the second questionnaire, I was sad because it was after an exam and I was not feeling successful. Maybe that is why I gave lower scores. (Excerpt 19)

Taken together, these results suggest that there is an association between DA and development of knowledge and regulation of cognition which are the components of metacognitive awareness. Participants could promote their awareness through mediation in that process.

#### **4.5. SUMMARY OF THE CHAPTER**

The findings of the research revealed two significant results. Firstly, the analysis of pre and posttest results conducted within and between groups revealed that the scores of the experimental group were higher than the control group. Secondly, metacognitive awareness of participants in the experimental group increased through mediation.

## CHAPTER 5

### 5. DISCUSSION

This section investigates the possible reasons for research findings by discussing them with the hitherto literature.

First of all, in contrast to some findings (e.g., Ableeva, 2008, p. 58; Ebadi & Asakereh, 2017: p. 9) claiming there may be some regression among the students, the findings of the present research did not reveal any form regression. Instead, the current research found out that there is a significant development between the pre and posttest scores of the experimental group in comparison to the control group. This finding confirms the positive association between interactionist DA and speaking test scores in line with the other studies in the literature (e.g., Ahmadi Safa, Donyaei & Malek Mohamadi, 2016: p. 153; Anton, 2009: p. 576; Ebadi & Asakereh, 2017: p. 16; Hill & Sabet, 2009: p. 537; Khoshsima & Farokhipours, 2016: p. 586; Levi, 2017: p. 77; Lin, 2009; Orikasa, 2010: p. 24; Poehner, 2008; Siwathaworn & Wudthayaporn, 2018; Tzuriel & Shamir, 2007; Yakışık, 2012: p. 129). In that vein, this research contributed to DA literature confirming the positive effect of DA on learners' speaking proficiency.

The analysis of DA session results revealed that DA improves learners' task knowledge. Therefore, it boosts learners' confidence and makes learners more aware of their learning process, supporting previous research into the effect of DA on ownership of learning (Siwathaworn & Wudthayaporn, 2018: p. 151). This result can also be attributed to the effect of DA on metacognitive awareness as learners started to realize the demands of the tasks through mediation. Also, this finding seems to be consistent with the statement of Haywood and Lidz (2007: p. 25) which indicates the aim of DA as to increase metacognitive functions through mediation.

Furthermore, the findings of the sessions proved that it takes time for students to get used to mediation. In that sense, it can be deduced that as the learners are not

used to that kind of intervention before, they have difficulty in understanding the process, thus delaying the response time and effectiveness of the mediation. Nonetheless, at the end of sessions, all students had a positive attitude towards mediation and DA sessions in line with the findings of Siwathaworn and Wudthayaporn (2018: p. 142). Also, the results of interviews presented that L1 use as a form of mediation increased the effectiveness of sessions akin to Lin (2009). This finding confirms Bialystok (2001) asserting that two language systems are activated during oral communication, thus activating stronger L1 enables the learner to comprehend the connections between L2 which is weaker.

Throughout all sessions, the need for mediation did not decrease among all learners in contrast to Lin (2009). This can be related to the design of tests. As pre and posttest aim to assess the use of the simple present, simple past, and future tense, every two sets of tests were prepared to practice a specific tense. Therefore, learners had to deal with a new tense in every two sessions, which maintained their need for mediation.

Furthermore, DA sessions improved fluency among learners with the help of mediation, however, some students are yet to succeed without any pauses in contrast to Orikasa (2010: p. 24) founding out a clear improvement on pauses. A possible explanation for this result may have a correlation with those students' characteristics. When we look at those, who could not succeed in fluency, they are mostly shy and unconfident. Therefore, they needed more sessions to achieve fluency due to their flaws.

Also, the findings of the research showed that learners could progress in most of the target grammar structures. This finding corroborates with earlier studies (Brown, 2009; Khoshsima & Farokhipours, 2016: p. 586; Lantolf & Poehner, 2011: p. 29; Poehner, 2005: p. 315; Poehner & Lantolf, 2004: p. 49). However, they still had some difficulty in 3<sup>rd</sup> person singular -s. It seems possible that this result is due to the commonly recognized difficulty of the structure stated by Ellis (2008) and Heironymous (1993). Even though learners can learn the structure, they cannot internalize and use it correctly. Additionally, learners' vocabulary knowledge

increased, and they made more detailed sentences that are in line with the findings of Orikasa (2010: p. 23).

The results of interviews unveiled that learners' self-perceived level of success of speaking English increased at the end of the research, which agrees with the findings of Siwathaworn and Wudthayaporn (2018: p. 142). This result can be explained by the interaction between the mediator and the learner. During the sessions, as the mediator and the learner develop a mutual trust environment, the learners feel more relaxed, thus increasing their dedication and willingness to tasks. These factors enable learning to reinforce and increase success in the end.

Moreover, surprisingly, a slight increase between pre and posttest scores of the control group was found out. However, the observed difference between pre and posttest was not significant compared to the experimental group. A possible explanation for this result may be the practice and test effect in line with many other studies (e.g., Atabek Yiğit, Balkan Kıyıcı, & Çetinkaya, 2014; Chang, Yeh & Barufaldi, 2010; McDaniel, Anderson, Derbish, & Morrisette, 2007; McDaniel, Roediger & McDermott, 2007). As the participants became familiar with the organization of the tests for four weeks, testing and practicing enabled them to retain previously learned knowledge. Furthermore, the increase was only related to grammar structures in lieu of the knowledge of test parts. In contrast, the increase in the experimental group was both in the grammar structures and the knowledge of test parts. It can be due to the education in their classes, as students had a formal classroom education during the research. This factor may explain the increase in their posttest scores.

Regarding the pre and post-questionnaire results, it has been found out that there is not a significant difference between both groups. Nonetheless, a slight difference in experimental group results was found to be as there are both increase and decrease within the group results, which was not quite consistent. In that wake, applying a mixed research method in the current research allowed the researcher to analyze these non-significant quantitative findings with in-depth qualitative data results. On that point, the interview results of both groups indicated that participants in the experimental group were aware of the points that they assigned for the items in

the questionnaire while the results of the control group were arbitrary without any logical explanation. These findings support that DA affects metacognitive awareness of learners in a positive way, which is consistent with hitherto studies claiming that MA can be improved through different methods (Nurajizah, Windyariani & Setiono, 2018).

Two contradictory results of the experimental group which are increased and decreased results of post-questionnaire unveiled two sides of the metacognitive awareness. While the increased results are expected at the end of DA sessions, contrary to expectations, some of the students lowered their points. There is a possible explanation for this result: metacognitive awareness can reveal in two forms. When the learners develop metacognitive awareness with the help of mediation during the research, they start to evaluate their previous and current knowledge; and the process of learning. Based on this assessment, they reorganize their ideas of learning. At the end of this evaluation process, while some students find themselves in a better condition in comparison to the previous condition as they progressed with the help of mediation, some others realize their actual performances and lack of knowledge during the sessions. These findings confirm that MA is an implicit acquisition process (Richmond, 1990) and it can be improved through highly qualified interaction between teacher and learner (Williams, 2000: p. 3) with the use of language, discussion of language, high level of questioning, using linguistic terms (Wray, 1994: p. 15), reflection, feedback and evaluation (Zellers & Mudrey, 2007: p. 419). As all these gauges are applied as forms of assistance in the DA process, it can be concluded that DA helped to promote MA among learners in the experimental group.

In the research, the fact that task knowledge, strategy knowledge, planning and monitoring skills have improved in the experimental group while there has not been any change in the control group was observed. These findings are consistent with studies previous literature (Nurajizah, Windyariani & Setiono, 2018: p. 105; Schraw & Graham, 1997: p. 8; Tzohar-Rozen & Kramarski, 2014: p. 76) asserting the improvement in those constructs. It seems possible that these results are due to the positive effect of mediation as they became aware of their strengths and weaknesses

and devised some strategies to monitor themselves later (Çetinkaya & Erktin, 2002: p. 1; Paris & Jacob, 1994; Schraw & Dennison, 1994: p. 461; Schraw & Graham, 1997: p. 8).

