



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE IMPACT OF GROUP DYNAMIC ASSESSMENT ON GRAMMAR ACHIEVEMENT OF
EFL LEARNERS

Yelda ORHON

Ph.D. Dissertation

Ankara, 2022



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GRUP DİNAMİK DEĞERLENDİRMENİN YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN
ÖĞRENCİLERİN DİLBİLGİSİ BAŞARILARI ÜZERİNE ETKİSİ

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Ph.D. Dissertation

Ankara, 2022

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **YELDA ORHON** and entitled “THE IMPACT OF GROUP DYNAMIC ASSESSMENT ON GRAMMAR ACHIEVEMENT OF EFL LEARNERS” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Abstract

Taking its roots from the Vygotskian sociocultural theory of cognitive development, Dynamic Assessment (DA) has proved to be a valuable tool in psychological and educational research for a long time. However, DA has recently been employed in the field of SLA and given promising results. Considering the gap in the literature, this study sought to investigate the impact of Group Dynamic Assessment (G-DA) on development of B1 EFL learners' control over narrative tenses. A total of 72 students were included in the study and divided into two groups as experimental and control. Employing a mixed-methods design, the data of the study were collected via multiple sources including grammar tests on narrative tenses, a written transcendence task, recordings of G-DA sessions, semi-structured interview, and reflective teacher journal. During the intervention in which interactionist approach to DA was employed, experimental group learners were offered contingent and graduated mediation from implicit to explicit in response to their emergent needs in a dialogic interaction for four weeks while control group received explicit corrective feedback. The findings revealed the outperformance of the experimental group on the grammar test. It was also found that the experimental group showed a more varied, more accurate, and higher number of tense use in the transcendence task. The analysis of DA sessions revealed that the experimental group had higher self-regulation abilities compared to the control group, who had a higher need for other-regulation. Considering the potential of DA for L2 learning, implications and suggestions were provided.

Keywords: sociocultural theory, group dynamic assessment, mediation, learner reciprocity, interactionist DA, zone of proximal development,

Öz

Vygotsky'nin Sosyokültürel bilişsel gelişim teorisine dayanan dinamik değerlendirme, psikoloji ve eğitim araştırmalarında uzun süredir değerli bir yaklaşım olarak kullanılmaktadır. Ancak, dinamik değerlendirme son zamanlarda ikinci dil edinimi alanındaki çalışmalarda da kullanılmaya başlanmıştır ve umut verici sonuçlar sunmaktadır. Literatürdeki eksikliği göz önünde bulundurarak, bu çalışma, grup dinamik yaklaşımının, İngilizce eğitimi alan orta düzeydeki öğrencilerin anlatı zamanları üzerindeki hakimiyetlerinin gelişimindeki etkisini araştırmayı amaçlamaktadır. Araştırmaya toplam 72 öğrenci katılmış ve deney ve kontrol grubu olmak üzere ikiye ayrılmıştır. Karma yöntem tasarımı kullanılan bu çalışmanın verileri, anlatı zamanları üzerine bir dilbilgisi testi, yazılı transfer görevi, grup dinamik değerlendirme oturumlarının kayıtları, yarı yapılandırılmış görüşmeler ve öğretmen günlüğü dahil olmak üzere birden fazla kaynak aracılığıyla toplanmıştır. Etkileşimci yaklaşımın kullanıldığı müdahale programında, deney grubu öğrencilerine dört hafta boyunca diyalojik etkileşim ile öğrencilerin ortaya çıkan ihtiyaçlarına yönelik örtülüden açığa doğru giden ipuçları sunulurken, kontrol grubuna geleneksel öğretim verilmiştir. Nicel veri analizi, deney grubunun dilbilgisi testinde kontrol grubundan daha iyi performans gösterdiğini ortaya koymuştur. Ayrıca, deney grubunun kontrol grubundakilere kıyasla transfer görevinde daha çeşitli, daha doğru ve daha fazla anlatı zaman kullanımı gösterdiği bulunmuştur. Dinamik değerlendirme oturumlarının analizi, deney grubunun daha az açık yönlendirmeye ihtiyaç duyduğunu, yani kontrol grubuna kıyasla daha yüksek öz düzenleme becerilerine sahip olduğunu ortaya koymuştur. Dinamik değerlendirmenin ikinci dil öğrenimi için potansiyeli göz önünde bulundurularak, çıkarımlar ve gelecek çalışmalar için öneriler sunulmuştur.

Anahtar Kelimler: sosyokültürel teori, grup dinamik değerlendirme, yönlendirme, öğrenci tepkisi, etkileşimci dinamik değerlendirme, yakınsal gelişim alanı

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Symbols and Abbreviations

CEFR: Common European Framework of References

MoNE: Ministry of National Education

SLA: Second language acquisition

EFL: English as a foreign language

SCT: Sociocultural theory

ZPD: Zone of proximal development

DA: Dynamic assessment

G-DA: Group dynamic assessment

NDA: Non dynamic assessment

RQ: Research Question

SPSS: Statistical Package for Social Sciences

Chapter 1

Introduction

This chapter begins by outlining the reasons for conducting this study through the statement of the problem, which is followed by the aim and significance of the study. It also presents the research questions, limitations, and assumptions of the study. Finally, the chapter concludes with the definitions of essential terms.

Two fundamental concepts play a vital role in all education programs, which are teaching and assessment. Every decision taken is relevant to these two factors in one way or another. People in charge of preparing efficient programs for teaching institutions pay attention to what is taught and how the result of this teaching is assessed. They meticulously work on the curriculum, syllabi, materials, and methods to be used in the process while shaping their teaching programs so that they can reach their goal, which is to teach what they are supposed to or promise to. One factor that has a reverberating effect on designing teaching programs is assessment. The issue of assessment has received considerable attention from researchers since it lies at the heart of a good teaching program. Scores obtained as a result of assessment are usually viewed as powerful performance indicators for the learners or the institution. However, assessment not only informs learners, teachers or other stakeholders about what has been achieved, but also drives teaching and learning process. Furthermore, what is tested directly relates to what is taught in the class or what one learns, and how it is tested has a noticeable effect on how it is learned (Hughes, 2003; Schorr & Bulgar, 2003; Taylor, 2005). Many teachers revise their instruction in order to teach what is set forth by the test; as a result, the instruction process is frequently guided by the test agendas. By drawing on the shifting relation between testing and teaching, Buck (1988) maintains that

There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, the pass rates are used as a measure of teacher success. This influence of the test on the classroom is, of course, very important, which is termed as washback. (p.17)

The term washback has been used to define the impact of testing on teaching and learning (Hughes, 2003; Poehner, 2005). The concept of backwash was promoted by Alderson and Wall (1993) in one of their earlier works, which illustrates the impact of testing on education systems. Washback can be beneficial or harmful (Buck, 1988; Hughes, 2003; Taylor, 2005). In contexts where teaching process is limited by test items, the washback will be negative. For instance, if the skill of speaking is tested only through multiple choice items,

this will be a negative washback for teaching the speaking skill, in which the teacher will probably tend to focus on similar items in class. This means that if the learner is mainly instructed with the purpose of passing a specific exam, then the score obtained in the exam illustrates the extent to which the instruction has matched with the content of the test not the extent of the learner's knowledge or ability in a given domain (Poehner, 2005). In this case, although it is not intended, testing marks the boundary of teaching, which is a big threat to the nature of teaching. In contrast, beneficial washback is achieved when testing promotes good teaching. It can be asserted that for beneficial backwash, what teaching institutions or teachers test must be relevant with what they teach (Hughes, 2003). For instance, if learners are held responsible for a speaking part in the exam, the teacher is likely to practice the speaking skill in the class. In addition, it is commonplace to claim that testing has implications for teaching and learning, either for individuals like learners and teachers or for the education system as a whole. By drawing on the concept of washback, Bachman and Palmer (1996) maintain that it is a subset of a test's impact on individuals, society and education systems, indicating that washback plays a key role in shaping teaching programs.

Due to the powerful interface between teaching and testing, people are used to taking tests at almost all stages in their lives from elementary school to the end of university, or even after with various purposes. Especially in the last three decades, there has been a growing awareness in what tests mean beyond the classroom. Tests can influence one's life or career significantly in that they are viewed as a gateway to access to educational and employment opportunities (Poehner, 2005; Taylor, 2005; Mcnamara & Rover, 2006). However, these kinds of important decisions cannot be given based on low-stakes classroom tests due to several weaknesses like the inexperience of teachers in developing tests, prejudice of teachers, or vague meaning of grades. Therefore, a need for large-scale, high stakes tests arose all around the world. There was an increasing demand for standardized procedures in testing such as item construction, test format, item types, test administration, scoring, score reporting etc. Because of this, commercially produced high stakes standardized tests have long been administered to millions of students each year for different reasons. One of the fields in which standardized tests are commonly used is language proficiency testing. Today, many high stakes language tests including Test of English as A Foreign Language (TOEFL), Key English Test (KET), Preliminary English Test (PET), The College English Test (CET), and The International English Language Testing System (IELTS), etc. are administered each year to millions of English as a second or foreign language learners who aim to use the result of these tests to achieve a goal like admission to educational institution, migration to another country, career advancement or employment. These large-scale high stakes tests have been drawing increased attention from many

circles like learners, teachers, educational administrators, employers, and government policymakers, etc (Jin, 2011). Standardized tests prepared by testing professionals of private testing companies are considered an objective and practical way of testing everybody in a short time (Ascher, 1990). In addition, they are believed to overcome the shortcomings of teacher-prepared tests.

Standardization of language tests entered a new era with the acceptance of the Common European Framework of Reference (CEFR) for Languages by the European countries, promoting the use of standardized high stakes language tests all around the world. CEFR is a transparent, coherent and comprehensive scheme for language curricula and syllabi, teaching, and assessment, and defines levels of proficiency through descriptors for each level of proficiency (CoE, 2001). CEFR provides a mutual understanding and recognition with respect to language education practices across different educational systems in Europe (Mirici & Kavaklı, 2016). As a result, language education contexts have been substantially affected by the introduction of CEFR (Yüce & Mirici, 2019). Thus, teaching and assessment practices across Europe and other continents started to follow the descriptors in CEFR while preparing language syllabi or proficiency tests. By taking these descriptors as the base in their exams, testing bodies provide transparency to test takers.

Despite the long history of standardized tests, questions have been raised about the validity and effectiveness of these tests (Dodge, 2007; Herman & Golan, 1991; Jin, 2011; Madaus, Airasian & Kellaghan, 1971; Mons, 2009). Recently, this issue has been a controversial and much disputed subject within the field of testing (Dodge, 2007). Some writers question how well the scores obtained in standardized tests reflect the actual performance of learners (Popham, 2001; Franklin & Snow-Gerono, 2007). Others have highlighted the negative effect of standardized testing like narrowing the curricula, creating a hierarchy of academic disciplines, limiting instruction, diminishing learners' social life skills, critical thinking skills, creativity, and concept understanding, and demotivating learners and teachers (Mehrens & Kaminski, 1989; Ascher, 1990; Gilman & Reynolds, 1991; Dodge, 2007; Pedulla, 2003; Hammerman, 2005).

One of the mostly stated problems about high stakes language tests is their lack of social dimension (McNamara & Roever, 2006). McNamara and Roever (2006) view language testing a social practice just like language use itself. With the advent of communicative language teaching movement, there was a shift from knowledge-based tests to performance-based tests (McNamara & Roever, 2006). As a result, instead of focusing on discrete-point multiple choice test items, integration of knowledge and performance in face-to-face interaction has become more preferred in language testing, especially interviews. However, tests that assess learners' communicative skills have met several challenges by researchers

indicating that they neglect the social aspect of communication. Interviews, which are commonly used in speaking exams, have been challenged claiming that they are not natural since interviewees usually answer question but do not take turns to ask questions, which is an essential part of real communicative behaviour (McNamara & Roever, 2006). Social interaction employs two interacting parties, and performance of an interlocutor is shaped in the social context where the interaction takes place. Markee (2008) maintains that meaning is co-constructed in interaction. Taking a microanalytic approach to conversation, Goffman, Schegloff, and Sacks introduced the analysis of talk-in-interaction known as Conversation Analysis (CA). Especially over the last two decades, numerous studies have attempted to analyse conversation within the framework of CA (Kasper, 2006; Raymond & Heritage, 2006; Schegloff, 2007; Markee, 2008; Waring, 2009; Walsh, 2012; Sert & Walsh, 2013). From CA perspective, talk-in-interaction is based on a collaborative effort between the participants of the talk. Thus, the meaning of a particular utterance is shaped by what it is preceded and followed by. The contribution of each party cannot be underestimated or ignored in interaction. In testing language proficiency, traditional tests aim to measure one's static performance, however in social, interaction-based assessment not only learners' present performance but also their future performance is explored, indicating a potential for learners' improving abilities.

Another approach that takes into account the social aspects of interaction is Dynamic Assessment (henceforth DA), which represents a cutting edge of research issues in assessment. DA has been frequently employed in special education (Feuerstain et al., 1979) for a long time, and it is in its early exploration in the field of language assessment (Poehner, 2005). DA has its roots in Vygotskian Sociocultural theory and aims to measure learners' ability by combining teaching and assessment practices. DA does not favour static assessment practices like traditional sit-down exams, but dynamic practices involving both instruction and assessment at the same time in the teaching process. Lantolf and Poehner (2004) define DA as in follows:

DA integrates assessment and instruction into a seamless, unified activity aimed at promoting learner development through appropriate forms of mediation that are sensitive to the individual's (or in some cases a group's) current abilities. In essence, DA is a procedure for simultaneously assessing and promoting development that takes account of the individual's (or groups') zone of proximal development (p.50).

In DA, learners' potential for growth is the central concept, and learners' readiness to develop in language attainment is explored through interventions. Learners have greater opportunities for language learning in socially interactive settings through modelling and scaffolding (McNamara & Roever, 2006). Learners can notice the gap in their language

learning with the help of recasts, clarification requests, and prompts and increase their performance.

Previous research studies illustrated significant contributions of DA to promote second language acquisition (Poehner, 2005; Lantolf & Poehner, 2006; Ableeva, 2010; Fahmy, 2013; Shabani, 2014). However, since DA is still in its infancy in the field of second language studies, to date, there haven't been very many studies investigating the impact of DA on improving learners' abilities while learning a language. This indicates a deeper need to understand the association between DA and language learning.

In essence, the present study provides in-depth study of the issue of DA within the framework of Vygotsky's sociocultural theory by applying it from a group approach in large classroom in order to assess and develop EFL learners' abilities to use narrative tenses appropriately.

Statement of the Problem

The advent of technology has led to many profound transformations in a variety of fields like economy, social life, culture, politics, which have a great impact on different elements of life. The way we live, work, communicate, reach information, learn, or entertain are also changing as a result of the transformation emerging. Hence, individuals must adapt themselves to continuously changing situations in order to survive. At this point, the field of education comes to the foreground since the purpose of education is to equip individuals with necessary skills and knowledge to be able to survive in the changing conditions of the time by developing their social, intellectual, affective, and professional abilities. Considering this, educational board of a country must follow the innovations in different fields closely and constantly make reforms under the light of these innovations. Mirici and Yangın-Ekşi (2016) addresses the importance of education in surviving changing conditions by claiming that is it especially important for developing countries such as Brazil, Turkey, and South Africa to invest in education to raise next generations who are able to attain, acquire, disseminate and use knowledge in a more efficient way to achieve greater economic and social benefits. The educational goals, learner outcomes, teacher competences, instructional methods, and assessment types etc. are directly related to the quality in education, therefore they must be revised in line with the necessities of the current age and tomorrow world. According to OECD (2019) report, "education needs to help youth develop skills for 21st century, adapt to changes on the labor market, have a career progression or change occupations, and become informed and responsible citizens" (p.30). One of the issues drawing increasing attention in the last years is 21st century skills. The Partnership for 21st Century Skills defines 21st century skills as essential "knowledge, skills, and expertise students should

master to succeed in work and life in the 21st century” (P21, 2009, p.1). That is, individuals need a broad spectrum of skills and knowledge to be able to survive in the changing conditions of the world. The necessary skills may vary based on the classification of various organizations or institutions. Ekici et al. (2017) conducted a research on 19 different data sources analyzing 21st century skills to determine how the skills were identified by the researchers and institutions and to come up with the list of the skills and revealed that 63 skills were addressed while describing the 21st century skills. In the list, problem solving, communication, collaboration, creativity/innovation, critical thinking, decision-making, productivity, flexibility, and adaptability stood out as some of the prominent skills. However, there are some basic skills that are addressed in most of the organizations while referring to 21st century skills such as critical thinking, creativity, collaboration, communication, problem solving, digital literacy and citizenship (Vooght & Roblin, 2012). Considering all these innovations, education policy of a country must also emphasize these skills in order to equip students with the necessary skills for the living conditions of that century.

In parallel with the sociocultural, scientific, technological, and economic developments of the 21st century, Turkey has taken some initiatives to achieve high quality in its education. A lot of research was conducted on educational reforms, educational vision of the country was revised, curricula was updated in the light of innovations, different projects like the Fatih project was undertaken, and a great deal of in-service training was provided to educators to develop themselves in different fields like educational methods, educational technology, alternative assessment etc. (Duru et al., 2020). The education system of Turkey has witnessed frequent revisions in its language education policy due to the technological, political, and social changes taking place over the years as well. For many years, French was maintained as the major foreign language taught in schools, yet with the recognition of English as lingua franca, English became the mainstream foreign language in Turkey. In addition, Turkey’s desire to maintain strong bonds with the West and become a member of the European Union has made the position of English in Turkey more powerful (Kırkgöz, 2009). Furthermore, globalization in many aspects of life has contributed to the importance of English for both countries and the society. Today, knowing English stands as a gateway to many educational, professional, and social opportunities. As a result, teaching and learning English has gained an incredible importance in Turkish context.

What is more, in the light of the advancements and innovations emerging in the field of ELT, the approaches or methods favored currently are very different from the ones associated with the term traditional. Since very old times, the field of language teaching and learning have been in constant change, so now the favored models followed or applied in teaching take their roots from constructivism, sociocultural approach, and communicative

approach. Today learner-centered education is highly valued all around the world. Also, the person who knows a language is considered someone not who knows a lot about the language but someone who can use the language functionally and culturally appropriate ways. Hence, learners must have communicative competence to be able to know a language thoroughly (Canale & Swain, 1980). However, as Kachru (1985) indicated, learners who are in the expanding circle are far more in number compared to the ones in the inner or outer circles. This means that learners learning English in a context like Turkey are mostly non-natives who do not have many opportunities to use the language for real purposes. The only contact they have with the language mostly occurs in classrooms; and their peers and the teacher are their interlocutors, except their personal contact through the media, TV etc. So, in order for learners to develop their communicative competences, they need to interact in class. Interaction is seen as a key factor in language development in current language teaching approaches and methods like sociocultural theory, communicative language teaching (CLT), and task-based language teaching (TBLT).

Considering all these social, political and educational changes witnessed in the field of language teaching, the Ministry of National Education (henceforth MoNE) has been implementing major reforms in the language education policies with regard to curriculum, assessment system, teaching methods, materials, and teaching conditions etc. MoNE has accepted communicative language teaching in its language education policy guided by constructivism as well and tried to update everything in the light of these views of learning. Learner autonomy was emphasized in the new curriculum introduced in 2005, and a shift was experienced in the language assessment system from traditional to more communicative. This shift was consistent with the changes undergone in many parts of the world regarding the language assessment. Portfolio assessment became an important part of language assessment, especially with the promotion of the CEFR, which views assessment as a continuous process, not as a one-shot practice. Despite all these initiatives, no matter how communicative they are claimed to be, traditional sit-down language exams are still the most common assessment type employed in Turkish context to determine one's language knowledge and ability due to practical reasons regardless of how much an overlap exists between them. Learners are totally left alone during the assessment and are not provided with help under no conditions. The reason for this is that because these exams are used to give very significant decisions for people's lives, fairness and objectivity of the exams are essential; as a result, they are expected to perform individually. These exams do not foreground learners' potential for future development since it is considered irrelevant for assessment procedures. Exams are mostly used as feedback to the past teaching or learning, which reveals the extent to which learners remembered what they learnt

beforehand, not as a potential tool for improving the instructional process. Student success is decided through static exams which only inform learners about their past development. By looking at exam scores, majority of the teachers and learners think about how well they performed in the exam.

In contrast to traditional views of assessment, DA, sharing many similarities with the recent changes in the assessment system, also views assessment as part of the learner's development process. Therefore, DA does not favor static assessment practices like one-shot exams, but dynamic practices involving both instruction and assessment at the same time in the process. In DA, the teacher acting as a mediator provides graduated mediation to learners in order to help them achieve their potential. It can also be put forward that DA provides teachers with the tool to plan their instruction while carrying out an assessment. Therefore, DA is not only backward-looking but also forward-looking.

Contrary to traditional types of assessment, learners' potential for development is considered an inherent part of contemporary views of assessment taking its root from the sociocultural theory, which views development resulting from a collaborative practice. Since classroom context is a social area where meaning is constructed together by the teacher and students, collaborative act and development must be prioritized both in instructional and assessment practices. Therefore, while assessing a learner's language performance, they should not be assessed based on individual performance. Lantolf and Fowley (1988) claim that proficiency is not something emerging from individual functioning in isolation but created together as a consequence of the interaction that takes place between individuals (cited in Poehner, 2005).

Students enrolled in the School of Foreign Languages at Pamukkale University are required to be at B1+ level in their English proficiency in order to pass the preparatory class. During the academic year, they take many traditional sit-down exams, which include different sections, namely reading, writing, listening and grammar/language use, and four speaking exams comprising of both monologue and dialogue between the assessor and the examinee and between examinees. In order to determine their final score that indicates whether the learner passes or fails, learners' scores obtained from assignment and classroom performance are taken into consideration besides those obtained in traditional exams. However, the percentage of the exams in these is 80%, which means that learners' performance in traditional sit-down tests is the most essential point to decide whether he/she passes or fails. As students have to pass the language proficiency exam at the end of the year, they mostly study language with an exam focus. In addition, since the students are highly exam-oriented due to their educational background, they also expect to be good at exams at the preparatory class, too. Most of the learners do not give importance to whether

they actually internalize what they learn, leading them to superficial learning. As a result, students cannot become proficient in a language skill adequately or use the language correctly. Although students have many hours of instruction, they still have difficulty in using skills or maintaining control over English grammar in their writing or speaking productions. They form ungrammatical sentences even if they reach B1+ level, which is the graduation level for my institution. This may result from the fact that learners may experience anxiety and feel under pressure due to the traditional exams that are done within certain duration or perform badly due to personal matters like being sick or under the mood on the exam day. As a result, these exams may not reflect complete pictures of their performance. However, if assessment was conducted in the classroom under usual learning conditions with the help of the teacher, learners might feel more relaxed and show higher performance. During the instructional process, the teacher and learners have a reciprocal relationship; however, this is not the case during the assessment, in which learners are expected to perform unassisted in contrast to the usual classroom practices. This kind of approach tends to separate the instructional and assessment practices, which could be one of the reasons for the low performance of learners. DA can help reveal learners' actual performances through the mediation of the teacher under non-threatening conditions. Teachers can diagnose the problems learners encounter while forming accurate sentences in their speech or writing through dynamic assessment and mediate their performance by offering essential prompts which can support learners' potential development. In addition, as the teacher dynamically assesses the learners, he/she can focus on problematic areas for learners which have been diagnosed during the mediated interaction and shape his/her teaching by continuous revision, which can foster learner growth. Previous research studies illustrated significant contributions of DA to promote second language acquisition (Poehner, 2005; Lantolf & Poehner, 2006; Ableeva, 2010; Fahmy, 2013; Shabani, 2014). Some DA studies were conducted on promoting reading and listening skills through the employment of DA principles (Ableeva, 2010; Shabani, 2012; Shabani, 2014; Yılmaz Yakışık, 2012), while other studies focused on grammatical aspects of language development (Poehner, 2005; Davin, 2011; Mehri & Amerian, 2015). Most prior research employing DA aimed to mediate individuals not the whole class and trace development in individual students (Poehner, 2005; Ableeva, 2010; Davin, 2011; Teo, 2012). However, most of the time teachers in classroom conditions cannot address learners individually despite being aware of the difference in their learning pace due to a variety of reasons such as limited time, tight schedule, and high number of students etc. It is not likely that all the individuals in a class can be given equal opportunity to demonstrate their language knowledge or ability or can receive instruction on a topic until it is internalized. Being aware of all these, the teacher must do his/her best to provide the maximum benefit to the learner under these challenging conditions. Here emerges the

importance of making every situation a learning opportunity for the individuals in class. There has been many research employing DA for the growth of learners individually, in which they are provided with individual mediations attuned to their levels, which is seen an essential element for learning to occur. However, in classroom contexts, the idea of supporting each individual's growth separately is not very feasible. A classroom is a learning place where teacher must consider achieving higher gains for everyone, by paying attention to learners both as an individual and as a member of the group. Since classroom context not only gives importance to students' individual success but also to group development, within the framework of this dissertation, DA is used as a means of promoting abilities of learners with a group approach by employing group dynamic assessment procedures.

Aim and Significance of the Study

This dissertation combines the fields of second language acquisition and language pedagogy based on the framework of sociocultural theory of mind, as proposed by Russian psychologist Lev Vygotsky. More specifically, the present study investigates the impact of Group Dynamic Assessment (hereafter G-DA) on the development of narrative tenses among B1 EFL learners in an attempt to provide a new perspective on the dynamic relationship between assessment and teaching from a Vygotskian approach. This study applies DA procedures in combination with a group approach with adults in a university context, and it particularly centers on teaching and assessing English as a foreign language (EFL), specifically English narrative tenses, through DA principles within the study.

DA has a long history in the fields of psychology and general education; however, it is relatively new within the field of applied linguistics (Poehner, 2005). There have been few studies on the application of DA in foreign language classrooms due to the difficulty of implementing DA procedures in language classrooms involving many learners (Poehner, 2009; Davin, 2011). As a result, many DA researchers have followed one-to-one mediator-learner interaction format. Derived from the same principles of DA, G-DA is a relatively new approach in the field of L2 research as well. Although there has been some research conducted on G-DA in classroom context, how DA is used to function within the ZPD of a class has not been adequately addressed (Poehner, 2009). The current literature indicates a need for more research on incorporation of DA into classroom setting (Poehner, 2009; Shabani, 2012; Mehri & Amerian, 2015). Since little is known about the relation between G-DA and teaching and learning process, this study breaks new ground by following the principles of G-DA to simultaneously evaluate and promote the abilities of EFL learners in a classroom context. In essence, the present study is aimed at exploring the interdependent relationship between assessment and instruction based on the sociocultural theory of mind,

developed by Vygotsky, making it the first study to implement G-DA principles in a large class in Turkish context by making use of both qualitative and quantitative procedures. In addition, the focus of the present research, which is control over narrative tenses, has not been addressed in DA research with a group approach. Furthermore, the research has been conducted from an interactionist perspective. In brief, this research is unique since it implements DA with a relatively large group of learners by following an interactionist approach to DA, focuses on grammar achievement of learners, specifically narrative tenses, employs a mixed-methods design, illustrates tutor moves and learner moves that emerged in dialogic interaction in detail, and supports the data with the opinions of not only learners but also the teacher.

Research Questions

The main aim of this dissertation is to trace the development of narrative tenses among a group of EFL learners at a university context by means of following the principles of G-DA. The main research question of the study is as follows:

What is the impact of Group Dynamic Assessment (G-DA) on the development of narrative tenses among B1 learners of English?

To examine the implementation of G-DA to trace the development of control over narrative tenses among learners of English, this dissertation also seeks to examine seven sub-research questions formulated as follows:

1. Is there any effect of G-DA implementation on Turkish EFL learners' performance in NDA (non-dynamic assessment) tests?

a. Is there a significant difference between the pre-study NDA test scores of the participants?

b. Is there a significant difference between the post-study NDA test scores of the participants?

c. Is there a significant difference in the pre-study and post-study NDA test scores of the participants in the experimental group?

d. Is there a significant difference pre-study and post-study NDA test scores of the participants in the control group?

2. How do learners perform in relation to narrative tenses when the context changes?

3. What mediational moves are employed by the teacher in order to diagnose and promote the learners' performance of narrative tenses during the G-DA-based enrichment program?

4. What reciprocity patterns to mediation are exhibited by the learners during the G-DA-based enrichment program?

5. Is there any effect of G-DA implementation on Turkish EFL learners' performance in DA tests before and after the study?

a. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study DA by group?

b. Is there a difference in mediational moves provided by the tutor and the reciprocal moves made by the learners during post-study DA by group?

c. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study and post study DAs in the experimental group?

d. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study and post study DAs in the control group?

6. What are the Turkish EFL learners' perceptions of G-DA based enrichment program on narrative tenses?

7. What are the teacher's perceptions of the G-DA based enrichment program on narrative tenses?

Assumptions of the study

For the present study, it is assumed that:

1. The sample chosen for data collection is representative of the population.
2. The participants of the study who are aware of the purpose and process of the study beforehand take part in the study voluntarily.
3. The participants in the experimental group attend the classes carefully and regularly during the G-DA sessions.
4. The participants pay attention to each mediational move provided to them during the whole sessions.
5. The participants assigned to the experimental group agree to be interviewed.

6. The participants in both experimental and control groups agree to be video- and audio-recorded during the sessions.
7. The participants give sincere answers to the questions directed to them in the semi-structured interviews.
8. The participants answer the questions on the non-dynamic test carefully and consciously.
9. The data collection instruments are fair, valid, and reliable enough for this particular study.

Based on these assumptions, the research was conducted by following each phase of the study carefully.

Limitations of the study

The present study investigates the impact of G-DA on the development of control over narrative tenses among B1 EFL learners. However, the study entails some limitations, which can be considered as the foundations of recommendations for further research.

First of all, since G-DA is a relatively new concept, and research on G-DA is very limited, there are not many practical guidelines indicating how to apply G-DA in a large class.

In addition, the present study only focuses on English language narrative tenses as the research focus. Therefore, the quality or comprehensibility of learners' utterances is beyond the scope of this dissertation. In addition, learners' performance of narrative tenses was assessed through a grammar test consisting of multiple-choice questions and gap-filing questions.

Due to practical constraints, this dissertation cannot provide a generalization for all preparatory students. Since the participants of the study were already an existing group of students that the researcher taught, no random selection or any other statistical sampling methods were implemented, so convenience sampling method was used while selecting the participants. Therefore, it may not be appropriate to generalize the results to all preparatory class students. In relation to this, learners of different faculties and departments were applied the test, thus they were not homogenous groups. They were considered to have similar L2 backgrounds.

Another limitation can be explained as the lack of data on learners' nonverbal behaviour during the G-DA sessions. Due to the Covid-19 pandemic, the students in the class had to wear masks to prevent the spread of the disease. Therefore, it was impossible to track learners' nonverbal reactions to mediation given to them.

Finally, although the sample size will be relatively small to make generalizations, the results of this study can provide some insight about the use of G-DA on assessing learners' control over past tenses within the ZPD of a large class.

Definitions of the terms

The following terms are used throughout the study.

Zone of Proximal Development (ZPD)

Vygotsky (1978) defines ZPD as the gap between what children can actually do independently and what they can do with assistance. Vygotsky (1998) suggests a relation exists between mediation and ZPD by stating the more a child makes use of mediation, the higher his/her ZPD will be. ZPD is also defined by Lidz and Gindis (2003) as "a 'space' where the evolving psychological functions of a child emerge during the process of joint/shared activities with a more competent partner". A child's cognitive development can be tracked by means of mediation, because it mirrors the child's future abilities (Poehner, 2005). What a child can do without assistance is important to assess the child's cognitive abilities to some extent; the more important thing, however, is what the child can do through mediation since it can help us see the future achievements of the child.

Dynamic Assessment

Dynamic assessment is defined as "an approach to understanding individual differences and their implications for instruction that embeds intervention within the assessment procedure" (Lidz & Gindis, 2003). Having its roots in Vygotsky's Sociocultural Theory (SCT), DA is believed to promote one's potential language learning performance through continuous assessment and mediation (Poehner, 2005; Lantolf & Poehner, 2006). In DA, two pieces of information is essential, first of which is the actual developmental level and the other one is the potential developmental level that can be displayed with the assistance of a more knowledgeable individual, illustrating the foundations of DA in SCT (Poehner & Lantolf, 2005). A learner's performance can be mediated through hints, prompts or questions and only in this way learner's potential development level, which is of great importance, can be obtained.

Group dynamic assessment

A recent term proposed by Poehner (2009), Group Dynamic Assessment is defined as the combination of social mediation and interaction that occurs with a group of learners who has different ZPD's in a learning context. According to Vygotsky's theory, classroom assessment should not ignore the impact of peers on the functioning of individuals (Poehner,

2009; Shabani et al., 2010). Poehner (2009) maintains that both forms of DA, one-to-one DA and G-DA are based on the same principle, mediating learners to co-construct their ZPD. However, different from one-to-one DA, G-DA suggests that mediation can be provided in a class context to move forward not only the individual learners' ZPDs but also the entire group's (Poehner, 2009; Poehner & Lantolf, 2011).

Concurrent and Cumulative Group Dynamic Assessment

Poehner (2009) defined two types of G-DA, which are concurrent G-DA and cumulative G-DA. Although they both aim to guide all the learners in class during mediation, they achieve this aim in different ways. In the former, the teacher mediates a specific learner while addressing the whole class, however he or she doesn't mediate that learner until he or she gets it right. Instead, the teacher goes on with other learners. In contrast, cumulative G-DA aims to get in one-to-one interaction with the learners and the teacher waits for each learner to get the right answer while addressing the whole class at the same time as well.

Interventionist and Interactionist Approaches to DA

Lantolf and Poehner (2004) identify two approaches to DA, interventionist and interactionist. Interventionist approaches to DA are concerned with increasing predictive validity of testing procedures considering the psychometric requirements in the instruments, administration and scoring procedures (Poehner, 2005). In interventionist DA, mediations are determined as a set of hints or prompts to be used during the assessment and presented to each learner in the same order. However, the primary goal of Interactionist approaches to DA is to develop learners' cognitive abilities through mediation (Poehner, 2005). In Interactionist approaches to DA, mediation is not predetermined series of prompts, but takes form as a result of the cooperative dialogue between the mediator and the learner, more in line with the understanding of Vygotsky's zone of proximal development (Lantolf and Poehner, 2005). In interactionist DA, since mediations are not fixed as a list, they are provided to each learner considering their needs during the flexible interaction between the mediator and the learner.

Mediation

Mediation is usually referred as intervention by DA researchers (Lidz, 1991; Poehner, 2005). The concept of mediation suggests that we do not interact with the world directly; instead, we use some physical artifacts or symbolic tools to mediate our relationship to the world. Lantolf and Thorne (2006) views mediation as a "process through which humans deploy culturally constructed artifacts, concepts, and activities to regulate the material world or their own and each other's social and mental activity' (p.79). Language is regarded as one of the most essential and common form of mediation that is used to contribute to learners' progress (Aljaafreh & Lantolf, 1994).

Internalization

Taking its root in Vygotsky's Sociocultural Theory, internalization is defined by Lantolf and Thorne (2006) as the "mechanism through which control of our natural mental endowments is established" (p. 153). According to Vygotsky, social learning is the precedent of development, and every function in the child's development appears on two levels, first on the interpersonal level between people and then on the intrapersonal level within the individual. Initially, one may need the assistance of a more competent person like a teacher or peer to be able to complete tasks that lie within their ZPD. The learner can eventually develop the ability to carry out the activities alone as a result of the interactions with this teacher or peer, which is defined as internalization (Gal'perin, 1992).

Scaffolding

Scaffolding is often used to describe a teacher's or more knowledgeable peer's assistance to the learners for a task that is beyond their current ZPDs. Poehner (2005) defines scaffolding as assistance offered to the learner so as to successfully complete a given task or achieve a goal and may have little or no impact on the learner's development.

Reciprocity

Reciprocity is the term used to describe how learners respond to mediation (Davin, 2011). Undoubtedly, learners take an active role in co-constructing meaning in DA (Poehner, 2005). Poehner (2008) addressed learner reciprocity in such ways including "responding to task, negotiating mediation, use of mediator as a resource, creating opportunities to develop, seeking mediator approval, and rejecting mediation" (p. 42).

Transcendence

The term transcendence is associated with extending an interaction beyond its immediate context to another context (Ableeva, 2010). In DA, learners are usually assessed through similar tasks in during the training phase; however, some additional tasks are expected from the learners to prove their development as a result of mediation as well. Feuerstein et al., (1979) maintains that "true development *transcends* any specific task, and the results of development should be visible in a variety of ways under differing conditions" (p.92).

Enrichment Program

Enrichment program consists of some exercises and activities which aim to assist learners in developing their abilities. It can be viewed as an intervention program which is specifically designed to help learners develop the areas in need of improvement. Feuerstein, Rand, and Rynders (1988) define enrichment as "a program composed of two major

elements: a set of materials, the instruments and an elaborate teaching system based on mediated learning experience.” (p. 209).



Chapter 2

Theoretical Basis of Research and Literature Review

This chapter encompasses the theoretical basis of this research and review of the relevant literature on the topic. It starts with presenting background information about the theoretical basis of DA, that is the Sociocultural theoretical approach in order to present the framework of the study. Then, the central concept of sociocultural theory, which is the Zone of Proximal Development, is explained, which lays the foundation for the need to explore DA in detail in the third section. Next, the chapter presents the relation between classroom assessment and DA, which is followed by a comparison between DA and nondynamic assessment and DA and formative assessment to further conceptualize the DA approach. The following section explains two major approaches to DA and major DA formats. The chapter continues with casting light upon the advantages of DA as well as major criticisms it receives from the researchers. The final section documents key DA studies conducted in L2 contexts.

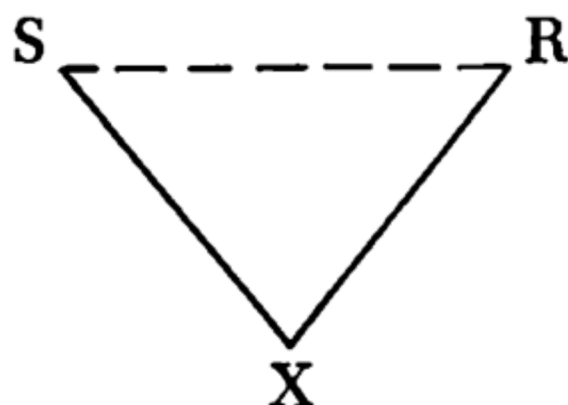
Sociocultural Theory of Mind

DA is basically grounded in the framework of Sociocultural theory of cognitive development proposed by Russian psychologist and educator Lev Semenovich Vygotsky and his colleagues in the early 1930s. As a result of political and historical conditions of the time, Vygotsky's work remained unknown for some decades and began to be known among psychologists from countries other than the Soviet Union during the past three decades (Poehner, 2008). Although Vygotsky's ideas are regarded as the base of SCT, his colleagues and former students Aleksandr Romanovich Luria and Aleksei Nikolaevich Leont'ev contributed significantly to the development of SCT, especially after his death. In fact, Vygotsky and his two colleagues are called the "troika" of the Vygotskian School (Wertsch, 1985, p.9).

Sociocultural Theory of Mind (SCT) has been receiving attention from researchers all around the world due to its potential to elaborate processes of cognitive development and understanding of educational practices. Vygotsky was mainly interested in understanding children's cognitive development and worked with children in order to illuminate their development of cognition. What is more, he worked hard to create a new society born from socialist principles. Both creating a new society and helping promote the learning of disadvantaged children can be seen as the base of Vygotskian theory. In general, the theory argues that child learning and development occurs thanks to adult mediation, which stresses the impact of environment in the learning process (Lidz, 2017). Vygotsky (1978) maintains

that the only way to achieve higher mental functions is engagement in social interaction since learning is a collaborative functioning (Elliot et al., 1996). That is, one's mental functions do not develop on its own, rather they are modified through interaction with cultural artifacts or others. Lidz and Gindis (2003) argue that Vygotsky view abilities not as an innate feature of an individual but as emergent and dynamic (cited in Poehner, 2008), which means that abilities cannot be measured statistically because they are not stable traits; they are in Feurstain's words "modifiable". Vygotsky points out that an individual's cognitive abilities do not mature by themselves, which is the perspective embraced by proponents of innatist theories, rather they develop as the individual is engaged in activities that provide interaction through cultural artifacts and other individuals, which underscores the role of mediation in learning or development. Figure 1 illustrates the impact of mediated act on the relation between stimulus and response.

Figure 1
Vygotsky's Triangle of Stimuli (S), Response (R), and Mediation (X)



Vygotsky viewed mediating tools and signs (represented as X) essential for directing human learning or activity. Accordingly, it is supposed that there is a direct link between stimuli and response of humans (expressed as the arrow from S to R). However, with the influence of signs, new relations emerge between S and R. Vygotsky (1978) maintains that mediational tools or signs contribute to the formation of higher and newer forms of psychological operations.

Within the framework of sociocultural theory, Vygotsky emphasized the importance of social interaction for cognitive development. Accordingly, further learning abilities and cognitive functions derive from interpersonal interaction, and then are internalized by individuals (Kozulin & Garb, 2002). The theory entails that when children receive help from more capable adults or peers, they have a better chance to deal with a difficult task that they cannot do prior to the help offered. In sociocultural theory, importance is attached to not only

learners' past learning but also their potential for learning, which is referred as ZPD, which is key to SCT. Based on the principles of the theory, it can be argued that static tests are not enough to show learners' future learning potentials; they only present their existing abilities. However, the more important predictor of learners' needs is their future potential, not static test scores. In order to conceptualize the ZPD very well, it must be explained in detail.

Defining the Zone of Proximal Development

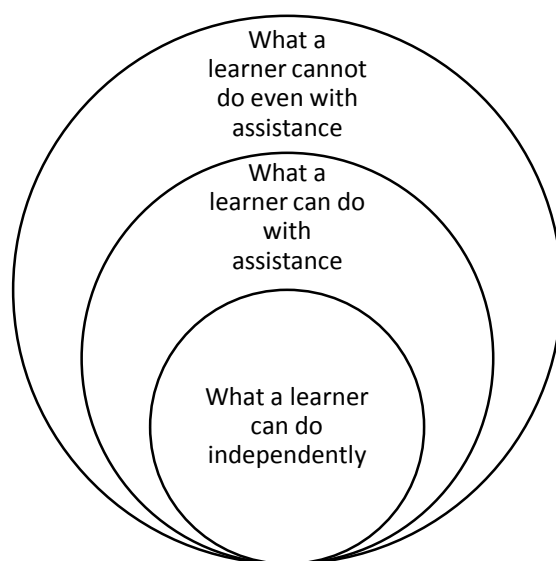
SCT argues that one can achieve higher cognitive functions through the use of interaction with cultural artifacts or others. Accordingly, more capable peers or adults can assist in improving cognitive abilities of a learner or child through dialogic interaction. Introduced by Vygotsky, ZPD is broadly defined as the gap between what children can actually do independently and what they can do with assistance. Vygotsky defines ZPD with the following words:

It is the distance between the actual developmental 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).

For Vygotsky, developmental process is shown in two levels, actual and proximal. Actual developmental level, called ZAD, refers to a child's cognitive abilities that have already been established in the child while proximal developmental level can be defined as a child's potential cognitive abilities that can mature through collaboration with a more competent party. Figure 2 illustrates the relation between ZAD and ZPD within the theory.