All in all, these findings proved that interactionist DA sessions help to improve speaking ability among learners. Also, the presence of mediation with various forms enabled learners to improve the subcomponents of regulation of cognition and knowledge of cognition, which are the main components of MA.



## **CHAPTER 6**

### **6. CONCLUSION**

This section includes the summary of the research and explanations for each research question. Also, the implications and recommendations were presented. In the final section, the limitations of the study, and ideas for further research were explained.

#### **6.1. SUMMARY OF THE RESEARCH**

The purpose of the research was to examine the effect of interactionist DA on learners' speaking ability and metacognitive awareness. To this wake, 13 EFL students were assigned to the experimental and control group. Before the tests, all participants were given MAI questionnaire and semi-structured interviews to determine their metacognitive awareness level before the intervention. Following these, participants underwent pre speaking test and their scores were given. Next four weeks, learners took a series of speaking tests. While the experimental group was provided mediation during the sessions, the control group was not provided any form of assistance. At the end of four weeks, students were given a post speaking test and their performance was scored again. MAI questionnaire and semi-structured interviews were repeated. After the data collection procedure, pre and post speaking test results were compared through descriptive statistics and 95% confidence intervals. Qualitative data from the DA and NDA sessions were analyzed through microgenetic analysis methods. To investigate metacognitive awareness level, pre and post-questionnaire results were compared through descriptive statistics and 95% confidence intervals. For semi-structured interview data, thematic analysis was performed. In that vein, three research questions were addressed:

**Research Question 1: Does the interactionist DA have any significant effect on learners' speaking skills?**

This research found out that participants in the experimental and control group performed better in their post speaking tests in comparison to their pretest. However, the 95% confidence interval and mean scores of groups showed that the results of the experimental group were higher than the control group. Upon this result, it is out of the question that interactionist DA has a positive effect on learners' speaking skills.

**Research Question 2: What are the effects of interactionist DA on learners' speaking skills?**

The results of the investigation of DA sessions showed that these sessions enhanced learners' repertoire in many ways. First of all, learners improved their task knowledge with the help of given strategy instruction and could perform better in the tests in terms of content and detail. Secondly, mediation promoted learners' fluency and vocabulary knowledge. However, as some students were still in the process of development, they could not shorten their hesitation time. In addition, learners' grammatical structures in all target tenses bettered. Nonetheless, regarding 3<sup>rd</sup> person singular -s which is one of the most problematic structures for students, learners improved only common recurring and being mediated structures during the sessions. Mediation could not enable students to monitor their use of 3<sup>rd</sup> person singular -s. Beside its effects on speaking performance, DA sessions also changed learners' perception of speaking tests. The interview findings proved that participants felt more confident during the speaking tests as they trust in themselves. Bearing in mind these benefits, mediation can interfere with the fluency of learners and discourage them at some points especially during the first and second DA sessions. The examiner should be careful about the timing of the mediation in these sessions.

**Research Question 3: To what degree does the interactionist DA contribute to students' metacognitive awareness?**

Although the findings of the post-questionnaire showed a slight increase in the control group, the interview results indicated that students were not aware of their choices during the questionnaire. They responded in regard to their mood. On the other hand, contrary to expectations some students lowered their points for the items in the post-questionnaire in the experimental group while some of them increased their points. The interview results shed light on this contradictory situation. The ones who lowered points stated that they had a chance to assess their lack of knowledge with the help of mediation and detected the problems of their learning process as their awareness increased. Therefore, they decreased points for the items that they realized during the tests. Also, the ones who gave higher points asserted that they developed their learning with the help of mediation and their confidence was enhanced, hence they increased the scores. Based on these results, it is *prima facie* evidence that DA sessions enabled learners to realize their learning processes as well as lack of knowledge.

## **6.2. IMPLICATIONS OF THE RESEARCH**

The results of the present research made several noteworthy contributions to the DA literature. Firstly, it contributes to the existing knowledge of DA by providing the positive effects of DA on students' speaking abilities. By identifying the most and least developed skills as well as the areas which cause the most difficulty among learners, the research provides a resource for teachers. Also, the forms of DA remarked with episodes, can guide teachers to apply them in their classes. Secondly, this is the first study exploring and reporting a positive effect of DA sessions on learners' metacognitive awareness. In that vein, it is pioneer and crucial research proving the effect of DA on learners' metacognitive awareness. Applying some forms of mediation in their classes, teachers can better their learners' MA, thus improving thinking, learning, speaking abilities.

## **6.3. SUGGESTION FOR FURTHER RESEARCH**

This research has thrown up many questions in need of further investigation. First of all, DA is a relatively new phenomenon in language learning, therefore the

effect of it on other language skills apart from speaking should be explored in depth. Secondly, to compare the findings of the results, the research should be replicated in other contexts with interactionist and interventionist forms of DA. Lastly, the effect of DA should be investigated among students profoundly as they are the most important stakeholders of the process.

#### **6.4. LIMITATIONS OF THE RESEARCH**

Finally, several important limitations need to be considered in the present research. First of all, the number of participants ( $n=7$  for experimental,  $n=6$  for the control group) was relatively small. Although the aim of the research was to observe microgenesis of each participant in-depth, with a small sample size, caution must be applied, as the findings might not be transferrable to broader contexts. Also, the number of intervention sessions were relatively less. It would be possible to observe microgenesis better with more sessions. Additionally, it is unfortunate that the research did not include different types of speaking tasks and included only a speaking test which is akin to the school test, therefore the results would be different from different types of tasks. This research was conducted among only pre-intermediate level students; hence the results can be different among different levels. Lastly, even though the thesis has successfully explained the reasons, the research used purposive sampling for experimental and control groups, which limits the generalizability of the results. These limitations mean that research findings need to be interpreted cautiously.

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## **8. APPENDICES**

### **8.1. APPENDIX 1: INFORMED CONSENT FORM**

Supporting research: Kocaeli University

The study: The Impact of Interactionist Dynamic Assessment on EFL Learners' Speaking Skills and Metacognitive Awareness

Thesis advisor: Dr. Mehmet Altay

E-mail address: mehmet.altay@kocaeli.edu.tr

Researcher's name: Pınar Kır

E-mail address: pnrkartal@gmail.com

Phone: 0 545 761 47 94

Dear Student,

There is a master thesis ongoing in Kocaeli University Department of Foreign Languages under the supervision of Dr. Mehmet Altay with the title of "The Impact of Interactionist Dynamic Assessment on EFL Learners' Speaking Skills and Metacognitive Awareness".

Thesis subject: The research aims to find out whether the interactionist dynamic assessment mediation can improve metacognitive awareness level of students. The participants were given a semi-structured interview and a questionnaire at the beginning of the study. Following this, a pre-test was applied to measure students' speaking abilities. Next seven weeks, students were provided interactionist dynamic assessment mediation and observed during the periods. Finally, a post-test was applied, and students were investigated with a semi-structured interview and the questionnaire.

Consent: Whether the interactionist dynamic assessment enhances metacognitive level; In addition, we invite you to investigate whether interactionist dynamic assessment improves speaking skill components. At the end of this study, we hope to find that interactionist dynamic assessment improves metacognitive awareness. If you agree to participate in the research, we will ask you to attend interactionist dynamic assessment sessions and take all the questionnaires and interviews. You are expected to spend 15 minutes to complete each speaking test, 15 minutes for the questionnaire, and 30 minutes for the semi-structured interview. Your name, test performance and records will be kept completely confidential. Your participation in the study is entirely optional. If you do not participate in the study, your course grade will not be adversely affected. We do not charge you and we will not pay you. Test performances from you may be used for further studies in the future. You can opt out of participating at any time. In this case, the test performances we have received from you will be destroyed.

The research we want to conduct is not expected to bring you any risk. On the contrary, with this research, participants will gain experience in using target language through mediation. The data to be obtained with this study can be used for writing more than one scientific article.

Before signing this form, please ask if you have any questions about the research. If you have any questions, you can contact Pınar Kır (pnrkartal@gmail.com) or her

thesis supervisor, Kocaeli University, Department of Foreign Language Education  
Dr. Mehmet Altay (mehmet.altay@kocaeli.edu.tr).

If you change your address or phone number, please let us know.

-----

I understood what I was told and what was written above. I have received / don't  
want to get a copy of this form (in this case the researcher will keep this copy).

I agree to participate in the study.

Participant Name-Surname: .....

Signature: .....

Date (day / month / year): ..... / ..... / .....

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## 8.2. APPENDIX 2: LANGUAGE BACKGROUND SHEET

- 1) Name:
- 2) Gender:
- 3) Age:
- 4) Level:
- 5) Department:
- 6) LAT Speaking Test Score:
- 7) Mother language/s:
- 8) Please write down the proficiency level of the foreign languages you know (the lowest A1, A2, B1, B2, C1, C2 the highest), where (home, school, abroad, language course etc.) and when (state the age) you learnt them.

|       | Language | Proficiency level | Where | When |
|-------|----------|-------------------|-------|------|
| a.    |          |                   |       |      |
| b.    |          |                   |       |      |
| c.    |          |                   |       |      |
| more: |          |                   |       |      |

- 9) How long have you been learning English?
- 10) Which skill is the most difficult to acquire?
- 11) Have you ever been abroad? If yes, which country was it? How long did you stay?

### 8.3. APPENDIX 3: METACOGNITIVE AWARENESS INVENTORY

Sayın katılımcı,

Bu çalışmanın amacı, Türkiye’deki üniversite hazırlık okulu öğrencilerinin üst bilişsel farkındalık düzeylerini ortaya çıkarmaktır. Elde edilecek sonuçlar, hazırlık okullarında okuyan öğrencilerin üst bilişsel farkındalıklarının artırılmasına yönelik geliştirilecek yöntemler geliştirmek amacıyla kullanılacaktır. Ankette toplam 52 soru vardır. Sizden istenilen bu ifadeleri okuduktan sonra kendinizi değerlendirmeniz ve sizin için en uygun seçeneğin karşısına çarpı (X) işareti koymanızdır. Her sorunun karşısında bulunan; **(1) Hiçbir zaman (2) Nadiren (3) Sık sık (4) Genellikle ve (5) Her zaman** anlamına gelmektedir. Lütfen her ifadeye mutlaka TEK yanıt veriniz ve kesinlikle BOŞ bırakmayınız. En uygun yanıtları vereceğinizi ümit eder katkılarınız için teşekkür ederim. İsim bilginiz istenmeyecek ve kişisel bilgileriniz gizli tutulacaktır. Cevaplarınızın gerçek düşüncelerinizi yansıtması bizim için çok önemlidir.

Katkınız için teşekkür ederiz.

|    |                                                                                         |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Amaçlarıma ulaşip ulaşamadığımı düzenli olarak kontrol ederim.                          | 1 | 2 | 3 | 4 | 5 |
| 2  | Bir problemi cevaplamaadan önce birkaç alternatif düşünürüm.                            | 1 | 2 | 3 | 4 | 5 |
| 3  | Gerekirse önceden kullandığım stratejileri tekrar denerim.                              | 1 | 2 | 3 | 4 | 5 |
| 4  | Zamanın yeterli olması için öğrenme sırasında kendimi hızlandırırım.                    | 1 | 2 | 3 | 4 | 5 |
| 5  | Zihinsel anlamda güçlü ve zayıf yönlerimin farkındayım.                                 | 1 | 2 | 3 | 4 | 5 |
| 6  | Bir göreve başlamadan önce onu öğrenmem için nelere ihtiyacım olduğunu düşünürüm.       | 1 | 2 | 3 | 4 | 5 |
| 7  | Bir sınavdan çıkınca alacağım notu tahmin edebilirim.                                   | 1 | 2 | 3 | 4 | 5 |
| 8  | Bir öğrenme görevine başlamadan önce özel amaçlar belirlerim.                           | 1 | 2 | 3 | 4 | 5 |
| 9  | Önemli bir bilgiyle karşılaştığımda çalışma tempomu yavaşlatarak o bilgiye odaklanırım. | 1 | 2 | 3 | 4 | 5 |
| 10 | Bir şeyi öğrenebilmek için ne tür bilgilerin önemli olduğunu anlayabilirim.             | 1 | 2 | 3 | 4 | 5 |
| 11 | Bir problemi çözerken tüm alternatifleri dikkate alıp almadığımı kendime sorarım.       | 1 | 2 | 3 | 4 | 5 |
| 12 | Bilgiyi organize etmede iyiyimdir.                                                      | 1 | 2 | 3 | 4 | 5 |
| 13 | Önemli bilgilere dikkatli biçimde odaklanırım.                                          | 1 | 2 | 3 | 4 | 5 |
| 14 | Kullandığım her öğrenme stratejisini için özel bir amacım vardır.                       | 1 | 2 | 3 | 4 | 5 |
| 15 | Konuyla ilgili önceden bir şeyler bildiğim zaman daha iyi öğrenirim.                    | 1 | 2 | 3 | 4 | 5 |
| 16 | Öğretmenimin benden neyi öğrenmemi beklediğini bilirim.                                 | 1 | 2 | 3 | 4 | 5 |
| 17 | Bilgileri hatırlamada iyiyimdir.                                                        | 1 | 2 | 3 | 4 | 5 |
| 18 | Duruma bağlı olarak farklı öğrenme stratejileri kullanırım.                             | 1 | 2 | 3 | 4 | 5 |
| 19 | Bir işi bitirdikten sonra daha kolay bir yolu olup olmadığını kendime sorarım.          | 1 | 2 | 3 | 4 | 5 |
| 20 | Ne kadar iyi öğrendiğimi kontrol edebilirim.                                            | 1 | 2 | 3 | 4 | 5 |
| 21 | Önemli ilişkileri anlayabilmek için yaptığım işleri düzenli olarak gözden geçiririm.    | 1 | 2 | 3 | 4 | 5 |
| 22 | Çalışmaya başlamadan önce öğreneceğim materyal hakkında kendime sorular sorarım.        | 1 | 2 | 3 | 4 | 5 |
| 23 | Bir problemi çözmek için farklı yollar düşünür ve bunlardan en iyisini seçerim.         | 1 | 2 | 3 | 4 | 5 |
| 24 | Çalışmamı tamamladıktan sonra öğrendiklerimi özetlerim.                                 | 1 | 2 | 3 | 4 | 5 |
| 25 | Bir şeyi anlamadığım zaman diğerlerinden yardım isterim.                                | 1 | 2 | 3 | 4 | 5 |
| 26 | İhtiyacım olan bilgiyi öğrenmek için kendimi motive edebilirim.                         | 1 | 2 | 3 | 4 | 5 |
| 27 | Çalışırken ne tür stratejiler kullandığının farkında olurum.                            | 1 | 2 | 3 | 4 | 5 |
| 28 | Herhangi bir çalışma yaparken yararlı stratejileri araştırırım.                         | 1 | 2 | 3 | 4 | 5 |
| 29 | Yetersizliklerimi telafi etmek için zihinsel anlamda güçlü yönlerimi kullanırım.        | 1 | 2 | 3 | 4 | 5 |