Figure 2

Vygotskian Understanding of Development



Learners' matured abilities are within their ZADs, however their maturing abilities and those that could possibly mature in the future are within their ZPDs. In SCT, which is a development-oriented theory, the thing that is important is not only to reveal what a learner can do at a certain time, but what a learner can possibly do in the future. Their maturing abilities can be foreseen by diagnosing their already attained abilities and providing mediation in order to promote these abilities. Thus, it can be stated that in order to transit from ZAD to ZPD, mediated interaction is essential.

In his definition of ZPD, Vygotsky puts an emphasis on collaboration, which allows the learner to achieve higher cognitive functioning as a result of receiving mediation. In SCT, ZPD is regarded as the place where learning takes place (Anton, 2009). According to Vygotsky (1998), a relation exists between mediation and ZPD by stating the more a child makes use of mediation, the higher his/her ZPD will be. ZPD is a social, interactive, and developmental construct, and it is revealed in social interaction (Sternberg & Grigorenko, 2002). ZPD is also defined by Lidz and Gindis (2003) as "a 'space' where the evolving psychological functions of a child emerge during the process of joint/shared activities with a more competent partner" (para. 3). A child's cognitive development can be tracked by means of mediation, because it mirrors the child's future abilities (Poehner, 2005). What a child can do without assistance is important to assess the child's cognitive abilities to some extent; the more important thing, however, is what the child can do through mediation since it can help us see the future achievements of the child. Therefore, it is necessary to consider learners' ZPD while assessing their actual level of language development. The mediator in the interaction can use various techniques while assessing learners' ZPDs such as asking question, request for clarification, modeling, explanations, and so on. DA emerges out of the need to evaluate learners' ZPDs and to provide the necessary intervention to improve their learning. The following quote of Vygotsky illustrates his approach to ZPD and DA as interrelated terms:

Imagine that we have examined two children and have determined that the mental age of both is seven years. This means that both children solve tasks accessible to seven-years old. However, when we attempt to push these children further in carrying out the tests, there turns out to be an essential difference between them. With the help of leading questions, examples, and demonstrations, one of them easily solves test items taken from two years above the child's level of [actual] development. The other solves test items that are only a half-year above his or her level of [actual] development. (Vygotsky, 1956, p. 446-47, cited in Wertch, 1985).

According to Vygotsky, these two children actually have differences in terms of their cognitive development despite their seemingly similar abilities. Although they look equivalent in their unaided performance, they are not in their level of potential development. At this

point, DA can be useful in distinguishing these two children by pushing them further through mediation.

The notion that instruction and assessment are dialectically integrated processes to move towards dynamic future instead of being stable and fixed is captured by Bronnfenbrenner (1977, p.528) in an excerpt from a conversation taking place with Leont'ev, colleague of Vygotsky, as follows: "American researchers are constantly seeking to discover how the child came to be what he is; we in the USSR are striving to discover not how the child came to be what he is, but how he can become what he not yet is.' (cited in Poehner, 2005, p.20). Thus, ZPD is related to development; it entails not what one is, but what one can become.

Dynamic Assessment

Dynamic assessment, which is based on Vygotsky's notion of the Zone of Proximal Development, is broadly defined as an approach to assessment and instruction. DA is regarded as an umbrella term which covers a range of approaches that are connected with a common element, which is the integration of instruction and assessment through feedback given to an individual based on his/her performance (Elliot, 2003). Although DA is derived from Vygotsky's theory and Vygotsky is considered to be the father of DA by some scholars (e.g. Elliot, 2003), it is not established by Vygotsky (Poehner & Lantolf, 2005). DA was firstly developed by Feuerstein to project the learning potential of low achievers in the 1950s (Anton, 2009) and has been used by a variety of researchers in their work with disadvantaged children with poor performance on traditional tests in order to assess learners' capabilities through provision of necessary assistance in order to reduce educational inequalities (e.g. Feuerstein et al., 1988; Budoff, 1987; Swanson & Howard, 2005). In addition, it was introduced in a paper contrasting statistical and dynamic approaches to assessment by one of Vygotsky's influential colleagues, A.R. Luria (1961). Now, DA is applied in psychological and educational research with different groups of learners.

Poehner (2008) argues that DA offers a different approach to assessment from the traditional one that teachers and researchers are familiar with. Grounded in the concept of Zone of Proximal development, DA offers an alternative approach to static traditional assessment by suggesting instruction and assessment be united into a single practice in which learners receive various forms of support that assist the further development of their abilities (Linds & Gindis, 2003). Lantolf and Poehner (2004) define DA as follows:

DA integrates assessment and instruction into a seamless, unified activity aimed at promoting learner development through appropriate forms of mediation that are

sensitive to the individual's (or in some cases a group's) current abilities. In essence, DA is a procedure for simultaneously assessing and promoting development that takes account of the individual's (or groups') zone of proximal development (p.50).

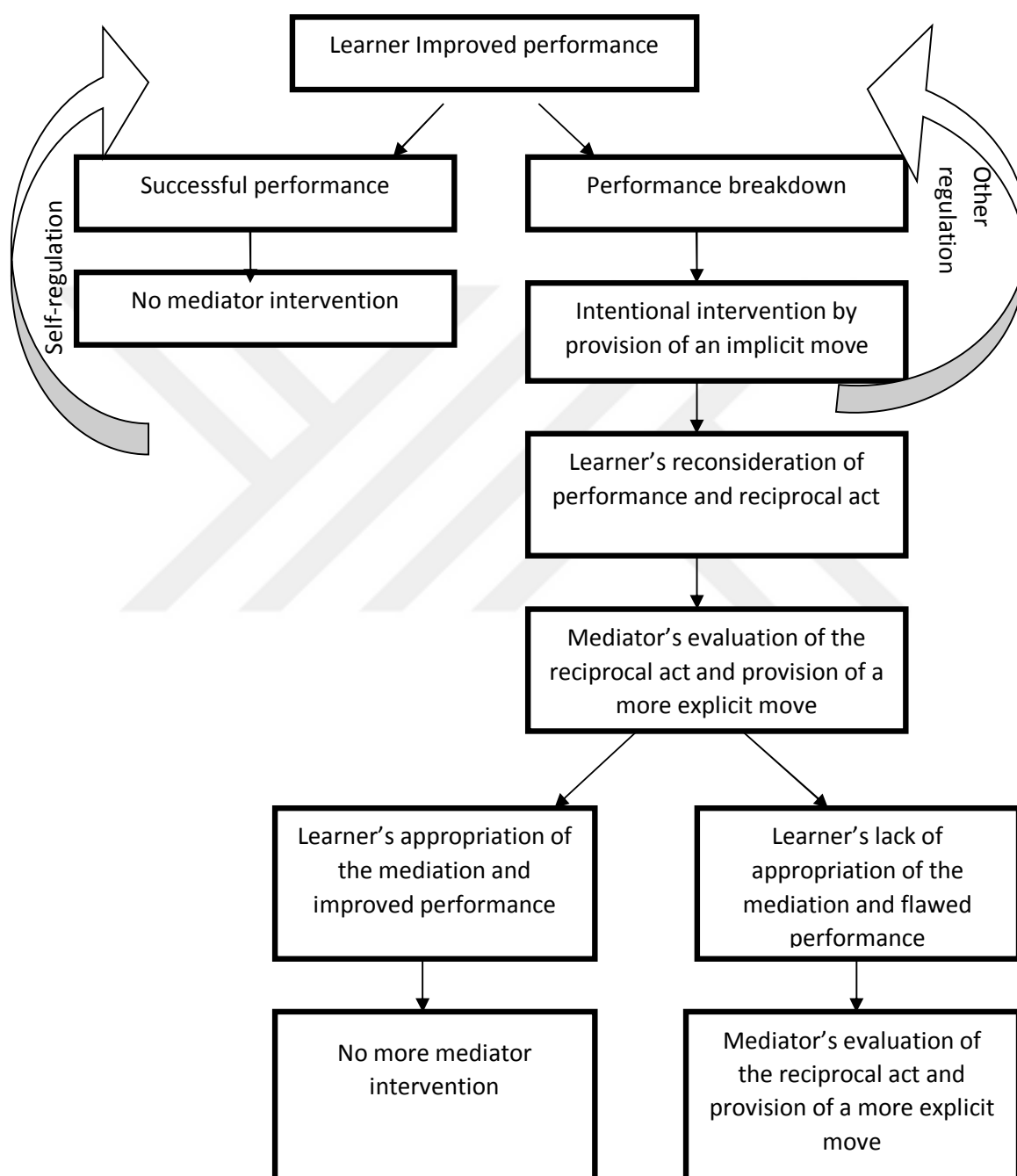
In the light of these definitions, it can be put forward that DA views assessment and instruction as a unified practice, not as two separate practices, which differs it from other approaches to assessment. It is argued that the dissatisfaction with conventional testing led to the introduction of DA (Elliot, 2003) besides the social need to design instruments that considered socioeconomic and/or educational deprivation factors (Lidz & Gindis, 2003). However, Anton (2009) argues that the purpose of DA is not to replace other types of assessment, but to complement them.

In DA, learners' potential for growth is the central concept and learners' readiness to develop in language attainment is explored through interventions. A teacher, referred as a mediator, is involved in a cooperative dialogue with learners and intervenes when any kinds of arising difficulty lead to performance break downs (Poehner, Davin, & Lantolf, 2017). DA intentionally aims to cause a change in the learner's ability through different kinds of feedback like prompts and questions during assessment. In traditional models of assessment, such an act is not acceptable since it jeopardizes the reliability of the assessment. The goal of DA is not task completion; it aims to obtain insights into learners' existing cognitive functioning and to support development of their maturing cognitive functions through collaboration between the mediator and the learner. In Vygotskian understanding, an assessment should not only diagnose learner abilities, but also offer recommendations to foster development (Anton, 2009). It is argued that an assessment that only targets one's present abilities without receiving any help ignores essential mental functions that the individual is actually capable of with assistance. Therefore, the application of DA can help reveal a more complete picture of an individual's actual developmental level as well as their proximal level of development (Anton, 2009). Using DA, the teacher is able to diagnose learner development on the basis of identifying abilities which are fully formed, as revealed by independent functioning, and abilities which are still emerging, as indicated by learner responsiveness in the process of mediated dialogue (Poehner, Davin, & Latolf, 2017). This kind of information cannot be obtained via static tests, whose aim is only to capture learners' present abilities, not to provide an estimate of their future capacity, which is an important sign of cognitive development. From the sociocultural framework, learners' actual performances can only be envisaged in interaction with the environment. When learners interact with an expert who is more knowledgeable, they will be continuously assessed and mediated, so their behaviors are modified for the better. Lidz (1987) maintains that learner and examiner activity and modifiability of behavior are central to DA. In addition,

learners act as active participants of the interaction instead of passive recipients of information. Figure 3 demonstrates how mediated interaction is shaped during a dynamic assessment.

Figure 3

Development of Interaction Between Mediator and Learner



The figure shows that the learner is presented the task as the first step and given some time for having direct experience with it. Seeing that the learner is unable to perform successfully due to an obstacle, the mediator intentionally intervenes the process and offers

mediation in the form of hints or prompts in order to assist the learner to overcome the problem encountered. Upon receiving the mediation, the learner gets involved in reconsideration of his or her performance to be able to identify the defect in the performance and makes a reciprocal act which could either result in performance improvement or disability to benefit from the mediation provided. Evaluating the reciprocal act of the learner, the teacher makes another move by providing a more explicit move which is attuned to the needs of the learner by assessing their level of understanding. In response to receiving a more explicit move, the learner gets engaged in reconsideration of his or her performance one more time in order to overcome the problem in the performance, which could result in improved performance or disability to benefit from the mediation provided one more time. The process continues until the learner is able to self-correct his or her mistakes or the teacher provides the correct answer.

Group Dynamic Assessment

Most of the studies conducted in DA literature have followed one-to-one DA format instead of working with a group (Poehner, 2009; Davin, 2013; Saadat & Mallahi, 2020). However, considering the majority of educational settings, it does not seem feasible to conduct one-to-one DA with every learner for different language skills. Therefore, it is essential to find a more practical way to employ DA for educational purposes. For this purpose, G-DA, which can be defined as DA in which a group of learners are mediated to improve their abilities rather than an individual learner, has been offered (Poehner, 2009). Indeed, G-DA and one-to-one DA follow the same procedures in that the mediator offers hints or prompts to help the learner or learners co-construct a ZPD, but they differ in how they address the ZPD. In one-to-one DA, individual learners' ZPDs are considered while providing assistance, however in G-DA, not only individual learners' ZPDs but also the group's ZPDs are taken into account while mediating learners. This doesn't mean that mediation is offered to the entire group all the time irrespective of individual learners. Since the aim is enhancing both the individual's ZPD and the group's ZPD, the needs of the individual must be considered while targeting the group ZPD at the same time. As stated by Poehner (2009), it is useful to trace the development of the individual's ZPDs within the group ZPD, because each learner's need for assistance may vary. Therefore, it is more challenging and labour-intensive compared to one-to-one DA in a way because the teacher must continuously track each learner's development besides that of the group. For this purpose, the teacher needs to involve all the learners in the classroom in the interactions.

Stressing the relationship between individual development and that of the group, Poehner (2009) argues that an interaction between the teacher and a particular learner has a

mediating potential for the rest of the class because the classroom is a social setting and one activity conducted in this social area is not only intended to a specific learner but the entire group. Thus, it is very likely that both primary interactants, who are defined as the learners that are in direct interaction with the teacher, and secondary interactants, who are the learners that are not overtly involved in interaction with the teacher but listen to the interaction in the background (Davin, 2013), benefit from the exchange simultaneously. Although secondary interactants are not involved in an exchange with the teacher directly, they continue to learn peripherally (Davin, 2013).

Poehner (2009) offers two different approaches to G-DA: concurrent and cumulative. In concurrent approach to G-DA, the teacher provides mediation to an individual learner, however, calls others to contribute to the resolution of the problem using the hints or prompts given. In this approach, the teacher is not engaged in extended interactions with the primary interactant but involves secondary learners in the process as the new primary interactants rapidly. In cumulative approach to G-DA, when an individual learner encounters a problem in a task, the teacher conducts a one-to-one DA with the learner until the problem is resolved. The interaction does not shift from the primary interactant to the secondary interactant. However, as the individuals get involved in a direct exchange with the teacher one by one, those listening in the background observe their interactions and learn, which contributes to the group ZPD in this way. Although the development of individual learners may seem to be prioritised in cumulative G-DA, co-construction of group ZPD is also targeted through the development of individual ZPDs.

Classroom Assessment and DA

Assessment is an inseparable part of usual classroom practices. Classroom assessment is defined as “the process of collecting, synthesizing, and interpreting information to aid in classroom decision making” (Russell & Airasian, 2012, p.3). Teachers make use of this information to make decisions about a variety of issues including classroom management, instructional practices, student personalities, classroom planning, and student learning. Thus, it is obvious that teachers carry out assessment for various purposes throughout a school day. According to Russell and Airasian (2012), classroom assessment is done for three major domains: cognitive, affective, and psychomotor. The cognitive domain covers intellectual practices like memorizing, interpreting, applying knowledge and critical thinking. The affective domain encompasses emotions, feelings, attitudes, values, and interests. The psychomotor domain involves physical activities and actions which require students to use objects like a pen, a ruler, or a ball. For example, while assigning grades for students’ exams targets the cognitive domain, using a variety of activities to motivate

learners when they feel bored is aimed at affective domain. When people hear the word assessment, what they usually think first is tests, which are formal, systematic tools of assessment that are used to gather information about student learning or other cognitive skills. However, assessment in a classroom goes beyond tests or quizzes. There are many ways to gather information in a classroom such as observations, portfolios, projects, oral interviews etc. Teachers use these forms of assessment for different purposes in the teaching process. One essential purpose of assessment is supporting student learning and monitoring student progress (Poehner & Inbar-Lourie, 2020). Although monitoring student progress aligns with the purpose of some formal standardized tests, supporting student learning diverges from it, leading to a controversy about whether classroom assessment should have its own principles (Poehner, 2011, Poehner & Inbar-Lourie, 2020). Moss (2003) argues that assessment conducted in classroom does not have to adhere to the standards followed by formal tests and adds that it is not meaningful to impose time limits, restrict interaction with peers, and forbid use of resources during classroom assessment because the purpose of classroom assessment is to support the teaching and learning process by achieving insights into learners' performance. Therefore, it can be stated that a different framework for classroom assessment than accepted forms of standardized assessment may achieve better results if it is oriented to the needs and interests of the learners (Poehner & Inbar-Lourie, 2020). In recent years, classroom assessment models that put the learners' needs in the centre have received increased attention such as dynamic assessment. DA is closely related with assessment practices conducted in classroom because it views teaching and assessment as a unified practice that aims to foster students' learning through simultaneously assessing their knowledge or skills. By employing DA practices, teachers can gain insight into students' abilities, strengths and weaknesses, and problems that lie under their weaknesses and take action to promote their learning or abilities by eliminating these problems, which makes DA an effective approach aimed at student learning for classroom use.

Comparison of Non-Dynamic Assessment and Dynamic Assessment

The evaluation of students' learning has always been an integral part of the field of education to reveal the efficacy of learning and teaching process. Gould (1996) argues that assessment emerged as a domain that attracted researchers and educators in the nineteenth century and in the twentieth century widespread assessment began (as cited in Poehner, 2008). Herman and Golan (1991) point out that advocates of testing support the use of testing for educational purposes based on several arguments such as holding schools and teachers more accountable for student learning, shaping classroom instruction on the

basis of tests results, providing meaningful standards to which schools, teachers, and students can adhere, and bringing about broad changes in schools and causing educational reforms. The most popular form of assessment has always been standardized tests, which aim to reveal learners' success of past learnings and the extent to which program goals have been achieved through the standardization of the test administration process and analysis of the results. Standardized assessments regard assessment and teaching as two separate practices and privilege assessment over teaching. Traditionally, learners are assessed based on their solo performance at the end of a learning process (a chapter, a unit, or a term) to interpret what the learner knows or can do independently at the time of testing. The independent performance of learner is the key to the success of standardized tests, which consider any external help received by the learner is a threat to the reliability of testing procedure because it is not the learner's performance that is assessed in case of receiving help but the performance of both the learner and the provider of the help. What is important in static tests is the final product. Therefore, the underlying reasons of poor performance or whether performance can be enhanced in some learners are irrelevant to their purposes of assessment. Although standardized testing may have offered many educational benefits since its introduction in the field of education, the value and validity of standardized tests are subject to many hot debates (Herman & Golan, 1991). Standardized tests have been criticised on a set of basic arguments including creating an obstacle for students who are educationally more at risk group (Ascher, 1990; Lidz & Pena, 2009), their failure to show real learning performance (Shepard, 1991), their diminishing impact on instructional content, creating a hierarchy of academic disciplines (Ascher, 1990), presenting a restricted sample of curricula, and their corruption of teaching and learning process through encouraging focus on simpler skills rather than higher order thinking skills (Herman & Golan, 1991). In response to these lacking points of standardized tests, dynamic form of assessment, called DA, appeared (Ryder, 1994).

Formative assessment and DA

Student evaluation is an integral part of language teaching methodology and program evaluation and provides essential information about student learning to students, teachers, parents, and administrators (d'Anglejan et al., 1990; Vandergrift, 1992). Language assessments are used to determine one's proficiency in any language in the service of making a variety of decisions, including student admission to programs or collages, candidate selection for professional purposes, certification of competence, promotional decisions in educational programs or professional life, and granting residence permit in different parts of the world (Haney & Madaus, 1989; Jin, 2011). There are different types of

language assessments like language aptitude test, placement tests, achievement tests, and proficiency tests, each of which has its own purposes and interpretations. One type of assessment that is used commonly in educational settings is formative assessment (henceforth FA), which is defined as “ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give learners” (CoE, 2001, p. 186). According to Bloom et al. (1971), FA is “the use of systematic evaluation in the process of curriculum construction, teaching and learning for the purpose of improving any of these three processes” (p. 117). Based on these definitions, it is obvious that FA is used to guide decisions relevant to the instructional process. Poehner (2008) points out that formative assessment practices aim to feed back into teaching through the provision of essential information with respect to learners’ strengths and weaknesses which can form the basis for subsequent instructional decisions and adds that FA reveals the effectiveness of teaching and learners’ progress to make instructional decisions. Teachers can make use of the information obtained from FA to make adjustments in teaching and learning process (Black et al., 2003). Formative assessment is generally contrasted with summative assessment, which refers to assessment practices that occur at the end of an instructional period with the purpose of reporting on learning outcomes (Poehner, 2008) and describe attainment usually with a grade (CoE, 2001). While summative assessments use the past achievements of a learner to make decisions about future possibilities, formative assessments are more classroom-based and have direct connection with teaching and learning processes (Poehner, 2008). Ellis (2003) describes two different approaches to FA, which are planned formative assessment and incidental formative assessment. The former is more related to measuring learners’ knowledge or abilities through formal testing instruments like quizzes and tests. The latter is not planned beforehand and occurs during an instructional conversation taking place between the teacher and the students while they are engaged in their regular classroom activities (Poehner, 2008). In this way, incidental formative assessment bears similarities with interactionist DA. First of all, both aim to enhance the learning process and future success of the learners. In addition, both FA and DA have interaction between the examiner and examinees during the process. Furthermore, in both DA and FA, students are actively involved in the process, encouraging them to assume greater responsibility for their learning. However, they are different in terms of content and purpose of student-teacher interaction. DA has a monistic view of instruction and assessment where the teacher has a clear purpose of understanding and promoting learner development (Poehner, 2008). Guided by a theory of development, the teacher, in DA, provides mediations to the learner to simultaneously understand and promote their abilities. In contrast to DA, FA views instruction and assessment separate activities and does not aim

to promote learners' abilities because the feedback given to learner by the teacher during formative assessment is not development oriented because FA is not grounded in a developmental theory (Lantolf & Poehner, 2005). Instead, the results of these assessments are mostly used to inform instructional decisions. D'Anglejan et al. (1990) argue that FA guides teachers to make decisions regarding specific curricular objectives and organization of instructional material through the strengths and weaknesses of the students diagnosed during the assessment practice. Upon receiving feedback on the effectiveness of the learning process, teachers can make adjustments in the strategies/ techniques used and/or in teaching activities. That is, the teacher has a different agenda while carrying out formative assessment in classroom although the learner may benefit from the teacher moves during interaction. Hence, it must be clearly stressed that although learner development can be promoted in both DA and FA, it is intended in DA whereas it is incidental in FA.

Components of DA

DA has several crucial key elements. The following section provides an overview of these essential components.

Mediation

Within the framework of SCT, mediation is valued to a great extent since it is considered essential to understand and promote developmental process (Ableeva, 2010). Mediation is usually referred as intervention by DA researchers (Lidz, 1991; Poehner, 2005). Mediation is considered a pedagogical instrument in DA, and it is offered during the assessment and aims to unearth the underlying problems and assist learners in overcoming them (Lantolf & Poehner, 2008). The concept of mediation suggests that we do not interact with the world directly; instead, we use some physical artefacts or symbolic tools to mediate our relationship to the world. Lantolf and Thorne (2006) view mediation as a "process through which humans deploy culturally constructed artefacts, concepts, and activities to regulate the material world or their own and each other's social and mental activity' (p.79). It can be stated that humans can only interact with the world through the use of artefacts including physical tools (gardening tools, kitchen utensils, etc.) and symbolic tools (language, mathematics, etc.). Mediators emphasize the significance of stimulus which can be conveyed verbally or nonverbally (Tzuriel, 2011). Mediation helps examiners see the problems learners encounter while dealing with a task, which is not possible in a static assessment (Ableeva, 2010). According to Feuerstein, using mediations in the learning process facilitates learning processes develops the learner's cognitive functions and helps them internalize learning mechanisms (Tzuriel, 2011). Mediation is closely linked with development, which is the core

concept in SCT and ZPD in that it helps individuals promote their intellectual development. Vygotsky maintains that instruction can only be good as long as it supports development.

Kozulin (2003) criticises mainstream models of learning in that they perceive children as “containers” that must be filled with knowledge and skills by the teachers (p. 16). This view considers children as passive learners who are waiting to be packed with knowledge. However, SCT views the development of the child as a result of the mediating agents during the interaction between the child and the environment (Kozulin, 2003).

Reciprocity

Reciprocity is the term used to describe how learners respond to mediation (Davies, 2011). It is a vital element to reach quality and to continue the mediation process. Undoubtedly, learners take an active role in co-constructing meaning in DA (Poehner, 2005). Poehner (2008) identified five forms of reciprocity, including negotiating mediation, use of mediator as a resource, creating opportunities to develop, seeking mediator approval, and rejecting mediation. Learner reciprocity determines the nature, quality, and amount of the mediation to be provided to the learner. Vygotsky believes responsiveness to mediation is crucial for grasping cognitive functions since it helps to predict one's future performance (Poehner, 2005). That is, potential development cannot be estimated by only looking at actual level of development, which emphasizes the importance of learner reciprocity to mediation. Whether development occurs or not during the assessment procedure can only be seen as long as learners respond to mediation. Based on their responses, the examiner fine-tunes the prompts or hints that will assist learners' performance (Ableeva, 2010; Tzuriel, 2011).

Internalization

Taking its root in Vygotsky's Sociocultural Theory, internalization is defined by Lantolf and Thorne (2006) as the “mechanism through which control of our natural mental endowments is established” (p. 153). According to Vygotsky, social learning is the precedent of development, and every function in the child's development appears on two levels, first on the interpersonal level between people and then on the intrapersonal level within the individual. Initially, one may need the assistance of a more competent person like a teacher or peer to be able to complete tasks that lie within their ZPD. The learner can eventually develop the ability to carry out the activities alone as a result of the interactions with this teacher or peer, which is defined as internalization (Gal'perin, 1992). Internalization of a learning material or ability can be achieved only when this newly acquired ability or material is used in new contexts independently (Ableeva, 2010). The goal of DA is to help learners

achieve internalization of what is taught and use that knowledge in a domain independent way.

Transcendence

The term transcendence, which is conceptualized in Feuerstein's Mediated Learning Experience (Feuerstein, Rand & Hoffman, 1979) and is also referred as transfer in Brown's Graduated Prompt Approach (Brown & Ferrara 1985), is central to DA procedure and is introduced by Poehner (2008) to the field of applied linguistics (Ableeva, 2010). It is associated with extending an interaction beyond its immediate context to another context (Ableeva, 2010). In DA, learners are usually assessed through similar tasks during the training phase; however, some additional tasks are expected from learners to prove their development as a result of mediation as well. Feuerstein et al., (1979) maintain that "true development *transcends* any specific task, and the results of development should be visible in a variety of ways under differing conditions" (p.92). For Vygotsky, development does not mean a single test or task, but also includes the ability to transfer what has been learned to a new context or task through mediation (Poehner, 2005). Usually, these transfer tasks involve more complex tasks to be able to evaluate whether learners have really internalized the assistance or not. That is, mediators must get beyond the concrete context and immediate needs of the learner (Tzuriel, 2011). When the learner manages to transfer the rules and strategies learned specific to a problem to other contexts with varying content domains, novelty, level of abstraction, and higher complexity, it can be interpreted that the mediations used efficiently have supported the development of cognitive modifiability of the individual. The changes that occur in the cognitive functioning of an individual depend on the amount of appropriate mediation (Tzuriel, 2011). Those who have received a sufficient amount of mediation and internalized the interactions between the teacher and themselves will be able to use what has been previously learnt in various contexts later.

Models of DA

After the rise of the Vygotsky's work around the world, different approaches to DA have been proposed by scholars. Lantolf and Poehner (2004) identified two general schools of thought on DA in L2 research, which are interventionist and interactionist DA. DA studies mainly differ based on the form of mediation, whether mediation is pre-scripted or flexible (Davin, 2011). Interventionist approaches to DA, the most important proponent of which is M. Budoff, are concerned with increasing predictive validity of testing procedures considering the psychometric properties of the instruments, administration, and scoring procedures (Poehner, 2005). It can be suggested that interventionist DA has higher reliability as in traditional assessment compared to interactionist DA. Interventionist DA is commonly used in

the field of general education (Budoff, 1987; Guthke, 1992). In interventionist DA, a list of prompts or hints is prepared beforehand and implemented rigidly during the assessment procedure so as to reveal a weighted score for each learner so that comparisons can be made between and within the groups or that information can be used to anticipate future performance (Lantolf & Poehner, 2004). That is, the assistance to be given to learners are standardized and can be statistically analyzed. Interventionist DA interprets ZPD quantitatively in the form of a difference score (Ableeva, 2010). Therefore, the emphasis is put on either the explicitness of mediation that is necessary to prompt a correct response or on the level of learner reciprocity, which can be quantified by assigning levels to each mediational or reciprocal move. The important point in interventionist DA is the quantification like the amount of help or speed of learning, which makes it easier to test large number of examinees, therefore it is cost-effective.

The second approach to DA is Interactionist approach to DA, which is pioneered by Feuerstein and his colleagues, and which is more in line with Vygotskian understanding of using collaboration in the ZPD of a learner to promote learner development and therefore more appropriate for classroom based L2 DA. The primary goal of interactionist approaches to DA is to develop learners' cognitive abilities through mediation (Poehner, 2005). In interactionist approaches to DA, mediation is not predetermined series of prompts, but emerges from the cooperative dialogue between the mediator and the learner, more in line with the understanding of Vygotsky's zone of proximal development (Lantolf & Poehner, 2006). Hints, suggestions, questions, or prompts are not predetermined; they are attuned to the learner's ZPD during the dialogic interaction. This means that not all the mediational moves are employed in every session, rather they are used in a way that the mediator believes is the most appropriate. Thus, some of the moves can be skipped considering the reciprocal moves of the learners or mediational moves may not start with the first one because mediator wants to provide a more explicit move to the learner after assessing the learner's ZPD. Collaboration and interaction are central to the interactionist DA, in which the mediator can detect an individual's needs immediately and provide immediate feedback (Ableeva, 2010). The central point in interactionist orientation is not to reach a pre-determined endpoint in a short time, but to contribute to the development of the individual regardless of the speed. In interactionist approach to DA, a learner's performance is created jointly by the learner and the mediator based on the ongoing negotiation during which each party contributes differently. It can be suggested that interactionist DA is more open and flexible compared to interventionist DA. This approach does not emphasize the quantification of assistance but provides an in-depth analysis of the interaction between the mediator and the learner to achieve a more complete view of what the learner can do at that point and how

that ability can be promoted. In addition, interactionist DA procedure can function better to differentiate learners thorough the elaboration of the dialogue between the mediator and the learner. This means that although two learners seem to experience the same difficulty on the surface, they may actually be on a different level of cognitive functioning, which cannot be revealed by means of scores but in-depth analysis of the process. This approach to DA has frequently been used in L2 DA research (Poehner, 2005; Anton, 2009; Ableeva, 2010).

Major DA Formats

Over the years, DA has been applied in two major formats, cake and sandwich, proposed by Sternberg and Grigorenko (2002). These are not the only formats that can be used in DA procedure, however by far the most common formats.

Sandwich format is defined as procedures in which intervention is provided between a pre-test and post-test. Sandwich format includes three phases: pre-test-intervention-post-test. Firstly, learners are given a pre-test; then they are provided instruction which is planned in advance), and finally learners are administered post-tests to evaluate the impact of the intervention. In the sandwich format, instruction can be provided individually or in a group setting. This approach has been used for pedagogical purposes including L2 DA research (Budoff, 1987; Kozulin & Garb, 2002; Poehner, 2005; Ableeva, 2010).

In the cake format, mediation is provided during the assessment process. Learners are expected to carry out tasks or solve items. If they cannot provide the accurate answer, mediator provides them with the instruction based on hints prepared in advance. In this format, hints are likened to the layers of a cake in that hints are provided one after another just like successive layers of a cake. The mediator determines how much assistance the examinee needs and provides instruction based on hints. Until the examinee gets the answer right, mediation is given while assessing the learner's performance at the same time. This format has also been followed in L2 DA research (Guthke, Heinrich & Caruso, 1986).

Advantages of DA

DA has been applied in educational and psychological research due to its contributions to the learning process for several decades. For one thing, DA integrates the two essential elements in learning, teaching and assessment. As in static tests, it does not treat them as separate processes. Also, in contrast to NDA tests, which usually give a score for each individual indicating how well he/she has done in the test, DA prevents the overestimates and underestimates of one's abilities (Poehner, 2008). The deficiencies in one's performance or the underlying reasons for a poor performance can be explored in

detail, and better interpretations can be made based on these. Thus, it can be put forward that DA can be used not only to diagnose the difficulties learners encounter in the learning process, but also the extent and source of the difficulties and can help them overcome these difficulties through intervention. Poehner (2008) argues that assessments should be *prognosis* rather than simply *diagnosis*, which enables us to go beyond simply recognizing that learners are struggling and compels us to consider *how* individuals approach specific kinds of problems and *where* these difficulties arise (p. 114, italics in original). In this way, individual remedial learning plans that will facilitate one's performance can be developed for each learner (Anton, 2009). Budoff (1968) draws attention to the fact that abilities of underprivileged learners such as those from low socioeconomic backgrounds or those with learning disability are often underestimated in traditional testing, since the underlying reasons of their poor performance are not examined in detail. However, DA procedures, especially interactionist DA, provide a richer account of one's abilities through detailed qualitative analysis (Poehner, 2005). As a result of DA, a qualitative report of one's performance is generated before, during, and after the mediation phase. In DA, mediating moves, and learner reciprocity are crucial elements, and the quality, nature, and frequency of mediation that is provided and learner responsiveness to the mediation reveal significant information with respect to an individual's developing performance (Anton, 2009). Therefore, it is possible to track any sudden change occurring in learners' performance. Another outcome of DA is that DA practices can be employed to estimate learners' level of future development as well. As learners are provided mediation when they cannot perform independently, their responsiveness to mediation is a key to understanding their ZPDs. If learners respond to the mediation provided, they have a better chance of further development in their ZPDs. Through mediating moves, learners can move from object regulation and other-regulation to self-regulation in time (Poehner, 2005; Lantolf & Thorne, 2006). Lantolf and Thorne (2006) define object-regulation as a stage when children use objects found in their environment to regulate their mental activities and other-regulation as stage when implicit and explicit mediation are given to them by their teachers, peers, parents, and so on. Self-regulation, the final stage, is defined by Lantolf and Thorne (2006) as a stage when learners can accomplish activities with minimal or no external support and is achieved through internalization. As learners are mediated during the process, they start to recognize the problems in their performance by themselves through verbalization, which functions as a form of mediation to help learners evaluate their performance by themselves, leading to higher autonomy (Poehner, 2008).

Criticisms Levelled at DA

Dynamic assessment, the history of which can be traced back to nearly hundred years, has not led to any widespread pedagogical change, even in the area of special education in which a bulk of DA research has been carried out (Poehner, 2008). This can be partly due to the criticism it has been receiving from researchers in the mainstream psychology, which is based on different theoretical grounds and makes use of totally different explanatory constructs and research methodologies from those favoured in SCT. Poehner (2008) posits that modern approaches to psychological and educational testing are based on a model used in natural and physical sciences, which are concerned with relatively stable objects and events, by addressing human abilities as discrete variables that can be measured in terms of quantity or amount. In other words, because cognitive abilities are treated as discrete traits one has in differing amounts, they are quite stable and predictable and can be measured just like one's height and weight (Gould, 1996). In contrast to psychometric tests, which attach importance to measurement and quantification, DA opposes this position, supporting that human cognition is not stable, but dynamic and modifiable; therefore, using traditional psychometric methods of analysis and interpretation cannot provide the complete picture of one's cognitive abilities (Poehner, 2008). In addition, in contrast to its psychometric counterparts, DA views assessment and instruction as a unified process, which aims to reveal and promote learner development. During DA, the mediator is involved in a dialogic interaction with the learner to transform learner abilities. However, from the perspective of psychometric research, interacting with learners during an assessment jeopardizes reliability of the procedure, which makes it harder to arrive at conclusions about one's abilities. According to these researchers, as the object of an assessment is in the process of transformation and therefore cannot be measured, the possibility that learners learn during an assessment procedure poses a serious threat to internal consistency reliability (Poehner & Lantolf, 2005). Therefore, test items are designed in a way that they do not allow the respondent to learn from any clues that could be given in items and therefore perform better on subsequent items (Elliot, Lauchlan, & Stringer, 1996). Scholars working in more traditional psychometric approaches to assessment perceive any modification in one's performance at the time of assessment as a threat to test reliability (Lidz, 1991; Poehner, 2005). Hence, test administration process must be standardized to ensure that measurement of the ability is reliable. One of the concerns against DA is that DA researchers fail to demonstrate critical test theory constructs like generalizability, validity, and reliability of their procedures. The examiner does not control the variables throughout the test administration process, but provides assistance to the learner, which in turn changes the actual performance of the learner, leading to unreliable measure of the ability. Upon these

criticisms, some researchers following interventionist approach to DA have paid greater attention to psychometric properties of their procedures by incorporating traditional testing constructs (Guthke, 1992). This criticism is particularly against interactionist DA, since it is against standardization of anything during the process. However, those criticizing DA does not have a full understanding of DA, which suggests that critical test theory constructs like reliability are not a goal of DA due to its theoretical orientation, which is the SCT. Inspired by Vygotskian understanding, DA attaches more importance to both identification of actual cognitive abilities and development of maturing abilities than psychometric properties of a test and the test administration process (Poehner & Lantolf, 2004). DA views development not as successful completion of a task, but as recontextualizing one's abilities through presenting challenge and modification. Therefore, it is unlikely that an individual's abilities can be measured as stable attributes which necessitate the use of traditional test constructs. According to Lidz and Gindis (2003), "traditional standardized assessment follows the child's cognitive performance to the point of 'failure' in independent functioning, whereas DA in the Vygotskian tradition leads the child to the point of achievement of success in joint or shared activity" (p.103). Another reason why DA is criticized is that the process of measurement is too ambiguous, which means that it is very hard to distinguish the mediator's contributions to learner's performance; therefore, it is not possible to obtain a reliable measure of one's abilities. (Poehner, 2008). For this criticism, proponents of DA claim that the goal of DA is not to measure one's abilities in isolation but to interpret the existing abilities and develop them and the maturing ones through modification in a dialogic interaction. In addition, performance, from a Vygotskian perspective, is not an individual act; it is co-constructed, interpersonal act that aims to bring about development as a joint act (Poehner & Infante, 2016). According to DA, performance of an individual cannot be understood in isolation and environment is not regarded only as a setting for development, but as the leading source of development (Poehner, 2008). Therefore, it can be stated that one's abilities should not be analysed from an individual acting alone. Another criticism DA attracts is due to its novelty. In contrast to other approaches to assessment and instruction which view these two processes as separate practices, DA has an integrated approach to instruction and assessment, which makes it radically different from others and harder for scholars following the mainstream research tradition to understand how to apply DA procedures in their setting. Studies conducted through a DA approach, especially interactionist DA, usually fail to elaborate extensively on the procedures followed. Protocols of mediator-learner interactions are not explained in detail in many of the studies, causing more criticisms from NDA researchers. Furthermore, the tendency of using DA for individual learners makes it time-consuming (Anton, 2009). Since many classroom contexts around the world involve between 20-30 learners in a class, it is not found feasible to use DA for testing purposes by some circles. In

addition, administering static tests is considered easier in terms of test administration and scoring procedures. However, each learner's development must be qualitatively followed in DA, which makes it hard to use in practice. Finally, since DA does not have as long history as traditional testing, DA needs to prove its advantages over static assessment (Sternberg & Grigorenko, 2002).

DA Studies in L2 Contexts

Many of the studies conducted recently follow three-phase model in their study design; test-intervene-re-test. In the pre-intervention phase, learners are given tests, either dynamic or non-dynamic or both, to find out their independent performance. The results of these tests are usually used to tailor an intervention program appropriate for the learners after diagnosing the areas in which they need improvement. In the intervention phase, a mediation program is planned and implemented to learners. The quality and number of mediational moves provided in the program may be subjected to change depending on the mediator and the learners. So, any two mediational programs cannot be the same, or there is not a perfect intervention for all contexts. In the post-intervention phase, learners are administered the same tests to be able to see the change in learner behaviours. After this stage, learners are sometimes given transfer tasks which are different from the tests used in both pre- and post-test stages. The purpose of these transfer tasks is to evaluate to what extent learners can perform in more complex contexts.

Some of the key DA studies conducted within the sociocultural base are provided as follows.

Although not conducted within the framework of DA, a seminal study carried out based on the notion of ZPD is the study of Aljaafreh and Lantolf (1994). The study aimed to analyse the impact of negative feedback on the microgenetic development of second language among adults. The data of the study were taken from written texts of three students enrolled in an eight-week ESL writing and reading course in a university. The students had to attend one extra tutorial per week in addition to the five classroom meetings. The students were asked to write one in-class essay every week on a topic of their choice, which made eight compositions. The students were given corrective feedback during the tutorials by the researcher. The sessions were conducted separately for every student and lasted for about thirty to forty-five minutes. The sessions were audio recorded to be analysed in detail. The researcher used the first composition of each learner to create a profile of learners' grammatical competence and to identify the possible problem areas. In order to perform a detailed analysis, four structures with a high probability of reoccurrence were determined as articles, tense marking, use of prepositions, and modal verbs. It can be claimed that the

researchers used an interactionist approach because corrective feedback they provided to the learners were not priori but emerged as a result of the negotiation between the novice and the expert. The researchers aimed to offer assistance attuned to the needs of the learners to help them show an appropriate performance regarding the structures identified as problematic. The learners' microgenetic development was determined based on two criteria. The first signal for growth is learners' decreased rate of error. And the second criterion is the frequency and the quality of help provided to the learner by the researcher. While assessing learners' level of self-regulation, the researcher determined five levels which showed the degrees of self-regulation. These five levels encompassed three different degrees of self-regulation as other regulation (from level 1 to level 3), partial self-regulation (level 4) and full self-regulation (level 5). The researchers investigated the impact of corrective feedback on the microgenesis of learners' development by examining the changes that occurred from intermental to intramental performance, which can also be referred as from other-regulation to self-regulation. As a result of the analysis of the interactions, a hierarchy of regulation including 13 feedback moves was developed to present the dynamic nature of feedback. The research revealed that it was not possible to determine whether implicit or explicit error correction moves promoted learning without interaction. In addition, all types of feedback had a potential for promoting learning, however their impact was dependent on where the particular L2 property lied in the learner's ZPD.