|    |                                                                                                               |   |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 30 | Yeni bilginin anlam ve önemine odaklanırım.                                                                   | 1 | 2 | 3 | 4 | 5 |
| 31 | Bilgiyi daha anlamlı hale getirmek için örnekler oluştururum.                                                 | 1 | 2 | 3 | 4 | 5 |
| 32 | Bir şeyi ne kadar anlayabildiğim hakkında iyi karar veririm.                                                  | 1 | 2 | 3 | 4 | 5 |
| 33 | Kendimi yararlı stratejileri otomatik olarak kullanırken bulurum.                                             | 1 | 2 | 3 | 4 | 5 |
| 34 | Çalışma sırasında anlayıp anlamadığımı kontrol etmek için düzenli olarak ara veririm.                         | 1 | 2 | 3 | 4 | 5 |
| 35 | Hangi stratejilerin daha yararlı olacağını bilirim.                                                           | 1 | 2 | 3 | 4 | 5 |
| 36 | Çalışmalarımı tamamlamadan önce amaçlarıma daha başarılı biçimde nasıl ulaşabileceğimi kendi kendime sorarım. | 1 | 2 | 3 | 4 | 5 |
| 37 | Öğrenmemi kolaylaştırması için resim veya diyagramlar çizerim.                                                | 1 | 2 | 3 | 4 | 5 |
| 38 | Bir problemi çözdükten sonra bütün seçenekleri gözden geçirip geçirmedığımı kendime sorarım.                  | 1 | 2 | 3 | 4 | 5 |
| 39 | Yeni bilgileri anlayabileceğim şekle dönüştürmeye çalışırım.                                                  | 1 | 2 | 3 | 4 | 5 |
| 40 | Bilgiyi kavrayamadığım durumlarda kullandığım stratejileri değiştiririm.                                      | 1 | 2 | 3 | 4 | 5 |
| 41 | Öğrenmeme yardımcı olması için metni bütün halinde ele alırım.                                                | 1 | 2 | 3 | 4 | 5 |
| 42 | Bir göreve başlamadan önce talimatları dikkatlice okurum.                                                     | 1 | 2 | 3 | 4 | 5 |
| 43 | Okuduğum şeylerin önceden bildiklerimle ilgili olup olmadığını kendime sorarım.                               | 1 | 2 | 3 | 4 | 5 |
| 44 | Kafam karıştığında varsayımlarımı tekrar değerlendiririm.                                                     | 1 | 2 | 3 | 4 | 5 |
| 45 | Amaçlarıma en başarılı biçimde ulaşmak için zamanımı organize ederim.                                         | 1 | 2 | 3 | 4 | 5 |
| 46 | İlgi duyduğum konuları daha iyi öğrenirim.                                                                    | 1 | 2 | 3 | 4 | 5 |
| 47 | Ders çalışırken yapacağım çalışmaları küçük adımlara ayırırım.                                                | 1 | 2 | 3 | 4 | 5 |
| 48 | Özel anlamlardan daha çok genel anlamlara odaklanırım.                                                        | 1 | 2 | 3 | 4 | 5 |
| 49 | Yeni bir şey öğrenirken nasıl daha iyi öğrenebileceğime ilişkin kendime sorular sorarım.                      | 1 | 2 | 3 | 4 | 5 |
| 50 | Çalışmamı tamamladıktan sonra olabildiğince iyi öğrenip öğrenmediğimi sorgularım.                             | 1 | 2 | 3 | 4 | 5 |
| 51 | Eğer yeni bilgiyi anlayamazsam çalışmayı bırakıp başa dönerim.                                                | 1 | 2 | 3 | 4 | 5 |
| 52 | Kafam karıştığında başa dönerek tekrar okurum.                                                                | 1 | 2 | 3 | 4 | 5 |

Anket bitti. Katkınız için teşekkür ederiz. Araştırmanın sonuçları hakkında bilgi sahibi olmak isterseniz araştırmacı ile **pnrkartal@gmail.com** adresi üzerinden iletişim kurabilirsiniz.

#### 8.4. APPENDIX 4: PRE AND POSTTEST EVALUATION RUBRIC

Student ID:\_\_\_\_\_ Pretest ☐ Posttest ☐

| Criteria                                                                                                                                                                                                                                                                                                                                                                                                                           | Points |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>Fluency</p> <p>5. The speaker speaks confidently and naturally with no distracting hesitations. Ideas flow smoothly.</p> <p>3. The speaker hesitates several times, but generally seems to know the desired words, even if it is necessary to think about them a bit.</p> <p>1. The speaker has many hesitations and great difficulty remembering or selecting words.</p>                                                       | 5      |
| <p>Pronunciation</p> <p>5. Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation.</p> <p>3. Pronunciation is satisfactory; however, words sometimes have incorrect inflections or are otherwise sometimes hard to understand.</p> <p>1. Pronunciation is very hard or impossible to understand by a native speaker.</p>                                             | 5      |
| <p>Grammar</p> <p>5. The speaker speaks with no more incorrect grammar than a native speaker would.</p> <p>3. The speaker occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech; however, the speaker has the ability to correct grammar without prompts.</p> <p>1. The speaker makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech.</p> | 5      |
| <p>Vocabulary</p> <p>5. Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.</p> <p>3. Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words.</p> <p>1. Vocabulary is very limited and/or incorrect words are often used.</p>                                    | 5      |
| <p>Content</p> <p>5. The speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.</p> <p>3. The speaker is aware of the subject and attempts to provide relevant ideas about it. Provides some details.</p> <p>1. Speaker seems to have little or no understanding of the subject. Statements are superficial or not relevant.</p>                                         | 5      |
| Total                                                                                                                                                                                                                                                                                                                                                                                                                              | 25     |

## 8.5. APPENDIX 5: PRE-INTERVIEW QUESTIONS

### Knowledge of cognition

1. What is your general attitude toward speaking? Do you think you are a good speaker of English?
2. How do you feel when you are assigned a speaking task in English? Do you enjoy it? Why (not)?
3. What kind of problems do you often encounter while speaking in English? What is the main one? How do you deal with your problems?
4. Are you familiar with English speaking conventions (for example asking for clarification, how to compose a conversation, how to establish cohesion and coherence)? Are you aware of them while speaking in English?
5. Do you know how to begin, proceed, and conclude the speaking task? Explain a bit.
6. Are you aware of the strategies you use while speaking? Do you have specific reasons for using them?
7. If you use specific strategies, when and why you use them. How do you apply the strategies to your speaking?

### Regulation of Cognition

1. What do you do first before you begin to speak in English? Do you have any plan in your mind before beginning to speak? Explain.
2. Do you try to concentrate first on the overall idea, the audience, and the message before you begin to speak?
3. What do you hope to accomplish with what you speak? (Satisfy the teacher?) Do you set goals and sub-goals before and while speaking?
4. While speaking in English, what do you do when you have a problem and get stuck? Do you consider several alternatives to the problem?
5. Do you often stop while speaking and ask yourself how well you are doing? What do you do then?
6. What do you do when you finish speaking? Do you know how well you have done when you finish the task?
7. Do you stop while speaking and rethink what you have spoken?
8. What do good speakers do?
9. Is there anything else you would like to add about your speaking in English?

## **8.6. APPENDIX 6: POST-INTERVIEW QUESTIONS**

1. What are your opinions about last four weeks?
2. What was the aim of these tests?
3. What kind of problems did you often encounter while speaking in English in your previous speaking tests? Did you have the same problem in these tests? Was there anything helpful in these tests to solve your problem?
4. Was there any different application from your other tests? If yes, can you please tell it?
5. Were these tests helpful for you? In which aspects were they helpful?
6. Did this situation change your opinions and organizing your way of thinking?
7. Did these tests help you to develop any strategies?
8. Did you set goals and sub-goals before and while speaking during the test?
9. Did you find any solutions to apply when you stuck? If yes, what are they? Is there effect or your examiner?
10. Did these tests enable you to realize how well you did when you finish the task?
11. Is there anything you want to add?

## 8.7. APPENDIX 7: SPEAKING PRETEST

### Part A : Warm-up Questions

- How did you spend your last weekend?
- What did you do there?
- Who were you with?

### Part B: Describing the Picture



- Can you describe the picture?
- What part of the day does the picture show?
- Is it similar to your daily routine? Why?

### Part C: Asking Questions

Ask me questions about my holiday plans (time, place, people,...)

References:

<https://www.fluentu.com/blog/spanish/daily-routine-spanish-vocabulary/>

## 8.8. APPENDIX 8: SPEAKING TEST 1

### Part A: Warm-up Questions

- What kinds of music do you like?
- Who's your favorite musician? What musical instrument does he/she play?
- Do you play a musical instrument? What instrument do you play?

### Part B: Describing the Picture



- Can you describe the picture?
- Why are they together?
- Do you do these kind of activities with your friends? Explain.

### Part C: Asking Questions

Ask me questions about movies (type, actor/actress, feelings,... ).

References:

<https://musicoomph.com/optimize-music-practice/>

## 8.9. APPENDIX 9: SPEAKING TEST 2

### Part A: Warm-up Questions

- Do you come from a big/small family?
- How many brothers and sisters do you have?
- Can you tell me about someone in your family? Where is he/she working?

### PART B: Describing the Picture.



- Can you describe the picture?
- Why do they look so happy?
- Do you take family photos with your family?

### Part C: Asking Questions

Ask me questions about my friends (age, job, hometown,...)

References:

<https://aifs.gov.au/PUBLICATIONS/MODERN-AUSTRALIAN-FAMILY>

## 8.10. APPENDIX 10: SPEAKING TEST 3

### Part A: Warm-up Questions

- Did you do anything special last weekend?
- What did you do?
- What was the best thing about your weekend?

### Part B: Describing the picture.



- Can you describe the picture?
- Why did they go there?
- Did you do similar activities before? Explain.

### Part C: Asking Questions

Ask me questions about my last vacation (accommodation, type, people,...)

References:

<https://www.lifehack.org/articles/lifestyle/53-fun-things-you-can-this-weekend.html>

## 8.11. APPENDIX 11: SPEAKING TEST 4

### Part A: Warm-up Questions

- Where did you spend your last vacation?
- How long were you there? Who were you with?
- What did you do there?

### Part B: Describing the Picture



- Can you describe the picture?
- Why did they go to that place?
- Did you have similar experiences? Explain.

### Part C: Asking Questions

Ask me questions about my last weekend (activity, people, place...)

References:

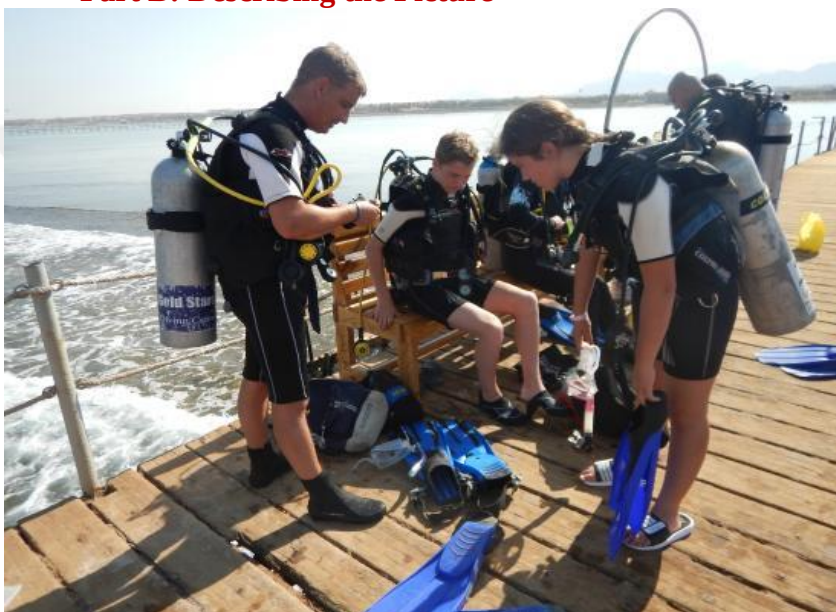
<https://pre-tend.com/best-destinations-for-spring-family-holidays/>

## 8.12. APPENDIX 12: SPEAKING TEST 5

### Part A: Warm-up Questions

- Do you hope to travel abroad in the future? Why or why not?
- Where do you want to go?
- What is something exciting you'd love to do there?

### Part B: Describing the Picture



- Can you describe the picture?
- What will they do next?
- Will you do these kind of activities in the future? Explain.

### Part C: Asking Questions

Ask me questions about my future plans (job, place, education,...)

References:

[https://www.tripadvisor.co.uk/LocationPhotoDirectLink-g303855-d7376608-i145059259-Gold\\_Stars\\_Diving-Nabq\\_Bay\\_Sharm\\_El\\_Sheikh\\_South\\_Sinai\\_Red\\_Sea\\_and\\_Sinai.html](https://www.tripadvisor.co.uk/LocationPhotoDirectLink-g303855-d7376608-i145059259-Gold_Stars_Diving-Nabq_Bay_Sharm_El_Sheikh_South_Sinai_Red_Sea_and_Sinai.html)

### 8.13. APPENDIX 13: SPEAKING TEST 6

#### Part A: Warm-up Questions

- When will you graduate?
- What will you do after you finish the university?
- Where will you look for job?

#### Part B: Describing the Picture



- Can you describe the picture?
- Why does she seem confused?
- Do you think you will feel like her when you graduate? Explain.

#### Part C: Asking Questions

Ask me questions about my plans for tonight (activity, place, people,...)

References:

<https://medium.com/swlh/feeling-lost-after-graduation-when-life-gets-confusing-and-what-i-am-doing-about-it-d05d093d00ad>

## 8.14. APPENDIX 14: SPEAKING POSTTEST

### Part A: Warm-up Questions

- How did you spend your last summer holiday?
- What activities did you do there?
- Who did you go with?

### Part B: Describing the Picture.



- Can you describe the picture?
- What part of the day does the picture present?
- Do people in your country have the same daily routine? Why?

### Part C: Asking Questions

Ask me questions about my next winter holiday (time, place, people,...)

References:

<https://www.fluentu.com/blog/spanish/daily-routine-spanish-vocabulary/>

### 8.15. APPENDIX 15: LIST OF EXAMPLES

Example 1: M: Did you have similar experiences?

A: Yes, every year I went to... Aslında geniş zamanda mı söylesem?

(Should I say it in the simple present tense?)

M: Evet, every year dedin çünkü.

(Yes, because you said every year.)

A: Every year I go to Erikli. (Fourth DA Session)

Example 2: A: I met local people there.

M: Met hangi zaman?

(Can you tell me the tense of met?)

A: Geçmiş zaman. I meet local people there.

(Past tense)

M: Gelecek zaman.

(Future tense)

A: I will meet local people there. (Fifth DA Session)

Example 3: A: I have a two brothers and sisters.

M: Hep a kullanıyorsun isimlerden önce, bu yerleşmiş bir hata.

(You always add a before all nouns, this is a systematic mistake.)

A: I have two brothers and sisters. (At the beginning of second DA Session)

Example 4: A: He has a.... (silent)

A: He has two sons.

M: Fark ettin değil mi?

(Did you realize it?)

A: Evet, hep “has a” ile başlıyorum. (At the end of Second DA Session))

(Yes, I always start with “has a”)

Example 5: A: There are six person.

M: Çoğulda ne olacak?

(What about with plural forms?)

A: People. (Second DA Session)

Example 6: M: What musical instrument does he play?

A: He musical instrument is...

M: Soruyu alıp yeniden cevapta aynen kullanmana gerek yok. Direk olarak hangi enstrümanı çaldığını söylemen yeterli.

(You don't need to repeat the question in the answer, you can directly say which instrument it is.)

A: The violin. (First DA Session)

Example 7: A: Where did you accommodation last vacation?

M: Accommodation ne demek? Sözcük grubu ne?

(What does accommodation mean? What is its word form?)

A: Konaklama.

M: Nerde konakladın derken hangi fiili kullanacaksın?

(Which verb do you use when you say where did you stay?)

A: Stay. Where did you stay accommodation?

M: Accommodation ı kullanmana gerek var mı?

(Do you need to use accommodation again?)

A: Ama burda parantez içinde verilen kelimeler arasında accommodation yazıyor, o yüzden onu kullanmam gerekmiyor mu?