A seminal study in the field of DA is the work of Kozulin and Garb (2002) who examined the utility of DA procedures on text-comprehension among a group of academically at-risk EFL students in Israel. They followed pre-test-mediated learning phase-post-test paradigm to assess students' reading comprehension and use of reading comprehension strategies. In the pre-test, students were given a static test that consisted of six sections which reflected the nature of reading comprehension tasks demanded for EFL academic reading. Then, during the mediation phase, learners were provided with mediation on key grammatical and lexical information they might need to comprehend the text as well as on using text structure, cohesion devices and background knowledge to elicit meaning from texts and questions. As the final stage, learners were given a second test in which items were similar to those in the pre-test with respect to information, length, difficulty level, and strategies to be employed. After the testing phase, students' pre- and post-test results were analyzed and compared. The results indicated that most of the students' scores improved except those of a few. The scores of a number of students with identical pre-test scores were found to be very different. This finding highlighted the importance of information about students' different learning needs. Kozulin and Garb devised a formula to operationalize the students' learning potentials that distinguished between students with high and low learning

potentials. In their investigation, the researchers found that students who had similar performance showed different abilities in the use of reading comprehension strategies. The researchers suggested that employing DA procedure was a feasible and effective way to obtain information on students' learning potentials and confirmed that DA was beneficial not only to assess cognitive performance but also other learning areas like EFL. The researchers also believed revealing students' learning potential could be helpful in designing individual learning plans attuned to their special learning needs.

In another major study, Poehner (2005) integrated instruction and assessment through the application of DA in a learning context, taking its base from the Vygotskian Sociocultural Theory. The study followed a pre-test-enrichment program-post-test approach. A total of six advanced undergraduate learners of L2 French were asked to perform a series of narrative tasks after watching short videos. Followed by an independent performance of the narration tasks, learners constructed the narration with teacher assistance for the second time. The initial assessments illustrated what learners could do independently at the beginning of the study. The findings obtained from the initial assessments were used to design an enrichment program over the course of a six-week period. The researcher provided individualized tutoring to the participants in order to address the identified problem areas. Poehner followed an interactionist DA principle, which is an open and flexible DA approach, throughout these tutoring sessions. After the enrichment ended, original assessments were repeated to track the level of development in learners' narration ability as well as transfer tasks. Poehner believed assessment of learners' independent performance was not enough to provide the full picture of their level of development and suggested DA was effective in demonstrating the abilities of learners and assisted them to solve the problems they had. The results revealed important insights into learners' development through the analysis of the interactions between the individual learners and the mediator. Firstly, learners could use both present and past tenses more accurately and the *passé composé* and the *imparfait* more effectively. They were aware of how to use tense and aspect in the narrations they constructed. In addition, learners started to move from other-regulation to self-regulation in later phases of the study as they received mediation. Although they still needed mediation in the post-test, the nature of the mediation provided was different from the beginning, moving from explicit to implicit, indicating more self-control over their speech. Poehner's study is exemplary in that it did not report the results in scores or grades quantitatively; descriptions of learners' use of verbal tense and aspect emerged from the analysis of transcriptions of the interactions with the mediator.

Anton (2009) reported on a small-scale study involving DA to assess the language abilities of third-year university students in an advanced Spanish language program. She

followed DA practices to test learners' speaking and writing abilities as part of a more comprehensive diagnostic exam involving grammar, vocabulary, listening comprehension, and reading comprehension sections as well. The learners took the listening and reading parts of the exam traditionally; however, the assessment of productive skills, writing and speaking, were conducted dynamically through mediation. The researcher wanted to know the effect of mediation on learner performance in the tasks. The study did not follow test-intervene-retest format strictly but aimed to provide a richer picture of learners' developing skills. Students were required to write a paragraph on their past and present experiences with the language and their plans after graduating with a degree in Spanish in 20 minutes. In the first phase, students were asked to read their compositions in the presence of the examiner and make necessary changes if needed. In the second phase, students could use reference materials like a dictionary or a grammar book and consult whenever they needed. In the final phase, the examiner invited students to ask questions and make revisions if they wished. In order to test the speaking ability of students, the examiner held a 10- to 15-minute interview involving four sections with the students. Firstly, students were asked several personal questions about their language learning experiences. In the second phase, they were asked to narrate a story in past simple based on a given picture. Thirdly, students were asked to take the role of one character in the story they created and say something that the character would say appropriate to the situation. Finally, they were asked to prepare a monologue on a topic they were provided. Interviews were scored based on a rubric including the following areas: pronunciation, fluency, grammar, content, vocabulary, and comprehensibility. The significant part of this assessment was that the results were not only presented numerically but also qualitatively providing assessment and recommendations for each learner. The results of the study indicated that DA made it possible to individualize instructional plans attuned to learners' needs and provided a deeper understanding of learners' actual and emergent abilities.

A small-scale study in Turkish context by Yılmaz-Yakışık (2012) investigated the impact of DA on improving ELT students' oral narration skills. The study employed an experimental design with a control group and had pre-test-enrichment program-post-test paradigm. Before the study, the students were subjected to pre- non-dynamic and pre-dynamic assessments in both the experimental and the control groups. Non-dynamic assessment was employed to assess the learners' independent performance and DA was used to reveal the problematic areas. The enrichment program, in which learners were offered tasks that helped improve their oral performance, was only applied to the experimental group. During the pre-test and post-test assessments, the learners were asked to read authentic news stories and then narrate them in L2. After the post-tests, the learners

were also given transfer tasks to reveal whether they could extend their learning beyond the context. The statistical analyses of the correct use of narrative verb tenses indicated that the control and experimental groups did not have significant differences in the pre- non-dynamic assessments. However, the pre- non-dynamic and post- non-dynamic assessment scores had significant differences, and so did the pre-dynamic and post-dynamic assessment scores. Learners were found to use narrative verb tenses more accurately in the post-assessment. In addition, learner reciprocity was found to be higher in the post-DA assessments. Besides the quantitative data, an evaluation form to gather learners' opinions with regard to the DA practices were given after the enrichment program. Findings indicated that learners found the DA program beneficial for their language development.

A recent study by Fahmy (2013) investigated the effectiveness of combining DA with task-based activities that aimed to improve students' speaking skills in Arabic. The study had a mixed-method design including three stages, namely pre-DA, DA, and post-DA. In the pre-DA phase, learners went through unofficial Oral Proficiency Interviews (OPI), intellectual style survey, and interventionist DA interviews. During the DA phase, the teacher employed DA task-based language instruction (TBLI) and Intragency Language Roundtable-based (ILR) rubrics to enhance learners' learning and to diagnose their needs. In the post-DA phase, the six selected students were reassessed by OPIs and interventionist DA interviews. The findings showed that all learners' control of Arabic improved through the interactionist DA combined with TBLI. Also, the OPI with DA assistance was far more successful in diagnosing the areas in need of improvement compared to OPI without assistance.

Another influential research on mediated dialogue was conducted by Davin, Herazo, and Sagre (2016) who addressed the issue from the teacher training aspect. The researchers explored the change occurring in teachers' ability to offer graduated and contingent mediation and to track learner reciprocity to mediation during DA implementation. They specifically investigated how teachers approached mediation in response to learner error in classroom. The participants of the study consisted of four teachers, two of whom were pre-service teachers and two of whom were in-service English teachers, selected through convenience sampling. The participants attended a set of Professional development workshops that were aimed at preparing the teachers to implement DA. During the workshops, the four participants had a discussion about the differences between summative and formative assessment, the principles of DA and its conceptualization in SCT, major approaches to DA and benefits and limitations of each for classroom setting, and example DAs. After the training, the participant teachers prepared proposals that describe the way they intended to use DA in their own teaching contexts. Following this, the teachers were asked to implement DA in their own classrooms, which would be recorded. Data were

collected through video recordings of the lessons, written artifacts including lesson plans and any records used to track learners' progress, teachers' oral reflections collected via stimulated recall. The mediation sequences were examined in detail to identify the nature of teacher and learner turns in addition to their quantity. Teachers' prompts indicated: 1) the existence of an error, 2) the specific location of the error, 3) the nature of the error, and 4) how to correct the error. Looking at these functions, it was possible to determine to what extent the learner needed regulation by the teacher to repair the error. After the DA workshops, all the participant teachers began to employ higher number of prompts and fewer recasts. The findings of the study underscored interactionist DA in that it gave teachers more freedom while supplying mediation and learners more opportunities to self-regulate. However, it was also suggested that having a priori list of mediations could help teachers more while implementing DA in their classrooms due to the difficulty of making instant decisions about which mediational move to use in response to learners' emergent needs.

A recent study conducted by Özturan (2022) investigated the possible role of DA in an EFL setting and its impact on learners' writing skills with respect to rhetorical and linguistic aspects. For this aim, 50 students assigned to two groups as experimental, and control took part in the study. Data were collected for 21 weeks from pre-test, post-test, and follow-up test, audio-recording of one-to-one DA sessions, and semi-structured interview with the learners. Quantitative findings which aimed to uncover if interactive DA could help L2 writers improve themselves with respect to rhetorical and linguistic dimensions in L2 writing indicated that employing interactive DA in writing classes had both short-term and long-term effects on learners' writing skills in terms of rhetorical and linguistic qualities. In addition, providing direct error correction on linguistic problems and offering nonnegotiated feedback for rhetorical problems contributed to the learners' achievement in the post-test and delayed post-test. However, the comparison of direct error correction and DA revealed the outperformance of DA group over the one receiving direct correction in terms of linguistic qualities whereas no significant difference was observed between the groups in rhetorical dimensions. According to the interview analysis, the participants believed that DA was beneficial for them in terms of enhanced motivation for writing, decreased anxiety, teacher's supportive and attentive roles, and opportunities for individualized learning while some of them reported some drawbacks of DA including having limited time for individual learners and increased anxiety.

All these studies concluded that adopting DA practices in language classroom can yield effective results on learners' language learning process. Improved individual performance of students and decreased amount of the need for teacher mediation indicated that DA responded well to the potential of learners' zone of proximal development by means

of teacher mediation. It is suggested that with the help of DA, teachers can design individual learning plans to help learners overcome the difficulties they experience in their learning and go further in their ZPDs.

Group Dynamic Assessment Studies

Sociocultural theory argues that development of an individual is not an intrapersonal but an interpersonal act achieved via the contributions of people or cultural artefacts. Social environment has been recognized as a key element of learner development. DA studies were mainly conducted on an individual base. One-to-one tutoring or following the development of individual learners has been a common DA practice in second language acquisition research. However, recently, the focus of attention has been on the collaborative process in learners' development. Today, most of the EFL learners learn a language in a classroom context under the guidance of a teacher. Therefore, an approach to assess all learners in the class and to enhance their language development is crucial for EFL learning. Therefore, the number of studies with a Vygotskian base and an emphasis on group-based model of improvement instead of individual alone has been increasing in recent years. The following section presents an overview of the few studies that have focused on G-DA in L2 classroom contexts.

A preliminary study on G-DA was reported by Lantolf and Poehner (2010). Unlike other studies, L2 DA model was designed and implemented by a classroom L2 teacher not by a researcher or teacher with expertise in applied linguistics. In addition, DA was not intended as a research project, but as a result of the teacher's persistence in improving students' ability in the language. Lantolf and Poehner reported on the implementation of DA by an elementary school teacher of Spanish as a second language, Tracy (pseudonym), in her daily interactions with her learners. Tracy aimed to attain an appropriate end-product and develop a sense of agency and autonomy in using the language. After reading a teacher's guide to L2 DA written by Lantolf and Poehner (2006), Tracy designed a DA model based on her understanding of DA and techniques to be used and integrated that model in her own instructional practice. In her lesson plan, Tracy considered how she could further her interactions beyond response-feedback exchanges. Lantolf and Poehner got the chance to observe her DA implementation in a real-world classroom and to report it thoroughly. For each lesson, she prepared a mediation inventory that ranged from the most implicit (pause) to the most explicit (explanation) and implemented it during the class. The reason why she prepared a list of mediating moves was that she would feel most comfortable with the interventionist approach with the help of systematicity in interactions. She increased the explicitness of her mediation depending on the students' response to mediation. Meanwhile,

she kept the record of class's improvement and changes in meditational moves over the course of a semester through an interaction grid. Lantolf and Poehner examined the interactions between Tracy and her students from a qualitative angle to track changes in their performance in a deeper way. The results indicated that not all the students gained the control of language at the same pace. While some required less explicit mediation from the teacher, others needed explicit assistance to overcome the difficulty. However, the important point was that the learners showed progress in their own way by moving from other-regulation to self-regulation. From SCT framework, development is viewed as an individual process that is illustrated depending on the mediation offered and the response given to the mediation. Lantolf and Poehner did not aim to make generalizations in the present article; rather they wanted to emphasize the collaboration with a focus on the process not merely on the product.

Another key study that investigated the practicality of G-DA in a classroom context is by Ableeva (2010). The researcher examined the impact of DA on the listening comprehension of L2 learners of French as a foreign language. The study adopted a microgenetic method to examine the development of learners' L2 listening comprehension over a two-months' time. The study included multiple-phase assessments: non-dynamic and dynamic pre-test, enrichment program, non-dynamic and dynamic post-test, and non-dynamic and dynamic transcendence tasks. Mixed-method design was implemented within the study, involving both qualitative and quantitative approaches to attain a comprehensive view of the findings. Although the study was primarily qualitative in design, minimal quantitative analysis was also done while exploring the number of meditational moves and reciprocity patterns of learners. The study was conducted in four phases: 1. Pre-test; 2. Mediation process; 3. Post-test; and 4. Transfer tasks. Learners were given a non-dynamic and dynamic pre- and post-tests. Firstly, learners were asked to carry out a recall without assistance after listening to a text twice and then they repeated the recall dynamically with mediation. During the mediation process, learners were provided with learning activities within their ZPDs. In addition to these tests, learners were given two transfer tasks, a near transcendence task and a far transcendence task which included similar but more complex tasks than the original tasks. Findings indicated that DA helped to reveal learners' potential level of listening development as well as showing their actual developmental levels. Although learners' listening comprehension in French was quite poor, they responded to both implicit and explicit mediation provided to them and achieved a better understanding of the text. The analysis of the data also indicated that learners' improvement in listening comprehension did not follow a linear fashion but zigzagged. Both progression and regression were detected in learners' performances with and without assistance. Ableeva observed that poor

performance in L2 listening comprehension could derive from problems with regard to lexis, phonology, grammar, and cultural knowledge.

One study by Davin (2011) examined the impact of group DA on students' formation and use of interrogation in a combined fourth and fifth grade elementary Spanish classroom. After reading about DA in the assessment course during her MAT program the year before and collaborating with the researcher on the implementation of DA, a Spanish teacher implemented the DA program as part of a semester long thematic unit on Argentina. After thirty days the unit began, the teacher administered a non-dynamic pre-test to reveal students' independent performance on their interrogative use and formation. After detecting the problematic areas and misunderstandings through the pre-test, the teacher started the ten-day DA program. After the practice of G-DA, the same test was given to the students to track their progress on Spanish interrogative use and formation by comparing the pre- and post-test results. Five days after the post-test, a near transcendence task was assigned to students in order to find out whether students could use their knowledge of Spanish interrogatives in a new context. A far transcendence task, speaking task, was used to assess to what extent learners could extend their learning in a further context. Besides these pre- and post-tests, classroom observations and group work observations were used as data collection tools. Findings suggested that while some students demonstrated progress from assisted to unassisted performance during large group DA, others needed peer mediation during small group work to improve their use of interrogatives. The students who could perform without assistance during large group DA acted as mediators during small group work for the ones who were in need of mediation. In addition, some students could never achieve the full control over Spanish interrogatives, which indicated that the use and formation of interrogatives was beyond their zone of proximal development. The researcher suggested the use of small group work as a complement to large group DA.

Another study conducted on G-DA procedures is by Alavi, Kaivanpanah and Shabani (2012) who aimed to identify the mediational strategies offered during G-DA that best nurtured development of listening abilities and to reveal the impact of G-DA in co-construction of knowledge among a group of L2 learners. The researchers made use of audiovisual texts taken from VOA news broadcasts to diagnose learners' independent performance of listening comprehension and the main reasons for difficulties before the study. After the pre-test stage, the enrichment program was implemented for 6 weeks to reveal the impact of mediation on learners' listening comprehension abilities. The materials used during the enrichment sessions included some authentic news clips with clear accent and pronunciation, and the texts had similar topics, pace of delivery, and difficulty level. In the posttest stage, the same audiovisual texts as in the pretest stage were used to

demonstrate the development in learners' listening comprehension abilities. After the post-test stage, learners were also given three transcendence tasks consisting of more complex audio texts than the ones used in the pre-test and the posttest in order to reveal the extent to which learners could use their newly acquired knowledge in newer contexts. Following a microgenetic methodology and G-DA interactionist approach, the researchers qualitatively analyzed G-DA interactions occurring between the mediator and the learners. Different types of mediational strategies offered by the mediator during the G-DA interactions were analyzed in detail and the results provided insights into learners' listening performance. The frequency and kinds of mediational moves offered by the mediator during the assessment sessions were used to illustrate the development in learners' listening abilities and ZAD/ZPD functioning. As a result of the qualitative analysis of the data collected during pre-test, post-test, and transfer sessions, the researchers employed a total of eight types of mediational strategies that were placed on a regulatory scale. The strategies were not priori but emerged from the mediator-learner interactions. The strategies arranged from the most implicit to the most explicit included the following strategies: confirming/rejecting response, replaying (either the entire portion or a segment from the portion), putting words together, repeating the erroneous guess with a questioning tone, offering contextual reminders, offering meta-linguistic reminders, using dictionary, and providing correct response and explanation. The identified strategies were further classified into five categories on the basis of their function: 1. managing the interactions; 2. helping learners to reconsider their recall; 3. helping learners to notice the clues; 4. helping learners to use the artifacts; and 5. enhancing listening comprehension. After the strategies were identified, they were used to analyze the quality and frequency of the mediations offered in order to provide some insights into learners' changing listening abilities. It is stated that as learners' demand for external mediation reduced, their self-regulation or independent performance increased, which indicated cognitive development. The results of the analysis revealed that the use of mediational strategies declined sharply in the posttest. In addition, there was also a dramatic drop in the frequency of explicit mediational strategies, which meant that the teacher mostly used implicit strategies. Accordingly, it can be argued that ZPD of the learners increased, and they got more autonomous at the end of the enrichment sessions.

In a very recent study, Saadat and Mallahi (2020) examined the impact of concurrent approach to G-DA on improving the writing ability of a group of intermediate EFL learners. The data of the study were collected using non-dynamic writing tests administered as pre- and post-test and in-class dynamic writing tasks. All the students received the same instruction and feedback during the DA sessions which were recorded to analyze the mediational and reciprocal moves of the learners. However, to compare their performance,

the students were divided into two groups as more-skilled and less-skilled student writers, five students and ten students, respectively, based on their pre-test writing scores. The learners attended DA-based writing classes over the course of 16 weeks and received ZPD-sensitive mediation and feedback. A total of nine writing compositions for each learner were included in the analysis. In order to analyze their performance on pre-test and post-test writing tasks and in-class writing tasks, a writing scoring rubric was used. Results obtained from statistical analyses of the pre- and post-test scores revealed that the learners in both more-skilled and less-skilled groups improved their writing, however the difference was not significant. Learners' written performance was also compared using the nine compositions written during the process, and the results indicated that more skilled students performed better than the other group, but the difference was not statistically significant. The treatment process seemed to be effective in helping the learners improve their writing abilities. The researchers suggested that providing assessment and instruction at the same time could shed light on the learners' strengths and weaknesses and evaluate their performance better and enhance their potential and capacities by offering appropriate level of assistance. The study concluded that DA-based instruction could be feasible while working with a group of learners in order to move the ZPD of the entire group forward despite the problems that emerged during the process due to the large number of students and time constraints.

Increasing number of studies conducted to evaluate the effectiveness of DA in the field of language education indicates its promising potential to be used in educational contexts. However, due to its being a relatively new approach, more research is needed to reveal its effectiveness in the field of English language teaching in Turkish context. With this in mind, the current study aims to explore the interdependent relationship between assessment and instruction from the perspectives of sociocultural theory of mind by integrating G-DA into English language classrooms by making use of both qualitative and quantitative procedures, which makes it the first study to implement G-DA principles in language teaching in Turkish context to help learners' increase their grammar achievement.

Chapter 3

Methodology

In this chapter, the methodology of the study is explained in five sections in detail. The first section presents the research problem and research questions. The next section describes the research design of the study including the details about the pilot study and the main study. The third section addresses the setting and participants of the study. In the following section, data collection tools and procedures are described comprehensively along with the validity and reliability of the study. The final section examines data analysis in detail.

Research Problem and Research Questions

As a result of the constant changes experienced in different fields like economy, technology, politics, and culture, many elements of life enter the process of change like the way we communicate, learn, teach, reach information etc. Due to the effects of these changes, it becomes a necessity for the field of education to stay abreast of the developments because the primary aim of modern education system is to help people adapt to the future world which includes constant change, complexity, and competition (Topkaya & Küçük, 2010). Thus, for a successful education system, there must be constant restructuring and revisions. The educational goals, learner outcomes, teacher competences, instructional methods, and assessment methods etc. are directly related to the quality in education, therefore they must be revised in line with the necessities of the current age and tomorrow world. In this globalized world, the language education policy of a country must endeavor to equip students with the necessary skills for the living conditions of that century. Within the context of Turkey, there have been many attempts to improve the education quality around the country and raise its youth with an education that takes into account the latest innovations in different fields. In contemporary world, it is believed that learners are not passive recipients of information, but builders of their own knowledge through active involvement in activities with the guidance of the teacher, which is opposite to the traditional view of learning and teaching (Anthony, 1996; Buck, 2003). In the modern view, learners are put in the center of the teaching process, and constructivist, process-oriented, learner-centered approaches are valued for classroom practices. It is obvious that teaching and assessment are interdependent processes, which have a considerable effect on each other. Hence, a change made in one of these components unavoidably transforms the other one. The innovations made in teaching has also brought about considerable changes in assessment system as well. Traditionally, learners are viewed as individual entities and their performances are assessed at the end of the process through a static exam including discrete items. Lantolf and Fowley (1988) claim that proficiency is not something emerging

from individual functioning in isolation but created together as a consequence of the interaction that takes place between individuals (cited in Poehner, 2005). Contrary to traditional types of assessment, learners' potential for development is considered an inherent part of contemporary views of assessment taking its root from the sociocultural theory, which views development resulting from a collaborative practice (Lantolf & Thorne, 2006). Since classroom context is a social area where meaning is constructed together by the teacher and students, collaborative act and development must be prioritized both in instructional and assessment practices. Russell and Airasian (2012) underlined the critical importance of cooperation in classrooms by stressing the social nature of classrooms. Therefore, it is believed that while assessing a learner's language performance, they should not be assessed based on individual performance. In addition, learners' social environment is also viewed as a source of development of performance. In parallel with the recent changes in the assessment system, DA addresses assessment considering the real performance of learners in their social circle. DA views assessment not as a one-shot practice, but as a process which aims to both assess and improve learners' knowledge to help them achieve their potential. DA has mainly been implemented in special education and its employment in the field of language assessment is relatively new. Therefore, the effectiveness of DA practices in the field of language teaching and assessment has not been researched intensively. Consequently, it is possible to assume that conducting more studies on the integration of DA in language teaching and assessment will yield enlightening results for the DA literature. Considering these reasons, the current study seeks to investigate the impact of G-DA on the development of narrative tenses among a group of B1 EFL learners. In addition, it aims to explore the opinions of the learners and the teacher with regard to the DA procedure. With these aims in mind, the present study attempted to find an answer to the following research questions:

1. Is there any effect of G-DA implementation on Turkish EFL learners' performance in NDA (non-dynamic assessment) tests?

- a. Is there a significant difference between the pre-study NDA test scores of the participants?

- b. Is there a significant difference between the post-study NDA test scores of the participants?

- c. Is there a significant difference in the pre-study and post-study NDA test scores of the participants in the experimental group?

- d. Is there a significant difference pre-study and post-study NDA test scores of the participants in the control group?

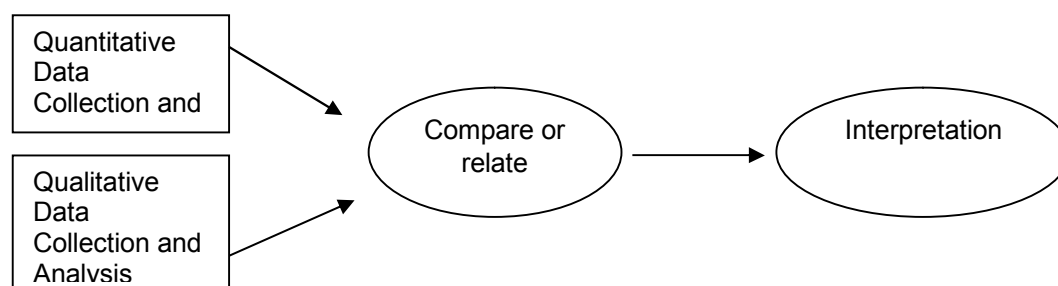
2. How do learners perform in relation to narrative tenses when the context changes?
3. What mediational moves are employed by the teacher in order to diagnose and promote the learners' performance of narrative tenses during the G-DA-based enrichment program?
4. What reciprocity patterns to mediation are exhibited by the learners during the G-DA-based enrichment program?
5. Is there any effect of G-DA implementation on Turkish EFL learners' performance in DA tests before and after the study?
 - a. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study DA by group?
 - b. Is there a difference in mediational moves provided by the tutor and the reciprocal moves made by the learners during post-study DA by group?
 - c. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study and post study DAs in the experimental group?
 - d. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study and post study DAs in the control group?
6. What are the Turkish EFL learners' perceptions of G-DA based enrichment program on narrative tenses?
7. What are the teacher's perceptions of the G-DA based enrichment program on narrative tenses?

Research Design

The present study combines the fields of second language acquisition and language pedagogy based on the framework of Vygotsky's sociocultural theory of cognitive development. The main aim of this investigation was to trace the development of narrative tenses among a group of B1 EFL learners at a university context by means of following G-DA procedures. The study dealt with the development of a grammar test to assess the participants' performance of narrative tenses, which brings out the first part of the quantitative data of the study. As a further step, it employed a transcendence task to corroborate the quantitative data. In order to triangulate the data, the study also made use of qualitative data, analysed through content analysis and microgenetic method. The

microgenetic method primarily allows the reorganization and development of mediation over a relatively short period of time (Lantolf, 2000). Also, microgenetic method helps track learners' development over a certain period of time (Birjandi & Ebadi, 2012). Based on these premises, the methodological approach taken in this study is a mixed-methods research methodology based on the use of both qualitative and quantitative research designs.

Creswell (2012) defines mixed methods research design as a procedure in which the researcher collects, analyses, and mixes both qualitative and quantitative data in a single study or a series of study in order to have an understanding of a research problem. In addition, Johnson, Onwuegbuzie, and Turner (2007) offer a more general definition of mixed methods research design by defining it as “an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research)” (p.3). They argue that mixed methods research is being recognised as the third major research paradigm in addition to qualitative and quantitative research. Supporters of mixed methods paradigm provide different reasons to combine quantitative and qualitative research. For example, Rossman and Wilson (1985) indicate that the combination of both research paradigm enables confirmation or corroboration of each other through triangulation and develops analysis to provide richer data (cited in Johnson, Onwuegbuzie, and Turner, 2007). Miles and Huberman (1994) indicate that the combination of quantitative and qualitative data creates a very powerful mix, and the research problem can be understood in a more detailed way (Creswell, 2012). Since the study aims to explore the impact of DA on learners' performance of narrative tenses, it employs mixed methods research design, combining both qualitative and quantitative data collection tools. Specifically, the study employs the convergent parallel design within the mixed methodology research tradition as it is shown in Figure 4. Convergent parallel design is described by Cresswell (2012) as a design that aims to compensate the weaknesses of one data collection form with another. The researcher collects the quantitative or qualitative data simultaneously or concurrently. In this type of design, the researcher collects quantitative and qualitative data, analyse each type of data separately, compares or relates the results obtained from both types of data in order to find out if the two datasets give similar or contradicting results. In convergent parallel design, both quantitative and qualitative data collected are viewed equally important sources of data (Cresswell, 2012). The present study merged the quantitative data collected by means of grammar tests and written transcendence task and qualitative data obtained through semi-structured interviews and reflective teacher journals.

Figure 4*Type of The Mixed Methods Design Used in The Study*

(taken from Creswell, 2012, p. 541)

The study

The design of the methodology section of the present study follows Poehner's (2005) design. The study of Poehner (2005) documented DA of oral performance of four students in an advanced French L2 university course, Advance Oral Communication. Although the present study took Poehner's (2005) study as the general framework as pre-study-enrichment program-post study, the research focus, study group, and instruments of the present study were completely different. In addition, the present study sought to make use of quantitative data besides the qualitative data to augment the phenomenon under scrutiny.

This study embraced a quasi-experimental design. Participants were divided into two groups as experimental and control. The study was conducted for eight weeks. The first two weeks were used as pre-study in which essential information was gathered before the intervention. A personal information questionnaire was delivered to the students in both the experimental and control groups in order to collect data regarding their age, gender, majors, and high school they graduated from. In addition, participants from both the experimental and control groups underwent a non-dynamic assessment (NDA1) and a dynamic assessment (DA1) in which they were administered a grammar test prepared to assess their control over English narrative tenses, specifically simple past tense, past continuous tense, and past perfect tense (see pre-study section for more detail).

The next phase of the study was enrichment program. The results of the assessments conducted before the study were used to structure the enrichment program to be applied to the learners in the experimental group. Collecting data before the experiment can help shed light on problem areas for learners and design an intervention that is tailored to them. Then, the enrichment program was applied to the experimental group as a whole-class session for four weeks including 12 sessions, which focused on problem areas associated with narrative tenses in English that were identified during the initial assessments applied in the first week. However, since DA entails both assessment and instruction at the

same time, problems that learners encountered were also identified during the G-DA, and instruction was provided on these points. During the enrichment program, learners had the opportunity to study on narrative tenses in more detail and practice the grammar structures of each tense (see enrichment program section for more detail).

Throughout the four-week G-DA program, the 'cake' format of DA was implemented. When students had any mistakes or difficulty related to narrative tenses during the class, the teacher provided immediate mediation, which allowed the teacher to immediately indicate errors to the students. Mediation was provided until the student produced the utterance accurately in terms of narrative tenses, and then the tutor proceeded to the next question or exercise (Sternberg & Grigorenko, 2002). Also, in this four-week G-DA-integrated program, the teacher used the cumulative approach, which allowed the teacher to provide mediation to the student who had initially produced an utterance incorrectly until he or she could produce the utterance correctly. Finally, principles of the interactionist DA were followed during the G-DA sessions. That is, the mediation emerged out of the cooperative dialoguing between the mediator and the learners. The mediator did not apply a previously identified order of hints or prompts but provided assistance depending on the nature of the communication and the needs of the learner. The kind of mediation offered was determined by the interaction between the mediator and the learner during each session. It can be stated that each learner was provided mediation in different quality and quantity. The mediator might use the most implicit or explicit mediation when deemed necessary depending on the situation or the learner. During all these four weeks, the teacher kept a reflective journal in order to record her experiences of the G-DA sessions in the light of the guiding questions identified beforehand.

In the last 2 weeks, post-tests, the transcendence task, and interviews were conducted. Collecting data after the experiment can help to explain the results in a more detailed way. As post-tests (referred to as NDA2 and DA2), the tests initially applied were repeated in both the experimental and control groups. In addition, a "transcendence task" (TT), a written task, which was applied to both the experimental group and the control group, helped evaluate to what extent learners could extend their learning beyond the actual assessment context, a necessary step to fully assess development. As the final step of the study, a semi-structured interview was conducted with the students in the experimental group in order to gather their opinions on the G-DA sessions. (See post-study section for more detail)

As revealed, the study was conducted in three phases using both qualitative and quantitative data collection tools. The research design (see Fig. 2) includes several stages as follows:

Table 1
Research Design of The Study

	Pre-test (2 weeks)	Application (4 weeks)	Post-study (2 weeks)
Experimental group	• Personal information questionnaire • NDA1 • DA1	G-DA-integrated enrichment program Contingent, ZPD-sensitive feedback provision	• NDA2 • DA2 • Transcendence task • Semi-structured Interviews
Control group	• Personal information questionnaire • NDA1 • DA1	Traditional instruction Explicit corrective feedback provision	• NDA2 • DA2 • Transcendence task

The Pilot Study

After having decided on conducting research on the topic of G-DA, the researcher determined data collection tools, setting, and participants of the study. Before the actual study took place, all the procedure and the instruments were piloted. First, data collection tools were selected and prepared (NDA1 and NDA2 and DA1 and DA2 tests, writing and speaking tasks, and interview questions). The purpose of the pilot study was to check the validity, reliability and usefulness of the instruments that were decided to be employed in the actual study (for further information about reliability and validity, see the section of reliability and validity issues in this chapter).

The pilot study was conducted in the 2021-2022 Fall semester for two months. A total of 36 B1 preparatory class students in the teacher-researcher's own classes at a state university where the main study was conducted participated in the study. They had similar majors, language learning backgrounds, and ages. In the pilot study, the students in two intact classes were assigned as the experimental and the control group.

The students in both groups completed the personal information questionnaire and were administered the DA1 and NDA1 tests before the enrichment program in the second week of the module, which lasted for eight weeks in total. Between the third and sixth weeks, an enrichment program was conducted in the experimental group in the form of G-DA sessions that focused primarily on the control over the narrative tenses; simple past tense, past continuous tense, and past perfect tense in particular, which were identified to be problematic areas for the learners during the initial assessments. While the students in the

experimental group had the enrichment program on narrative tenses, those in the control group received conventional instruction on these tenses within the specified time period. Within this process, different types of exercises and activities on narrative tenses were designed and those chosen were applied in both groups. While learners in the experimental group received graduated feedback considering their emergent needs during dialogic interaction, control group learners were offered feedback through explicit correction of their errors. The exercises and activities found to be engaging and interesting were included in the actual study whereas those found to be useless and boring were eliminated from the exercises and activities to be used in the main study. Especially those that were presented in context like stories and dialogues were included in the main study phase. After the enrichment, the students in both the experimental and control groups were administered the same tests called as DA2 and NDA2 in the sixth week. In the seventh week, the students in both groups were given a writing task as the first transfer task, in which they were asked to write a story using the narrative tenses. The students were given five different sentences as the first sentence of their stories in the pilot study. The purpose was to find out which sentence would be more fruitful in terms of narrative tenses in order to be used for the writing task in the main study. In addition, as the second transfer task, a total of 15 students were given a speaking task in which they were asked to tell a story based on the given picture. This transfer task aimed to reveal students' control over narrative tenses in a completely new context because students were used to doing grammar exercises on past tenses during the class hours beforehand. Therefore, using narrative tenses in a speaking task would require students to deal with a more complex task. With this task, they were expected to perform their control over the narrative tenses in a speaking task individually. The students were required to choose a picture and tell a story by looking at the series of pictures on the card. The students completed this speaking task individually in a class where there were only the researcher and the student. They were provided with the vocabulary items they might need while telling their stories. However, as a result of examining their picture telling recordings, speaking task was decided to be removed from the actual study since the students performed poorly and were not able to create a story at all. When their tense preferences were examined, it was found that they told the stories in present tenses, or they shifted the tenses a lot. No useful data in terms of narrative tenses were gathered from them, so speaking task was excluded from the actual phase of the study. Finally, in the eighth week, a semi-structured interview was held with ten students to get their opinions about the effectiveness of the enrichment program. They were asked about the effect of the program on their performances and the difficulties that arose during the study.

During the pilot study, the class hours were both audio- and video-recorded with a digital video camera and a voice recorder with the consent of the participants in the experimental group. However, due to some technological problems, it was decided that two digital video cameras and a voice recorder would be used in the main study to prevent data loss. Recording class hours in the pilot phase was fruitful for the researcher in terms of positioning the cameras. In research, video recordings are especially favoured to track the non-verbal behaviours, facial expressions, and hand gestures of the students. Due to the pandemic, the students wore a mask in the class, so their non-verbal behaviours and facial expressions during the enrichment program were not included in the objectives of the main study.

In the pilot study, the researcher did not keep a reflective journal. However, after the pilot phase, it was thought that keeping a journal would be a valuable contribution to the study to triangulate the data and increase the credibility of the findings.

The Main Study

After the study was piloted, the main study was conducted based on the planned program. The main study had three phases, as pre-study, enrichment program and post-study.

Stage 1: Pre-study

After the groups were identified as experimental group and control group, a questionnaire was distributed to the learners to gather personal information like their age, gender, department, and the high school they graduated from. Before the study, the learners in both groups were given a NDA1 and a DA1 to determine their ability to make sentences with correct use of narrative tenses in English, specifically the past simple tense, past continuous tense, and past perfect tense. The main purpose of the NDA1 test was to reveal the independent performance of the students related to the narrative tenses. The test included grammar questions that assessed students' control over the narrative tenses. Firstly, learners were asked to do the tests independently without the assistance of the teacher or each other. The test took them about 30 minutes to complete. Then, they were given the DA1 test to find out their performance on the narrative tenses under the guidance of the teacher. The results of these initial assessments were then used to tailor the enrichment program because they provided insights into 1) the kinds of problems learners encountered while completing the tasks; 2) the amount and quality of mediation they required in order to overcome these problems. As a result of these grammar tests, the students' control over the narrative tenses was evaluated in order to determine the areas that learners

had difficulty in. Learners' scores on the NDA1 test were compared to those on the post-test, and their performance on the transcendence task were scrutinized to reveal the development observed during the G-DA sessions.

Stage 2: Enrichment Sessions

Enrichment was conducted in the form of G-DA sessions, which focused primarily on the control over the past simple tense, past continuous tense, and past perfect tense, which were identified to be problematic areas for the learners during the initial assessments. The goal of the enrichment was to help learners promote control over the past tenses that would contribute to their language abilities. During the enrichment, learners were provided with intervention targeting progress in narrative tenses (see Table 2 for the enrichment program). Learners had twelve 35-minute G-DA sessions on English language narrative tenses depending on the problem areas identified. Each of these sessions was audio- and video-recorded so that every move in the class could be tracked by the researcher. During the intervention phase, the teacher followed an interactionist approach to DA, and the prompts provided to learners were not a priori, but emergent from the interaction between the teacher and the learners. The learner was presented the stimuli at first and given some time for having direct experience with it. Seeing that the learner was unable to perform successfully due to an obstacle, the mediator intentionally intervened the process and offered mediation in the form of hints or prompts in order to assist the learner to overcome the problem encountered. Upon receiving the mediation, the learner got involved in reconsideration of his or her performance to be able to identify the defect in the performance and made a reciprocal act which would either result in performance improvement or disability to benefit from the mediation provided. Evaluating the reciprocal act of the learner, the teacher made another move by providing a more explicit move which was attuned to the needs of the learner by assessing their level of understanding. In response to receiving a more explicit move, the learner got engaged in reconsideration of his or her performance one more time in order to overcome the problem in the performance, which would result in improved performance or disability to benefit from the mediation provided one more time. The process continued until the learner was able to self-correct his or her mistakes or the teacher provided the correct answer. Learners were provided prompts or hints ranging from implicit to explicit that would bring their attention to the problem area related to the narrative tenses until the accurate response was obtained. After the G-DA sessions, the teacher kept a journal in which she reflected her perceptions of the process in a variety of aspects.

Table 2
Enrichment Program Designed for The Study

Week	Date	Focus	Materials used
Week 1	07. 03.2022	Past simple & Present perfect	a text about global warming, grammar exercises in their textbook, three different dialogues between two friends about their holiday, restaurant experience, and a common friend, a speaking task that requires them to talk about experiences in their lives
	11.03.2022	Past simple & Past continuous	a text about Alexander the Great, a text about The Vikings in America, an anecdote, two different dialogues dialogue between two friends about their summer holidays, grammar exercises in their textbook
Week 2	14.03.2022	Present perfect, past simple, & past continuous	a text about the life story of a millionaire, a letter written to a friend, and grammar exercises in their textbook
	18.03.2022	Past simple & Past perfect	three different anecdotes, texts about Leonarda Da Vinci, Christopher Columbus, Captain Robert Scott
Week 3	21.03.2022	Past simple, past continuous, past perfect	an anecdote, a birthday story of someone, one's experience of a storm on the sea, a dialogue between two co-workers, grammar exercises in supplementary books
	25.03.2022	Past simple, past continuous, past perfect	grammar exercises in their textbook, a story on one's day at home, one's experience of an earthquake at home
Week 4	28.03.2022	Past simple, past continuous, past perfect	grammar exercises in supplementary books, a crime story, an anecdote of someone's misunderstanding, a text about the story of the book Harry Potter and the Philosopher's Stone
	01.04.2022	Past simple, past continuous, past perfect	grammar exercises in supplementary books, a story on Hansel and Gretel

Stage 3: Post-Study

Following the enrichment program, the initial assessments were repeated (referred to as NDA2 and DA2). The same grammar tests were delivered to the students in order to see whether they had improved their control over the narrative tenses in English.

After conducting grammar tests, a transcendence task (TT) was conducted to evaluate the extent to which participants could internalize and extend their learning beyond the original assessment context, which is a necessary step to fully assess development. TT was a writing task which required learners to produce a piece of writing that would demonstrate their control over narrative tenses. It was conducted a week after the intervention process ended. The reason for leaving space between the grammar test and the transfer task is that it can provide a better picture of L2 learner abilities in a newer context.

After the enrichment program ended, a semi-structured interview was conducted with the learners to gather their opinions on the G-DA sessions. They were asked about their opinions on the impact of the mediations they personally received, the impact of the mediations given to their classmates, and the problems they encountered during the G-DA sessions.

Setting and Participants

Setting

The study was carried out at the School of Foreign Languages at Pamukkale University, a medium-size state university, in the 2021-2022 academic year. The medium of instruction at the Faculties and Schools at this university is either completely (100%) or partially (30%) English or completely Turkish, so the School of Foreign Languages aims to equip the students with necessary knowledge and skills in the required foreign language so that they can pursue their academic studies without any difficulty. The English Preparatory Program of the school carries on for one year and consists of four modules each of which lasts eight weeks in an academic year. The academic year is divided into four modules in which students are provided with English or French education depending on their levels during these eight-week period and they are subjected to proficiency assessment at the end of each module to prove that they are proficient enough to be able to continue with the next module. The Common European Framework of Reference for Languages (CEFR) is taken as reference to describe the language proficiency levels of learners at the school. According to CEFR, six broad levels are introduced to cover the learning space of three different group of language learners as basic, independent, and proficient users (COE, 2001). These group of learners are divided into three broad levels as A, B, and C, which are further grouped as A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper-intermediate), C1 (advanced) and C2 (proficient). The descriptors of each level in CEFR are used to define the proficiency levels taught at the School of Foreign Languages in an academic term. Learners are administered a placement test prepared by the instructors working at the institution at the beginning of the academic year and placed in a level according to their exam results.

However, when they start the academic year, students are placed in a class among the three levels -A1, A2, and B1- according to their exam results. During these eight modules, they take five quizzes, one midterm, and one proficiency exam administered at the end of the module. Students can proceed to an upper level on the condition that their average point is equal to 70 and above out of 100 in all these exams. However, if they cannot obtain the required average point in the exams, they have to repeat that module. In addition, if students who are placed in A2 and B1 level classes at the first module can complete their upper-intermediate education and succeed in the module final exam during the academic term, they have an option to continue their language education in low-advanced class in the last module. If they do not prefer to continue studying English after they attain the required level of proficiency in the target language, they can graduate from the School of Foreign Languages with an upper-intermediate-level degree in English and undertake their education at their own departments.

The students studying at the preparatory school include two groups of learners in general. The first group studies English because they fail the proficiency exam given at the beginning of the academic term, but their departments require an upper-intermediate level English whereas the second group prefers to study English for a year with their own volition, not as a requirement of their department. After their levels are determined by the placement exam, both group of students are placed in classes according to their levels. Whether they learn English compulsorily or voluntarily is not considered for the placement of learners.