(But it is written here among the clues in parenthesis, therefore I thought I have to use it.)

M: Ama parantez içinde verilen sözcükler sizing yararlanmanız için ipucu olarak veriliyor. Onları direk alıp cümlede kullanmazsın. Onlardan yola çıkarak ona uygun soruyu sorman lazım. (Third DA Session)

(These words are only clues to make you benefit. You should not use them directly, you should find the correct question form of these words.)

Example 8: C: My cousin stay in the Netherlands.

M: Bir daha kuralım mı cümleyi?

(Can you make the sentence again?)

C: My cousin stay in the Netherland.

M: Geniş zaman.

(Simple present tense)

C: My cousin stays (Sixth DA Session)

Example 9: C: She don't know.

M: Yeniden kuralım cümleyi.

(Can you make the sentence again?)

C: She does not know (Sixth DA Session)

Example 10: M: Do you have a big family?

C: No.

M: Burada biraz daha konuyu açarak cevap vermen gerekiyor. Ailenin neden küçük olduğunu, kaç kişiden oluştuğunu söyleyebilirsin.

(You should explain the answer with more details. You can tell why your family is small, how many people there are.)

C: I have one sister in my house. My grandparents live in İstinye. My uncle and aunt live in İstinye. (First DA Session)

Example 11: C: This person play the guitar.

M: This person play the guitar.

C: This person are playing the guitar.

M: This person, tekil mi yoksa çoğul mu?

(Is it plural or singular?)

C: Tekil.

(Singular)

M: O zaman ne gelecek?

(So, what should you use?)

C: Plays

M: Ama hep mi yapıyor yoksa şu anda mı? Hangi tense i kullanman gerekiyor?

(Does he always do it or is he doing it now? Which tense should you use?)

C: Şimdiki zaman, are playing.

(Present continuous tense)

M: This person, just one, bir tane.

C: This person is playing the guitar. (First DA Session)

Example 12: C: What do you like activities?

M: Ne soruyorsun? Hangi tense kullanacaksın?

(What are you asking? Which tense should you use?)

C: Past tense, What did you last weekend?

(Simple past tense)

M: Bir daha sor.

(Ask it again)

C: What did your last weekend activities?

M: What did your last weekend activities? Geçen hafta aktivitelerin neydi demek istiyorsun. Did mi yoksa were mü kullanman gerekiyor?

(What were your activities last weekend, that is what you try to say. Which one should you use were or did?)

C: .....(silence)

M: What did you do last weekend diyebilirsin ya da activities I kullanmak istiyorsan was/were kullanmalısın.

(If you want to use activities in the sentence, you need to use was/were.)

C: What were your last weekend activities? (Forth DA Session)

Example 13: C: What will you do activities in the future?

M: “Do” fiilini ve activities kelimesini sürekli yanlış cümlede kullanıyorsun. Eğer cümlede sadece “do” kullanacaksın “what will you do” demen gerekiyor. Yok eğer activities kullanmak istiyorsan “what kind of” kalıbını kullanarak what kind of activities will you do diyebilirsin. (Fifth DA Session)

(You always use “do” and “activities” in the wrong forms. If you want to use “do” in the sentence, you need to say “what will you do”. If you want to use “what kind of”, you need to say “what kind of activities will you do”.)

Example 14: C: They are staying on the grass.

M: Staying mi? Başka bir fiil var mı burda kullanabileceğin?

(Is there any other verb that you can use here?)

C: Sitting. (First DA Session)

Example 15: C: She is staying on the floor.

M: Burda sitting desen daha iyi olmaz mı?

(Isn't it better to use sitting here?)

C: She is sitting on the floor. (Sixth DA Session)

Example 16: D: My father don't live us.

M: Don't live and my father...

D: Don't stay

M: Stay or live, ok. He.

D: Doesn't live. (At the beginning of second DA session)

Example 17: D: He goes there. (In the middle of second DA session)

Example 18: D: Two childs

M: Childs mı?

D: Children. (Third DA Session)

Example 19: D: I study architect.

M: I study architect ...

D: Architecture. (Fifth DA Session)

Example 20: M: What kind of music do you like?

D: Rap, pop.

M: Why do you like pop music?

D:...

M: Sakin ol, niye seviyorsun pop müziği?

(Calm down, why do you like pop music?)

D: Hareketli çünkü.

(Because it is energetic.)

M: It makes me energetic gibi şeyler diyebilirsin o zaman.

(Then, you can say "it makes me energetic" or similar things.)

D: Ha, onları da mı söyleyeceğim?

(Should I tell those kind of things?)

M: Tabiki, beni mutlu ediyor falan da diyebilirsin.

(Of course, you can also say "it makes me happy" or etc.)

D: It makes me happy. (First DA Session)

Example 21: M: Did you do anything special last weekend?

D:...

M: Soruyu anladın mı?

(Did you understand the questions?)

D: Hayır.

(No.)

M: Yes no sorusu mu bu?

(Is it yes/no question?)

D: Evet.

(Yes)

M: Geçmişe ait bir şey mi soruyor?

(Is it asking something related to the past?)

D: Evet.

(Yes)

M: Anlamadığın yer neresi burada? Kelime mi?

(What did not you understand in that sentence? Is it vocabulary?)

D: Special olan benim yaptığım şey mi?

(Did I do the special thing?)

M: Evet, hiç özel bir şey yaptın mı diyor.

(Yes, it is asking whether you have done anything special.)

D: No.

M: Ama no desen bile yine de açıklaman gerekiyor neden no olduğunu, böyle kısa cevap verip bırakamazsın. (Third DA Session)

(However, even if you said no, you have to explain what it is. You cannot leave it with short answers.)

Example 22: D: How old ...

M: Ne soracaktın?

(What were you going to ask?)

D: How old...

M: How old are you sorarken nasıl soruyorsun?

(How do you ask when you say "how old are you")

D: How old is she? (Second DA Session)

Example 23: D: What will you do job?

M: Job'a gerek yok. Aynısını kullanmak zorunda değilsin. Ne iş yapacaksın derken what will you do demen yeterli. "do" meslek anlamında kullanılıyor. (Fifth DA Session)

(You don't need to use job here. While you are saying "what will you do", it is ok to say "what will you do". "Do" gives the meaning of job here.)

Example 24: Mu: It is me relax.

M: Cümleyi bir daha kuralım mı? O beni rahatlatıyor demek istiyorsun değil mi?

(Can you make the sentence again? You want to say it relaxes me, don't you?)

Mu: It is relax for me.

M: Relax fiil mi yoksa sıfat mı burada?

(Is "relax" a verb or an adjective here?)

Mu: Relax normalde fiil, be kullanmamam lazım.

(Normally "relax" is a verb, I should not use "be" here.)

M: Evet.

(Yes)

Mu: It is relaxing me.

M: It is relaxing me ya da bunu geniş zamanda vermek istersen it relaxes me daha güzel olur. (First DA Session)

(It is relaxing me or it is better to say it in the simple present tense.)

Example 25: Mu: They are be happy.

M: They are be happy.

Mu: .... (silence)

M: Zaten are, be demek değil mi? Neden bir daha be'yi kullanıyorsun?

(Isn't "are" a form of be? Why do you use "be" one more time?)

Mu: Resim tanıttığım için şimdiki zaman kullanıyorum, o yüzden be ekliyorum.

(As I am describing the picture, I use continuous tense, so I add "be")

M: Ama are be'nin bir formu, şimdiki zaman olsa bile tekrar be demene gerek yok. (First DA Session)

(But, "are" is a form of "be". Even if it is continuous tense you don't need to use "be" again.)

Example 26: Mu: She look nervous.

M: She look

Mu: She looks nervous. (Sixth DA session)

Example 27: Mu: I can see a happy family. They are looking..... (silence)

M: Bak, aşağıda sorular var. Do you take family photos diyor ya, burdan yola çıkarak bunun bir fotoğraf olduğunu söyleyebilirsin. Her zaman önce aşağıdaki soruları okursan, bunlar sana genel anlamda bir bakış açısı kazandırabilir ve neler

söyleyeceğini kestirebilirsin. Neden bu fotoğrafı çektirdiklerini, bununla ne yapacaklarını söyleyebilirsin.