When it comes to the materials used in the School of Foreign Languages, it can be stated that the same materials are used in the same-level classes in the school. A course book is made use of in grammar classes accompanied by extra materials provided by the material office of the school. The purpose of using the same materials in classes is to standardize education for all classes by exposing all learners to same materials. During each module, students use a separate coursebook to study macro skills of English for separate courses offered at the school namely reading, listening, and speaking, and writing courses. They also take a core language course which aims to teach all the skills in an integrated way. Moreover, they are given extra material for each course during the module. In addition, the students take the same exams at the preparatory program in order to ensure the standardization of assessment, too. The students take five quizzes, one midterm exam, and one final exam each module, making 20 exams, four midterm exams, and four final exams if they are assumed to be placed in A1 level at the beginning of the module. All these exams are prepared by the instructors working at the School of Foreign Languages based on the CEFR specifications for each level. However, alternative assessment can also be carried out by the instructors for their own classes as well. They can ask students to keep portfolios of

their works and to prepare different projects in order to assess their language development thoroughly and grade them as part of their total passing score, however this is not a standard application throughout the School of Foreign Languages.

Participants

The sample group of the study was selected using the convenience sampling method. Since it would be impossible to reach all the target population in the context of the present study due to time, the researcher determined the sample group via convenience sampling method, which is a non-probability sampling type. In convenience sampling, the researcher includes students that are easily attainable for the study. Creswell (2012) states that although the individuals determined may not fully represent the target population, they can provide useful data to explore a hypothesis anyway. Since the study aimed to study with B1 level learners of English who could be dynamically assessed during class hours, the researcher preferred to study with the learners in her own class that were readily available for the study. The participants of the present study comprised 72 B1 level learners of English who were enrolled in the English Preparatory classes at a state university during the academic term 2021-2022. There were about 700 students studying English at the school of Foreign Languages from different faculties including Faculty of Engineering, Faculty of Economics and Administrative Sciences, Faculty of Education, and Faculty of Science and Letters. Two intact classes were chosen as the experimental group and the control group. There were 37 students in the experimental group, 16 females and 20 males, while there were 35 students in the control group, 15 of whom were male and 20 of whom were female. The age of the students ranged from 17 to 21 in each class. Both groups of learners had nine hours of grammar instruction, four hours of writing instruction, four hours of reading instruction, two hours of listening instruction and three hours of speaking instruction each week. The participants in both groups involved learners for some of whom English is compulsory and for some of whom English is elective. B1 level learners were recruited for the study because they are expected to be independent users of language while they still need the guidance of the teacher at B1 level. In addition, according to CEFR, learners at B1 level (threshold level) can communicate with a good grammar control and with a degree of fluency and spontaneity throughout the process. Moreover, the focal point addressed in the study is narrative tenses and according to the CEFR descriptors, learners at threshold level can produce narratives as a linear sequence of points. Considering that this group of students would benefit greatly from an instruction assessed dynamically which aims to boost the performance of learners related to narrative tenses, B1 level learners were included in the study. The participants' demographic data were collected through a questionnaire and the details about the participants of the study can be seen in Table 3.

Table 3
Participants' Demographic Characteristics

		Total		Experimental Group		Control Group	
		N	%	N	%	N	%
Gender	Female	37	51,38	16	43,25	21	60
	Male	35	48,61	21	56,75	14	40
Age	17-20	65	90,27	34	91,9	31	88,5
	21-25	7	9,72	3	8,1	4	11,4
High school	Anatolian high school	51	70,83	28	75,6	23	65,7
	Private high school	11	15,27	5	13,5	6	17,1
	Others	10	13,88	4	10,8	6	17,1
Faculties	Faculty of Engineering	31	43,05	18	48,6	13	37,1
	Faculty of Economics and Administrative Sciences	31	43,05	16	43,2	15	42,8
	Faculty of Arts and Science	8	11,11	2	5,4	6	17,1
	Faculty of Education	2	2,77	1	2,7	1	2,85

As revealed in Table 1, a total number of 72 students, 37 of whom were female and 35 of whom were male, took part in the study. The number of students in the experimental and control groups were almost equal, 37 students in the former and 35 students in the latter. However, gender distribution in each group was a bit different. While there were 16 females and 21 males in the experimental group, there were 21 females and 4 males in the control group. When it comes to their ages, students' ages were mostly similar. Totally, 90% of the students were in the 18-20 age range (N=65), and only 10% of them were in the 21-23 age range (N=7). In addition, the students in both groups mostly graduated from Anatolian high school with almost 71% (N=51). While 28 students graduated from Anatolian high school in the experimental group, there were 23 students graduating from Anatolian high school in the control group. Private high school is the second most common high school that the students graduated from with 15 % in total (11). Also, 13% of the students (N=10) in both groups graduated from other high school types like vocational high school, science high school, Anatolian religious high school, and social sciences high school. Finally, as can be seen in the table, the participants were the students of four faculties. A total of 62 students were the

students of the Faculty of Engineering and Faculty of Economics and Administrative Sciences, 31 students in each. In addition, there were 8 students of the Faculty of Arts and Sciences while there were only two students of the Faculty of Education in both groups. When their majors were examined in detail, it was seen that there were students of 16 different majors including computer engineering, mechanical engineering, electrical and electronic engineering, civil engineering, textile engineering, food engineering, business administration, international trade and finance, economics, information management, public finance, economics, mathematics, chemistry, English language and literature and English language teaching.

The researcher of this study was also the teacher (also referred as mediator) of the class where G-DA was implemented. She was born and raised in Turkey as well. She has thirteen years of teaching experience at tertiary level. During the data collection process, the teacher was teaching 19 hours a week, and she met this class for 9 hours for grammar classes weekly, five on one day and four hours on another day. Fifteen hours of her grammar classes were recorded for four weeks. The researcher investigated how to implement G-DA in class and studied on the meditational moves from the most implicit to most explicit. The teacher of the control group was also born and raised in Turkey and had 10 years of experience at tertiary level. Before the study started, the teacher of the control group was informed about the purpose and procedures of the study. During their meeting, it was made sure that the teacher of the control group would teach his class conventionally and would not incorporate graduated feedback aimed at learners' ZPDs into his teaching during the data collection process.

Data Collection

The data for this research were collected from a grammar class at a state university in Turkey. Grammar course was taken by the learners for nine hours weekly as a compulsory course at the preparatory class. The video recordings of these grammar classes comprised twelve 35-minute sessions over the course of four weeks. At the beginning of each session, two digital video cameras were set in front of the class focusing on the students to track participants' verbal responses and a voice recorder was placed in the middle of the class to record learners' verbal responses. Before the study was conducted, the necessary permissions were obtained from the Hacettepe University Ethical Commission in relation with the administration of the quantitative and qualitative data collection tools to be used in the study. The process of developing the tools started in the fall period of the 2021-2022 academic year, and all quantitative and qualitative data of the study were collected in the

spring period of the 2021-2022 academic year. The data collection process is explained in more detail as in the following.

Collection of the quantitative data

Before the students were administered the NDA1 test, they were informed about the purpose of the research verbally and via the informed consent form, and they were included in the study voluntarily. After the enrichment program, the same test was administered again. The test, the validity and reliability analyses of which were completed, was applied to 64 B1 level students studying at the School of Foreign Languages. Following the enrichment program, the students were given a written transcendence task to reveal if they could use narrative tenses appropriately in a new context. A total of six students were excluded from the analysis due to missing data.

Collection of the qualitative data

The class hours were recorded using two digital video cameras and a voice recorder to reveal the mediations given by the teacher and the learner reciprocity for four weeks. Meanwhile, the teacher kept a reflective journal which would help capture the details of the enrichment program from the researcher's point of view. Following the enrichment program, semi-structured interviews which lasted about five minutes were held with the students in the experimental group to get their opinions about the G-DA process.

Data Collection Instruments

The study collected both qualitative and quantitative data. While the quantitative data were collected through a grammar test on narrative tenses, a written transcendence task, and analysis of DA sessions, the qualitative data were collected through video- and audio-recordings of G-DA sessions, reflective teacher journal, and semi-structured interviews. The entire data for this study were collected using the instruments shown in Table 4.

Personal Information Questionnaire

At the beginning of the study, a personal information questionnaire was delivered to the learners to gather personal information like their age, gender, faculties, majors, and the high schools they graduated from (see Appendix A).

Table 4
Data Collection Instruments

Instruments	Types of Data	Explanation
1. NDA tests on narrative tenses	Quantitative	a. An initial test to assess the participants' ability to use narrative tenses without the assistance of the teacher or peers b. A post-study test following the G-DA based enrichment program
2. DA tests on narrative tenses	Quantitative	a. An initial test to assess the participants' ability to use narrative tenses with the assistance of the teacher or peers b. A post-study test following the G-DA based enrichment program
3. Audio- and video-recordings of the G-DA sessions	Qualitative & Quantitative	The sessions are audio and video recorded and transcribed to reveal a typology of tutor and learner moves The teacher moves and learner moves are analysed and compared in terms of quantity and quality
4. Transcendence task	Quantitative	A written task which required students to write a story using narrative tenses
5. Semi-structured interviews with the students after the G-DA sessions	Qualitative	Students are interviewed to get their opinions on the G-DA process
6. Reflective teacher journals kept by the researcher after G-DA session throughout the process	Qualitative	Teacher journal entries are analysed in order to capture the process from the viewpoint of the teacher

NDA test on narrative tenses

Before the enrichment sessions started, students were given a non-dynamic pre-test (referred to as NDA1) on narrative tenses to determine their ability to use narrative tenses in English (see Appendix B). The main purpose of the NDA1 was to reveal the independent performance of the students related to narrative tenses in English, in particular past simple tense, past continuous tense, and past perfect tense. The students were asked to do the test without the assistance of the teacher or each other or without using any material in a class hour. The test included grammar questions that assessed students' control over narrative tenses from a variety of angles. The first part of the test included a cloze test consisting of six items with four options. The next part of the test comprised 26 multiple choice questions on narrative tenses. Each item on the test was scored one point, and the test taker's score was

calculated using the sum of the scores, which was 32 within the context of the study. As the scores of the students' increased, their control over narrative tenses was supposed to get higher, too. This grammar test aimed to evaluate students' competency of narrative tenses in addition to determining the areas that learners have difficulty in. The scores obtained on the pre-test were compared to scores on the post-test to reveal development, if any, that occurred as a result of the G-DA sessions.

The pre-test intended to reveal the actual developmental level of the students and any prior knowledge of narrative tenses so that development during the enrichment sessions could be tracked. Insight obtained from the pre-test helped to design the DA program in a way that would correspond to the ZPD of the students by centring upon problem areas.

After the enrichment program ended, the initial assessment was repeated (referred as NDA2). The same test was delivered to the students in order to see whether they had improved their control over narrative tenses in English. The learners were asked to do the test without the assistance of the teacher or each other or without using any material in a class hour.

Test development phase for the NDA test: This section presents how the grammar test on narrative tenses used in the study was developed by explaining the procedures for development of the instrument, test administration process, scoring process, validity, reliability and fairness of the instrument, and pre-piloting procedures. Test development can be defined as the process of producing a measure of some aspect of an individual's knowledge, skills, abilities, interests, attitudes, or other characteristics by developing questions or tasks and combining them to form a test, according to a specified plan (AERA, APA, & NCME, 2014). It is a process that requires careful attention to different components such as the content and format of the test, test administration and scoring procedures so that it is a fair, reliable, and valid test. While creating a valid, reliable, and fair instrument, the process of developing a test proposed by American Psychological Association & National Council on Measurement in Education (2014) was followed. Table 5 illustrates the steps followed while developing the grammar test and the questions asked in each step and the answers given to these questions within the context of the present study.

Table 5
Phases of Developing The NDA Test

Phases & Questions	Answers to the questions
Phase 1: Development and evaluation of the test specifications 1. What is the purpose and intended use of the instrument? 2. What is the domain to be measured? 3. What is the knowledge and skills expected at that level? 4. Who are the intended test takers? 5. What is the delivery mode of the test? 6. Which measurement scale is to be used? 7. What is the item format? 8. How are the items ordered? 9. How much time is allowed for administering the test? 10. Where is the instrument going to be administered? 11. Who is going to administer the instrument? 12. How are the items scored? 13. What are the directions for test takers?	Developing test specifications for the test on narrative tenses 1. To measure performance of narrative tenses among B1 level English learners 2. Narrative tenses (specifically simple past tense, past continuous tense, and past perfect tense) 3. Knowledge of different uses of simple past tense, past continuous tense and past perfect tense that are appropriate for B1 level learners 4. B1 level English learners at university from a variety of faculties 5. Paper-pencil test 6. Selected-response items 7. Multiple choice questions 8. Mixed order 9. Test duration between 20-30 minutes 10. In the class 11. The researcher is going to administer the test and examinees are monitored by the researcher during the test administration 12. Equal scoring for each item for everyone and using sum scores as the total score for everyone

Phase 2: Development, try-out, and evaluation of the items

1. What is the table of specifications identified?
2. Where are items taken from?
3. What is included in the item pool?
4. Who develops and reviews the test specifications, items, and scoring procedures?
5. How is the content validated?
6. Is the validity and fairness of the instrument checked?
7. Is the reliability of the instrument checked?
8. Develop new or revise items

Phase 3: Assembly and evaluation of new test forms

1. Is the instrument prepared for the first pilot test?
2. Is the instrument piloted?

13. Simple and clear instructions are written for each part of the test.

1. Narrative tenses
 2. Item pool consisting of questions taken from B1 level grammar books or textbooks
 3. At least 3 items for each use of the tenses
 4. The researcher prepares the test specifications, items, and scoring procedure and reviews them and consults five different experts in English language teaching.
 5. Table of specifications is prepared, items are included according to the specifications identified, experts are consulted to review the specifications for content quality and clarity.
 6. The validity and fairness of the test is ensured by determining and strictly following test specifications and consulting experts to review the items independently for quality, clarity, and construct-irrelevant aspects such as sensitivity or potential offensiveness.
 7. The reliability of the test is ensured by administering the instrument on a group of students who are representative of the target population and performing several statistical analyses.
 8. According to the feedback from the experts, items are reviewed, and necessary alterations are made
1. The instrument is prepared for the first pilot of the study after conducting necessary validity, reliability, and fairness analyses.
 2. The instrument is piloted on a group of students who are representative of

3. Is item analysis performed on the instrument?
4. Is the reliability calculated?
5. Is the instrument revised?
6. Is the instrument prepared for second pilot test?

Phase 4: Development of procedures and materials for administration and scoring

1. Is the second pilot test administered?
2. Is item analysis performed on the instrument for the second time?
3. Is the reliability calculated?
4. Is the instrument revised?
5. Is the instrument validated?
6. Is the instrument prepared for the actual study?

the target population

3. Item analysis is run, and Item difficulty and item discrimination power are calculated for each item.
 4. After the first pilot test, the reliability of the instrument is calculated.
 5. The instrument is revised after the analyses, and some items are excluded, and some items are modified.
 6. The instrument is prepared for the second pilot test after the analysis process.
 1. The instrument is piloted on another group of students who are representative of the target population for the second time.
 2. Item analysis is run, and Item difficulty and item discrimination power are recalculated for each item.
 3. After the second pilot test, the reliability of the instrument is recalculated.
 4. The instrument is revised after the analyses, and some items are excluded, and the number of items on the test is determined.
 5. The items are reviewed again by the experts and assembled into final test by the researcher.
 6. The instrument is prepared for the actual study.
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The purpose of the test was to evaluate the competency on narrative tenses amongst B1 level English language learners. Therefore, competency on narrative tenses is the variable of interest in the participants. After the target variable was determined, the literature was reviewed to identify existing tests and learn more about the variable of interest. The review of literature revealed that there are no tests that are suitable for the particular context of the present study or population. Thus, there was a need for a test to measure competency on narrative tenses. After the literature was reviewed and the purpose of the test was stated clearly, a table of specifications had to be developed. Reference books at B1 level that addressed narrative tenses and reported different usages of each tense were used to determine the test specifications. The usages presented in these books and appropriate for B1 level learners were written by the researcher and sent to five different experts in the field of ELT with at least an MA degree to get feedback on them. After getting ideas from the experts, the content specifications were made clear and used as the basis of choosing proper items for the test (Table 6).

Table 6
Content Specifications of The Test

Tense	Usages
Simple past tense	a) an action that happened at a definite time (started or implied) in the past b) actions that happened one immediately after the other c) a past habit or state d) a past action which won't take place again
Past continuous tense	a) an action that was in progress at a stated time in the past (no reference to when the action started or finished) b) two or more simultaneous actions in the past c) an action that was in progress when another action interrupted it d) a description of atmosphere, setting etc. Giving background information to a story
Past perfect tense	a) an action that happened before another past action or before a stated time in the past b) an action that finished in the past and whose result was visible in the past

After determining the specifications, some decisions were taken regarding the format of the test. A test can have different formats like open ended item format or multiple-choice item format. For the study, multiple choice item format was decided to be used since it allows for easier and more objective scoring. However, this format may have several disadvantages such as being time-consuming (Purpura, 2004) and the probability of guessing, effect of luck,

or difficulty of measuring certain learning. In spite of these shortcomings, multiple choice is one of the most common formats used to test grammar. Certain measures can be taken to make this type of format sounder. While item writing, attention must be given to a variety of points like the decision of distractors. For the present test, although having three options is considered sufficient to construct a good item (Rodrigues, 2005), multiple choice format with four options was selected since having higher number of options may decrease the probability of guessing (Efeotor, 2014). While creating the options for the items taken from reference grammar books, three narrative tenses, specifically past simple tense, past continuous tense, and past perfect tense were added to each question as three of the options because they were at the core of the study and only one other distractor from another tense was added. In addition, it was made sure that each item was independent of another, which meant they did not involve clues for the answer of another item. Another crucial decision was about the scoring procedure. Each question had equal scoring, which aimed to increase fairness among students. After deciding on the specifications and the test format, the reference grammar books were reviewed, and appropriate items were included in the item pool. The items were chosen on the basis of content specifications, and the items selected were reviewed by the experts individually to check any discrepancy between the items and the usages they aimed to measure, and the options given. Despite all the measures taken, some of the items were unlikely to function well, resulting in the removal of those items. In the light of the feedback from the experts, some items on the test were excluded while some were modified. After the necessary changes were made, the items that were found appropriate by the researcher and the experts were included in the test.

Initially, a 75-item pool was created and 52 of them were chosen to be tested on a group of B1 level students before the actual study. After the validity of the test was checked, it was administered twice at two different times to check the reliability of the test. Item try-outs are useful to reveal some of the psychometric properties of the test items, such as an item's difficulty and ability to differentiate test takers on the construct being assessed (AERA, APA, & NCME, 2014). The sample included 144 students for the first try-out. As a result of the item analysis and reliability analysis of the test, seven items were excluded, and several questions were modified. Then, the test had 45 items and it was made ready for the second try-out. It was administered to 135 students in their class hour by their class teachers. It took the students from 35 to 45 minutes to complete the test. After it was piloted, item analysis was performed for each item. Item analysis is defined as the process of statistically examining the quality of individual items, item sets and entire sets of items and the relationship between items (McCowan & McCowan, 1999). The purpose of item analysis is to examine how much each item contributes to the test (Hughes, 2003). Before beginning the

item analysis, the students' answers were saved in an Excel file by assigning 0 to incorrect answers and 1 to correct answers. With the data coded in the file, the item difficulty index (p), the distinguishing power index of the items (r), and the Kuder Richardson 20 (Kr-20) values were computed.

In item analysis, usually the upper 27% and lower 27% rule is used. Kelly (1939) demonstrates that it is ideal to study test items by identifying the upper and lower groups consisting of 27% of the extreme scores from the top and bottom. The rest of the 46% of the scores are not included in the analysis. For the current study, the difficulty index and discrimination index of each item on the test are calculated on the basis of this rule.

Item difficulty index (p) determines the difficulty level of an item, that is it shows the proportion of correct answers to items on a test (McCowan & McCowan, 1999). The index ranges from 0 to 1. The closer the index is to 1, the easier the item is. Item difficulty index is calculated using the formula by Crocker and Algina (1986).

$$dif = \frac{\text{number of students who correctly answered}}{\text{total number of students}} \times 100$$

The ideal level of difficulty of an item depends on the number of test items and the chance score (McCowan & McCowan, 1999). The optimal difficulty level is argued to be around 60 for four-option multiple choice test (Thompson & Levitov). The index range usually followed to interpret the index is shown in Table 7. For achievement test, the index is expected to be between 0,20 and 0,80 (İlhan & Hoşgören, 2017).

Table 7
Item Difficulty Index Range

Index range	Difficulty level
0.00-0.20	Very difficult
0.21-0.40	Difficult
0.41-0.60	Moderate difficult
0.61-0.80	Easy
0.81-1.00	Very easy

Item discrimination index (r) differentiates between the lower group students and upper group students (McCowan & McCowan, 1999; Hughes, 2003). The more discriminating the items are, the more reliable the test is. It is more likely that participants in the upper group answer a good item correctly, and those in the lower group answer incorrectly. The index ranges from -1.00 to +1.00, which is the optimal score for a good item. That is, the higher the index, the better the item discriminates the successful and unsuccessful learners on an item. Positive coefficients demonstrate that high performers have higher score on an

item whereas negative coefficients show low performers have higher scores on a particular item (McCowan & McCowan, 1999). This means that if an item is poorly written, it might be answered correctly by the lower group students while higher group students cannot answer it correctly. Item discrimination index is calculated using the formula.

$$r = \frac{\text{number of upper group students} - \text{number of lower group students}}{\text{number of students in the upper or lower group}}$$

The index range usually followed to interpret the index is shown in Table 8. Good items usually have a discrimination power of 0.40 and higher (Ebel & Frisbie, 1986; McCowan & McCowan, 1999; Crocker, & Algina, 2006).

Table 8
Item Discrimination Index Range

Discrimination index	item evaluation
0.40-1.00	Very discriminating or very good item
0.30-0.39	Discriminating or good item
0.20-0.29	Moderate item, must be reviewed or corrected
< 0.19	Poor item; must be removed

For the current study, a total of 45 items were analysed based on the data derived from the scores of 78 participants, the upper group (39 students) and lower group (39 students), and item difficulty index and item discrimination index values were calculated for each item on the test (Table 9). Both the items with a high difficulty index, which indicates that the item was too easy ($p > 80$) for the learners, and the items with a very low discrimination power ($r < 30$), were removed from the test. As a result of the analysis, 13 items were removed from the test (Q1, Q2, Q5, Q8, Q12, Q21, Q25, Q28, Q33, Q34, Q38, Q42, and Q45). The average p value of the whole test was found to be 0,62 and the average r value was determined to be 0,45. In other words, the test on narrative tenses consisting of 32 items have very good and good items with a good discrimination power, and easy, moderate, and difficult items.

Table 9*Item Difficulty Index and Item Discrimination Index of The Test Items*

Item Number	Item difficulty	Item discrimination
Q1*	0,99	-0,03
Q2*	0,83	0,28
Q3	0,79	0,36
Q4	0,68	0,44
Q5*	0,92	0,05
Q6	0,64	0,67
Q7	0,80	0,33
Q8*	0,37	0,28
Q9	0,78	0,33
Q10	0,53	0,59
Q11	0,41	0,62
Q12*	0,83	0,28
Q13	0,81	0,38
Q14	0,33	0,31
Q15	0,63	0,69
Q16	0,59	0,31
Q17	0,42	0,54
Q18	0,65	0,49
Q19	0,64	0,67
Q20	0,55	0,69
Q21*	0,90	0,21
Q22	0,60	0,38
Q23	0,49	0,67
Q24	0,45	0,69
Q25*	0,76	-0,03
Q26	0,53	0,69
Q27	0,47	0,64
Q28*	0,81	0,28
Q29	0,32	0,44
Q30	0,68	0,54
Q31	0,71	0,54
Q32	0,46	0,51
Q33*	0,65	0,28
Q34*	0,76	0,28
Q35	0,67	0,51
Q36	0,81	0,33
Q37	0,51	0,67
Q38	0,76	0,28
Q39	0,45	0,64
Q40	0,60	0,38
Q41	0,54	0,56
Q42*	0,59	0,21
Q43	0,71	0,38
Q44	0,44	0,46
Q45*	0,90	0,15

*Items removed from the test

While developing an instrument, it is of utmost importance to be reliable. Reliability is defined as the extent to which test results are stable and consistent (McCowan & McCowan, 1999; Creswell, 2012). Kerlinger (1973) defines reliability with words like “dependability, stability, consistency, predictability, and accuracy” (p.443). A reliable instrument is expected

to remain almost the same when administered multiple times at different times. While calculating the reliability of an instrument, different methods are used such as test-retest reliability, alternate forms reliability, interrater reliability, and internal consistency reliability. In classical test theory, Cronbach alpha or the Kuder and Richardson Formula 20 (Kr-20) are used to estimate the reliability of an instrument for a group (Tan, 2009). Cronbach alpha is thought to be most appropriate to measure reliability of an instrument which is scored by ratings such as 5-point Likert type scales (McMillan, 1992). However, in order to measure the reliability of an achievement test that measures a unidimensional trait and includes dichotomously scored items such as achievement tests with multiple-choice items with only one correct answer, Kr-20 reliability formula is used (Tan, 2009; Karasar, 2010). Kr-20 formula is used to estimate the internal consistency reliability of achievement tests, which is obtained through a single application of the instrument (Erkus, 2011). In addition, Kr-20 is used in achievement tests if the difficulty level of the items does not differ considerably (Büyüköztürk, 2009). Kr-20 values can range from 0 to 1, and the higher the value is, the more reliable the test is. However, in general a value of 0,70 and higher is considered to be an acceptable value (Metin, 2015). As a result of the analyses performed on the 32-item grammar test on narrative tenses, the KR-20 reliability value was found to be 0,837 for the entire test, which means that the grammar test was a reliable instrument to measure competency on narrative tenses.

Another critical dimension of test development is validity, which is defined as the extent to which a test measures what is supposed to be measured (McCowan & McCowan, 1999). Reliability and validity are closely interwoven and central in scientific measurement (Gaffney, 1997). Lincoln and Guba (1985) indicate that reliability is a precondition for validity, which means that an instrument that is not reliable cannot have validity either (p.292). However, for a good test, it must be valid besides having reliability. Validity is incorporated into a test development process from the beginning and remains its importance to the last stage. Validity of the test used in the present study was achieved by following a couple of steps. Firstly, the content validity of the test was ensured. Hughes (2003) notes that a test with content validity must be made up of a proper sample of relevant language skills, structures etc. which it aims to measure, and these relevant structures are related with the purpose of the test. Content validity of a test is essential since it helps a test have an accurate measure of what it is supposed to measure (AERA, APA, & NCME, 2014). In addition, it is an important step to have a useful backwash effect of the teaching process, too. For the purpose of achieving content validity, a set of specifications of content was written at the beginning of the test construction process so that the researcher would know what to include in the test. While deciding on the test specifications, the researcher made use of

reference books that included narrative tenses and reported usages of each tense separately. The usages given in these books and appropriate for B1 level learners were chosen by the researcher and sent to five different experts in English Language Teaching, one with a doctoral degree in English language teaching, two studying for a doctoral degree, and two with a postgraduate degree, to get feedback on them. After getting ideas from the experts, the content specifications were made clear and used as the basis of choosing proper items that fit the specifications. After the specifications were made clear, the draft items were chosen on the basis of content specifications and the items selected were reviewed by the experts to check any discrepancy between the items and the usages they aimed to measure by matching each item to the relevant usage. The necessary changes were made and the items that were found appropriate were included in the test.

Another vital issue to which attention must be paid is fairness, which consists of a variety of meanings to be considered. A test that is considered fair reflects the same construct (s) for all test takers and does not result in different meanings for scores for all individuals in the intended population. In addition, a fair test does not advantage or disadvantage some individuals because of characteristics irrelevant to the intended construct (AERA, APA, & NCME, 2014, p.50). From this point of view, it can be argued that fairness aims to protect test takers and test users in all stages of testing. When the scope of fairness is examined, it is seen that fairness of a test can be demonstrated in several ways. First of all, fairness urges that each test taker is equally treated in relation to test conditions and test administration process (Efeotor, 2014). They should have equal opportunity to show their performance on the construct being measured (AERA, APA, & NCME, 2014). The test must not give any test taker or any group of test takers an unfair advantage, which means there should not be any kind of bias. Therefore, construct-irrelevant factors that might have a negative impact on test takers' performance such as race, gender, age, cultural background, or socioeconomic status must be eliminated or minimised to the degree possible. For the current study, the items on the test were reviewed by the researcher and the experts several times in terms of any construct-irrelevant factor they might have. No sensitive issues such as race, ethnicity, gender etc. were touched upon in the items. In addition, it was also made sure that the instructions and the language used throughout the test was appropriate for all test takers, which provides accessibility for everyone. The items were examined carefully while constructing the test and reviewed during and after the validity and reliability analyses, as well. Furthermore, the test was scored fairly, which means that scoring process was kept the same for everyone. Nobody in the examinee population was treated differently from the others during the test administration, too. They were all provided with the same test conditions such as test duration, mode of test delivery, explanations related to the test,

procedures for monitoring test takers etc. Considering all these measures, it can be put forward that fairness issue was addressed seriously in all phases of test development within the current study.

DA test on narrative tenses

Before the enrichment sessions started, students were distributed a pre- DA test (referred to as DA1) on narrative tenses to determine their ability to use narrative tenses in English, in particular past simple tense, past continuous tense, and past perfect tense, with the assistance of the teacher or peers or by referring to relevant material in a class hour (see Appendix C). The main purpose of the DA test was to reveal the performance of the students related to narrative tenses in English in collaboration with the teacher or their peers or by referring to relevant material. The difference between the NDA test and DA test is the assistance received from the teacher, peers, or any material. The test included grammar questions that assessed students' control over narrative tenses from several angles like morphological control over narrative tenses, positive/negative sentence formation, and question formation. The test was piloted on another group of students before the implementation. The sample included 40 students who were administered the test in a class hour by the researcher. It took the students 35 minutes to complete the test. The first part of the test included a cloze test, and the students were asked to complete the text with the correct forms of the verbs given in parenthesis. In the second part, students were asked to write a suitable question to the answers given. In the next part, students were required to use the prompts given to form questions using the narrative tenses. The final part of the test comprised multiple choice questions on narrative tenses. The reason for including different types of items was to shed light on the various types of problems experienced by learners with regard to these tenses. This grammar test aimed to determine the sources of difficulty in accurate use of narrative tenses. After the DA session, the researcher analysed the transcripts of the session and the journal notes taken immediately after the session to reveal the problem areas for learners related to past tenses. The results of this assessment were used to tailor the enrichment program because they provided insights into 1) the kinds of problems learners experienced while completing the tasks and 2) the amount and quality of mediation required by learners to overcome these problems.

After the enrichment program ended, the initial assessment was repeated (referred as DA2). The same test was delivered to the students in order to see whether they had improved their control over narrative tenses in English. While the learners were doing the test items, the teacher provided necessary assistance to them when they needed. In addition, the learners in the class were also a source of information to each other when they came across

a challenge while doing the test. The reason for conducting the same test after the study was to reveal if the amount of assistance required by the learners would have changed or not.

Recordings of G-DA Sessions

Following the NDA1 test and DA1 sessions, an enrichment program was held for a period of four weeks in the form of G-DA sessions, which focused primarily on the control over the narrative tenses. The goal of the enrichment was to help learners promote control over the narrative tenses, in particular simple past tense, past continuous tense, and past perfect tense, which would contribute to their language abilities. Learners had twelve 35-minute G-DA sessions on past tenses in English depending on the problem areas identified. Each of these sessions was video- and audio-recorded so that every move in the class could be tracked by the researcher in later analyses. The mediator prepared appropriate materials that targeted the accurate use of narrative tenses for each of these sessions and tried to include all the students in the class (for the materials used, see Appendix I). During the sessions, the teacher reflected all the exercises on the board so that all the students could see the exercises. First of all, the teacher gave the students some time so that they could individually do the exercises, which would mirror their independent performance for the exercises. During the intervention phase, the teacher followed an interactionist approach to DA, which refers to providing learners with prompts that are not a priori, but emergent from the interaction between the teacher and the learners. The teacher nominated one student for each exercise item in order to reveal whether the student would give an accurate answer or not. If the student gave a correct answer for the question, the teacher did not provide any mediation and continued with the next exercise item. However, if the student nominated could not provide the right answer, then the teacher started to provide mediation from the implicit to the explicit depending on the need of the student. Learners were provided prompts or hints ranging from implicit to explicit that would bring their attention to the problem they had related to the narrative tenses until the learner answered the item accurately. Reciprocity of learners was examined in order to see how they responded to different prompts.

Materials used to promote the performance of the students related to the narrative tenses were taken from their textbook, workbook, and supplementary books. Materials were prepared considering the problem areas identified during the initial NDA and DA sessions. Since the study included experimental design with a control group, the same materials were used in both groups during the instructional period. Some of the materials used during DA sessions are included in the Appendix I.

Transcendence (Transfer) Task

Transcendence is an essential component of DA. It is conceptualized in Feuerstein's Mediated Learning Experience (Feuerstein, Rand & Hoffman, 1979) and is referred as transfer in Brown's Graduated Prompt Approach (Brown & Ferrara, 1985). Transcendence is associated with extending an interaction beyond its immediate context to another context (Ableeva, 2010). In DA, learners are usually assessed through similar tasks in during the training phase; however, some additional tasks are expected from the learners to prove their development as a result of mediation as well. Usually, these tasks involve more complex tasks than those previously learned to reveal if learners have really internalized the mediation provided or not. According to Vygotsky, development cannot be seen in a single test or task, but also includes the ability to transfer what has been learned to a novel situation or task through mediation (Poehner, 2005). The present study employed transfer tasks as transcendence as part of the data collection tools. Transfer tasks were designed to determine how far the learners could extend their control over narrative tenses promoted by G-DA interventions. The transfer task was conducted at the end of the study following the post-tests. The students were given this transfer task to find out if they could transcend their learning to new modalities, which was writing within the context of the present study.

The transfer task included a writing task that required students to write a story using one of the provided opening sentences (see Appendix D for the writing task). This writing task was chosen considering their level of English according to CEFR. In the self-assessment grid of the CEFR, it is stated that learners can write connected texts on a range of familiar topics, narrate a story, write accounts of experiences, describing feelings and reactions in a simple connected text, and write a description of an event, or a trip- real or imagined. In addition, considering that students had already studied writing stories at the School of Foreign Languages, story writing was chosen as the assessment task. At first, seven different opening sentences were taken from the writing parts of Cambridge B1 Preliminary tests. A total of five different experts were consulted about the validity of these sentences and five opening sentences were determined to be piloted as a result of their feedback. Then, the students involved in the pilot study were asked to write a story using a different first sentence given in the question on different days after the enrichment program in order to see which story beginning would prove to be the most productive in terms of narrative tenses. The students were required to write about 100 words and use "after, before, by the time, when, while, suddenly, at first, then" at least once in their story in order to ensure that they would need all three narrative tenses while creating their stories. This task was done by the students independently, without the assistance of the teacher in 25 minutes. Then students' stories were gathered and closely examined by the researcher. The content,

organization, general language use, vocabulary choice, coherence etc. were considered irrelevant with the purpose of the study, therefore the students' writings were only analysed on the basis of correct or incorrect use of narrative tenses.

Semi-structured Student Interviews

Interview is one of the most popular data collection methods in qualitative research. Interviews can take place face to face, over the phone or via email and can be structured, unstructured, or semi-structured depending on the purpose of the research. The importance of semi-structured interviews in educational research has been growing. Semi structured interviews can be defined as an interview in which the interviewer has a list of prepared questions to be asked during the interview and tries to elicit detailed answers from the participants while unanticipated lines of conversation can be developed depending on the answers given (Brown & Danaher, 2017). That is, although they are planned beforehand, they allow flexibility to some extent. The interviewer can ask additional questions to explore a topic in more detailed with no time or question limitation. Therefore, it can be suggested that meanings are constructed together by the interviewee and the interviewer in a semi-structured interview (Mason, 2002). This kind of interview has both advantages and disadvantages. Firstly, they are considered to be time-consuming and labour intensive since it involves many stages including preparing for the interviews, conducting the interviews, analysing the interviews, and writing the report (Adams, 2015). It is also difficult for the researcher to conduct an interview; thus, interviewers must be trained (Creswell, 2012). Despite these drawbacks, semi-structured interviews offer great benefits, too. Firstly, it can prove to be useful to support and add depth to research, and deeper insights can be achieved. Data collected through other means can be triangulated or enriched using interviews. Second, participants' feelings, opinions, and experiences which cannot be externally observed can be explored in detail (Denzin, 1989; Glesne & Peshkin, 1992; Wyatt, 2009). Since learners' perceptions can add valuable insights into the development of the educational process, it is vital to get their opinions on a topic. The present study used interviews to triangulate the data collected from the NDA grammar tests, DA grammar tests, and G-DA sessions. After the questions were created by the researcher, they were sent to two experts to get their opinions on the quality, content, and language of the questions. Following their suggestions, the interview questions were finalized.

Following the enrichment program, the participants were interviewed by the researcher to explore their experience of G-DA sessions. They were interviewed individually in the researcher's room and each of the interviews took about five minutes. The semi-structured interviews were held in Turkish because students were thought to express themselves better using their mother tongue. The interview questions were prepared

beforehand; however, they were shaped according to the answers of the students' during the interview as well. The interviews aimed to reveal the impact of the enrichment program on the students from the perspective of the students and get their opinions on the whole process. The students were free to ask questions when they did not understand anything and end the interview whenever they wanted. The interview questions directed to the students were as follows:

- How do you think the mediation provided to you during the program has affected your performance? Can you explain shortly?
- How do you think prompts or feedback provided to your classmates during an activity in the class have affected your development of control over the narrative tenses? Can you explain shortly?
- Did you experience any difficulties during the enrichment program?

Reflective Teacher Journals

For a few decades, the practice of reflection has attained greater role in educational settings (Moon, 2006). Reflection is a key skill for education practitioners to gain insight into the teaching process because it enables teachers to inquire their own beliefs, opinions, attitudes, and actions critically. It helps them to express themselves by recording their opinions or reflections related to a particular classroom practice or experience. Boud, Keogh, and Walker (1985) define reflection as 'a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation'. Similarly, Moon (2006) describes reflection as a form of mental processing-like a form of thinking- that may be used to fulfil a purpose or achieve some expected or unexpected outcome. Richards (1991) interprets the concept as a reaction to past experience and maintains that the concept refers to an activity or process in which an experience is consciously recalled, considered, and evaluated, usually in relation to a broader purpose and as a source for future planning and action. The concept of reflective practice can be defined as one's being active in reflecting on events and using what he/she can learn from them to improve future action (Moon, 2006). Reflective practices have been widely acknowledged as a valuable tool for professional development in teacher education programs all over the world. There are different forms of reflective practices such as reflective journals, diaries, self-reports, audio- and video recordings of lessons, dialogue journals, learning logs etc. Reflective journals are considered to be one of the most common reflection strategies to promote reflective thinking in teaching due to practicality. Bailey (1990, p. 215) defines keeping journal as "a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal".

Similarly, Richards and Lockhard (1996) define journals as written or recorded accounts of teaching experiences and maintain that events and ideas are recorded for further reflection and that insights about teaching are triggered through the process of writing. Considering all these, it can be stated that journals provide detailed information on classroom practices. Stevens and Cooper (2009) maintain that reflective journals are personal, written, dated, informal, and flexible records of teaching experiences. Journals can serve different purposes such as developing self-awareness and critical thinking (Tsang, 2003; Moon, 2005), encouraging metacognition (Mülhaus & Löschmann, 1997), enhancing problem-solving skills (Jensen, 1987), facilitating learning from experiences (Moon, 2004), fostering professional and personal development (Harvey & Knight, 1996), increasing ability in reflection (Moon, 1999), supporting creativity (Milner, 1957) etc. By keeping a journal, educators can record their concerns, reactions, observations, reflections, and opinions regarding their teaching in order to analyse them later. Burns (2009) points out that journals are very useful to record reflections and events continuously. However, the primary purpose is not only recording experience, but also processing it further or being engaged in reflection that follows the experience (Brockbank & McGill, 1998). The teacher-researcher of the current study kept a reflective journal for four weeks to reflect on the impact of the enrichment program on the learners' performance of narrative tenses and to deepen her understanding about the process. She recorded her opinions on the material used, learner errors, peer roles, teacher roles, difficulties faced, and effectiveness of DA. The researcher wrote her journal after each session when her memories of the class were still fresh with the aim of capturing the whole picture. In order to guide the teacher while keeping records of the classroom procedure, some questions were formulated to facilitate the journal keeping process. The guiding questions were created by the teacher in order to obtain as rich data as possible to use them for triangulation. After the researcher prepared the questions, two experts were consulted about the quality, content, and language of the questions. Upon receiving their suggestions, the questions were reviewed and finalized to be used in the main study. The questions formulated to guide journal writing are as follows:

1. What was the focus of today's lesson?
2. What materials were used?
3. What kind of errors did you observe in students' use of narrative tenses?
4. What was the role of the teacher during the session?
5. What were the roles of the peers during the session?
6. What problems did you experience in the process?
7. What benefits did DA provide during the G-DA session?

Reliability and Validity Issues

A convergent parallel design was adopted in the present study to investigate the impact of G-DA on Turkish EFL learners' performance of narrative tenses and to reveal the relationship between assessment and teaching from a Vygotskian approach. In order to reveal this impact, both quantitative and qualitative data were collected. In order to ensure the validity and reliability of the quantitative data, the test development phases proposed by AERA, APA, and NCME (2014) was strictly followed, and the necessary statistical analyses were conducted, and expert opinion was sought. In addition, in order to analyse the written works of the learners, the researcher identified the correct and incorrect uses of narrative tenses in their stories and highlighted for each group. After the identification of correct and incorrect uses, notes were taken about the erroneous tense preferences, which would allow a classification. Then, after several days, the researcher read through the stories written by the learners again and analysed them again in order to achieve consistency between her identifications of correct and incorrect uses and categorization of the errors. Following this, an external rater was asked to scrutinize the written works of the learners in order to determine the correct and incorrect uses of each tense separately. Then, they came together to compare their conclusions regarding the correct and incorrect uses. If there were any conflicts in their identifications, they reviewed the tense uses again and reached a consensus.