(Look, there are questions below the picture. “Do you take family photos” is the first questions, so you can say that this is a photo. If you read the questions below first, these questions can give a general point of view about the photo and you can plan what you are going to say. For instance, why did they take the photo, what they are going to do with that photo, etc.)

Mu: I think this is a family photo. In my opinion, they are so happy because they are sending this photo for their sister. Maybe their sister abroad.

M: Their sister ...

Mu: Maybe their sister is abroad. (Second DA Session)

Example 28: Mu: Last year, Antalya.

M: Bunu tam cümle yaparsan daha iyi olur.

(It is better if you make a full sentence.)

Mu: We took a photo in Antalya last year. (Third DA Session)

Example 29: Mu: I ....., ‘çok merak ediyorum’ ne demek?

(What does it mean “wonder” in English?)

M: wonder

Mu: I wonder Antalya. (At the Beginning of Fifth DA Session)

Example 30: Mu: I wonder those things. (In the Middle of the Fifth DA Session)

Example 31: Mu: How do you feeling?

M: Again.

Mu: How do you feel? (First DA Session)

Example 32: İ: I listening to.

M: Again, cümleyi yeniden kuralım.

(Can you make the sentence again)

İ: I listening to

M: Listening to mu?

(Is it “listening to”?)

İ: I am listening to

M: Dikkat et, -ing olan cümlelerde am/is/are kullanmayı sürekli unutuyorsun. (At the beginning of first DA Session)

(Be careful, you always forget “am/is/are” in the verbs that have -ing.)

Example 33: İ: This guys are listening to the boy.

M: This guys, bir şey var mı bunda?

(Is there anything wrong with “this guys”)

İ: ... (Silence)

M: Guys plural, ama this değil.

(Guys is plural but “this” is not plural.)

İ: These guys. (At the end of first DA Session)

Example 34: İ: She have short hair.

M: Have short hair?

İ: She has. (Second DA Session)

Example 35: İ: They are look...

M: Hep aynı şekilde fiilin başına am/is/are getiriyorsun. Geniş zamanda bunu yapmıyoruz. Sadece fiili kullanıyoruz.

(You always add am/is/are before each verb. We don't add am/is/are in the simple present tense, we only use the verb.)

İ: They look... (Second DA Session)

Example 36: İ: I went to go my cousin.

M: Went dedin, niye tekrar go diyorsun?

(You said went, why do you say "go" again?)

İ: I went to my cousin. (Third DA Session)

İ: I went to go...., I went to Rize. (Posttest)

Example 37: İ: She looks unhappy. (Sixth DA Session)

İ: She thinks that... (Sixth DA Session)

Example 38: M: Where did you go?

İ: I go to İzmir.

M: Ama soru geçmiş zaman ile soruluyor. O yüzden cevabında past tense içeren bir yapı olmalı. (Forth DA Session)

(But the question is in the past tense. Therefore, you need to use a past tense structure in the answer.)

Example 39: İ: Who are your favourite actor?

M: Çoğul bir şey mi sordun tekil mi?

(Did you ask something plural or singular?)

İ: Who is your favourite actor? (First DA Session)

Example 40: İ: They swimming, no, they will swimming, They will swim. (Forth DA Session)

Example 41: Ö: I want to play the guitar last summer.

M: Hangi tense? Past olsa daha iyi olmaz mı?

(Which tense is it? Isn't it better to use past tense?)

Ö: I wanted to play. (First DA Session)

Example 42: Ö: She doesn't like your friends.

M: Your friends.

Ö: Onun arkadaşları

(Her friends.)

M: Your senin demek ama.

(But your means your (Turkish translation))

Ö: Her friends. (First DA Session)

Example 43: Ö: I will went to go.

M: I will went to go. Bir daha bakalım.

(Let's look at it again.)

Ö: I will go ama istiyorum desem.

(What if I say “want to”?)

M: O zaman want getirebilirsin. I want to go on a holiday. Ama burada will’e gerek yok çünkü want I genelde geniş zaman ile kullanıyorum. (Sixth DA Session)

(In that case you can say “want”. I want to go on a holiday. But you don’t need “will” in that sentence, because you are using it with simple present tense.)

Example 44: Ö: She is wearing a T-shirt....(silence)

M: Burada artık kıyafet tanımlamaktan öteye geçip daha farklı şeyler söyleyebilmen lazım. Neden sonuç ilişkileri kurarak bunları açıklamalısın. (Forth DA Session)

(You need to give more details apart from talking about their clothes. You need to explain details with their causes and results.)

Example 45: Ö: Who did you with?

M: Did!

Ö: Who did you with?

M: Who were you with? Be’nin past halini kullanmamız gerekiyor burada. (Third DA Session)

(We need to use past version of “be” here.)

Example 46: Ö: What do you will go?

M: Bir daha dene, ne demek istedin, iyi düşün.

(Try it again, what did you want to say, think better.)

Ö: What do you...

M: What nereye demek mi?

(Does “what” mean “where”?)

Ö: Where do you will go?

M: Aynı cümlede hem do hem will olabilir mi?

(Can you use “do” and “will” in the same sentence?)

Ö: Where will you go? (Fifth DA Session)

Example 47: S: This picture in the some people.

M: Cümleyi bir daha yapalım mı?

(Let’s make the sentence again.)

S: In the picture, some people in there.

M: Nasıl diyeceğiz? Ne var diyeceğiz? Resimde bazı insanlar var diyeceğiz. Nasıl deriz?

(How are we going to say that? We will say there are some people in the picture. How will you say it?)

S: .....

M: “Var” kalıbını biliyorsun sen.

(You know “there is” structure.)

S: Been.

M: There is, there are kullanıyorduk, hatırladın mı?

(Did you remember we use “there is/are”?)

S: There is some people.

M: Is this correct? ?

S: There are some people. (First DA Session)

Example 48: S: The girls are look at his.

M: Bir daha, the girls are....

(Again.)

S: The girls are looking at his.

M: Look at him ya da boy demelisin. Bak, hep kaçırdığın bir şey var continuous tense ile ilgili. Ing- takısını getirdiğinde “am/is/are” ı unutuyorsun ya da am/is/are getirip -ing getirmeyi unutuyorsun. (First DA Session)

(You should say “look at him” or “boy). Look, you always have some problems related to continuous tense. When you add -ing you forget am/is/are or vice versa.)

Example 49: S: She live in İzmir.

M: Geniş zamanda özne she olunca ne yapman gerekiyordu?

(When your subject is “she” in the simple present tense, what should you do?)

S: She lives in İzmir. (At the Beginning of Second DA Session)

Example 50: S: She has 4 children. (At the End of Second DA Session)

S: She lives in Ankara. (At the End of Second DA Session)

Example 51: S: I am seeing.

S: Aaa, I am seeing olmuyordu. I see (Sixth DA Session)

(It wasn't “I am seeing”.)

Example 52: S: Do you,... what kind of do you music?

M: Ne sorman gerekiyordu? Movie değil mi?

(What did you have to ask? Was not it movie?)

S: What kind of do you..?

M: Movies nereye gelecekti?

(Where should you add movie?)

S: What kind of movies do you watch? (First DA Session)

Example 53: B: He is play pop music. (First NDA Session)

B: I am describe you my sister. (Second NDA Session)

B: They are drink a lot of things. (Third NDA Session)

B: They are prepare scubadiving. (Sixth NDA Session)

B: They are go to work. (Posttest)

Example 54: B: I went to go to Karabük. (Forth NDA Session)

B: I went to go to Karabük. (Posttest)

Example 55: B: Where she lives? (Second NDA Session)

B: What kind activity of did? (Forth NDA Session)

B: What kind of activity you did? (Posttest)

Example 56: M: I again the watch Stranger Things. (Second NDA Session)

M: Just sit. (Third NDA Session)

M: I will four or five years ago (Sixth NDA Session)

M: Have a.. (Posttest)

Example 57: M: We ride a horse (\*rode) (Forth NDA Session)

Mediator: Will you do this activity in the future?