In order to ensure the quality of the qualitative data of the study, trustworthiness criteria suggested by Lincoln and Guba (1985) was adopted. The trustworthiness criteria included four criteria which are credibility, transferability, dependability, and confirmability. Firstly, in order to ensure *credibility*, multiple data sources were employed to triangulate the data obtained and to increase the credibility of the study such as reflective teacher journal, interviews, and audio- and video-recordings of the sessions. What is more, experts were consulted while developing the interview questions and guidance questions for the journal and creating themes during content analysis. While scrutinizing the transcripts to identify themes, one expert who had been involved in the process since the beginning and who had in-depth knowledge of the area under investigation was cooperated for the coding process. In addition, peer debriefing technique was also employed before and during the study to share any doubts concerning the research design and review the phases of the study. In order to ensure *transferability*, data transfer was conducted through detailed description, and the students were quoted directly to evidence the prominent themes and sub-themes derived from the content analysis. In addition, the research context was described in detail. For *dependability*, expert opinions were obtained in different phases of the study as peer

debriefing and a second researcher who was in the field of language teaching was included in the content analysis phase of the study and asked to create themes for the data to compare with the themes of the main researcher of the study. After each of them coded independently, they came together to reach a consensus on the themes on which they had a different coding. In order to ensure *confirmability*, the research process including the research design, sampling, data collection phase, and reporting findings was described in a transparent way. Audio- and video-recordings were transcribed, and direct quotations were illustrated in the findings. During the coding process, the researcher analysed the data with an unmotivated look. In addition, all the video- and audio-recordings of the sessions, written documents, and the other documents used during the analysis process were stored. Furthermore, multiple data sources were employed to gain deeper understanding and achieve a rich, comprehensive dataset.

Data Analysis

The present study is a mixed-methods research study investigating the impact of G-DA on Turkish EFL learners' performance of narrative tenses, in particular simple past tense, past continuous tense, and past perfect tense. Accordingly, the main purpose of the study was to reveal the major changes that occurred in learners' performance of narrative tenses after the G-DA based enrichment program. For this purpose, both quantitative and qualitative methods were employed within the context of the study. Table 10 illustrates research questions, the data collection tools employed in the study to collect the necessary data required to find an answer to each research question, and the analysis method used to investigate each research question.

The quantitative data of the study consisted of scores from NDA1 and NDA2 tests, the number of correct and incorrect use of narrative tenses in the written task and counts of mediational and reciprocal moves from DA1 and DA2 sessions. The qualitative data were obtained from semi-structured interviews conducted with the learners, reflective teacher journals, and audio- and video- recordings of G-DA sessions. The quantitative data were analysed with the Statistical Package for the Social Sciences (SPSS 16). Descriptive statistics were tabulated according to research questions and statistical analyses were performed for the corresponding research question.

Table 10*Data Collection Tools and Data Analysis Methods for Each Research Question*

Research Question	Data Collection Tool	Data Analysis Method
1. Is there any effect of G-DA implementation on Turkish EFL learners' performance in NDA tests?	Pre- and Post- NDA tests	Quantitative analysis (the scores of students on the tests are compared using statistical analysis procedures)
2. How do learners perform in relation to narrative tenses when the context changes?	Transfer task (writing task)	Quantitative analysis (the number of the students' accurate and inaccurate uses of narrative tenses are counted and then subjected to error analysis)
3. What mediational moves are employed by the teacher in order to diagnose and promote the learners' performance of narrative tenses during the G-DA-based enrichment program?	Recordings of sessions	Microgenetic analysis (mediations given to learners are examined)
4. What reciprocity patterns to mediation are exhibited by the learners during the G-DA-based enrichment program?	Recordings of sessions	Microgenetic analysis (students' responses to the mediational moves are examined)
5. Is there any effect of G-DA implementation on Turkish EFL learners' performance in DA tests before and after the study?	Pre- and Post- DA tests	Quantitative analysis (the frequency of mediational moves and learner reciprocal moves is examined)
6. What are the Turkish EFL learners' perceptions of G-DA-based enrichment program on narrative tenses?	Semi-structured interviews	Qualitative analysis (Content analysis)
7. What are the teacher's perceptions of the G-DA-based enrichment program on narrative tenses?	Reflective teacher journal	Qualitative analysis (Content analysis)

At first, normality of the data was checked to determine which tests would be used for the analyses. To check normality, Kolmogorov Smirnov test and some other signs of normality like mean values, %5 trimmed values, histogram, and normal Q-Q plots were used. As a result of the preliminary analyses of the Kolmogorov Smirnov tests, histograms and probability plots, it was decided that data had normal distribution, therefore parametric tests were conducted to further analyse the data.

First of all, independent-samples t-test was performed to reveal if there was a significant difference between the mean scores of both experimental and control groups before and after the study. In addition, paired-samples t-test was conducted to compare the pre-test scores and post-test scores of both experimental and control groups within each group. In addition, frequency analysis was conducted to reveal the learners' accurate and inaccurate uses of narrative tenses in the written task, and then error analysis was performed on the data obtained from the inaccurate uses of narrative tenses in the written task. James (1998) defines error analysis as the analysis of the errors committed by learners through the comparison of the things they have learnt, and they lack. Finally, the frequency of the mediational moves of the tutor and reciprocal moves of the learners was tabulated and the differences in the quantity and quality of the moves were tracked. Specifically, mediations offered to the learners by the teacher and reciprocal moves made by the students following the mediation before and after the intervention were examined in order that the change in the amount and quality of the mediation and learner reciprocity could be revealed. Close analysis of mediational moves and learner reciprocal moves allowed the researcher to identify the change in the amount and form of mediation that the learners were in need of during the DA sessions before and after the study, which is essential to trace development in DA based pedagogical program. It is believed that the fewer and the less explicit mediation learners received, the further performance they showed, and the higher reciprocity they showed, the more self-regulated they became, indicating that they achieved in turning ZPD into ZAD.

As for the qualitative data, comprehensive data derived from the audio- and video-recordings of G-DA, reflective teacher journal, and the semi-structured interviews were analysed to bring an explanation to the impact of G-DA sessions on learner outcomes in relation to narrative tenses in English. First of all, G-DA sessions were transcribed, and the interaction between the teacher and the students was analysed in detail. In the study, the researcher's classes on narrative tenses were recorded for a four-week period. Each assessment session was video recorded, transcribed, and analysed. Transcriptions of the class hours were closely examined for the phenomenon under investigation. The analysis started with an unmotivated examination of the video-recordings, and then, the researcher

identified certain recurring patterns of interaction between the mediator and the learners through careful examination of the transcripts. As in Poehner's (2005) study, the mediational and reciprocal moves were identified based on the mediation data. The analysis of the mediation data which included teacher mediation and learner reciprocity to these moves was conducted through microgenetic approach. Microgenetic method is described by Mitchell and Myles (1998) as "a local, contextualized learning process that can sometimes be traced visibly in the course of talk between expert and novice." (p. 198). Teacher mediation aimed at the learners' ZPDs in the G-DA of narrative tenses in English was addressed in terms of the amount and type of mediation, because both the amount and type of mediation were essential to gain an insight into the development of the learner due to the features of interactionist DA adopted in the current study. While examining teacher moves, each mediational move by the teacher was scrutinized in detail. With the purpose of examining mediations offered by the teacher, the mediation typology developed by Poehner (2005) was adapted and expanded for the present study.

The investigation of the G-DA sessions was twofold because it was not enough to examine teacher moves to track development. Especially in dynamically assessed contexts, it is vital to consider learner as well. Since interaction was mutual and occurred between at least two interlocutors, not only teacher moves but also learner responsiveness to teacher moves were investigated because learner reciprocity to mediation could be a sign of learners' increasing control over narrative tenses, which made it essential to examine learner reciprocity as well. With the purpose of investigating reciprocal moves, Poehner's (2005) typology of learner reciprocal moves were adapted and expanded for the present study. The reciprocal typology was organized according to the extent to which each move represented the learner's ability to self-regulate their performance.

Another part of the qualitative data was derived from reflective teacher journals kept for four weeks during which G-DA sessions in order to elicit the perceptions and experiences of the teacher related to the intervention process. The journal was used to complement the insights obtained from other sources of data. The data obtained from the journals were analysed using content analysis technique. The researcher read the notes taken in the journal thoroughly and scrutinized them in detail to reveal how the teacher perceived the process from different angles like materials, errors, peer roles, teacher roles, problems encountered, and effectiveness of DA.

The last source of qualitative data was the semi-structured interviews which aimed to gain an insight into the perceptions and experiences of learners that underwent DA procedures in relation to intervention process. Both the journal and the interviews helped explore the contribution of the intervention and development perceived by the participants.

The interviews were transcribed, and each interviewee's answers were documented for each interview question. Since the interview was conducted in Turkish, the interviewees' answers were translated into English in the documentation stage by the researcher and back translated by another expert to ensure that the original intended meanings were not lost. The expert who conducted back-translation had similar language, culture, and expertise in the field. Content analysis was conducted to determine the emerging themes to identify the most common themes in the interviewees' answers. Content analysis is defined as a method to systematically analyze and categorize a set of written data and identify and report patterns or themes within the data based on specific criteria (Berelson, 1952; Çilingir, 2017). It is usually preferred by researchers in order to triangulate with other data collected. Written documents analyzed through content analysis comprise open-ended survey questions, journals, magazine articles, fieldnotes, observation data, interview transcripts, books, audio- and video-recordings etc. (Hsieh & Shannon, 2005). Content analysis was selected as the analysis method because it would allow the researcher to analyze large amounts of data collected from different participants thoroughly and inductively and to organize into meaningful frameworks through synthesis. Content analysis can be deductive or inductive or a combination of both approaches (Creswell, 2012). For the present study, inductive content approach was adopted because the analysis was data-driven and there was no pre-existing coding frame to fit the data in. The phases of content analysis followed are not in a linear process, but a recursive process in which the researcher moves back and forth when necessary. Firstly, the interview transcriptions were read thoroughly for a few times to get familiarized with the data. At this stage, the researcher immersed herself in the data to gain new insights that may emerge. After the conceptual codes were identified, some common themes were created based on these codes. Weber (1990) argues that large amounts of text can be organized into fewer categories through coding process. Then, evident themes were listed by the researcher and reviewed. While assigning these codes and generating themes and subthemes, another expert was also collaborated to reach conclusions. Finally, direct quotations from interviews which illustrated each category and subcategory were included in the analysis while presenting the data.

Chapter 4

Findings, Comments and Discussion

This chapter reports the findings obtained as a result of both quantitative and qualitative analyses of the collected data. The quantitative data were analysed by means of appropriate statistical analyses, and content analysis technique and microgenetic approach were used to analyse the qualitative data. The findings will be presented in accordance with the order of the research questions. After the findings are presented in detail, findings germane to each research question are discussed in the order of the research questions. The following research questions will be addressed in this chapter:

1. Is there any effect of G-DA implementation on Turkish EFL learners' performance in NDA (non-dynamic assessment) tests?
 - a. Is there a significant difference between the pre-study NDA test scores of the participants?
 - b. Is there a significant difference between the post-study NDA test scores of the participants?
 - c. Is there a significant difference in the pre-study and post-study NDA test scores of the participants in the experimental group?
 - d. Is there a significant difference pre-study and post-study NDA test scores of the participants in the control group?
2. How do learners perform in relation to narrative tenses when the context changes?
3. What mediational moves are employed by the teacher in order to diagnose and promote the learners' performance of narrative tenses during the G-DA-based enrichment program?
4. What reciprocity patterns to mediation are exhibited by the learners during the G-DA-based enrichment program?
5. Is there any effect of G-DA implementation on Turkish EFL learners' performance in DA tests before and after the study?
 - a. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study DA by group?
 - b. Is there a difference in mediational moves provided by the tutor and the reciprocal moves made by the learners during post-study DA by group?

c. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study and post study DAs in the experimental group?

d. Is there a difference in the mediational moves provided by the tutor and the reciprocal moves made by the learners during pre-study and post study DAs in the control group?

6. What are the Turkish EFL learners' perceptions of G-DA-based enrichment program on narrative tenses?

7. What are the teacher's perceptions of the G-DA-based enrichment program on narrative tenses?

In the quantitative analysis section, the first, second, and fifth research questions were addressed. In order to answer these questions, quantitative data were collected through a grammar test on narrative tenses, a written task, and the analysis of the frequency of the mediational and reciprocal moves in DA sessions. First of all, learners' performance on the NDA tests was statistically analysed and compared within group and between groups. Next, the written productions of the learners were examined by counting the number of accurate and inaccurate tense use and categorizing the errors made. Finally, the mediational moves provided by the tutor and reciprocity patterns exhibited by the learners during DA sessions before and after the study were analysed and reported.

In the qualitative analysis section, the third, fourth, sixth, and seventh research questions were addressed. This section presents the qualitative findings of the study examined using content analysis method and microgenetic method. As for the qualitative data, the transcriptions of the audio- and video-recorded G-DA sessions, the teacher journal, and the semi-structured interviews with students were analysed to elaborate the quantitative findings. Firstly, the microgenetic analyses of the mediational moves and reciprocity patterns exhibited during the enrichment program were reported. Then, students' experiences were explored using the interview data through content analysis method, and the descriptive analyses of the participants answers in the interview were presented. Finally, the reflective teacher journal was qualitatively analysed to elaborate on the process more from the viewpoint of the teacher.

RQ1. The Impact of G-DA Implementation on Turkish EFL Learners' Performance on NDA Tests

The present study aims to explore the impact of G-DA implementation on Turkish EFL learners' control over narrative tenses. In order to find its impact, the students at the School of Foreign languages at a state university were included in the study. These learners were administered a grammar test developed by the researcher and consisting of multiple-choice questions on narrative tenses. The participants were asked to provide the correct answer for an item on the test by choosing among the options provided to them. The students' total scores were calculated, and the descriptive statistical analyses were made based on their total scores of the items. Before starting the analyses of the sub-research questions, the necessary analyses were conducted to decide whether to use parametric and nonparametric tests.

Assessing normality of the data

In order to decide on which tests to use for the interpretation of the data, first of all the normality of the data distribution was checked. While describing the distribution of the data, the term 'normal' is used to describe a symmetrical, bell-shaped curve (Pallant, 2010). Tests of normality were conducted to reveal whether the data was normally distributed or not. Assessing normality was done in a couple of stages. Firstly, descriptive statistics, especially the mean value for both the pre-test results ($M=12,86$) and the post-test results ($M=21,53$) and 5% trimmed mean value for both the pre-test results ($M=12,69$) and the post-test results ($M=21,77$) were examined. As Table 11 reveals, the differences between these two variables were not significant. Secondly, Skewness and Kurtosis of each variable were examined to check if the data was normally distributed or not. Though it is expected that skewness and kurtosis values are equal to zero for a symmetric distribution, it is also acceptable for psychometric purposes that they lie between -2 and +2 (George & Mallery, 2010). According to the Table 11, the skewness and kurtosis values fall within the acceptable range of -2 and +2. In addition, the results of the Kolmogorov-Smirnov ($p<0.05$) normality test, which assesses normality of the distribution of the scores, were analysed. A value of more than .05, which gives us a non-significant result, indicates a normality (Pallant, 2010). In the case of the current study, the Sig. value is 0.71 and 0.86 for the pre-test results and post-test results respectively, which indicates a normal distribution (Table 11).

Table 11
Normality Test Results

	N	M	%5 Trimmed M	Sd	Skewness	Kurtosis	Sig.
Pre-test	72	12,86	12,69	5,02	,571	,353	0,71
Post-test	72	21,53	21,77	6,69	-,528	-,383	0,86

However, it is not enough to arrive at a conclusion from just these values. It is important to look at other findings to check whether the data is normally distributed or not like histogram and normal probability plots (Normal Q-Q plot). The scores appear to be reasonably normally distributed in histogram (displayed in Figure 5 below), which is also supported by the results of normal Q-Q plot (displayed in Figure 6). The scores in the line look pretty straight suggesting a normal distribution as well. In conclusion, when all the normality tests were analysed, it was revealed that data was normally distributed, therefore it required parametric tests.

Figure 5
Histogram for The Pre-test and Post-test

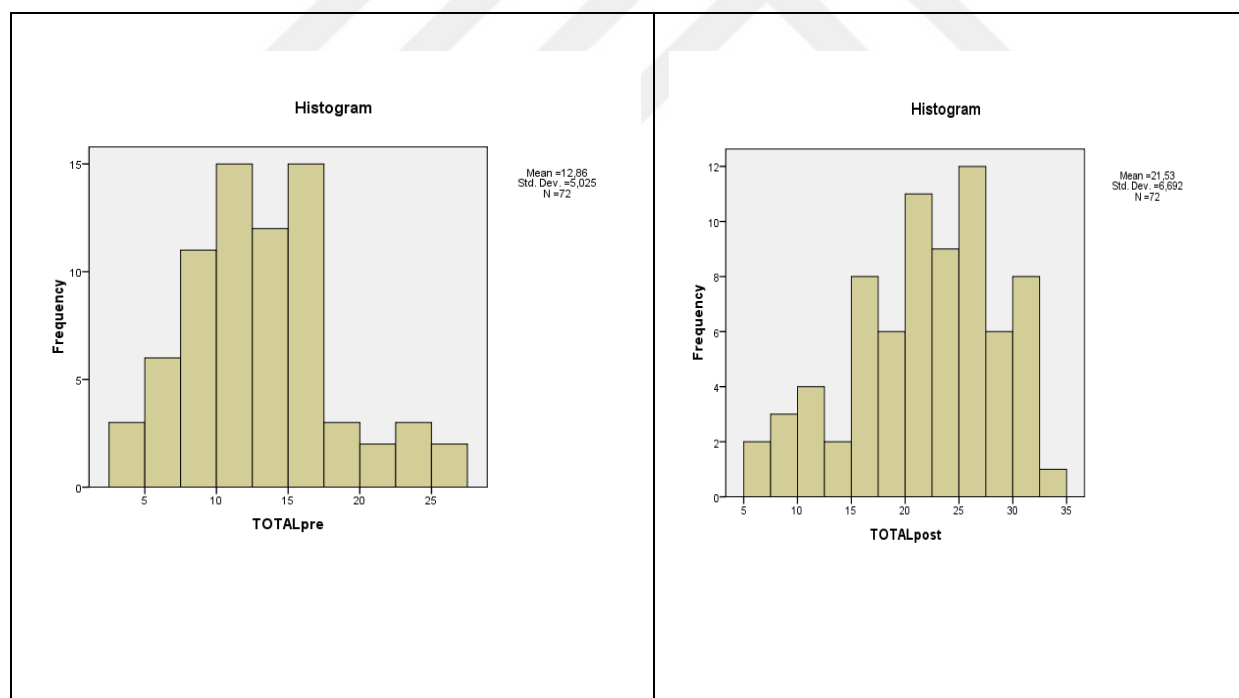
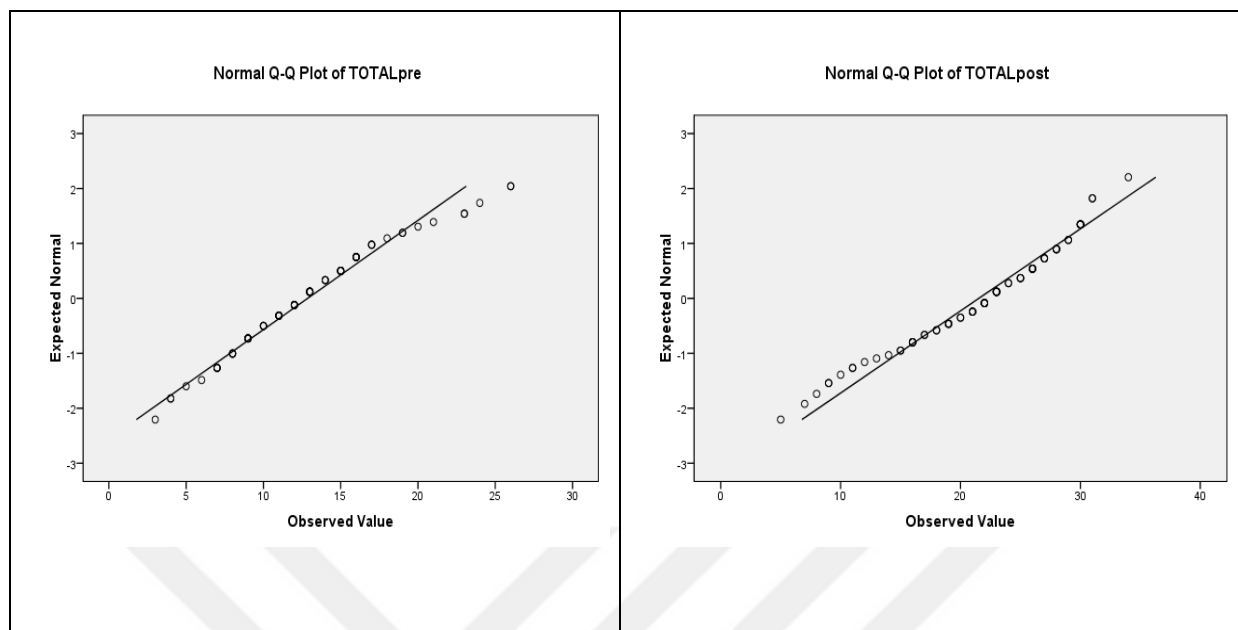


Figure 6
Normal Probability Plots for The Pre-test and Post-test



As a result of conducting all these analyses to check the normality of the data, it can be noted that alternative hypotheses were rejected and null hypotheses were accepted, and it was concluded that there was a normal distribution for the pre-test and post-test results. Therefore, it was decided that parametric tests would be used to interpret the results.

RQ1a. The difference in the NDA1 test scores of the participants by group

In order to answer the first research question, independent samples t-test was conducted, and the results can be seen in Table 12. The purpose of conducting an independent samples t-test was to reveal if there was a statistically significant difference between the group instructed using G-DA (experimental) and the group instructed conventionally (control) in their performance of narrative tenses at the beginning of the study.

Table 12
Comparison of The Learners' Pre-study Performance on Narrative Tenses

	N	M	SD	Mean Dif.	t	df	p
Experimental	37	13,68	4,60	1,67	1,425	70	.159
Control	35	12,00	5,36				

An independent samples t-test was conducted to compare the test scores on narrative tenses for the experimental and control groups before the intervention. The results indicated no significant differences between the experimental group ($M=13,68$, $SD=4,60$) and the control group ($M=12,00$, $SD=5,36$), $t(70)=1,425$, $p= .159$ with a small effect size of $r=.10$.

(Cohen,1988), reflecting a slightly higher performance of narrative tenses for the group chosen as the experimental group. However, based on the findings, it can be stated that the groups had similar levels of performance of narrative tenses before the intervention process began.

RQ1b. The difference in the NDA2 test scores of the participants by group

In order to find an answer to this research question, an independent samples t-test was performed, and the results can be seen in Table 13. The purpose of conducting an independent samples t-test was to reveal if there was a statistically significant difference between the group instructed using G-DA (experimental) and the group instructed conventionally (control) in their performance of narrative tenses at the end of the study.

Table 13
Comparison of The Learners' Post-study Performance on Narrative Tenses

	N	M	SD	Mean Dif.	t	df	p
Experimental	37	25,19	4,61	7,532	5,700	61,55	.000
Control	35	17,66	6,40				

An independent samples t-test was conducted to compare the test scores on narrative tenses for the experimental and control groups after the intervention. The results indicated a significant difference between the experimental group (M=25,19, SD=4,61) and the control group (M=17,66, SD=6,40), $t(61,55)=5,700$, $p=.000$ with a moderate effect size of $r=.061$ (Cohen,1988), reflecting a superior success in narrative tenses for the group instructed through G-DA after the intervention process.

RQ1c. The performance of the participants in the experimental group in NDA1 and NDA2 tests

This research question aims to track the experimental group learners' progress in narrative tenses during the intervention process. With the purpose of revealing this progress, a paired samples t-test was conducted, and the results are presented in Table 14. The purpose of conducting a paired samples t-test was to reveal if there was a statistically significant difference in the performance of narrative tenses for the group that was instructed through G-DA and received contingent feedback (experimental) before and after the study took place.

Table 14

Comparison of The Pre-test and Post-test Scores of The Learners in The Experimental Group

	N	M	SD	t	df	p
Pre-study scores	37	13,68	4,60	-12,697	36	.000
Post-study scores	37	25,19	4,61			

A paired samples t-test was conducted to calculate the impact of the intervention on the students' scores on the narrative tenses test. According to table 14, there was a statistically significant difference between the students' pre-study test scores (M=13,68, SD=4,60) and post-study test scores (M=25,19, SD=4,61), $t=-12,697$, $p<.005$ with a large effect size of $r= 0.83$ (Cohen,1988), reflecting a higher success level for post-test scores. According to the results, it can be argued that the students' performance of narrative tenses revealed a marked improvement after the intervention process.

RQ1d. The performance of the participants in the control group in NDA1 and NDA2

This research question aims to track the control group learners' progress in narrative tenses during the process. With the purpose of revealing this progress, a paired samples t-test was conducted, and the results are presented in Table 15. The purpose of conducting a paired samples t-test was to reveal if there was a statistically significant difference in the performance of narrative tenses for the group that was instructed conventionally and received explicit corrective feedback (control) before and after the study took place.

Table 15

Comparison of The Pre-test and Post-test Scores of The Learners in The Control Group

	N	M	SD	t	df	p
Pre-study scores	35	12,00	5,36	-5,884	34	.000
Post-study scores	35	17,66	6,40			

A paired samples t-test was conducted to calculate the impact of the conventional instruction on the students' scores on the narrative tenses test. According to table 15, there was a statistically significant difference between the students' pre-study test scores (M=12,00, SD=5,36) and post-study test scores (M=17,66, SD=6,40), $t=-5,884$, $p<.005$ with a small effect size of $r= 0.41$ (Cohen,1988), reflecting a higher success level for post-test scores. According to the results, it can be argued that the students' performance of narrative tenses improved after the conventional instruction process, which is expected. However, looking at the effect size, it can be noted that they had a slight increase in their performance of narrative tenses.

RQ2. Learners' Performance of Narrative Tenses in the Transcendence Task

The present study aims to explore the impact of G-DA implementation on Turkish EFL learners' performance of narrative tenses. In order to find its impact, the students at the School of Foreign languages at a state university were included in the study. It is pointed out that DA activities had better be supported by transcendence activities for developmental validity (Kozulin, 2011). Therefore, after administering a grammar test to these learners, they were asked to write a story on one of the given topics using the narrative tenses, which aimed to reveal the students' performance of narrative tenses in a new context. A total of 59 students, 30 in the experimental group and 29 in the control group, were administered the writing task in a class hour by the researcher. The students' use of narrative tenses was examined for both the experimental and control groups, and the analyses were conducted based on their accurate and inaccurate uses of these tenses in their writings. The content, organization, general language use, vocabulary choice, coherence etc. were considered irrelevant with the purpose of the study, therefore the students' writings were only analysed on the basis of accurate and inaccurate uses of narrative tenses. After the written productions of the learners were collected, the errors related to narrative tenses were identified and categorised, and the frequency of them was calculated by the researcher. Then, after several days, the researcher read through the stories written by the learners and analysed them again in order to achieve consistency between her identifications of correct and incorrect uses and categorization of the errors. Following this, an external rater was asked to scrutinize the written works of the learners in order to determine the correct and incorrect uses of each tense separately. Then, they came together to compare their conclusions regarding the correct and incorrect uses. If there were any conflicts in their identifications, then they reviewed the uses again and reached a consensus. In order to categorize the errors, surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982) was used. Accordingly, the researchers classified errors into four types as revealed in Table 16.

First, the learners' written productions were collected from both the experimental group and control group and each of them was read thoroughly. Then, the correct and incorrect uses of narrative tenses were identified in their productions and highlighted for each group. After the identification of correct and incorrect uses, notes were taken about the erroneous tense preferences, which would allow a classification. Then, the number of correct and incorrect uses of each tense was counted to discover whether the two groups had any difference in their number of tense uses.

Table 16
Surface Strategy Taxonomy of Errors

Category	Description	Example
Omission	An element which must appear in a well-formed sentence is absent in the sentence.	They coming home. I not call you yesterday.
Addition	There is an element in a sentence which must not appear in a well-formed utterance.	I was saw him there. I was forgot the date of the meeting.
Misformation	Wrong form of the morpheme or structure is used in the sentence or a different grammatical form is used instead of another.	The baby dranked the milk. They wasn't waiting for us. I see him yesterday.
Misordering	A morpheme or group or morphemes are wrongly sequenced in an utterance.	Where you were going at that time? I not had bought a present for mum before you reminded me.

The errors of the learners were categorized into four types based on the taxonomy: omission, addition, misformation, and misordering. Finally, the percentage and number of erroneous tense preferences were calculated for each category and statistical analyses were performed. Table 17 demonstrates the number of the learners' accurate and inaccurate uses of narrative tenses in their written productions.

Table 17
Students' Correct and Incorrect Uses of Narrative Tenses

Group	Narrative tenses	Total number of uses	Number of Correct uses		Number of Incorrect uses	
		N	N	%	N	%
Experimental Group	Simple past tense	515	490	95,1	25	4,8
	Past continuous tense	64	58	90,6	6	9,3
	Past perfect tense	42	39	92,8	3	7,14
	Total tense used	621	587	94,5	34	5,47
Control Group	Simple past tense	453	384	84,7	69	15,2
	Past continuous tense	27	20	74,0	7	25,9
	Past perfect tense	17	10	58,8	7	41,1
	Total tense used	497	414	83,2	83	16,7

As revealed in Table 17, students in the experimental group surpassed those in the control group in terms of the total number of uses of narrative tenses in their writings. While the students in the experimental group used narrative tenses a total of 621 times, those in the control group only used narrative tenses 497 times. This may indicate that learners receiving graduated feedback considered the instruction given carefully and tried to include all narrative tenses they studied in the past four weeks. However, the learners receiving explicit corrective feedback demonstrated a more limited number of tense use in their writings. As revealed in Table 17, simple past tense was the dominant tense used in the stories of the students in both groups, which was an expected situation due to the nature of storytelling. Simple past tense was followed by past continuous and past perfect tenses, respectively. While the students in the experimental group used simple past tense 515 times in their stories, they used past continuous tense and past perfect tense only 64 and 42 times, respectively. Similarly, the students in the control group used simple past tense 453 times, but they preferred past continuous tense and past perfect tense 27 times and 17 times, respectively. Overall, it must be stated that learners in the experimental group used a higher number of tenses. In addition, when we examine their correct and incorrect uses, it can be seen that students in the experimental group mostly used narrative tenses correctly, though there were still some mistakes. However, the students in the control group made more mistakes than those in the experimental group despite having a lower number of tense use in their writings.

After analysing the total number of correct and incorrect tense uses, the variety of learners' tense choices was investigated on individual basis. This analysis aimed to reveal how many learners could include all three narrative tenses in their stories following the instruction given regardless of whether they were used incorrectly or not. The purpose was to see how many students made a conscious attempt to include all the tenses in their stories. Table 18 demonstrates that there was a difference in the variety of tense choices on the basis of individual learners in both groups.

Table 18
Variety of Tenses Used in The Post-study Written Works of The Learners

	Only one tense use		Only two tense uses		All three tense uses	
	N	%	N	%	N	%
Experimental	-	-	8	26,6	22	73,3
Control	5 (simple past)	17,24	18	62,0	6	20,6

When each narrative tense was considered independently, it was found that while five students only used simple past tense in their stories, none of the students in the experimental group used only simple past tense, which means that they included at least two tenses in their writings. Only eight students in the experimental group used two tenses in their stories whereas the majority of them (N=22) attempted to use all three narrative tenses in their stories. In contrast to the experimental group, more than half of the students (N=18) used only two tenses in their stories while only six of them used three of the narrative tenses they studied. Looking at the trend in both groups, it can be pointed that the number of learners who included all three narrative tenses in the experimental group was almost four times of those in the control group. Considering all these, it can be stated that the learners in the experimental group showed a higher performance of narrative tenses in the transcendence task than those in the control group considering both the number of tense use, the number of correct tense use, and the variety of tenses included in their stories. The learners in the experimental group showed a more varied, a more accurate, and a higher number of tense instances compared to those in the control group.

After counting the mistakes of the learners in both groups, the errors were categorised using the surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982). The results of the analysis can be viewed in Table 19.

Table 19

Frequency of The Learners' Erroneous Tense Preferences According to Different Categories

Group	Omission		Addition		Misformation		Misordering	
	N	%	N	%	N	%	N	%
Experimental	4	11,76	0	0	30	88,23	0	0
Control	7	8,43	0	0	76	91,56	0	0

As can be seen in the table above, although the groups differed in the number of errors committed, the types of errors made by the learners in both groups were very similar. The students in both groups committed only two types of errors in their stories, mostly misformation errors, followed by omission. As for the addition and misordering categories, the learners in neither group committed errors in their writings. When both groups were compared in terms of the number of their errors, the learners in the explicit corrective feedback group doubled the number of errors made by the experimental group learners, which may indicate that control group learners had not internalized the narrative tenses as much as those in the experimental group. The category of misformation was the category with the highest percentage of errors in both groups. A total of 88,23% of the errors made by

the learners in the experimental group belonged to the category of misformation while 91,56% of the errors made by the learners in the control group belonged to the same category. The category with the second highest percentage of errors was the omission with a relatively lower percentage in total. Only 11,76% of the errors made by the experimental group learners were in the category of omission. Likewise, only 8,43% of the errors made by the learners in the explicit corrective feedback group belonged to the category of omission. Considering all these, it can be suggested that learners tended to commit similar errors in their written works no matter how they were instructed, dynamically or traditionally. Table 20 presents some examples of learners' errors taken from their written works collected at the end of the study.

Table 20 illustrates samples of learners' erroneous sentences categorized according to the surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982). As revealed, learners committed different sub-types of errors in omission and misformation categories. For instance, under the omission category, they failed to include copula verb *be* and auxiliary verbs. As for the misformation category, learners failed to provide the right past tense and past participle verb forms, correct verb form for stative verbs, and subject-verb agreement.

Table 20
Sample Erroneous Statements of The Students According to Different Categories

Error category	Sample statement
Omission	While he telling his story, my wife listening us.
	I shocked when I heard that.
	She sure she had put on her bag.
Misformation	I was seeing them at school, on the street, in the market, everywhere.
	I hadn't knew the number.
	He heart this happen.
	They was at mall.
Addition	-
Misordering	-

RQ3. Mediational Techniques Used during G-DA Sessions

The sociocultural perspective views humans as agents who regulate their biological and behavioural activity through the use of cultural artifacts, which are called mediators. It is the basic tenet of SCT that human mental activity mediated by means of symbolic, socioculturally formed artifacts, which are significant for the mental operations of an individual such as paying attention, planning, monitoring, and learning (Aljaafreh & Lantolf, 1994). Within the framework of SCT, it is posited that humans have no direct interaction with the environment around them. Instead, they make use of cultural artifacts which would help them gain an understanding of the world around them and develop mentally. Cultural artifacts can be physical (e.g., books, pen, paper, furniture, and technological tools etc.) or symbolic (language, formulae, signs, maps, graphics etc.). Through the use of these artifacts, one could regulate his/her mental processes. Regarding this, Vygotsky (1999) suggests that mediation forms the basis of higher mental functioning. Lantolf and Thorne (2006) regard participation in an interaction within culturally formed social and material environments. Kozulin (2003) grouped mediations into two as human mediator and symbolic mediators. The researcher states that with the help of the interaction with an adult, the child can internalize mental functions as a result of the transition of the function from interpersonal plane to the intrapersonal plane through dialogic interaction between the child and the adult. Thus, it can be claimed that language plays an essential role in mediating learners within the educational context (Aljaafrehf & Lantolf, 1994). Vygotsky (1999) views speech as vital to the process for attaining a goal and necessary for the child to accomplish a task. He also asserts that the child doesn't simply speak of what he is doing, but the discussion and action are a single, complex mental function directed toward solving the problem (ibid, p. 15). As Vygotsky's notion of the ZPD indicates, interaction with a more capable peer or adult allows one to move from their actual zone of development to proximal zone of development, which indicates development in mental functioning. Lantolf and Thorne (2006) argue that children learn how to regulate their own mental activities through mental and physical participation in activities which are regulated by others. Therefore, it can be noted that mediation is vital for learners to promote their cognitive processes and gain control over their thinking. But the question is how learners can be mediated or what type of mediation best promotes learners' mental functioning.

Mediation forms one of the indispensable components of DA, since it is a process that unifies instruction and assessment through engagement with a dialogic interaction between the mediator and the learner. Two different approaches to DA, mainly interactionist DA and interventionist DA, adopt different approaches to the provision of mediation, as well. While in

the former, mediations are not prepared priori, but emerge from the dialogic interaction, in the latter approach mediations are prepared as a list beforehand and applied in the same order for all the parties included. The literature on DA research has revealed different mediational techniques for different DA models or different educational context. Table 21 illustrates some of the typologies of mediations from implicit to explicit identified as a result of close analysis of learner-mediator interactions.

One of the most well-known mediation typologies was developed by Aljaafreh and Lantolf (1994) in a study conducted on the interaction between DA and microgenetic development of learners with respect to the identified grammatical structures in a writing and reading class. Aljaafreh and Lantolf (1994) developed this regulatory scale including 13 levels based on the interactions between the mediator and the learners, thus they were not predetermined set of mediations, in line with the interactionist DA tradition. The researchers prepared this list of mediations which were identified after the interactions between the mediator and the learners were analysed. The mediations on the list were arranged from the most implicit to the most explicit, which meant that if the feedback given to the learner moved from bottom to the top of the regulatory scale, it indicated microgenetic development of the learner, who got closer to self-regulation by assuming a greater responsibility to perform appropriately.

Table 21 displays another well-known mediation typology, which was suggested by Poehner (2005) in her study on the impact of DA on a group of L2 French learners' oral construction of a series of narratives in French using short video-clips. As a result of the examination of the dialogic interaction between the mediator and the learners, the researcher came up with a typology of mediational moves which were directed to learners to develop their use of perfective and imperfective aspects in L2 French. The moves employed by the mediator were arranged from the most implicit to the most explicit. The tutor used these moves depending on the needs of the learner during the assessment.

The final mediation typology presented in Table 21 that received attention in L2 research was proposed by Davin (2011) in a study conducted on the interaction between G-DA and interrogative use and formation. The researcher adopted an interventionist approach to DA, which means that a predetermined standardized list of prompts was used to support learners' development. The analysis of interactions revealed a five-step mediational moves arranged from the most implicit to the most explicit.

Table 21
Sample Mediation Typologies from The Literature

Aljaafreh and Lantolf (1994)'s regulatory scale (p.471)	Mediation Typology of Poehner (2005, p. 160)	Davin (2011)'s Mediation Typology (p. 144)
0. Tutor asks the learner to read, find the errors, and correct them independently, prior to the tutorial.	1.Helping Move Narration Along	1. Pause with skeptical look
1. Construction of a collaborative frame prompted by the presence of the tutor as a potential dialogic partner.	2. Accepting Response	2. Repetition of entire phrase by teacher
2. Prompted or focused reading of the sentence that contains the error by the learner or the tutor.	3. Request for Repetition	3. Repetition of specific site of error
3. Tutor indicates that something may be wrong in a segment (e.g., sentence, clause, line)-“Is there anything wrong in this sentence?”	4. Request for Verification	4. Forced choice option
4. Tutor rejects unsuccessful attempts at recognizing the error.	5. Reminder of Directions	5. Correct response and explanation provided
5. Tutor narrows down the location of the error (e.g., tutor repeats or points to the specific segment which contains the error).	6. Request for Renarration	
6. Tutor indicates the nature of the error, but does not identify the error (e.g., “There is something wrong with the tense marking here”).	7. Identifying Specific Site of Error	
7. Tutor identifies the error (“You can’t use an auxiliary here.”).	8. Specifying Error	
8. Tutor rejects learner’s unsuccessful attempts at correcting 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	

9. Tutor provides clues to help the learner arrive at the correct form (e.g., “It is not really past but something that is still going on.”).

10. Tutor provides the correct form.

11. Tutor provides some explanation for use of the correct form.

12. Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action.

Although these three studies have been conducted in different contexts and with different focal points, what they have in common is that they all aim to improve the learners' performance with regard to the target structure through the use of mediations ordered hierarchically from the most implicit to the most explicit and attuned to the students' needs in a dialogic interaction that takes place between the mediator and the learner. When we examine their mediation typologies, it can be seen that they share common mediational moves employed to lead to a change in the learner's interlanguage such as identifying the error, providing metalinguistic clues, giving the correct answer, and providing explanations.

The present study aimed to explore the impact of G-DA implementation on Turkish EFL learners' grammar achievement by analysing their performance of narrative tenses. In order to reveal its impact, the mediational moves followed during the G-DA sessions were tracked, and a typology of mediations were created after analysing the transcriptions of the sessions in detail. While developing the mediational typology for the present study, the regulatory scale proposed by Aljaafreh and Lantolf (1994), the mediation typology developed by Poehner (2005), and Davin (2011)'s mediation typology was taken as a model. Therefore, some of the moves were named the same or in a similar way with these typologies. However, the list of mediational techniques prepared for the current study doesn't mean to be a prescriptive list for other studies, it aims to present the mediations emerging from the interactions between the mediator and the learners within the context of the present study. Therefore, these techniques may not be 100% appropriate for another context. Poehner's list of mediational moves was adapted and expanded for the current study. Following the suggestions of Aljaafreh and Lantolf (1994), the mediational moves were ordered from the most implicit (abstract) to the most explicit (concrete). Ordering moves from implicit to explicit indicated learners' movement from other-regulation to self-regulation, because as the mediation provided to the learner got less explicit or more implicit, the learner was supposed to have increasing self-regulation skills or autonomy, which indicated increasing ZPDs. By looking at the explicitness level of the moves provided to the learner, the growing ZPD of the learner could be tracked. In this way, it would be possible to see learner development when the mediations were examined in terms of frequency and quality. Table 22 demonstrates the mediational typology identified during the G-DA sessions within the context of the present study.

Table 22
Mediation Typology Followed during the G-DA sessions

-
1. Writing the answer on the board
 2. Pause with a sceptical look
 3. Helping move narration along
 4. Accepting response
 5. Request for a repetition
 6. Asking if the learner is sure of the answer
 7. Repetition of the erroneous part with a questioning tone
 8. Request for a revision of the answer
 9. Request for verification
 10. Request for translation
 11. Indicating the part of the sentence that required repair
 12. Request for metalinguistic explanation
 13. Providing metalinguistic clues
 14. Providing translation
 15. Providing explanation for clarification
 16. Offering examples
 17. Offering a choice
 18. Providing the correct response
 19. Providing explanation for enhancement
-

The mediational techniques used in the study aimed to reveal the problems that prevented learners' appropriate use of the narrative tenses and to give learners a chance to promote their knowledge of English narrative tenses and to improve their overall performance in relation to the target structure. Thus, with the help of this typology, the researcher had a chance to demonstrate the mediational moves required in a grammar class to promote development in learners regarding the target structure. In contrast to interventionist DA, which follows a predetermined list of mediational moves rigidly, interactionist DA aims to respond to learners appropriately after assessing their needs. In addition, the hints or prompts on the list weren't used for every learner in the sessions, because the approach taken to DA was interactionist, which posits that it is the nature of the dialogic interaction that determined the specific form of mediation to be used. The mediator could skip some hints depending on the reciprocity of the learner. Hence, the moves were provided to the learner depending on the intuition of the mediator with respect to the needs of the learner, not in a standardized manner. The mediator had to adjust the level of help considering the reciprocity of the learner. In short, although the same moves were used for

each learner, they might not be used in the same order on the basis of the assessment made by the mediator during the flexible dialogue between the mediator and the learner.

Kozulin (2003) draws attention to the difference between the purpose of mediation and mediation technique. The purpose of mediation can be defined as why the mediator uses a specific hint or prompt, and mediational technique refers to the moves made by the mediator. Considering this difference, Poehner (2005) classified the mediational moves on the typology according to the functions of each specific move into five categories as managing the interaction, reconsideration of performance, identification of a problem, overcoming the problem, and probing for understanding. The researcher indicated that although one form of mediation might serve different purposes, he grouped the moves depending on certain trends while providing the mediation. Within the context of the present study, the researcher categorized the hints or prompts according to her purpose in the provision of the mediations into seven categories as awareness raising, managing the interaction, reconsideration of performance, revealing the learner's understanding, identification of the problem, helping the learner to overcome the problem, and enhancing learning. The category of awareness raising involves the moves writing the answer on the board and pause with a sceptical look. This category aimed to call the attention of the learners to the answer given by a learner for an item so that everyone in the classroom could make an evaluation of the response given. The second category of moves comprised helping move narration along, accepting response, and request for a repetition. The moves in this category aimed to manage the interaction between the teacher and the learners so that their interaction continued or did not break down. Next, the category of reconsideration of the performance includes mediational techniques of asking if the learner is sure of the answer, repetition of the erroneous part with a questioning tone, and request for a revision of the answer. These prompts aimed to give the learner a chance to reconsider their performance, identify the problem, and attempt to overcome the problem individually. These prompts can be gathered under implicit mediational moves. Asking if the learner is sure of the answer is a more implicit strategy than repetition of the erroneous part with a questioning tone because it didn't give any clear hint that there was something wrong in the learner's performance. Request for a revision of the answer shows a greater degree of explicitness since it prompted the learner to reconsider the performance and reattempt their answer. Request for verification and request for translation are the techniques that aimed to show the understanding or reasoning of the learner. The category of the identification of the problem consists of the move indicating the part of the sentence that required repair to give learners another chance to overcome the problem themselves. A more explicit level of mediational strategies aims to provide the learner with the necessary assistance to overcome the

problem. These strategies include request for metalinguistic explanation, providing metalinguistic clues, providing translation, providing explanation for clarification, providing examples, and offering a choice. All these strategies aimed to trigger the learner's recall of necessary linguistic information and prompt him/her to notice the relation between the clue and the answer and to resolve the problem. The last category of mediational strategies encompasses the most explicit hints or prompts, which are providing the correct answer and providing explanation for enhancement of learning. These strategies were aimed at enhancing the learner's knowledge with respect to the target issue. Table 23 shows the categorization of the mediational strategies according to their purposes.

Table 23
Categorization of The Mediational Moves According to Purposes

Category	Mediational strategies
Attention grabbing	1. Writing the answer on the board 2. Pause with a sceptical look 3. Helping move narration along
Managing the interaction	4. Accepting response 5. Request for a repetition
Reconsideration of the performance	6. Asking if the learner is sure of the answer 7. Repetition of the erroneous part with a questioning tone 8. Request for a revision of the answer
Revealing the learner's understanding	9. Request for verification 10. Request for translation
Identification of the problem	11. Indicating the part of the sentence that required repair 12. Request for metalinguistic explanation 13. Providing metalinguistic clues
Helping the learner to overcome the problem	14. Providing translation 15. Providing explanation for clarification 16. Offering examples 17. Offering a choice
Enhancing learning	18. Providing the correct response 19. Providing explanation for enhancement

It should be noted that the strategies included in Table 23 were the ones that were mainly used by the mediator during the four-week G-DA sessions. However, they do not represent a list of hints or prompts that were followed hierarchically in a strict way for every learner. Each mediation strategy is described with sample excerpts taken from the mediator-learner interactions in the following section. However, since the mediational moves followed each other during the interactions, excerpts might involve two or more different mediational moves at the same time although the focus of the inclusion of the excerpt is a specific move.

Writing the answer on the board

This strategy is the first and most implicit mediational technique which aimed to raise the learners' awareness of the subject under investigation. The researcher made use of this strategy regardless of whether the learner's answer was correct or not. The purpose of the mediator at this level was not to indicate that there was a mistake in the learner's answer but to draw their attention to the answer given by the primary interactant. In this way, it became possible for the teacher to get the attention of the whole class to the learner's answer so that they could also make an evaluation of the answer given and their internalization of the learning could be promoted using the subtle interaction between the mediator and the learner. It can be claimed that writing the answer of a learner on the board helped the teacher expand the focus of the activity to the whole class in order to support the ZPD of the whole class. In addition, writing the answer on the board provided the visualization of the answer in context, which could help all the learners in the class to focus their attention to the subject under investigation. There were some instances in which the primary interactant realized his mistake upon seeing it in context, so when the mediator wrote it on the board, the learner made an attempt to eliminate any misunderstanding that could emerge for the others in the class as well. Although this mediation might seem noncollaborative to some, it should not be overlooked that the mediator took action upon hearing the learner's response. However, the mediator didn't provide an explicit mediation or get involved in the process to direct the learner's mental functioning but paved the way for everyone in class to be actively engaged in mental processes even though they were not the primary interactant. The following excerpt taken from the first G-DA session shows how the primary interactant corrected both his wrong attempt and the misunderstanding of the teacher resulting from mishearing.

Excerpt 1

1. B: nicole was close the windows
2. M: ((writing his answer on the board))

3. B: (4) in fact I will do "closed", and setted but
4. M: ((the teacher wrote "was closed" on the board)) like this?
5. B: no, only closed
6. M: ((the teacher erased "was")) ok.

After Bruce gave his answer for the relevant question, the teacher wrote what he said. Upon seeing this, in Line 3 Bruce started a self-initiated self-repair because he realized that the sentence needed repair without receiving a prompt from someone else. Based on the silence period of Bruce, it can be stated that in line 3 Bruce seems to be as if he was trying to work out the answer to the question. Bruce accomplished his repair by orienting to self-initiation and completion. In addition, in line 4, M misheard B's response and wrote it incorrectly, thus, in line 5, B corrected M's misunderstanding by stating what he actually said, preventing the misunderstandings other learners could have as well.

The following excerpt, taken from the ninth G-DA session, illustrates how the mediator used the strategy of writing on the board to raise awareness of the learners in the classroom.

Excerpt 2

1. B: the emergency services hadn't arrived hmm hadn't arrived and the second one is rained- sorry rang
2. M: ((the teacher wrote his answers in the blanks))
3. K: I think they are wrong
4. A: teacher I think the first one is "didn't arrive"
5. F: shouldn't they be vice versa?
6. E: didn't arrive, we had rung
7. M: ((looking at Bruce)) [think about it a little bit.]

Excerpt 2 is a representative of the other students' involvement in the interaction upon seeing the answers given by the primary interactant. Although the mediator was in an interaction with Bruce, other class members got involved by giving their opinions on the specific item. The primary interactant's attempt was not regarded appropriate for the question, so they offered their answers, which illustrates that the task at hand spread from the individual to the whole class.

Pause with a sceptical look

This form of mediation was used by the tutor to implicitly indicate the primary interactant that there was a problem in their response which required his/her attention.

Waiting without saying anything, the tutor expected the learner to sense that there was something wrong. If the learner could identify the mistake and repair it, it would be a very critical indication of self-regulation. However, it would also indicate an improvement in the learner even if the learner was able to notice that their response was problematic and initiate a repair but failed to do so. The following excerpt illustrates how the tutor sent a strong signal that Nick needed to reattempt the task.

Excerpt 3

1. N: by the time the police arrived, the emergency services hmmm
2. : (3.0) was hmmm
3. M: ((looking at Nick silently))
4. N: no of course not (7.0)
5. M: what does it mean with the statement "by the time the police
6. : arrived"

In line 1, Nick started his performance, and in line 2, he seemed to have some doubts and preferred "was" to continue his sentence. However, the teacher looked at him silently and sceptically, which prompted Nick to step back. As can be seen, after he stated the inappropriateness of his previous answer, he remained silent. Upon receiving no reattempt from Nick, the mediator initiated another move which asked Nick the meaning of the previous sentence. Nick's silence in line 4 was regarded as an indicator of the gap in his knowledge about a linguistic point, so the tutor oriented to a more explicit mediation to identify the underlying reason of his silence.

The following excerpt is another example of how the learner perceived the nonverbal and implicit mediation given by the tutor.

Excerpt 4

1. R: hmmm I got on the bus and (2.0) and was heading straight
2. :to the top deck which was open
3. M: (pause with a sceptical look)
4. R: is it incorrect↑
5. M: (2.0) which part do you think is incorrect↑
6. R: the second one↑
7. M: ok. why↑

In excerpt 4, Rick had a problem with his tense choice in line 1, and M didn't intervene verbally to indicate his mistake. However, he got the message given by M through a sceptical gaze and asked if the sentence was wrong in line 4. Since R sought approval in line 4, it can be argued that he wasn't sure if the sentence was correct and incorrect. Based on the nonverbal mediation of M, R considered the possibility of making a mistake, but wasn't able to detect it, which indicated the need for other-regulation. The tutor decided to use a more explicit move but didn't clearly state the mistake by asking him to find the mistake.

Helping move narration along

This mediation technique was not focused on indicating a trouble in performance but maintaining the interaction. This strategy was used as an encouragement to the learners when the learners responded correctly. When the learners sounded unsure of their answers, the teacher employed this strategy to ensure that they were more confident of themselves. The following excerpt illustrates how the mediator contributed to the interaction with Daisy by employing the strategy of helping move the interaction along.

Excerpt 5

1. M: what did you want to ask?
2. D: şey diyor. seni gördüğümde hmmm
Well it says. When I saw you hmmm
3. M: ye::s
4. D: hmmm nereye gittin mi↑
hmmm where did you go

The mediator asked Daisy to explain her reasoning in line 1 and she started to give her understanding using L1. However, as she was not sure or was confused about the meaning, the teacher provided her support in order to help her go on her sentence. By using this mediation, M encouraged D, and she continued her explanation.

Accepting response

This mediational strategy was employed to indicate that the learner responded correctly to the task and wouldn't need any or further repair. Usually, the teacher directly accepted the correct response, but there were also instances when the learner sought approval from the teacher. By accepting the answer, the teacher ensured that both the primary interactant and the others in the class were given feedback about the target language point, which also aimed to contribute to not only to the individual learner but also the others. In addition, although the teacher basically accepted the correct response from the learner, this confirmation move was sometimes accompanied by other moves like request for

explanation or translation or providing explanation to enhance all learners' learning. The excerpt taken from the third G-DA session confirms this mediational strategy.

Excerpt 6

1. M: the next one, Jack
2. J: it was a lovely day but as we were driving around central
3. : London, it started to get dark.
4. M: yes, as we were driving, it started to get dark

After Jack was nominated by the teacher for the item, he gave his answer in lines 2 and 3. In line 4, teacher accepted his response and repeated the whole sentence, which indicated the correctness of Jack's response not only to Jack, but also to the class.

Request for a repetition

The tutor sometimes asked learners to repeat their responses to implicitly prompt the learners to review the sentence, recognize their mistakes, and reattempt to correct them. However, this move was usually misunderstood by the learners, so they thought the teacher was not able to catch what they said, so they just repeated their answers without making any changes in their responses, which resulted in receiving more explicit mediational moves. Consider how request for a repetition was inadequate for Patrick to notice his inappropriate verb use.

Excerpt 7

1. P: I put the jar. and a few minutes later
2. M: teacher: sorry, I missed it
3. P: put
4. M: so you say I put the jar there the previous day↑
5. P: yes, (2.0) I had put
6. M: (writing "had put" in the blank) ok

In the excerpt above, Patrick initiated his performance in line 1, and in line 2, the mediator asked him to repeat the verb he used. However, P was unable to notice his mistake and just repeated his previous sentence without reviewing the sentence. Since the learner didn't use the opportunity to repair his sentence, the mediator used a more explicit strategy and asked for confirmation about what he said but she used "the previous day" on purpose, through which she aimed to signal him the correct answer. At first, he responded positively confirming the answer, however after considering the sentence for two seconds, he repaired the mistake in his sentence and stated it in line 5. As can be seen, request for a repetition

was not able to elicit the expected repair from the learner and required more explicit moves. As stated above, this might be caused by the fact that learners perceived request for repetition as a move to overcome the problem resulting from lack of hearing or mishearing and reacted instinctively by repeating what had just been said.

Asking if the learner is sure of the answer

This mediational strategy was employed by the teacher in almost all interactions to prompt the learners to reconsider their performance. However, using this move didn't mean that the learner responded incorrectly because the mediator also used this strategy even if the learner provided the correct response. Thus, it can be stated that this mediational strategy served for two purposes. First of all, the teacher wanted to ensure that the learner answered confidently since in some cases the learners stated that they were actually not sure of their answer despite providing the correct response, which indicated a need for further clarification about the target subject. In this case, it was usually followed with an expansion of the learning through the provision of explanation by the teacher or request for verification or explanation in order to detect the source of the problem. The second purpose of the mediational move was to give the learner who responded incorrectly a second opportunity to identify the problem and start a repair without receiving any more mediations. This mediational move was often ineffective to prompt the learner to notice the error and correct it. Unless the learner was able to initiate a repair, it was also followed by more mediational moves. The following excerpt indicates how the mediation of the tutor prompted Frank to explain his reasoning.

Excerpt 8

1. F: somebody had eaten them all
2. M: ((Writing "had eaten" in the blank)) ok, are you sure?
3. F: yes, yemişti diyor, önceden yemiştir
it says had eaten, must have eaten earlier
4. M: yes, it says there were no biscuits, because someone
5. : had eaten

After Frank gave his answer, the tutor accepted his response and asked him if he was sure or not in line 2. Upon this question, Frank felt a need to verify his choice of the tense despite not being asked for explicitly, so he explained his understanding of the sentence in line 3. Upon hearing his reasoning, the tutor approved his understanding and repeated his answer, which indicated the appropriateness of his thinking. In this example, the tutor asked if he was sure not because his response was incorrect, but to reveal his understanding.

The following excerpt demonstrates how asking if the learner was sure of the answer uncovered subtle problems, however proved to be ineffective at prompting the learner to initiate a self-repair, resulting in more explicit mediational moves.

Excerpt 9

1. B: they ate
2. M: ((writing "ate" in the blank)) are you sure↑
3. B: yes. the storyline goes on.
4. M: so do you think they are after each other↑
5. B: yes
6. K: I think it's not this one
7. M: well, when did the birds eat the breadcrumbs?
8. : at the same time? while they were walking?
9. B: did they eat earlier↑ and they would see later and
10. : got surprised. is it this way?
11. M: well, probably
12. B: then, had
13. M: you are right, look, here it says when they were on their way
14. : back home, so they were returning home here, but they dropped
15. : the breadcrumbs while they were going.
16. B: had eaten
17. M: had eaten. ok.

In the excerpt, after Bella gave her answer, the tutor asked her if she was sure or not. Even though she said she was sure and verified her choice, her response was not accepted by the tutor, and in lines 7 and 8, the tutor asked her a contextual question with the purpose of drawing her attention to the time of the action. In lines 9 and 10, she seemed to work out the problem and asked for teacher's approval. In line 12, she made it clear that she resolved the problem. As can be understood from this excerpt, the tutor asked if she was sure or not in order to give her a second chance to correct her response. However, this mediation didn't work, and the learner said she was sure of her answer even though it was incorrect. What this mediation helped was that it gave her a chance to verify her choice, which actually uncovered the source of the problem. In line 3, the tutor showed an understanding of her thinking by paraphrasing her sentence and provided a more explicit mediation in lines 7 and 8 to help her overcome the problem.

The following excerpt illustrates how asking if the learner was sure of the answer initiated a self-repair after being given the second chance to produce an error-free utterance.

Excerpt 10

1. F: I watched TV and Simon (3.0) read a magazine while Mike
2. : was sleeping on the sofa
3. M: ((writing his answers on the board)) are you sure↑
4. F: I am not sure of the first one. it can be past continuous too.
6. M: [you are not sure↑] why do you think it is
7. : also possible↑
8. F: because I watched TV hmmm in fact they can all be
9. : past continuous

During the interaction between Frank and the tutor, the mediator asked him if he was sure or not in line 3. Upon receiving this question, Frank initiated a repair for his choice of the tense in the given sentence. Although the tutor asked him to reason his change of the tense, Frank didn't provide his reasoning, but continued to repair the sentence.

Repetition of the erroneous part with a questioning tone

This form of mediation was used by the mediator to implicitly indicate that there was an error in the response given by the learner. Although the learner was not informed explicitly about the error, he/she was expected to sense that there was a problem in the utterance which required their attention. The mediator aimed to draw the attention of the learners by raising the level of voice and prompt them to reconsider their performance without explicitly stating a repair was necessary. The following excerpt demonstrates how this mediational strategy helped the learner to notice that there was a problem.

Excerpt 11

1. N: what was hmmm do you
2. M: ((writing "was do you" in the blank)) what was do you↑
3. N: you do, sorry teacher
4. M: do. hmmm what is the suffix to indicate action in progress?
5. N: is it "does"?
6. M: [to make continuous form↑]
7. N: does
8. M: no, it is not "does". what do we add verbs to put them in
9. : progress?

10. N: oh, doing
11. M: yes, doing ((correcting his previous answer on the board))
12. : now you need to revise the sentence one more time
13. : (2) what was you doing↑ there is a lack of harmony in the
14. : sentence due to something
15. N: ((silence))
16. M: was you↑ what do we use with you?
17. N: were
18. M: yes were ((changing "was you doing" into "were you doing" on
19. : the board))what were you doing↓ now it's correct.

In line 1, Nick initiated his performance, but he made a mistake in question formation. Thus, in line 2, the tutor used the most implicit mediational strategy, which was writing the answer on the board. However, N didn't initiate a repair, so the tutor repeated what N had just said with an increasing pitch, which signalled him that there was a problem with his response. N's attempt to repair the question was unsuccessful, which prompted the tutor to ask for metalinguistic information which could help him resolve the problem. However, N responded incorrectly, and the tutor rejected N's attempts for repair and asked a more explicit question which aimed to draw N's attention to verb ending. N was able to incorporate this feedback and used it to choose the correct verb form to indicate progress. However, since N's response was still inappropriate in terms of subject-verb agreement, the mediator asked for a revision of the sentence. However, N failed to identify his mistake, which prompted the mediator to repeat his answer in an increasing pitch and indicated that there was something else that required N's attention. However, N remained silent, thus the tutor just repeated the erroneous part and asked for metalinguistic information from N. This move helped him to provide the correct form of "to be", and the tutor provided the correct question formation.

Request for a revision of the answer

This form of mediation was employed to indicate that the learner's performance was problematic and required attention of the learner. The teacher made it clear to the student that there was a mistake even though she did not explicitly locate the source of the problem. Thus, the learner was given a second opportunity to repair the problem in the performance. This form of mediation is more implicit than just locating the error for the learner since it was the responsibility of the learner to recognize the error and reattempt the task. The mediator left the lion's share of the completion of the task to the learner. Even though the repair was started as a practice of other initiation, the learner was expected to self-repair it. The

following excerpt is a representative example of the interaction between this mediational strategy and the learner's struggle to resolve the problem.

Excerpt 12

1. E: I was more than a little overwhelmed.
2. : someone organized a surprise birthday party for me.
3. M: ok, ((writing her answer on the board)) are you sure↑
4. E: yes
5. M: can you revise it
6. E: düzenlemişler mi
is it they had organized
7. M: huh huh
8. E: hmm, ok, oh because it's earlier
9. M: yes
10. E: I got it. had organized a party
11. M: yes, had organized

In the example above, Emma made a wrong verb choice in line 2, and M used two implicit mediational moves to signal her the mistake. However, E was unable to use these two implicit strategies, so in line 5, M provided a more explicit move indicating that there was a problem in her performance but left it to E to identify the erroneous part. In line 6, E made an attempt to repair the sentence by asking for approval from M before initiating her performance. After M approved her thinking, E verbalized her reasoning without it was demanded by her. Upon the approval of her verbalization by M, she provided the correct tense use for that specific sentence. By looking at E's performance, it can be put forward that E had a high level of self-regulation since she was able to identify her error without more explicit mediations were given, which indicated that she was attuned to the use of past perfect after receiving implicit forms of assistance.

In some cases, the mediator explicitly stated that there was a problem in the response of the learner and gave the responsibility to identify it without providing a more explicit mediation. Consider how the mediator asked the learner to repair the trouble source without explicitly locating the error.

Excerpt 13

1. M: so you said it was a hot day and the wind blew. are you sure↑
2. O: no

3. M: there is a mistake in one of them. which one is mistaken
 4. : do you think↑
 5. O: I think the second one. it was
 6. M: ok, right. [why do you think it is wrong↑]
 7. : it was a hot day and the wind
 8. O: the wind was blowing
 9. M: ((writing his answer on the board)) yes, the wind was blowing.

In the excerpt 13, O confessed that he was unsure despite giving a response for the question by responding negatively to M's question in line 2. Upon hearing this, M indicated the learner that he had a problem in one of his answers but didn't explicitly state the erroneous part. M asked the learner to identify which part was inappropriate in terms of tense choice. In line 5, O suggested that the second one was problematic, and it was approved by M in line 6. M wanted to learn his reasoning for identifying the second part as the erroneous part, however, as O had already initiated a repair in his response, he didn't pay attention to M's request for reasoning. In lines 7 and 8, O completed repair, which was approved by the tutor through repetition of O's answer.

Request for verification

This mediational move was used by the mediator to understand the reasoning of the learner. When the mediator wasn't able to understand what the learner tried to mean with his/her response, the mediator asked the learner what he/she meant or why he/she responded that way. The mediator did not state the source of the problem openly, instead requested verification or asked for the learner to verbalize his/her thinking. The mediator used this strategy to understand learners' thinking for different purposes. First of all, when the learner produced an ill-formed utterance, the teacher wanted to learn what the student actually meant to remove the ambiguity in the utterance and to mediate him or her appropriately. DA doesn't aim to assist the learner to reach the correct answer for a specific task, it aims to help the learner reach their potential independent of the task. In parallel with this aim, the tutor aimed to reveal why they used a specific verb tense inappropriately by asking for verification so that she would be able to instruct on points that required attention. Another purpose of employing this mediational move was to create learning moments for the other members of the class. The teacher targeted expansion of everyone's learning through the provision of an explanation for the response, even if it was correct. She considered the potential mistakes that learners could make, therefore asked for explanation of their orientation to a specific response. The following excerpt exemplifies how the teacher asked for explanation in order to eliminate the ambiguity caused by the learner's sentence.

Excerpt 14

1. R: Alexander Graham Bell invented the telephone.
2. M: ok.
3. C: teacher, isn't it going to be "has invented"↑
4. E: I think it is "has invented", I agree.
5. M: your friends ask if it must be "has invented"↑
6. O: the man is dead teacher
7. M: [Why do you think like that]↑
8. C: because there's no time expression
9. E: [oh, right. he died]
10. M: there's no time expression↓ ok, think in this way
11. R: the man died
12. M: [we said we use] present perfect when there is no time
13. : expression you are right, but there is one difference,
14. : the man is dead. So if the person is not alive,
15. : it is not possible to use present perfect anymore.
16. : so in case of death, we use certainly past simple

Excerpt 14 demonstrates a dialogue in which after Rick, who was the primary interactant, completed his performance and M accepted his answer, Claire and Edward intervened to provide their opinions on the item in lines 3 and 4. In line 7, the tutor asked for verification for their opinions. C suggested that there was no time expression in the sentence, which revealed why she oriented to present perfect instead of past simple. While C and M were in a dialogue, E changed his opinion realizing the problem in his thinking. E's realization of the problem could result from Oliver's explanation that the man was dead. However, C didn't respond to the explanation of O or E, so the tutor supposed that she needed further mediation in order to comprehend it. Since M understood the underlying reason for the difficulty C came across, she decided to provide explicit instruction on the difference between present perfect and past simple between the lines 12 and 16. As can be seen, M identified the source of the problem in C's thinking by asking for verification, which allowed M to take appropriate action to help C make changes in her interlanguage.

Excerpt 15

1. C: I know you rented your own flat when you were a student.
2. M: huh huh. Why?

3. C: because it says when you were a student
4. M: yes, it has a certain time here. that is, when you were a
5. : student

In the excerpt above, even though C responded correctly, the teacher demanded explanation from C about the reason for orienting to past simple for that sentence. Upon this request, C verbalized her reasoning in line 3, which was followed by M's acceptance of her thinking and elaboration of C's answer in order to provide feedback for the other class members. M indicated the use of "when you were a student" as a time expression signalling past simple in that particular sentence. M considered creation of learning moment for those who couldn't understand the use of past simple in the sentence if there were any.

Request for translation

Another form of mediation that was intended to reveal the learner's understanding is request for translation. This mediational move was employed by the mediator to identify if the source of the problem resulted from the misunderstanding caused by mistranslation. Sometimes the learners came across unknown vocabulary in the given sentence, which led them to perform poorly. In some cases, learners misinterpreted the sentence, so weren't able to perform the task as it should. For example, in the following excerpt, E wasn't able to work out the order of the actions accurately, therefore responded incorrectly although he knew the usages of narrative tenses very well. Consider the following:

Excerpt 16

1. N: by the time the police arrived, the emergency services hmmm
2. : (3.0) was
3. M: ((looking at Nick silently))
4. N: no of course not (7.0)
5. M: what does it mean with the statement "by the time the police
6. : arrived"
7. N: polis ayrıldığında mı
when the police left
8. M: geldiğinde
arrived
9. N: geldiğinde. hmmm
arrived.

In the excerpt above, Nick was able to provide the correct verb form to complete the sentence. In line 3, M waited silently looking at Nick, which led him to perceive that there was

a problem, but he wasn't able to identify his mistake. M supposed that N could have problem with the meaning of the sentence, therefore asked him to translate the part of the sentence given as a clue. N's response revealed that N indeed had a problem with the vocabulary, which could explain his failure to provide an answer.

Indicating the part of the sentence that required repair

Another mediation that was intended to identify the source of error was indicating the erroneous part in the sentence. The mediator drew the attention of the learner to the part that required repair but did not clearly state the nature of the error. In this case, it was the learner's responsibility to understand what was wrong with that part of the sentence. Thus, it can be asserted that this move gave the learner a chance to self-regulate the error. The tasks usually included grammatical items with multiple parts requiring the learner to attend to each part to create a comprehensible sentence. Therefore, they sometimes had problems with only one part and did correctly the others. Instead of just stating what the error was, the teacher aimed to encourage the learner to reconsider the sentence and detect the nature of the error without receiving more mediations. The mediator generally employed this move if only the learner wasn't able to detect the problem in the sentence. The following excerpt demonstrates how the teacher used this mediation to direct the learner's attention to a specific part of the sentence, resulting in the learner's self-repair of the utterance.

Excerpt 17

1. E: I think the makeup artists were preparing for the actress to
2. : arrive, the host went over the interview questions and
3. : the crew were checking their equipment
4. M: ok, hmmm there is a problem somewhere
5. K: I guess the actions are in order
6. P: was going↑
7. M: [are they↑]
8. K: aren't they↑
9. E: It is either the first one or the second one
- 10.J: I think it's the first one
- 11.E: maybe
- 12.M: Did you say prepared for the first one↑

- 13.E: I said were preparing
- 14.M: why do you think the mistake is in the first one↑
- 15.E: hmmm why did I think hmmm (3.0) actually it can be hmmm
16. : if you think about the order, the first one is finished,
17. : not happening at that moment
- 18.M: hmmm ok. your mistake is in the second one
- 19.E: I think it is mistaken because I did the other two past
20. : continuous but the second one past simple.
- 21.M: ok, there's a mistake there yes
22. : there are already two options so it's going to be was going.

In the excerpt above, in line 1 Eddie initiated his performance and completed it in line 3. After E finished his performance, M intervened by stating that there was a mistake but didn't locate the error, leaving the responsibility for identifying and repairing it to E. Upon hearing M's mediation, other learners were also involved in the process. While others were revealing their opinions for the location of the error, E was also engaged with revision of the sentence. In line 9, he proposed two suggestions for the erroneous part, which was followed by Jack's intervening by supporting E's suggestion for the first one. In line 11, E affirmed his suggestion uncertainly. After seeing that he was unable to identify the error, M started an interaction with E again by asking E' response for the first verb choice. E stated that he preferred past continuous for the first part, which prompted M to ask for his reasoning for his thinking it as the erroneous part. In lines 15, 16 and 17, E tried to verbalize his thinking, however, since M sensed that he was lost and would not be able to resolve the problem, she indicated the location of the mistake in line 18 more specifically. After receiving this move, E was able to work out the problem and provided explanation for the error upon no request and self-repaired it, which was confirmed by M in line 21.

Request for metalinguistic explanation

This form of mediation was one of the most common mediations provided to the learners. When the learners responded incorrectly, the tutor asked metalinguistic questions to draw their attention to the mistake. In addition, when the learners were unable to provide an answer, the tutor aimed to direct the learner to the correct answer through bringing metalinguistic information into light with their help. Consider how the teacher tried to elicit the correct response from Nick by drawing his attention to the question formation rule in past simple in the following excerpt.

Excerpt 18

1. N: hmmm your best friend did hmm
2. C: ((murmuring)) did your best friend
3. M: how do we start a question. you did correctly a few seconds
4. : ago. how do we start a question in past simple?
5. K: ((murmuring)) did your best friend
6. N: did- did your best friend
7. M: ye::s, ok ((writing his answer on the board)) yes,
8. : did your best friend↑
9. N: went ((in hesitation))
10. M: hmmm did your best friend went↑ firstly, let me clear
11. : one point for you. you were confused about your best friend.
12. N: ah yes
13. M: this one is not different from you, she, Ali, Ayşe.
14. : so you can use a name or a pronoun or your best friend,
15. : it doesn't matter. it means only one person.
16. N: I see
17. M: so it is your best friend here in the sentence.
18. : did your best friend went. let me remind you this.
19. : how do we form a question in past simple↑
20. : that is the verb is in past simple form↑
21. E: base form
22. O: verb in base form
23. D: V1 form
24. M: ((looking at Nick)) that is did you went, did you started↑
25. N: no no
26. M: so↑
27. E: then it is go
28. M: its base form, isn't it↑ v1↑
29. N: its base form
30. M: so↑
31. N: go

32. M: yes go. did you go last summer- sorry did your friend

33. : go on holiday last summer

The excerpt above starts with N's attempt to form a yes/no question in simple past tense. However, as N was unable to create it accurately, M decided to use an explicit strategy by asking N to explain how we formed questions in past simple. M's move elicited the correct response from N, however, although this move helped him to repair the problem with the order of the element, it didn't help him use the verb in correct form. In line 9, N made a wrong tense choice, but he was unsure of the answer. Upon hearing this, M repeated his answer with a questioning tone and made a guess about the source of the problem for N. When M supposed that N had a problem due to the subject of the sentence, N approved her guess, which prompted M to provide explanation regarding the use of subject in lines 13,14, and 15. However, N didn't make any changes in his answer, so M requested metalinguistic information from N about the form of the verb in past simple. This move prompted other learners to respond to M's question requesting metalinguistic information, but N didn't answer. Thus, M wanted to be sure that N understood question formation, she asked him if the base form of the verb was 'went' or 'started'. Upon hearing these examples, Nick responded negatively, but didn't provide the correct form either, which indicated that he still was not able to incorporate the feedback given and make changes in his interlanguage. When E provided the correct response, M asked N the base form of the verb that was used for the particular question and in line 31, N responded correctly for the form of the verb. In line 32, M accepted his response and provided the correct answer herself. All these moves indicated that N was far from self-regulation, and he was placed at the low end of the regulatory scale suggested by Aljaafreh and Lantolf (1994). It is obvious that he made a sign of improvement after receiving metalinguistic questions however, he was still in need of other-regulation to produce error-free questions.

Providing metalinguistic clues

The mediator used this form of mediation to assist the learners through the provision of metalinguistic clues such as past simple or past participle form of the verb, order of the elements of an interrogative, auxiliary, the use of conjunctions, etc. While providing this information, the mediator aimed to draw their attention to the linguistic features of the sentences and expand the learners' knowledge of metalinguistic terms to help them establish conceptual associations in their mind. The mediator used this strategy frequently during the G-DA sessions since the learners experienced problems with using the appropriate forms of the verbs or auxiliaries during the tasks. Consider the following exchange in which the mediator saw that the learner had a problem with the form of the past perfect and provided help.

Excerpt 19

1. M: ((turning to the example in the exercise)) in this one they
2. : started eating so how can we complete the sentence Nick?
3. N: hadn't eat
4. M: ((writing his answer on the board)) is it eat↑
5. N: ate↑
6. M: no, how is the verb in past perfect? V1, V2 or V3? which one?
7. N: isn't it the V2↑
8. M: but V2 indicates past simple
9. N: ok then V1
10. M: no, you need to use V3, past participle form
11. : what is the past participle of "eat"? eat, ate↑
12. N: do we have a third form↑
13. C: eaten
14. M: eaten ((writing on the board)) of course we have.

In the excerpt above, M asked N to complete the sentence with the correct verb tense and in line 3 N responded incorrectly, which prompted M to provide mediation. After M wrote N's answer on the board and asked him if he was sure, N changed his previous response but due to his tone, it was clear that he didn't correct it confidently. In line 6, M rejected N's reattempt and asked a question to elicit metalinguistic information regarding the form of past perfect tense. Following her question, M also offered the options to N, but N gave an incorrect answer again, which was the same answer with the previous one rejected by M. This indicated that N didn't pay attention to the rejection of his answer by M. As a result, M provided a more explicit strategy by providing metalinguistic clue to N with the purpose of helping him differentiate past simple form and past perfect form of the verb. Upon receiving this mediation, N tried to incorporate this feedback, however he failed to do so, because he answered incorrectly one more time. In response, M provided a more explicit metalinguistic clue, which was just giving the verb form used in past perfect. However, the reaction of N indicated he was even unaware of the fact that verbs had a past participle form even though they had studied it before. As a result, another learner intervened and provided the past participle form of the verb "eat". In line 14, M approved her suggestion and wrote it on the board so that everyone, including N could see the form as a whole. This excerpt revealed that even if N seemed as if he had a problem with past participle form of the verb "eat" in line 5, it was indeed a problem caused by the lack of knowledge of the form of past participle. With the help of the mediations, it was seen that N had enough knowledge about neither past

perfect tense, nor past participle forms of the verbs. This dialogic interaction revealed that N demonstrated a narrow ZPD and was far from self-regulation and in need of considerable degree of other regulation.

Providing translation

This form of mediation exemplifies an explicit help provided by the teacher. The mediator employed this strategy to clarify the ambiguity with respect to the meaning of a vocabulary item, a conjunction, a time expression, or the sentence as a whole in order to provide the learners with the opportunity to incorporate the feedback into their knowledge and use it to identify the error in their response and correct it. This form of mediation was quite helpful for learners since they were able to recognize what was wrong with their utterance after the teacher provided translation. The mediator mostly used this strategy unless the more implicit moves proved to be ineffective in repair of the statement. The following excerpt demonstrates the effectiveness of this move in supporting the learner to correct the error.

Excerpt 20

1. S: afterwards, Simon and I were checking that nothing
2. : was broken read me realize that's Mike hmmm
3. M: yes, realized that Mike ((writing her answers on the board))
4. S: (15.0) I couldn't know
5. M: ok, hmmm realize means farketmek.
to realize.
6. : Bir baktık Mike uyuyordu
we just looked and saw that Mike was sleeping
7. : the earthquake stopped, after that we realized that Mike-
8. : what is the meaning of still↑
9. S: hala
still
10. M: yes, hala, and if the sentence has still in it, then
still
11. S: Mike was still sleeping
12. M: yes, mike was still sleeping.

Excerpt 20 begins with Sophie's attempt to provide the correct response for the task in question, but when M saw that she was uncertain, she helped move the performance

along to encourage her to continue her sentence. However, S was unable to provide an answer despite the long waiting time. Upon this, M provided the translation of the verb “to realize” and then continued with the translation of the sentence. After providing the translation related to the sentence, M asked the meaning of the adverb “still” and elicited answer from S. As a result of the translations, in line 11, S was able to produce the appropriate use of the verb, which was confirmed by M in the following line through approval and repetition of S’s answer.

Providing explanation for clarification

This move exemplifies an explicit help provided by the teacher. The mediator employed this strategy to clarify the ambiguity with respect to the sentence as a whole in order to provide the learners with the opportunity to incorporate the feedback into their knowledge and use it to identify the error in their response and correct it. This form of mediation was quite helpful for learners since they were able to recognize what was wrong with their utterance after the teacher provided explanation for clarification. The mediator mostly used this strategy unless the more implicit moves proved to be ineffective in repair of the statement. The following excerpt demonstrates the effectiveness of this move in supporting the learner to correct the error.

Excerpt 21

1. M: you couldn’t remember, ok. let me explain this in this way.
2. :the present perfect tense is used to state a situation
3. :that is linked with present time,
4. : but past perfect indicates a past time that is earlier
5. : than another past time
6. A: ((silence))
7. M: well, on that day we got on the plane and flew. until we flew,
8. : the people sitting next to me had never flown before.
9. : I flew at this time. so the action of flying became real.
10. : until when hadn’t these people flown?
11. : that is, haven’t they flown yet↑
12. : if you say they haven’t flown yet,
13. : you need to say “haven’t flown”
14. : but if you say they didn’t fly until that day,
15. : you need to choose “hadn’t flown”
16. : then, it is until that day, hadn’t flown.

The excerpt above starts with M's explanation for clarification move. As the other preceding implicit moves were not able to elicit the correct response from A, M used this move in order to help A's understanding. M provided explanation about the sentence until line 16, because in line 16, A showed an understanding and solved the problem in his performance.

Offering examples

This move represented another strategy that the tutor used during the sessions to help learners work out the problem in the sentence they formed by giving them examples in parallel to the correct answer. The tutor aimed to draw learners' attention to the common point between the answer they were working on, and the example provided by the tutor. The following excerpt reveals how this mediation worked for the learners to work out the rule for not being able to use the verb "hear" in past continuous.

Excerpt 22

1. O: is it because of while↑
2. M: no no no. hmmm hear, see, believe, think
3. O: it is not used in continuous form with -ing
4. E: it doesn't have -ing
5. K: [no -ing]
6. M: exactly. This is one of those verbs so it's already not
7. : possible

In the excerpt above, in line 1, Oliver proposed an explanation for the reason for not being able to use the verb "hear" in past continuous. However, since he failed to provide the rule, M rejected his answer and used a few examples of state verbs to indicate him the rule. Upon hearing the examples, O deciphered the rule and explicitly stated it in line 3, which was followed by the involvement of E and K in providing the rule in lines 4 and 5. As revealed, using examples may actually help learners to provide the correct answer.

Offering a choice

Another form of explicit mediation strategy is offering a choice. This move was intended to help the learners who had an understanding of the structure in question and attempted to correct it many times but weren't able to overcome the problem due to some gaps in their knowledge. For example, the learner knew that the appropriate tense for that specific sentence would be past perfect but wasn't able to incorporate it into the sentence

appropriately. In this case, the teacher provided a choice so that they could differentiate the correct target structure from the others. Poehner (2005) maintained that this strategy proved to be useful to differentiate the learners who managed to recognize the correct linguistic forms even if they were not able to produce it. Compared to those who could neither recognize the appropriate linguistic form nor produce it, these learners who were able to differentiate the correct form after the mediator offered choices had a higher developmental level. Within the context of the present study, the mediator usually used this form of mediation when the learners couldn't resolve the problem in their responses. Therefore, the teacher offered them two alternatives one of which represented the correct form. The following excerpt illustrates the use of this move in the process of overcoming the problem.

Excerpt 23

1. P: Captain Robert Scott wanted to reach the South Pole first.
 2. : He and his companions finally arrived there on 1 January 1912
 3. : after a terrible journey across the ice but had found a
 4. : Norwegian flag.
 5. M: ok. hmm Why did you prefer this ((underlining "had found" in
 6. : the sentence))
 7. P: I don't know, I just chose it
 8. M: ok, think about the order of the events. Captain Robert Scott
 9. : wanted to go to the North Pol- South Pole sorry. he and his
 10. : companions- companions↑
 11. P: friend
 12. M: friend yes. he and his companions finally arrived there.
 13. : look there is a certain date, so past simple.
 14. : he finally arrived after a terrible journey
 15. : but had found a Norwegian flag.
 16. P: actually, it can be found too. they found but
 17. : in terms of time
 18. J: had found is also possible
 19. E: I agree
 20. O: is it found↑
 21. M: bulmuşlardı mı buldular mı
- they had found or they found

22. P: they found is better
23. M: yes. look, the man arrived, and
24. : he had found ((looking with hesitation))
25. P: it is like a story, in order
26. M: yeah, isn't it↑ he wanted to go to the South Pole, he arrived
27. : and he had found. it is not meaningful. how could he find
28. : the flag before he arrived there anyway↑
29. : so actions are in order here, past simple as you said.

In excerpt 23, Patrick initiated his performance and completed his performance in line 4. Upon completion of his sentence, M asked for verification from P, but in response to P's inability to provide a response, M provided a more explicit mediation by providing a metalinguistic clue which aimed to draw P's attention to the order of the events. He also confirmed that P knew the meaning of a word in the sentence and continued providing mediations since P didn't assume any responsibility for repair. M used the previous sentence and mentioned that there was a certain date in the sentence, which was another hint for P. upon receiving these hints, in line 16, P proposed an answer, but he was unsure because he used "but" after his suggestion of the past simple tense. Following P's suggestion, other learners intervened by verbalizing their opinions. The opinions were dubious, some said past simple, some past perfect. Thus, M offered two choices using L1 in line 21. Being given choices, P oriented to past simple in line 22, which was confirmed by M. In order to explain the topic in more detail, M started to provide explanation about the correct answer. In line 25, P provided explanation to prove his understanding despite not being demanded. This move of P was approved by M, who continued to provide explanation for the correct use of past simple and incorrect use of past perfect for that specific sentence in order to support everyone's learning in the class.

Providing the correct response

This mediational strategy was used when other mediational moves were insufficient to help learners to reach the correct answer. Although this move was a very explicit form, it was less explicit than providing explanation since the learner could still show an understanding of why that answer was correct. However, the mediator did not frequently orient to providing the correct response since she tried to push the learner a little more. However, even if the mediator provided the learner with the correct answer, it was usually followed by asking for or providing the explanation for that answer. The following excerpt is a representative example of this mediational move.

Excerpt 24

- 1 A: were you staying home↑
- 2 M: hmmm, why did you prefer this one
- 3 A: it is a long action- something like an evidence
- 4 M: okay let's think like this. for example, it says
- 5 : the rest of my holiday was amazing. and it leaves the stage
- 6 : for the other speaker and it says what about you↑
- 7 : how was your summer↑ were you staying home.
- 8 : which usage can we talk about here if you do it
- 9 : like this, with past continuous↑
- 10 : remember, for example is it a spontaneous action↑ or
- 11 : is it an interruption↑ or is it trying to create a
- 12 : background↑ or is it asking what he was doing at a
- 13 : specific point in the past↑
- 14 K: asking what he was doing at a specific point
- 15 B: what he was doing in the past
- 16 M: What he was doing in the past. hmmm
- 17 N: can it be "did you stay"↑
- 18 M: ((looking at Alex)) can you please go on,
- 19 : how are you going to answer this question
- 20 A: were spending
- 21 M: ((waiting silently))
- 22 A: we were spending a quiet summer at home this year
- 23 M: hmmm (3.0) think this way. hmmm of course the answer
- 24 : is shaped by the question. you start the question like this,
- 25 : so the answer is- think like this. were you staying home.
- 26 : how was your summer holiday, were you staying home↑

27. : hmmm we were spending a nice summer. consider this a whole.
28. : I went to London in summer holiday and I took a tour in
29. : London. it rained, I had a lot of fun and so on.
30. : What did you do↑
31. : so would you say were you staying home↑
32. A: (3.0)
33. M: well yes, I was staying home, I was having a nice time↑
34. : It doesn't fit in terms of meaning. so it was in the past.
35. : I think it doesn't ask the continuity here.
36. : it's not something like my mum was watching TV.
37. : with the sentence about staying home, it intended to ask
38. : whether you stayed home
39. : or went somewhere. so it would be better to say did you stay
40. : here. did you stay home↑ if you answer this question as
41. : we were having a nice summer this year, this is also not
42. : suitable in terms of meaning.
43. : in connection with the question we stayed home,
44. : we spent a nice time this year is better.
45. : so this means yes we stayed home, we didn't go anywhere this
46. : year. so continuous is not appropriate here.