M: No, I did not. (\*won't) (Fifth NDA Session)

Example 58: H: Father wear a T-shirt. (Second NDA Session)

H: What is your activity in last summer? (Forth NDA Session)

H: Where were you in tonight? (Sixth NDA Session)

H: I spend time my family. (\*spent)(Posttest)

Example 59: H: There are six person in my family. (First NDA Session)

H: Childrens. (Second NDA Session)

H: 2 day. (Third NDA Session)

H: 2 sibling. (Forth NDA Session)

H: After 4 year. (Sixth NDA Session)

Example 60: H: They look like happy. (First NDA Session)

H: They look like happy. (Second NDA Session)

H: Picture on the right. (in all NDA Sessions)

Example 61: E: They will swimming. (Fifth NDA Session)

E: My sister engineer. (Sixth NDA Session)

Example 62: H: But two years ago, I don't like music. (First NDA Session)

H: One weeks ago, I go camping with my friends. (Second NDA Session)

H: I will go around. (\*went) (Forth NDA Session)

H: They decide some entertain. (\*decided) (Fifth NDA Session)

Example 63: H: She use violin in concert. (First NDA Session)

H: I tried to say song. (Second NDA Session)

H: Ancient regularly. (\*before) (Third NDA Session)

## 8.16. APPENDIX 16: LIST OF EXCERPTS

(Excerpt 1): Süleyman (Post-interview): I think my speaking developed by 50 percent.

(Excerpt 2): Emre (Post-interview): I have positive attitude towards speaking English now. As we I try to speak in each test, I feel that I improved. Also, there are some parts that I really appreciate my English. It made me feel confident. We used to take speaking tests just one time at the end of modules and we did not know what we achieved or not. They did not explain our mistakes and we could never learn. However, this time I learned everything when you showed me.

(Excerpt 3): Nalan (Post-interview): I started to study my mistakes and I realized it is not that much hard when I study.

(Excerpt 4): Emre (Post-interview): I began using new structures as I was taught in speaking tests.

(Excerpt 5): Fatma (Post-interview): I could not make any sentence before and I did not know what to tell. Now, I know what I need to tell in the test. With the help you provide me, I could improve myself as I realize my errors. For instance, you told me that I always miss am/is/are in the sentence, I did not know it before. When you told me that I realized my problem. I am trying to be careful now.

(Excerpt 6): Selen (Post-interview): I was extremely nervous during speaking tests, hence I could not understand questions. In these tests, as we had tests every week, I overcame my stress.

(Excerpt 7): Ceyhun (Post-interview): I learned where I should start speaking from and where I will finish it. Even if I don't have any idea, I demand for help. For example, I say "I don't understand". In accordance with the answer of scorer I continue.

(Excerpt 8): Helen (Post-interview): I am trying to understand the tense of the question first and I ask "Can you please repeat?".

(Excerpt 9): Nalan (Post-interview): I did not use to think about what I was going to say. I used to say whatever comes to my mind. Yet, I am planning which tense to use now. Also, I did not use to generate everything I knew, but I try to use them now.

(Excerpt 10): Melis (Post-interview): As I was so nervous, I could not think anything. Now, I am relieved, and I can plan my speech.

(Excerpt 11): Emre (Post-interview): It is kind of enlightenment. When I finish the sentence, I catch myself and say "Oh, this was not correct."

(Excerpt 12): Ceyhun (Post-interview): Once I made a mistake, I started to realize it. Even I say myself, you need to add -s when subject is she. However, I don't try to correct the sentence not to get excited.

(Excerpt 13): Fatma (Post-interview): Those sessions affected my way of thinking. For instance, there were some questions in the questionnaire asking whether I checked if I achieved my goals. Before, I never controlled it. After sessions, I started to check my mistakes of the simple past tense or other structures.

(Excerpt 14): Emre (Post-interview): I did not believe in myself before, therefore my scores were lower, yet I feel confident now because I saw that I could do during the tests. I gave higher scores in the second questionnaire.

(Excerpt 15): Maya (Post-interview): I gave less points in the second questionnaire for some items because I realized my mistakes during the tests and understood that I was not studying enough. Therefore, for an item that I gave 5 points in the first questionnaire, I gave 3 in the second questionnaire. These sessions enabled me to understand my real level.

(Excerpt 16): Eylül (Post-interview): I realized lots of things that I thought that I was doing correctly before, which are actually wrong because I have never told that they were wrong in the previous speaking tests. Therefore, I gave lower points in the second questionnaire after these tests.

(Excerpt 17): Nalan (Post-interview): My second scores are lower as I started to think about whether this is my real capacity. I feel like I supposed to be looking into every nook and cranny of my personality. My previous scores were also reflecting me but I was not aware.

(Excerpt 18): Eyşan (Post-interview): I don't know why I gave different scores. I was not aware.

(Excerpt 19): Selen (Post-interview): It may have changed in regard to my mood. While I was doing the first questionnaire, I was very happy. Therefore, I gave higher scores. During the second questionnaire, I was sad because it was after an exam and I was not feeling successful. May be that is why I gave lower scores.

## 9. CURRICULUM VITAE

**PINAR KIR**

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### EDUCATION

- |                |                                                                                                                              |
|----------------|------------------------------------------------------------------------------------------------------------------------------|
| 2018-Current   | <b>Kocaeli University</b> , Institute of Social Sciences, Graduate Program in English Language Education, Kocaeli, 3.68/4.00 |
| 2011-2016      | <b>Bogazici University</b> , Faculty of Education, Undergraduate Program in Foreign Language Education, 3.42/4.00            |
| 2015 Oct.-June | <b>Universidad de Zaragoza</b> , Facultad de Educacion, Undergraduate Program in Language Education, Spain, Erasmus          |
| 2015-2016      | <b>ENKA College</b> , Istanbul, Teacher Trainee                                                                              |
| 2007-2011      | <b>İzmir Anatolian Teacher Training High School</b> , Izmir                                                                  |

### WORK EXPERIENCE

- |               |                                                                    |
|---------------|--------------------------------------------------------------------|
| 2017-Current  | <b>Fatih Sultan Mehmet Vakıf University</b> , Istanbul, Instructor |
| 2016-2017     | <b>Etiler Bilfen Preschool</b> , Istanbul, English Teacher         |
| 2011- Current | One to one tutoring                                                |

### CONFERENCE PRESENTATIONS

**Boğaziçi University School of Foreign Languages 2nd ELT Conference**,

September 27-28, 2019, Istanbul (Paper Presentation)

**ILTERG Conference**, April 8-10, 2019, Antalya Turkey (Paper Presentation)

## **CERTIFICATES**

**ETS Global Istanbul Branch**, TOEFL iBT® Propell® Workshop, January 2020 (1 Day)

**Sabanci University School of Foreign Languages**, Vocabulary Teaching and Learning, April-May 2019 (7 weeks)

**Bogazici University**, Global Perspectives in ELT, February-April 2019 (Six Weeks)

## **PUBLICATIONS**

Kır, P. (2019). The comparative validity analysis of praxis English to speakers of other languages (ESOL) test and Turkish public personnel selection examination (KPSS) for selecting English language teachers. *Kocaeli Üniversitesi Eğitim Dergisi*, 2(2), 134-142. doi: 10.33400/kuje.579561

Kır, P. (2020). Exploring the relationship between the beliefs and practices of instructors about oral corrective feedback in EFL classes: A case study from Turkey. *International Online Journal of Education and Teaching (IOJET)*, 7(2), 567-583.

## **ACADEMIC INTERESTS**

Dynamic Assessment and ELF Aware Language Education

## **LANGUAGE**

Turkish –Mother Language

English – Advanced

Spanish –Intermediate