In the excerpt above, the dialogue starts with Alex's incorrect answer for the specific question he was nominated, and M asked for verification for his choice. A verbalized his reasoning, which was followed by M's metalinguistic explanation between the lines 4 and 13 which targeted not only A but also other class members. In lines 8 and 9, M asked for metalinguistic information about the usage of past continuous. Since no answer was provided, M offered them the usages of past continuous between the lines 10 and 13. Upon hearing the options, K and B got involved in the dialogue and stated that that usage was aimed at describing an action in progress at a specific point in time. However, M just repeated their answer and showed a sign of uncertainty about the appropriateness of the answer. In response to this, N proposed another answer for the question at hand. However,

instead of accepting N's offer, M wanted to continue with Alex, who was the primary interactant and failed to show an understanding of the previous mediations. In line 19, M asked A to formulate an answer for the question he asked using the appropriate tense. In response to this request, A provided an answer in past continuous again, which revealed that he didn't benefit the previous mediations at all. Upon hearing this, M paused with a sceptical look with the purpose of indicating the inappropriateness of his answer, however A repeated his previous answer by providing the full sentence, which illustrated that he was unable to make use of the implicit mediation given by M. Following his move, M provided explanation to clarify his understanding of the linguistic issue in question between the lines 23 and 31. When A was unresponsive, she decided to continue her clarification moves and she provided the correct answer in line 39 accompanied by explanation to enhance their learning. As can be seen, the tutor tried to direct A to the correct answer by providing moves with increasing explicitness, however A wasn't able to incorporate the feedback given. Therefore, M decided to provide the correct answer accompanied by elaboration of the issue.

Providing explanation for enhancement

This is the most explicit mediation, which means that the learners received the highest level of support with this mediation. The mediator usually employed this strategy when she deemed it necessary to make an explanation related to the source of the problem. The mediator sometimes started instructing learners about ambiguous or complex linguistic points, which aimed to enhance learners' knowledge with respect to the specific linguistic target. There were also instances when the mediator provided explanation of the answer by expanding the topic to other grammar points in order to create further learning points. The following excerpt reveals how the mediator resorted to this move to target not only the ZPD of the primary interactant but also the other class members.

Excerpt 25

1. M: one of them is wrong, can you revise the sentence again
2. S: (6.0) is it scream↑
3. M: look at the first one
4. S: (6.0) is it going to be past perfect↑
5. M: "creep" means sürünmek so she::
to creep
6. : why did you prefer past continuous in the beginning↑
7. S: sürünüyordu, anlamını düşündüm
she was creeping, I considered the meaning

8. M: how is it "was creeping"↑ how do you know it↑
9. S: (silence)
10. M: the witch began boiling water to eat hansel but hansel
11. : was creeping out the cage and g-
12. S: süründü mü yapalım
shall we make it "crept"
13. M: yes, "crept" is better. actually, if you look at all these,
14. : you'll see that they are actions in order. thus, they are all
15. :in past simple.

In the excerpt above, S gave an answer for one of the questions which required her to complete different parts of the sentence with the correct tense using the verbs given. The sentence was in a story and presented some actions following each other. At first S made a mistake in one of the parts and received mediations to correct it. And in the excerpt above, M and S were working on the second error. In line 1, M asked for a revision from S for her answer and she thought for it sometime and she proposed one part of her sentence and sought approval from M. In response to this move, M explicitly indicated the error, however, didn't explain the nature of the problem. Upon learning the erroneous part, S spent some more time trying to work out what the problem was, and in line 4, she proposed a suggestion to resolve the problem. However, since she was uncertain about the solution, she asked for approval from M, who responded by providing the meaning of the verb "creep" and waited S to show an understanding of the order of the events. However, S didn't show any sign of understanding, therefore M asked for her reasoning for orienting to past continuous in line 6, and S answered in Turkish without giving any explicit verification for her choice. Thus, M asked her to explain her thinking once more, which was followed by S's silence. In response, M started to read the sentence and S proposed another answer in Turkish again. Since S used L1 while proposing tenses, M decided to provide the correct verb form which was accompanied by the explanation of the correct answer. M explained S that there was an order of actions in the sentence, so all the verbs must be in past simple.

Targeting Group ZPD through The Use of Mediations

This section provides information about the use of mediations with the purpose of enhancement of group ZPD. As the study was conducted within a large classroom, the teacher focused on the development of not only individuals but also the entire group. Therefore, the teacher made some moves towards extending the ZPDs of the learners in the class in general. For this aim, several strategies were employed by the teacher to move the focus of the interaction from the individual learner to the class in general. For one thing, the

teacher tried to include other class members to the learning activity that was studied on at that moment by inviting others to share their opinions. This might set the stage for others to make contributions to the activity and demonstrate their understanding of the issue. The most common strategy for the teacher to elicit the opinions of other class members was to ask if there was anyone who had a different idea. This question provided the teacher with the opportunity to determine the emergent needs of learners other than the primary interactant and improve their abilities which were in the process of maturing in addition to allowing other learners to get involved in the process although they were not nominated for the learning activity in the first place. The analyses of the interactions during G-DA sessions revealed how this question helped work for the ZPD of multiple learners. The following dialogue illustrates how the teacher attempted to improve the ability of the class although the primary interactant, Sophie, got the question right.

Excerpt 26

1. S: so my friends and I did a little research
2. M: uh huh
3. S: and- and we made appointments to see three flats.
4. M: ok. so my friends and I did a little research and
5. :we made appointments to see three flats
6. O: teacher↑
7. M: yes↑
8. O: we understood that they are in past simple with the help of
9. : the previous sentence, don't we↑ because it says last week and
10. : so on
11. M: oh, you are explaining this, ok, now I got it.
12. : yes. is there anyone who has a different idea
13. E: it must be "have done" because what is important here
14. : is not the time but the action. it says I have done
15. K: they have done a little research
16. M: hmmm. Be careful with the tense in the sentence. it is
17. : telling an event which started last week so they contacted
18. : their halls of residence last week and no rooms were
19. : available. so we did research and made appointments to see
20. : three flats. they are all connected. actually, they are in
21. : order here. actions in order

22. K: ah yes.

23. E: I see, ok.

As revealed in the excerpt, Sophie initiated her performance and completed it in line 3. In lines 4 and 5, the tutor showed approval of what S had just said by repeating her statement. Following this, in line 6, Oliver got involved in the dialogue by seeking permission from M, and after getting the permission to be involved, O provided his reasoning of S's choice of tense. In line 12, M approved his understanding and made a move towards the class. Upon this invitation, Edward shared his preference for tense and gave his reasoning, which was accompanied by the approval of Kevin. Now the role of being the primary interactant shifted from S to E and K, who showed amiss in their knowledge to be repaired by M. In response to their verbalization, M provided explanation to clarify their misunderstanding between the lines 16 and 21. With this move, M attempted to improve the class ZPD because she detected a confusion regarding the usages of present perfect tense and past simple tense, which must be attended.

Another excerpt below exemplifies how the secondary interactants got involved in the dialogue between the primary interactant, Nancy, and the tutor, revealing a shift from the status of being secondary interactant to primary interactant.

Excerpt 27

1. N: when I got home, I received a phone call.
2. M: ((writing her answers in the blanks)) is there anyone who
3. : thinks differently↑
4. H: I was receiving
5. M: why↑
6. H: çünkü ben eve geldiğimde, telefonu alıyor- ne demek ki o↑
because when I got home, I was receiving- what does that mean↑
7. M: it means have a phone call
8. A: telefon geliyor, olur mu olmaz
was receiving, no it's not possible
9. B: telefon aldım
I received a phone
10. D: what is the meaning of receive
11. M: to get phone call, the telephone rang
12. : think this way, when I got home, I was receiving a phone
13. : call, it is not meaningful, so it is received.

14. A: eve gelirken olabilir mi
 : is when I was getting home possible↑ I thought like this
15. M: is it possible
16. H: there is no while or as there
17. M: no no, we can use past continuous after the conjunction
18. : "when" too, don't limit it. both past simple and
19. : past continuous are possible after when. what is important
20. : here is the meaning.
21. : so you thought past continuous for his blank, why↑
22. A: eve gelirken telefon çaldı anlamında
 It means it rang while I was coming home
23. M: here the verb get doesn't mean come, but arrive
24. A: oh, it means arrive. eve varırken, olmadı
 when I was getting, no it doesn't fit
25. M: yes, it doesn't fit

In the excerpt above, Nancy completed her performance in line 1, which was approved by M. The next move by M was to move towards the group ZPD by inviting different ideas for that particular item. In line 4, H gave his own answer for the relevant item, and upon hearing this M asked for verification for his choice of the tense. In line 6, M started to verify his choice but tackled with a vocabulary item and asked for assistance from M who provided the meaning of the unknown word. Following this, two more learners got involved in the interaction by demonstrating their understanding. In line 10, another learner used the tutor as a resource by asking the meaning of the verb "receive" again. It is likely that D was either not attending to the interaction between H and M or was engaged in active thinking about the item, therefore didn't hear the previous question of H in line 6, so repeated the same question in line 10. Upon this request for help, M provided the meaning of the verb again and since she sensed that they came across a problem due to the meaning of the verb, she rejected the previous offer of H regarding the use of past continuous for the relevant sentence and provided the correct answer. In response to this, A offered another choice for the same sentence in line 14 and M invited other learners by directing this question to the entire class in line 15. Following this, H gave a metalinguistic clue, which uncovered his understanding. However, M noticed the problem underlying H's understanding and provided explanation to clarify the point for H between the lines 17 and 20. After working on the needs of H, M shifted her focus to another learner in line 22 by asking for verification from A. Upon hearing A's verification, M provided a metalinguistic clue in line 23, which

helped A to realize the underlying problem in his thinking. As revealed by the excerpt 27, the focus of interaction changed rapidly within the social atmosphere of the class, and the tutor attempted to expand the group ZPD by attending to the emergent needs of each individual through the use of mediations.

Private Speech as A Self-Mediating Tool

Reciprocity is generally defined as learners' response to mediation. For a successful interaction, it is vital that both interactants participate in the interaction to co-construct meaning in DA process (Poehner, 2005). With this in mind, it is obvious that learner reciprocity determines the direction of the interaction. This means that the nature, quality, and amount of the mediation is identified as a result of the reciprocal move exhibited by the learner. Therefore, it can be asserted that learner responsiveness determines the subsequent attempts by the teacher. In addition, learner responsiveness to mediation is essential to understand the cognitive functioning of an individual (Poehner, 2005). This means that responsiveness to mediation reveals the development of performance through the ZPD that are missed when the focus is exclusively on learners' independent performance (Aljaafreh & Lantolf, 1994). What was deduced from the data that learners attempted to regulate their thinking via private speech. That is, the learners were involved in private talk while they were thinking about the question directed to them, which means that they vocalized their thinking in order to overcome the problem they encountered. In some cases, during the sessions, speech is directed not to others but to oneself in response to mediation, which is defined as private speech. According to Lantolf and Thorne (2006), private speech allows one to regulate his or her mental functioning through language. Ohta (2001) argues that private speech is a part of the internalization process for children and adult L2 learners and people talk to themselves during the language acquisition process.

The following excerpts reveal how the students were involved in private speech when they were trying to achieve an understanding of the task in hand.

Excerpt 28

1. M : number eleven, David.
2. D : ((self-talking silently)) was going to. giyeceği planlı.
What she was going to wear is planned
3. : elbiseyi giyeceğini biliyordu. biliyordu.
: she knew she was going to wear the dress. She knew.
- 4 : because onu gördü. onu görmüştü. onu görmüştüm daha önce
: he saw her. he had seen her. I had seen her before
5. M: uh huh

6. D: I had seen hmmm I-
7. M: uh huh
8. D: hmmm (4.0) I knew because I had seen
9. M: yes

In the excerpt above, after D was nominated by M, D directly started to talk to himself by mediating his thoughts to find the correct answer for the sentence between lines 2 and 5. He provided explanations and translations for himself in order to facilitate or enhance his own understanding.

The following is another excerpt that shows it is not only the primary interactant who was involved in private speech but also the secondary interactants.

Excerpt 29

1. N: I returned to my hometown after so many years and
2. : it had changed a lot.
3. M: ok. are you sure↑
4. N: yes
5. M: anybody who has different ideas↑ have a look at the sentence
6. B: no
7. T: ((self-talking silently)) after so many years. sonra.
: later
8. : I think it's correct.
9. : çünkü o daha önce. değişmesi daha önce.
: because it's earlier. Its changing is earlier.

In the excerpt 29, N, who was the primary interactant, responded correctly, and M in line 5 turns to the class by inviting them to share their ideas. In line 7, T was involved in a speech with herself trying to mediate her thinking by using the language. However, as can be seen, her interactant was not someone else but herself.

As revealed in the excerpts above, the learners attempted to enhance their understanding of the item in question through private speech. This enabled them to make sense of the sentence more, leading to the resolution of the problem encountered.

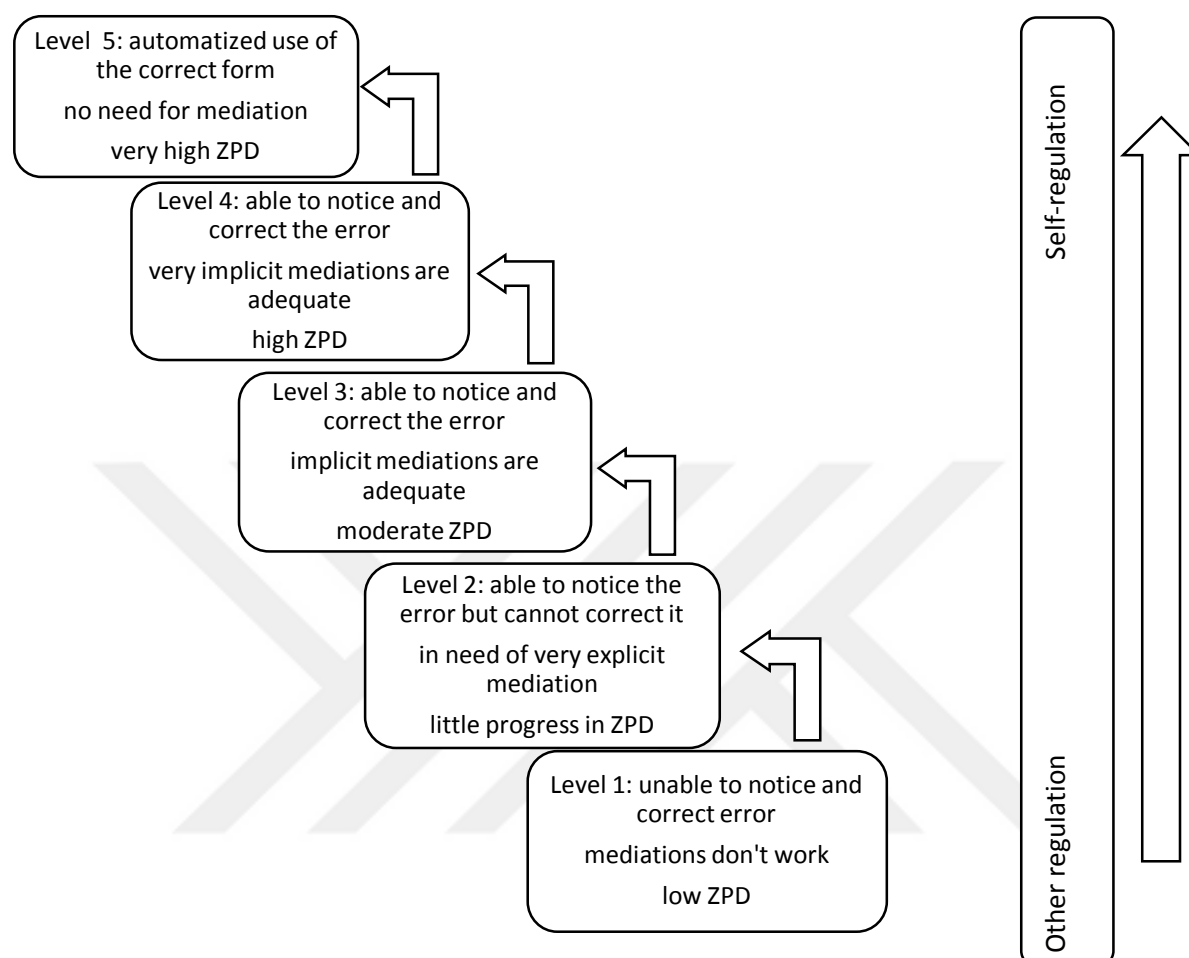
RQ4. Reciprocity Patterns Exhibited by The Learners during G-DA Sessions

As it is discussed earlier, another essential component of DA is learner responsiveness to mediation, which is viewed by Vygotsky as crucial to understand cognitive abilities of a learner since it allows an opportunity to predict one's future development (Poehner & Lantolf, 2010; Lidz, 2016). This means that if a learner is able to perform a task with the help of mediation, it is likely that he or she can do that task alone without a need for help. Therefore, it is essential to investigate one's responsiveness to mediation if we aim to assess learner development. The focus of assessment in DA changes from what the learner already knows to what the learner can actually do with the help of mediation (Lidz, 2016). In fact, learner responsiveness and mediation are interdependent concepts, which means that it is not possible to examine the quality and quantity of mediation without paying attention to learner responsiveness. Hence, special attention must be paid to how the learners respond to the mediation provided to them while dynamically assessing their learning process.

Aljaafreh and Lantolf (1994) argue that opposite to conventional approach to determine development in the interlanguage system of a learner, which centres on the decrease in the quantity of errors or error-free performance while assessing the improvement, DA is focused on the signs of movement away from reliance on the tutor, or other-regulation, to the self, or self-regulation. This can only be analysed on the basis of mediational moves or reciprocal moves, or both. In their study, the researchers observed five levels of transition from other-regulation to self-regulation within their ZPD based on three criteria: the need for intervention, noticing an error, and correcting error. As learners moved forward on the scale, teacher agency was replaced by learner agency. Figure 7 illustrates how the researchers described levels of transition from reliance on tutor to reliance on self.

Figure 7

Levels of Transition from Intermental to Intramental Functioning (Aljaafreh and Lantolf, 1994, p. 470)



It is highly unlikely to conduct a complete study on DA without considering the responsiveness of learners to mediational moves, so the present study aimed to investigate learner responsiveness to capture learner development. A grounded analysis was performed for every G-DA session and the kinds of reciprocal moves made by the learners were determined. Poehner (2005) views reciprocity not limited to how learners respond to mediation but as encompassing learners' efforts to seek mediation as active agents and even to refuse it. A variety of research on DA developed learner reciprocating typologies for different language skills. Table 24 demonstrates sample learner reciprocal typologies developed by Poehner (2005) and Ableeva (2010).

In his study, Poehner (2005) developed a typology of learner reciprocal moves made by learners in order to understand their developmental level thoroughly. The moves in the typology were also arranged from implicit to explicit, in a similar fashion to mediation typology. Progress in each move made by the learner represented their ability to handle the

task alone. That is, as the learners make the moves placed on the higher end of the list, they are claimed to be more self-regulating than those who make moves on the lower end. Another well-known typology of learner responsiveness was developed by Ableeva (2010). Considering the continuously maturing abilities of the learners within the framework of ZPD, the researcher categorized learners' responsive moves as progressive and regressive within the ZPD in relation to the development of L2 listening ability. And then, the researcher addressed the responsive moves under seven moves as shown in Table 24.

Table 24

Sample Learner Reciprocity Typologies from The Literature

Learner Reciprocity Typology by Poehner (2005, p. 183)	Learner responsive moves by Ableeva (2010, p. 283)
1. Unresponsive	1. Requests a replay
2. Repeats Mediator	2. Uses mediator as an evaluator
3. Responds Incorrectly	3. Uses mediator as a resource
4. Requests Additional Assistance	4. Imitates mediator
5. Incorporates Feedback	5. Incorporates feedback
6. Overcomes Problem	6. Accepts mediator's assistance
7. Offers Explanation	7. Rejects mediator's assistance (very rare occurrence)
8. Uses Mediator as a Resource	
9. Rejects Mediator's Assistance	

Within the context of the present study, a typology of learner reciprocal moves was developed based on a grounded analysis of the reciprocal moves made by the learners. While developing this typology, reciprocal moves proposed by Poehner (2005) were adapted and expanded for the current study. The reciprocal moves were arranged according to the extent to which each learner move represented learners' level of self-regulation. Table 25 displays the reciprocal moves made by the learners during G-DA sessions within the context of the study.

Table 25
Typology of Learner Reciprocal Moves

-
1. Unresponsive
 2. Repeating mediator
 3. Responding incorrectly
 4. Asking for approval
 5. Using mediator as a resource
 6. Providing translation
 7. Request for metalinguistic clues
 8. Asking for additional assistance
 9. Incorporating feedback
 10. Overcoming the problem
 11. Verbalizing their understanding
-

It should be noted that Table 25 includes the learner moves that were mainly made by the learners during the four-week G-DA sessions. However, they do not represent a list of moves exhibited by every learner. Each reciprocity move will be described with sample excerpts taken from the mediator-learner interactions in the following section. However, since the reciprocal moves proceeded building on each other during the interactions, excerpts might involve two or more different reciprocal moves at the same time although the focus of the inclusion of the excerpt is a specific move.

Unresponsive

This move describes the learners' failure to respond to the mediation provided by the mediator. They sometimes remained silent in response to different forms of mediations. Silence can have various underlying reasons, though. It cannot be confidently interpreted that learners didn't understand the mediation given or they had a gap in their linguistic knowledge, because what was observed was just their silence. They might be engaged with active thinking during this silence. The following excerpt illustrates how Quinn failed to respond to M's mediations during the interaction with the mediator.

Excerpt 30

1. Q: is it was landing↑

2. M: ((writing her answer in the blank))why do you think this way↑
3. Q: because it is in past
4. M: which tenses can we use to state past tense↑
5. Q: past and past continuous
6. M: do you mean past simple↑
7. Q: yes
8. M: ok, past simple and past continuous.
9. : why did you choose past continuous but not past simple↑
10. Q: ((silence))
11. M: what is the time expression here↑
12. Q: ((silence))
13. M: time↑ when↑

The excerpt starts with Q's attempt to provide the appropriate tense choice, which was reacted by M with a request for verification. Q stated that it must be in past tense, and M asked for metalinguistic information which would draw Q's attention to the probability of the simple past tense for the sentence. In line 5, Q provided two choices for past tense and her answer was accepted by M in line 8. However, M asked for verification for not choosing the simple past tense but the past continuous tense for the specific item in question, which was followed by the silence of Q. She neither asked for a clarification question nor sought for approval for her tense choice. In response to her unresponsive move, M decided to provide a more explicit mediation by asking for metalinguistic information from Q. However, Q remained silent upon this request, too. Thus, M used a more explicit move by using the words "time" and "when", which were more direct and easier to understand. Evaluating Q's silence as low level of self-regulation, M decided to go with more explicit strategies to support her in resolving the problem.

Repeating mediator

The learners sometimes just repeated what the mediator offered as a mediation without changing any part of the hint or prompt. In this case, it is likely that the learners did not understand the purpose of the hint or prompt, or they didn't have the adequate linguistic knowledge to make the necessary changes on the hint to overcome the problem. Consider how the interaction between the mediator and learner proceeded in relation to this move.

Excerpt 31

1. N: by the time the police arrived, the emergency services hmmm
2. : (3.0) was

3. M: ((looking at Nick silently))
4. N: no of course not (7.0)
5. M: what does it mean with the statement "by the time the police
6. : arrived"
7. N: polis ayrıldığında mı
when the police left
8. M: geldiğinde
arrived
9. N: geldiğinde. hmmm
arrived.
10. K: there is "already" in the sentence
11. M: when the police arrived
12. N: acil servis
Emergency services
12. M: ye::s
13. N: zaten adamı kurtarmış mıydı
is it "had already saved the man"
14. M: exactly
15. N: ((murmuring)) how am I going to say this in English

The excerpt begins with Nick's initiation of his performance, but he seemed to have some doubts and preferred use "was" to continue his sentence in line 2. However, M looked at him silently and sceptically, which prompted N to step back. As can be seen, after he realized the inappropriateness of his previous answer, he remained silent for some time. He could be engaged with reviewing the sentence. Upon receiving no reattempt from N, M asked for the translation of the previous sentence in order to ensure that he knew the meaning of "by the time". In line 7, N mistranslated the sentence due to confusion with the meaning of the verb, which was rejected by providing the correct translation. In line 9, N repeated M's response but he was still unable to provide the correct answer. At that point, Kevin intervened to provide another mediation to N by giving a metalinguistic clue. M started the sentence in line 11 and in line 12 N started the second part of the sentence, which was encouraged by M in line 12. In line 13, N proposed a translation for the rest of the sentence by seeking approval from M. However, in line 15 he was engaged with private speech, which revealed that he was trying to regulate his mental operations and that he was in need of substantial degree of explicit assistance to be able to resolve the problem. His repeating the

mediator was a step for improvement, however the rest of the conversation indicated that using the past perfect tense appropriately was still a complex issue for him and it laid outside his current level of ability.

Responding incorrectly

This move was made by the learners when they reattempted the task, resulting in inability to overcome the problem. In fact, this move signals a higher autonomy than the previous moves since the learners showed an understanding of the mediation given to them and made an attempt to repair their performance. However, despite their attempt, they failed to provide the correct answer, which indicated the need for other-regulation. The following excerpt is an example of how the learner made unsuccessful attempts to overcome the problem encountered.

Excerpt 32

1. N: teacher, is it going to be present simple↑
2. M: look at the rest of the sentence.
3. N: o gençken
when he was young
4. M: ye::s. do you think it is present simple↑
5. N: but every sunday, o gençken her pazartesi
when he was young every sunday
6. M: ok, every Sunday in the past
7. N: oh, sunday, then mason were- was (3.0) hmmm have
8. M: hmmm, you have made a different combination here.
9. : what did you think↑
10. N: bir şey yapıyormuş galiba
I guess he was doing something
11. M: yes(.)koro çalışması
choir practice
12. N: oh, it is a process
13. M: because it is a process. well,
14. : hmmm if the verb here were go, then would you say was go↑
15. D: used to go
16. N: -ing

In the excerpt above, Nate started with a confirmation question, which was responded by M drawing his attention to the rest of the sentence, which could be a clue for N. In line 3, N focused on the right place in the sentence, which was approved by M as well. Upon his focusing on this part of the sentence, M asked a question aimed at receiving metalinguistic information from N. However, this question uncovered the problem that N actually had regarding the sentence. It was revealed that he was confused because of using the adverb “every” with the simple past tense. M showed an understanding of his confusion and helped move his performance go on in line 6. N proposed an incorrect answer in line 7; it was not clear which tense he wanted to use, so M asked for verification in line 9. N responded in L1 to show his understanding in the following line, and M helped him by providing the meaning of a word. However, N wasn’t able to repair his error though he actually perceived it right. It was indeed a process, but N failed to associate the usage with the correct tense. In line 14, M tried to draw N’s attention to the form mistake, which was responded correctly by D in line 15. However, N was unable to incorporate the feedback given and oriented to use the past continuous tense. As a result, M opted for providing instruction for N in order to remove the gap in his interlanguage system. This excerpt revealed that N was at a low level in his ZPD regarding that particular usage of the simple past tense. He was in need of a considerable degree of assistance with respect to this usage.

Asking for approval

This form of reciprocal move aimed to seek confirmation from the tutor with respect to their answer. They usually made this move before initiating their performance. The point is that they wanted to be sure of their answer regardless of whether their answer was correct or incorrect. This indicated that the learner wasn’t completely self-regulated even if the answer was correct, which revealed a need for other regulation because they hadn’t mastered the linguistic forms yet. They sought confirmation either by giving their answer with a questioning tone or using metalinguistic terms like asking whether it was “past perfect” or not. The following excerpt reveals how Grace asked for confirmation before giving her answer.

Excerpt 33

1. M: the next one, Grace
2. G: they are all past simple↑
3. M: so↑
4. G: I guess belong require -ed
5. M: yes
6. G: belonged
7. M: yes ((writing “belonged” in the blank))

In excerpt 33, before initiating her performance, Grace asked for confirmation from M regarding the tense of the verb in line 2, which was accepted by M. In line 4, G asked for another confirmation from M about the form of the verb in past simple before verbalizing her answer. After it was approved by M, she gave her response. As the dialogue reveals, using past simple was actually within her ZPD, however she needed a little approval from M before functioning independently.

Using mediator as a resource

This is one of the most common forms of reciprocal moves made by the learners. In some cases, even though the learner overcame the problem with minimal or no help, they requested explanation for a linguistic form or vocabulary item. In other cases, the learners required a lot of help from the mediator and asked for hints or explanation to achieve the correct answer. The following excerpt illustrates how Bruce sought help during his performance.

Excerpt 34

1. M: ok, the next one Bruce.
2. B: teacher it looks like a description.
3. M: ((waiting silently))
4. B: I went into the kitchen,
5. M: ye::s
6. B: opened the fridge and hmmm teacher is this regular↑
7. M: pour↑ yes, regular
8. B: poured some milk in a big glass. I thought like this.
9. K: (whispering his desk mate, R) he said description
10. M: exactly. you said description, but you confused it
11. K: yes
12. C: yes
13. M: I thought you were going to put them in past continuous form,
14. : but you preferred the past simple.
15. : did you mean actions following each other↑
16. B: yes yes
17. M: I went into-
18. B: teacher, I intended to say that
19. M: yes, I realized it. so went into the kitchen,

20. : opened the fridge, and poured some milk.

21. B: is it past continuous used for description?

22. M: yes, we use past continuous for description of atmosphere.

In excerpt 34, M nominated Bruce for the item in question, and B verbalized his understanding of the sentence before he responded. However, his verbalization revealed his misunderstanding, which M didn't react explicitly. M preferred to wait until B completed his sentence to provide feedback for his misunderstanding. In line 6, while he was giving his answer, he asked for a metalinguistic clue from M, who provided the necessary clue for him by responding positively to his question. What was surprising for M was that although B stated a verification which would require him to use the past continuous tense, he oriented to the simple past tense when he uttered the sentence. After B completed his utterance, another class member, Kevin, showed an understanding of B's inappropriate verification by whispering to his desk mate, R. In line 10, M accepted B's response but wanted to ensure that B didn't have misinformation, so mentioned his verification at the beginning. As soon as M started to explain the problem with verification, K and C approved M verbally to show that they had realized his inappropriate verification. In lines 13, 14, and 15, M provided metalinguistic explanation to B, which was accepted by B, too. Indeed, in line 18, he stated he wanted to say that the actions were in order and that he gave a wrong usage. Then in line 21, B sought confirmation through another question about the use of the past continuous tense for description of atmosphere, which was confirmed by M. This excerpt is an example of how the learners used the mediator as a resource not only to overcome the problem they encountered but also to enhance their knowledge about linguistic points. B's attempts to use mediator as a resource indicated his awareness of what he knew and what he lacked, which is essential to achieve autonomy. B was aware that he needed some assistance, therefore he sought help from the mediator consciously in order to move upward in his level of independence.

However, what was observed during the classes was that it was not only the primary interactant who used the mediator as a resource, but also other members of the class. In many cases, other learners got involved in the interaction as secondary interactants and requested help or explanation from the tutor. This indicated that other learners were progressing within their ZPD even if they were not the primary interactant during dialogic interaction with a specific learner, which is in congruence with the social nature of the class. In parallel to the SCT, classrooms are places where learners use the environment in order to achieve their ZPD. Consider the dialogue between M and Claire, who was the primary interactant at first, and how Frank got involved to request assistance from the tutor regarding the meaning of a word.

Excerpt 35

1. C: when I checked the instructions, I understood what I had done
2. M: ((writing "checked" and "had done" in the blanks)) ok.
3. : are you sure
4. C: yes
5. M: Is there anyone who has a different idea↑
6. E: I think in the same right again
7. F: what does instruction mean
8. M: talimat, for a machine or something.

Instructions

9. : when I checked the instructions, I understood what I had done.
10. : I did something and then I checked and then I understood

In the excerpt 35, after Claire responded to the question, M asked if she was sure or not. She responded positively to M's question and M oriented to class by asking if there was anyone who had a different idea. With this move, M invited others to share their opinion about the item in question. In line 7, F used M as a resource in order to learn the meaning of a word. M provided the translation of the word and went on repetition of C's answer, which indicated that it was correct. This excerpt reveals that it was not only primary interactants who used the mediator as a resource but also other class members who were witnessing the dialogue between them.

Providing translation

This move was exhibited by the learners in order to reveal their understanding of the sentence by translating it into their L1, Turkish. They sometimes provided translation because the mediator asked them to do so, in other times they provided translation of the sentence in question upon no request. Some of the learners translated the sentence in Turkish even if they answered correctly and were not demanded. This move showed that they were on the high end on the self-regulatory scale developed by Aljaafreh and Lantolf (1994). In the following dialogue, Kevin translated the sentence in question without being asked for in order to reveal his understanding.

Excerpt 36

1. K: let me read it thoroughly first. (7.0)
2. : when I hmmm(2.0)have received the email,
3. : I couldn't understand (2.0)who had sent it.

4. M: ((writing "had received" and "had sent" in the blanks))
5. : so you preferred past perfect in both of them. are you sure↑
6. E: ((murmuring)) I think it is not correct
7. K: no, I said "have" for the first one.
8. M: oh, you did it in present perfect↑
9. K: yes
10. M: ((changing "had received" into "has received")) hmmm
11. : there is a problem with one of your answers
12. K: maili kontrol ettiğimde kimin gönderdiğini anlamamıştım dior.
when I checked the email, I couldn't understand who had sent it
13. M: ok, correct.
14. K: it is going to be past perfect,
15. M: ok
16. K: I'm sure.

In line 1, K asked for some time to look at the sentence before initiating his performance. In line 4, M wrote K's answer on the board and wanted to check that he used the past perfect tense on purpose for both blanks. However, with the rejection of K, it was seen that M misunderstood his answer with K's warning in line 7. In line 8, M repeated his tense preference in a higher volume, which was made on purpose to signal him the inappropriate tense choice, however he was unable to recognize his mistake, so M asked him to reconsider his response in line 11. In response to this move, K translated the sentence into Turkish in order to display his understanding, which was approved by M as well. As a result of reconsidering his answer accompanied by translation, K succeeded in overcoming the problem without requiring any more mediations by M, which showed his higher ability in the ZPD. He was actually very close to function independently with respect to the use of the past perfect tense.

Request for metalinguistic clues

The learners made this move in order to ask for support from the tutor before initiating their performance. This was an important move made by the learners, which signalled the increase in their ability to self-regulate. The learners were aware that they faced a challenge and that they needed a little help to be able to perform. Therefore, they explicitly asked for hints or clues by directing questions to the tutor. However, it is also obvious that even though the learner could notice the problem, he/she required other regulation to be able to repair the problem encountered. Consider the following dialogue in which Rick recognized that he didn't

know the past participle form of the verb “take”, therefore initiated a search for help from the teacher.

Excerpt 37

1. R: hmmm can it be past perfect?
2. M: yes
3. R: had hmm what is the past participle form of take
4. M: what is the past participle of take, take took and
5. B: taken
6. R: then taken, had taken

As revealed in the excerpt 37, in line 1, R sought confirmation from M before initiating his performance, which was approved by M. In line 3, he asked the past participle form of the verb “take”. It was clear that he was aware of how he needed to complete the sentence appropriately, thus he requested help from M. Upon receiving his request for help, M directed the question to the class to involve them in the process. Bruce provided the past participle form of the verb “take”, which prompted R to respond correctly. It can be argued that R showed a bit of self-regulation, however needed assistance for an error-free performance.

Asking for additional assistance

This is another reciprocal move made by the learners claiming more responsibility. The learner was aware that the mediations provided to him/her were not enough to overcome the problem and he/she needed more help with respect to the resolution of the problem. Rather than just waiting help from the mediator, they took an action and requested more support from the mediator. Consider the following excerpt and the learner’s request for support from the mediator.

Excerpt 38

1. R: hmmm can it be past perfect
2. M: yes
3. R: had hmmm what is the past participle form of take
4. M: what is the past participle of take, take took and
5. B: taken
6. R: then taken, had taken

In the excerpt above, before initiating his performance, Rick asked for approval from M in order to see if his thinking was right or wrong. Upon receiving confirmation from M, he was still unable to initiate his performance due to an unknown word. Being aware of this, R

requested additional assistance from M by asking for a metalinguistic clue which would solve the problem for him. In line 4, M directed this question to the class to involve them in the process and Bruce provided the past participle form of the verb “take”. As a result of receiving support, R was able to use the tense appropriately and correctly. As revealed, R was aware that he needed a little help in order to provide the correct answer, which was an essential sign of approaching self-regulation on the self-regulation scale developed by Aljaafreh and Lantolf (1994).

Incorporating feedback

After receiving help from the mediator, the learners used the hints or prompts given by the mediator to improve their performance most of the time. This doesn't mean that all the learners were able to overcome the problem using the hints or prompts given to them, but in many cases their performances improved and sometimes became error-free. This move indicates that the learners paid conscious attention to the support given by the mediator and took responsibility to perform better. Consider the move below in which Alex changed “died” into “had died” after receiving mediation from the mediator.

Excerpt 39

1. A: stepmother died
2. M: died ((writing “died” in the blank)) ok, when did she die↑
3. A: when they came home
4. M: did she die when they came home↑
5. A: no, before they came
6. M: then↑
7. A: then, they had died
8. M: exactly. when they came home, they learnt that she had died

In the excerpt above, after A completed his sentence, M accepted his response, wrote it on the board and then asked him a contextual question about the story. In line 3, A responded incorrectly to M's question, causing M to repeat his answer by directing it to A as a question. This time, A answered correctly, and M approved his answer in line 6. Then A was able to provide the verb in correct tense appropriately. What M did was indeed drawing A's attention to the order of the actions by using a contextual question. This indicates that using the past perfect tense appropriately was within his ZPD, but he required a bit of support from M. Considering this, it can be stated that A was indeed high on the self-regulation scale developed by Aljaafreh and Lantolf (1994).

Overcoming the problem

This move was made by the learners when they made use of the mediations provided to them and overcame the problem which was either implicitly or explicitly indicated to them. The following excerpt exemplifies how Emma achieved reaching the correct answer upon receiving support from the mediator.

Excerpt 40

1. E: I was more than a little overwhelmed.
2. : someone organized a surprise birthday party for me.
3. M: ok, ((writing her answer on the board)) are you sure↑
4. E: yes
5. M: can you revise it
6. E: düzenlemişler mi
is it they had organized
7. M: huh huh
8. E: hmm, ok, oh because it's earlier
9. M: yes
10. E: I got it. had organized a party
11. M: yes, had organized

In the excerpt 40, E formed her sentence by using the simple past tense, and M asked if she was sure in order to indicate that there was a problem with the sentence implicitly. However, this move didn't prompt E to initiate a repair, thus M asked her to reconsider the sentence again. In line 6, E sought approval from M regarding the translation of the sentence, which was confirmed by M. Upon receiving M's approval, E verified her choice without being requested, which was also accepted by M in the following line. As a result, in line 10, E repaired her sentence and verbalized it again. In this excerpt, E was able to make use of M's mediational moves and overcome the problem. E, for whom it was adequate to receive an implicit form of mediation to identify her error and initiate a repair, was very close to self-regulation and was on the high end on the self-regulation scale of Aljaafreh and Lantolf (1994).

Verbalizing their understanding

This reciprocal move was also another most common form of learner responsiveness to mediation. This move was made in two conditions, upon no request and upon request. First of all, the learners verbalized their understanding or reasoning without being requested by the tutor. Before initiating their performance or after they completed their sentence, they

provided explanation for their choice of the tense. They may have received either implicit or explicit forms of mediations before they provided explanation for their choice. They explained why they oriented to a specific narrative tense by providing metalinguistic explanations regarding the task. Secondly, when the learners made a mistake and were unable to overcome the problem despite the mediations given, they provided explanations for their tense choice in order to reveal why they choose that specific tense. In some cases, it was the learners who provided explanations, but in most cases, it was the tutor who asked for their reasoning through asking for explanation from the learners. The following excerpt is an example of the learners' reasoning regarding the choice of the tense upon no request.

Excerpt 41

1. M: can you look at the next one Alex
2. A: I think it's something that still continues.
3. : Paul hasn't found a job yet
4. M: exactly. Paul hasn't found a job yet

In the excerpt above, Alex started his performance by providing verification for his choice of the tense in line 2 and provided his response in line 3, which was accepted by M in the following line. A wanted to reveal his understanding and verified his choice without being demanded. This showed that A was highly self-regulated regarding this usage of the present perfect tense and showed no need for other-regulation.

In addition, in some instances, other members of the class also provided explanation for the correct response of the primary interactant in order to indicate that they agreed with the primary interactant by providing evidence of their understanding. Consider how the other learners provided explanations about the use of the tense even if they were not demanded by the teacher or the primary interactant.

Excerpt 42

1. T: I went
2. M: ok, that's right.
3. : ((looking at the class)) is "I was going" possible here↑
4. D: giderdim, there is continuity in the action,
I used to go
5. : we said past simple for these kinds of actions
6. M: ok, it looks like used to here, so past simple.

In the excerpt 42 above, the dialogue was between Ted and the mediator. In line 2, M accepted T's response and asked a question to the class in order to reveal their knowledge about that particular usage of the simple past tense. Upon receiving this question, another student, David, provided explanation for his response to M's question, which indeed indirectly answered the question. D drew attention to the association between 'be used to' and the simple past tense, automatically eliminating the past continuous tense for that specific sentence.

RQ5. The Impact of G-DA Implementation on Turkish EFL Learners' Performance on DA Tests

The present study aimed to explore the impact of G-DA implementation on Turkish EFL learners' performance of narrative tenses. In order to find its impact, the mediational moves followed during the G-DA sessions were tracked before and after the intervention process by audio- and video-recording the sessions. Analysing interactions between the teacher and the learners makes it possible to identify the microgenetic development of the learner's ZPDs over time. Learners' movement in their ZPDs can be identified through the analysis of the quality and quantity of mediation provided to them by the tutor during the mediated sessions (Aljaafreh & Lantolf, 1994; Poehner, 2005). In addition to mediations, learner reciprocity is another signal for development in ZPD (Poehner, 2005).

With these in mind, all the mediational moves provided to learners during dialogic interactions and the reciprocal moves exhibited by learners in response to the mediational moves were analysed in terms of quality, and then each move was counted for both experimental and control groups at two different points in time as DA1 and DA2. The moves were not examined for each learner separately, because the sessions were conducted with a whole-class approach targeting all the students in the class. Therefore, instead of displaying the microgenetic growth of each learner, the growth of the class was presented by summarizing the overall quantity and quality of the mediational strategies provided by the mediator and the reciprocal moves made by the learners in response to the mediational strategies across two different points over time. As the purpose was to reveal the impact of G-DA implementation on learners' performance, the experimental and control groups were compared in terms of the quality and total number of mediational and reciprocal moves across DA sessions. The comparison of the interactions between the mediator and the learners during DA1 and DA2 are presented through the quality and quantity of the mediational moves and reciprocal moves in Tables 26 and 27, respectively.

Table 26
Quality and Quantity of Mediational Moves during Dynamic Assessments

Mediational Moves	Experimental Group				Control Group			
	DA1		DA2		DA1		DA2	
	N	%	N	%	N	%	N	%
1. Writing the answer on the board	44	20,85	40	29,19	46	23,58	42	23,07
2. Pause with a sceptical look	1	0,47	-	-	1	0,51	-	-
3. Helping move narration along	21	9,95	10	7,29	17	8,71	12	6,59
4. Accepting response	18	8,53	25	18,24	21	10,76	33	18,13
5. Request for repetition	-	-	3	2,18	3	1,53	2	1,09
6. Asking if the learner is sure of the answer	30	14,21	17	12,40	34	17,43	21	11,53
7. Repetition of the erroneous part with a questioning tone	6	2,84	3	2,18	2	1,02	1	0,54
8. Request for revision of the answer	3	1,42	2	1,45	12	6,15	9	4,94
9. Request for verification	9	4,26	2	1,45	14	7,17	8	4,39
10. Request for translation	5	2,36	3	2,18	6	3,07	7	3,84
11. Indicating the part of the sentence that required repair	2	0,94	1	0,72	-	-	1	0,54
12. Request for metalinguistic explanation	17	8,05	5	3,64	14	7,17	16	8,79
13. Providing metalinguistic clues	5	2,36	2	1,45	6	3,07	9	4,94
14. Providing translation	10	4,73	8	5,83	6	3,07	8	4,39
15. Providing explanation for clarification	9	4,26	-	-	2	1,02	3	1,64
16. Offering examples	2	0,94	1	0,72	-	-	-	-
17. Offering a choice	3	1,42	-	-	4	2,05	2	1,09
18. Providing the correct answer	1	0,47	-	-	1	0,51	2	1,09
19. Providing explanation for enhancement	25	11,84	15	10,94	6	3,07	6	3,29
Total	211	100	137	100	195	100	182	100

Table 26 demonstrates the quality and quantity of the mediational moves provided by the mediator while assessing the development of learners' ability in the ZPD during DA1 and DA2 sessions. According to the table, there is a decreasing trend in the frequency of moves in both groups during DA2. When we examine the total number of mediations used during DA1 and DA2, it can be clearly seen that learners in the experimental group required less mediation during DA2 despite the decrease in the moves in both groups. Compared to the learners in the control group, who had a slight decrease in the number of total mediational moves, those in the experimental group had a striking decline in the number of mediational moves required by them. While the learners in the experimental group required 211 moves, those in the control group required 195 moves, which were quite similar in fact. While the learners in the graduated feedback group required 137 mediational moves in total during DA2, those in the explicit corrective feedback group required 182 mediational moves in total for the same test. However, when the quality of the mediational moves was examined, the trend in both groups differed, which means that while there was a decrease in the explicit moves in the graduated feedback group, there was an opposite trend in the explicit corrective feedback group. While the learners receiving graduated feedback required less explicit moves in DA2, learners receiving explicit corrective feedback required more explicit moves, indicating that they still needed other-regulation in DA2.

Table 27 illustrates the quality and quantity of the reciprocal moves made by the learners in response to the mediations provided by the tutor during DA1 and DA2 sessions. According to the table, the total number of reciprocal moves declined from DA1 to DA2, which is also associated with the decreasing number of mediations provided to them. When the total number of reciprocal moves made during DA1 and DA2 is examined, it can be clearly seen that learners in the experimental group made 121 reciprocating moves during DA1 and 76 during DA2 whereas learners in the control group made 111 reciprocating moves during DA1 and 92 during DA2. The analysis of the quantity of their reciprocating moves indicated that the learners in the experimental group had a considerable decrease in their total moves whereas those in the control group showed a small decrease in their total number of reciprocal moves. When the quality of the moves was examined, it was seen that the experimental group learners had a decrease in the low-end moves, which indicated the need for other-regulation while having an increase in high-end moves that were associated with higher self-regulation. In contrast, those in the control group had an increase in the low-end moves that indicated the need for other regulation while having a decrease in high-end moves which signalled self-regulation ability.

Table 27
Quality and Quantity of Reciprocal Moves during Dynamic Assessments

Reciprocal move	Experimental group				Control group			
	DA1		DA2		DA1		DA2	
	N	%	N	%	N	%	N	%
1. Unresponsive	3	2,32	2	2,73	4	3,70	4	4,34
2. Repeating mediator	2	1,55	-	-	1	0,92	11	11,95
3. Responding incorrectly	11	8,52	6	8,21	32	29,62	18	19,56
4. Asking for approval	12	9,30	5	6,84	10	9,25	9	9,78
5. Using mediator as a resource	12	9,30	8	10,95	1	0,92	2	2,17
6. Providing translation	16	12,40	10	13,69	16	14,81	13	14,13
7. Request for metalinguistic clues	5	3,87	-	-	2	1,85	2	2,17
8. Asking for additional assistance	2	1,55	2	2,73	1	0,92	-	-
9. Incorporating feedback	5	3,87	7	9,58	15	13,88	7	7,60
10. Overcoming the problem	4	3,10	4	5,47	7	6,48	3	3,26
11. Verbalizing their understanding	57	44,18	29	39,72	19	17,59	22	23,91
Total	129	100	73	100	108	100	92	100

The growth of learners' ZPDs would be analysed in four sub-questions considering the quantity and quality of mediational moves provided by the tutor and reciprocating moves made by the learners in the following sections.

RQ5a. Is there a difference in the mediational moves and reciprocal moves during DA1 by group?

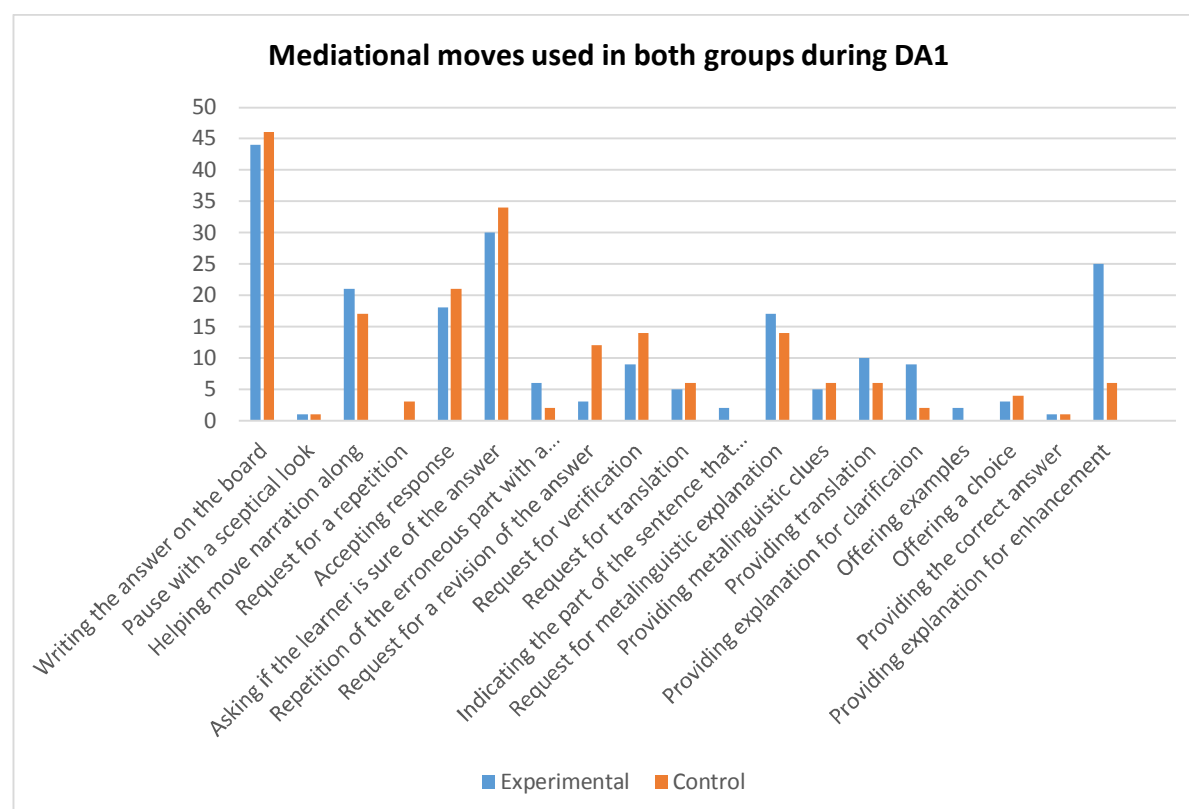
This question aimed to investigate how much the ZPDs of the learners in both groups differed before the study took place. Figure 8 and Figure 9 show the comparison of the tutor moves and learner moves for both groups in DA1.

According to Table 26, both groups showed a similar trend in the frequency of the mediations provided by the tutor (211 in the experimental group and 195 in the control group). As revealed in Figure 8, the most common tutor move was *Writing the answer on the board* in both groups (20,85% for the experimental group and 23,58% for the control group),

which was an expected result because the tutor used this move regardless of the correctness of the response. Since the aim was to visualize their answer, the tutor wrote every answer the learners gave on the board so that they could see the answers in context. Writing the answer on the board was followed by *Asking if the learner is sure of the answer* in both groups (14,21% for the experimental group and 17,43% for the control group), which was followed by *Providing explanation for enhancement of learning* in the experimental group (11,84%) and *Accepting response* in the control group (10,76%).

Figure 8

Comparison of The Mediatlional Moves Used in Both Groups during DA1



The tutor used *Providing explanation for the enhancement of learning* as one of the most frequent moves, however it wasn't used in response to learner moves indeed. The tutor wanted to emphasize some points after the completion of the item in the exercise. Thus, this move was aimed at all members of the class upon no demand. The tutor mostly preferred to use implicit moves like *Asking if the learner is sure of the answer*, *Request for a revision of the answer*, and *Request for verification* in both groups during DA1. According to Figure 8, more explicit moves like *Indicating the erroneous part of the sentence that required repair*, *Providing metalinguistic clues*, *Providing translation*, *Providing explanation for clarification*, *Offering examples*, *Offering a choice*, and *Providing the correct answer* were preferred by the tutor less frequently compared to more implicit moves. The reason for this was the tutor

wanted to push the learners so that they could endeavour more to self-regulate their learning. In this way, they could have more chances to identify their mistakes and self-correct them, which was an important signal for closeness to independent functioning.

Figure 9

Comparison of The Reciprocal Moves Made by The Learners in Both Groups during DA1

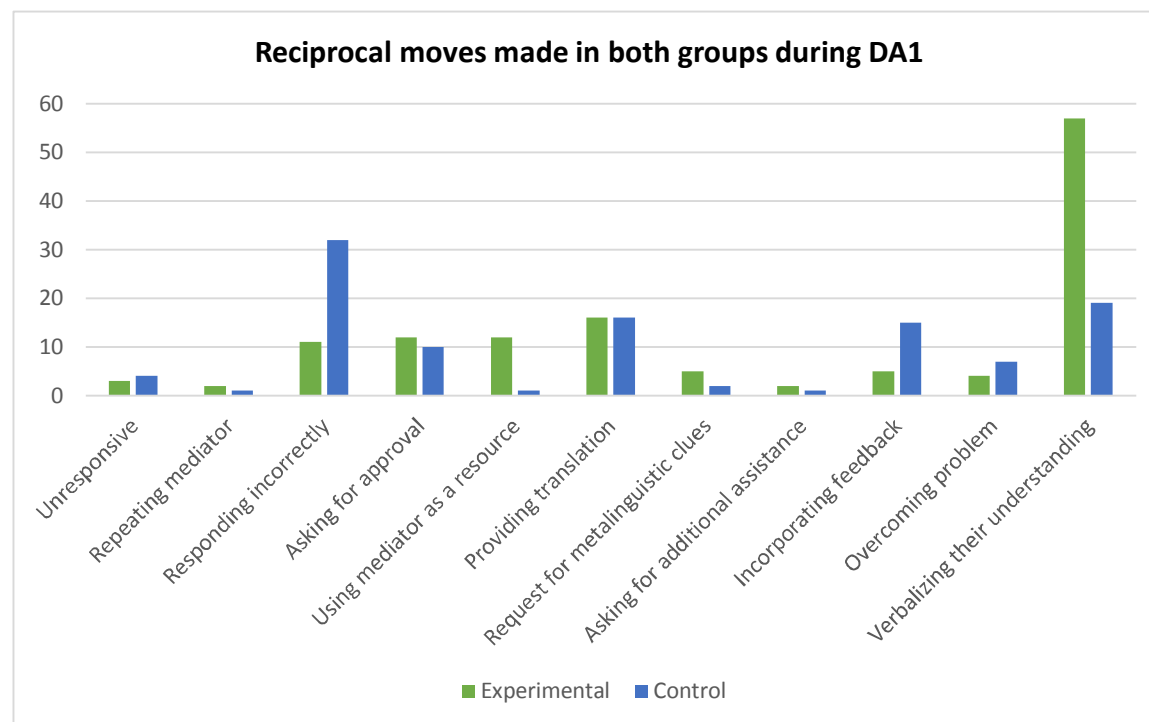


Figure 9 displays the learner moves in both groups during DA1. Accordingly, learners' reciprocal moves differed to a considerable extent. While learners in the experimental group verbalized their understanding as the most frequent reciprocating move (44,18%), those in the control group verbalized their understanding of the item less frequently (17,59%). The reason for this big gap was that learners responded to questions by verbalizing their understanding most of the time no matter whether they were demanded or not. When their dialogues were examined in detail, it was revealed that 29 of the 57 verbalizing moves in DA1 were made upon no request while all the 19 verbalization moves were made by the learners upon teacher's request. Thus, this move indicated the experimental group learners' closeness to self-regulation. In addition, responding incorrectly was not very common in the graduated feedback group (8,52%) whereas it was the second most common learner move in the explicit corrective feedback group (29,62%). This could result from the fact that the learners receiving explicit corrective feedback didn't use other reciprocating moves before they responded to an item. Another significant difference between both groups was seen in the move using the mediator as a resource. While the learners receiving graduated feedback used the mediator as a resource by asking questions like the meanings of vocabulary items or the use of conjunctions quite frequently (9,30%), those receiving explicit corrective

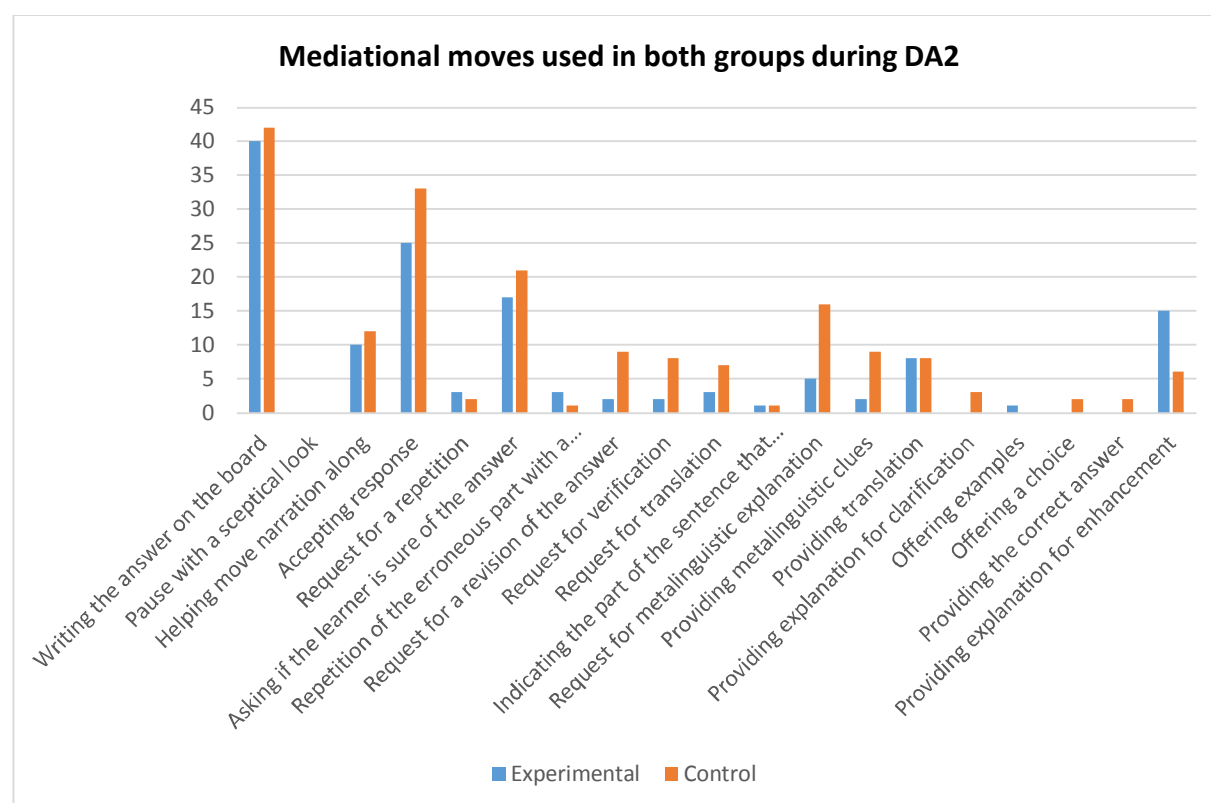
feedback hardly ever made this move (0,92%). When we examine Figure 9, we see a similar trend for both groups, in addition to differences. For instance, the learners in both groups made some moves less frequently like being unresponsive, repeating mediator, and asking for additional help.

RQ5b. Is there a difference in mediational moves and reciprocal moves during DA2 by group?

This question aimed to investigate how much the ZPDs of the learners in both groups differed after the study took place. Figure 10 and Figure 11 illustrate the comparison of the tutor moves and learner moves for both groups during DA2.

Figure 10

Comparison of The Mediational Moves Used in Both Groups during DA2



According to Table 26, in contrast to DA1, the frequency of the tutor moves in the experimental group was quite different from that of control group (137 in the experimental group and 187 in the control group). As can be understood from Figure 10, the tutor used a higher number of mediations in the control group during DA2, which indicated a higher rate of other-regulation for the learners receiving explicit corrective feedback. In addition, when each move was examined in detail, the tutor used each move except three moves, including *Asking for a repetition of the answer*, *Repetition of the erroneous part with a questioning tone*, and *Providing explanation for the enhancement of learning* more frequently for the learners in the explicit corrective feedback group compared to those in the graduated

feedback group. When the quality of the tutor moves was examined, it was seen that the most frequent moves followed a similar trend in both groups. As revealed in Figure 10, the most common tutor move was *Writing the answer on the board* in both groups (29,19% for the experimental group and 23,07% for the control group), which was an expected result because the tutor used this move regardless of the correctness of the response. Writing the answer on the board was followed by *Accepting response* in both groups (18,24% for the experimental group and 18,13% for the control group). The rise in this move indicated that the rate of the learners' responding correctly increased, which could be interpreted as a growth in ZPD for both groups. *Asking if the learner is sure of the answer* in both groups (14,21% for the experimental group and 17,43% for the control group) was followed by *Providing explanation for enhancement of learning* in the experimental group (11,84%) and *Accepting response* in the control group (10,76%). The least frequent tutor moves were similar in both groups as well. *Pause with a sceptical look*, *offering a choice*, and *providing the correct response* were the least frequent moves used by the tutor in both groups.

Figure 11

Comparison of The Reciprocal Moves Made by The Learners in Both Groups during DA2

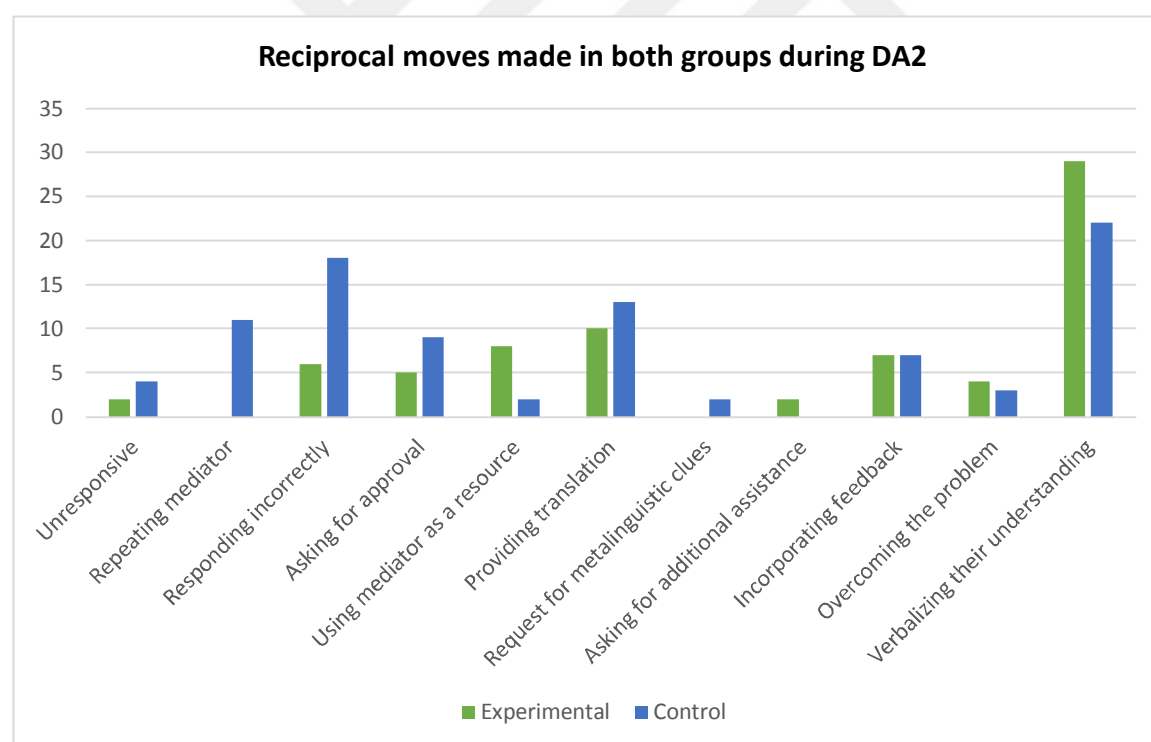


Figure 11 displays the learner moves in both groups during DA2. Accordingly, learners in the control group made a higher number of moves in DA2 compared to learners in the experimental group. This was probably associated with the higher number of mediations they required. The higher number of learner moves in the control group indicated a higher degree of other-regulation for those learners. When the quality of the learner moves was

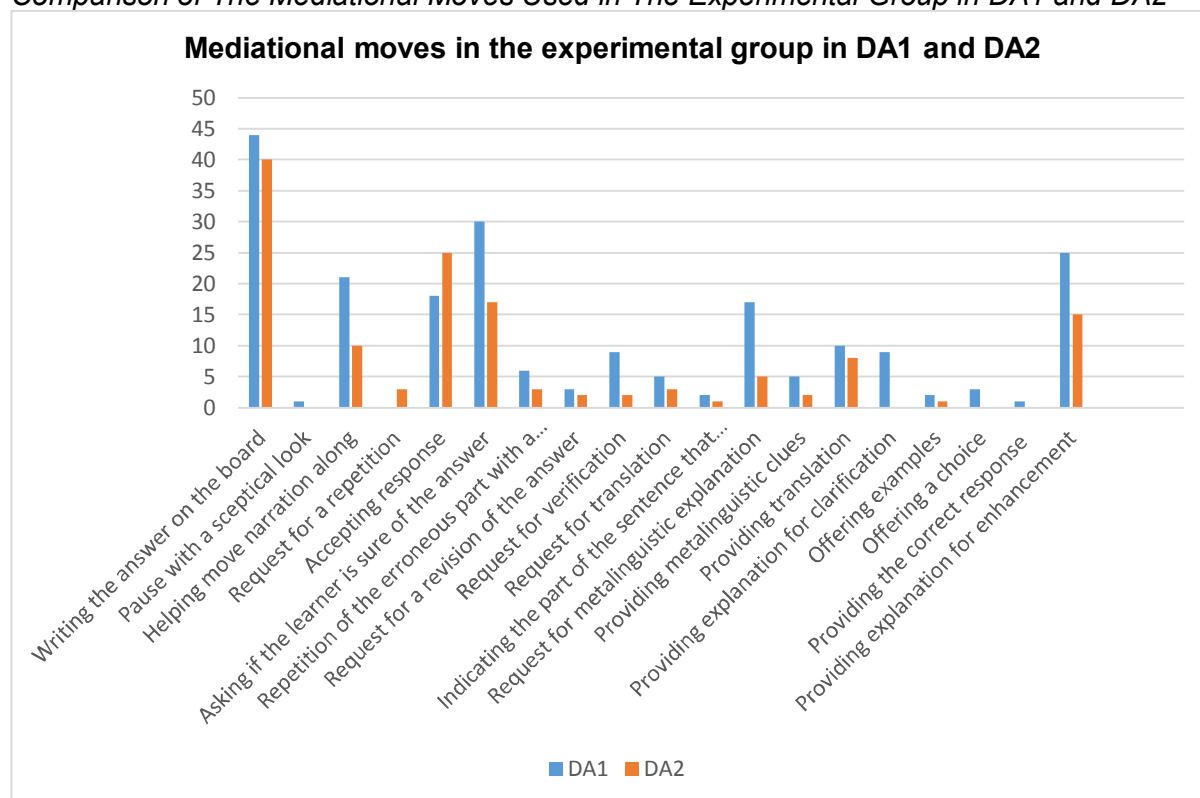
examined, a more similar trend was seen in the type of the reciprocal moves made by the learners compared to DA1. Figure 11 shows that learners in both groups verbalized their understanding as the most frequent reciprocating move (39,72% for the experimental group and 23,91% for the control group). Their verbalization moves were scrutinized, and it was found that 21 of the 29 verbalizing moves of the learners in the experimental group were made upon no request, just to show their understanding, which is a sign for a higher ZPD. In contrast, only half of the verbalizing moves (N=11) were made upon no request, indicating that the tutor asked them to verbalize their understanding so that she could detect the underlying source of the problem. In short, although verbalizing understanding was the most common move in both groups of learners in DA2, the purpose of verbalization differed. In addition, Figure 11 reveals a dramatic difference in the move called *Responding incorrectly*. The learners in the explicit corrective feedback group responded incorrectly to the items three times higher than those in the graduated feedback group. This could result from the fact that the learners receiving explicit corrective feedback didn't use other reciprocating moves before they responded to an item. As revealed in Figure 11, the learners in the explicit corrective feedback group performed under the guidance of the tutor more compared to the graduated feedback group learners. As they failed to provide the correct response, they had to make more moves, resulting in a higher rate of other-regulation. In addition, the learners in the control group used six of the eleven moves, except *Verbalizing their understanding*, *Overcoming the problem*, *Incorporating feedback*, and *Using mediator as a resource*, more frequently than compared to those in the experimental group. When their frequent moves were examined, it was seen that they remained unresponsive, repeated the mediator, responded incorrectly, asked for approval, provided translation, and requested metalinguistic clues at a higher rate, which indicates low-level self-regulation skills and a high need for other-regulation.

RQ5c. Is there a difference in the mediational moves and reciprocal moves during DA1 and DA2 in the experimental group?

This question aimed to investigate how much the ZPDs of the learners in the experimental group grew from DA1 to DA2. In order to track the changes that occurred in the learners' ability to use narrative tenses appropriately, mediator moves and learner moves before and after the study were compared. Figure 12 and Figure 13 illustrate the comparison of the tutor moves and learner moves for the learners in the experimental group during DA1 and DA2.

Figure 12

Comparison of The Mediational Moves Used in The Experimental Group in DA1 and DA2



According to Table 26, the total number of tutor's moves had a significant decline from 211 to 137 from DA1 to DA2. This decrease illustrates the growing ZPDs of the learners. At the beginning of the study, they required a higher degree of other regulation. However, they were in need of a lower rate of other regulation at the end of the G-DA sessions. Except for *Request for a repetition of the answer* and *Accepting response*, the mediator used fewer number of moves for each category in DA2, indicating decreasing need for other-regulation and increasing self-regulation capacity. When the quality of the tutor moves was examined, it was seen that there was a change in the mediations used frequently except the move *Writing the answer on the board*, which was the most frequent move during DA1 and DA2. While it was *Asking if the learner is sure of the answer* which was the second most frequent tutor move during DA1, it had a dramatic decrease during DA2. This could result from the fact that the tutor didn't see any need to ask the learners if they were sure or not because of the learners' confident attitude. As the learners confidently answered the questions, asking them if they were sure would be an unnecessary move, so she didn't prefer to use this move as frequently as in DA1. The second most common mediational move was found to be the move *Accepting response* in DA2, which revealed that the learners were able to perform error-free to a higher extent compared to DA1, which showed their increasing capacity to function independently. Figure 12 mirrors another significant decrease, which is almost by half, in helping move narration along. The considerable decline

in this move was associated with a higher rate of independent functioning in learners during DA2. As the learners could perform independently in most of the items, they didn't get involved in long interactions with the tutor, which would necessitate this move. The fall in this move is an indication of increasing self-regulation in learners. In addition, there were striking decreases in explicit mediations, too. For instance, the mediator did not use the moves *Providing the correct response*, *Offering a choice*, and *Providing explanation for clarification* even once during DA2, which also indicated the growing ZPDs of the learners. What is more, the sharp decrease in the move *Request for verification* indicates that the tutor didn't need to ask for verification from the learners as much as in DA1 in order to detect the underlying source of the problem that the learners came across. This could be associated with fewer number of problems encountered during DA2 or the learners' verbalization of their understanding without any demand. The decrease in this move was also an indication of increasing self-regulation.

Figure 13

Comparison of The Reciprocal Moves Made by The Experimental Group in DA1 and DA2

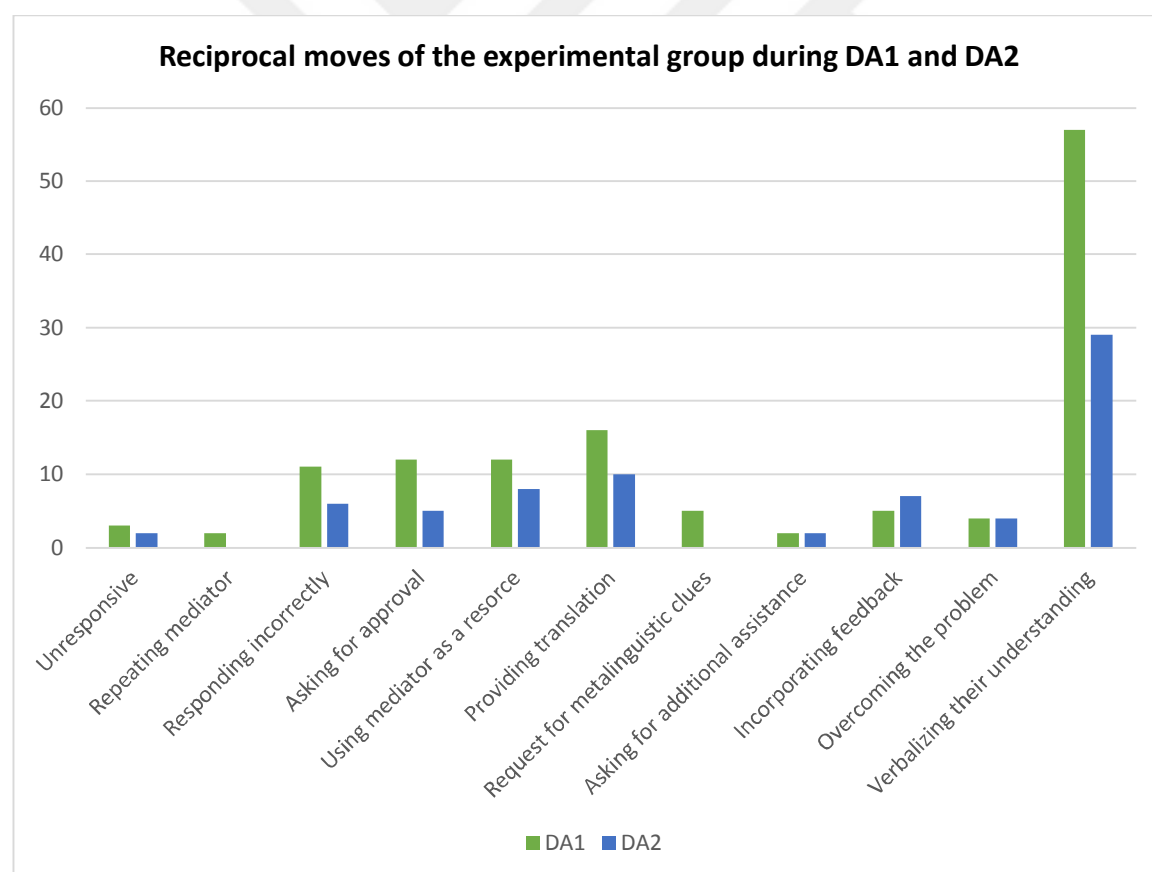


Figure 13 indicates the learner moves in the experimental group during DA1 and DA2. First of all, the number of reciprocating moves significantly decreased from 129 to 73 from DA1 to DA2 (see Table 27 for details). Except for the moves called *Incorporating feedback* and *Overcoming the problem*, learners made fewer moves in each reciprocity

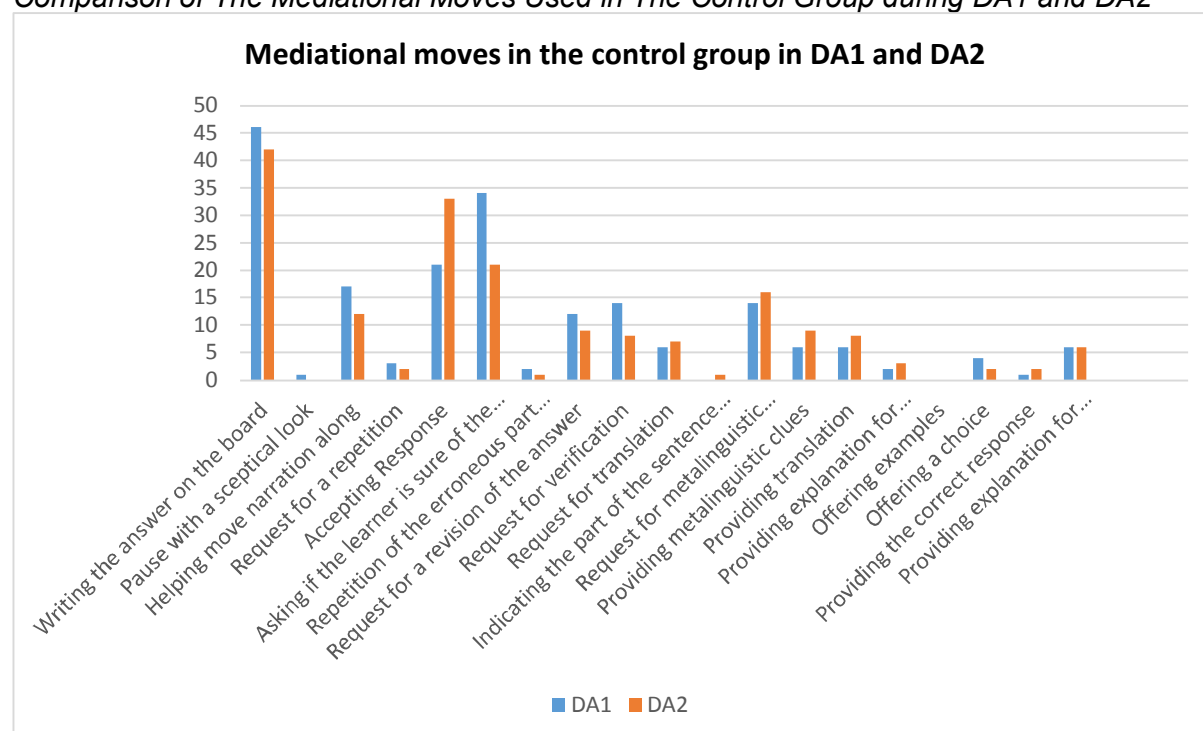
category. Indeed, the increase in these two categories can be regarded positive for the development of learners' ability to use narrative tenses, because these two moves were placed on the high end of the regulatory scale, which represented higher self-regulation abilities. When the quality of the moves was examined, it was seen that all the moves which indicated a higher rate of other regulation were made less frequently by the learners during DA2. This was a clear indication of growing capacity for independent functioning. What is more, the move called *Verbalizing their understanding* had a dramatic decrease, too. As a result of the close examinations of the dialogues, it was found that 21 of the 29 moves made during DA2 was made upon no request by the tutor, which indicated that the learners preferred to show their understanding most of the time during DA2. Overall, the increase in the high end moves and the decline in the low-end moves were possible indicators of growing ZPDs for the learners in the experimental group.

RQ5d. Is there a difference in the mediational moves and reciprocal moves during DA1 and DA2 in the control group?

This question aimed to investigate the extent of the growth in the ZPDs of the learners receiving explicit corrective feedback from DA1 to DA2. In order to track the changes that occurred in the learners' ability to use narrative tenses appropriately, mediator moves and learner moves before and after the study were compared. Figure 14 and Figure 15 display the comparison of the mediational moves and reciprocal moves for the learners in the control group during DA1 and DA2.

Figure 14

Comparison of The Mediational Moves Used in The Control Group during DA1 and DA2



According to Table 26, the total number of tutor's moves had a slight decrease from 195 to 182 from DA1 to DA2. This slight decrease can be interpreted as a similar level of ZPDs for the learners over time. Their need for the extent of other-regulation at the beginning of the study didn't seem to change much at the end of the study. Figure 14 shows that there was a decrease in the moves *Writing the answer on the board*, *helping move narration along* and *asking if the learner is sure* of the answer. The decrease in these three moves indicated a better performance for the learners in DA2. As the learners responded correctly, the tutor needed to use these moves less frequently. The growth in learners' capacity to function independently can be seen with the sharp increase in the move *Accepting response*, as well. However, what is interesting is that there was a slight increase in more explicit moves including *Request for translation*, *Indicating the erroneous part that required repair*, *Request for metalinguistic clues*, *Providing metalinguistic clues*, *Providing translation*, *Providing explanation for clarification*, and *Providing the correct response*. This was a clear indication of the need for other regulation. This can be interpreted in a way that although their capacity for independent use of narrative tenses increased, it was not internalized yet. Thus, it was possible to see fluctuations in their self-regulation levels.

Figure 15

Comparison of The Reciprocal Moves Made by The Control Group in DA1 and DA2

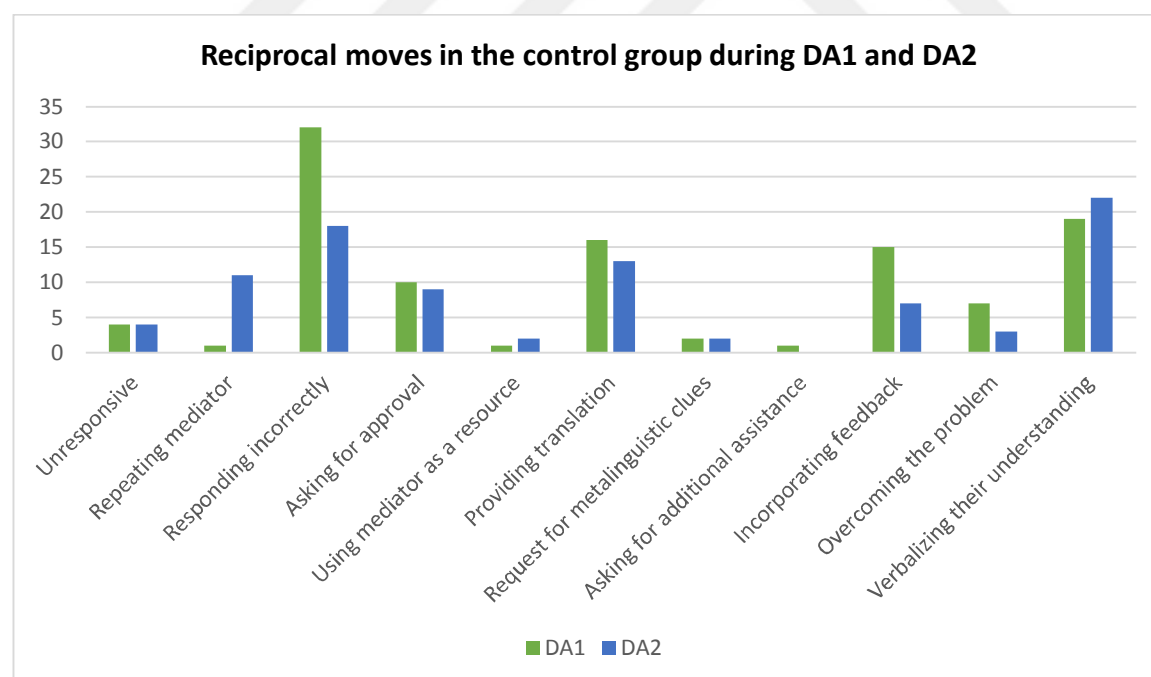


Figure 15 demonstrates the reciprocal moves in the control group during DA1 and DA2. First of all, the frequency of reciprocating moves remained almost constant with 108 in DA1 and 91 in DA2 (see Table 27 for details). Accordingly, the most common learner move during DA2 was found to be *Verbalizing their understanding*. However, in order to determine the purpose of the verbalization, the dialogues between the tutor and the learners were

scrutinized. As a result of the analysis, it was seen that it was the tutor who asked them to verbalize their understanding in half of the moves in order to contribute to the resolution of the problem the learners came across. This request of the tutor indicated learners' need for other-regulation. In addition, a close analysis of the Figure 15 revealed that there was an increase in the move *repeating mediator*, which was a signal for the need for other-regulation. Repeating mediator was placed at the low end of the regulation scale and indicated low capacity for self-regulation. However, there was also signals for improvement over time. When the Figure 15 was examined in more detail, it was found that the learners' incorrect responses showed a sharp decrease, which was positive for the increasing capacity for self-regulation. This can be supported by the decrease in the moves *Incorporating feedback* and *Overcoming the problem*. It can be interpreted in a way that since the learners performed error-free to a higher extent compared to DA1, they needed these moves less than DA1. However, when the other moves were examined, it was seen that there was only a slight change in most of the moves, and the learners still continued to use these moves at a similar rate to solve the problems they encountered during DA2. When the reciprocal moves were analysed in terms of quality, it was revealed that learners' preference for reciprocal moves didn't change a lot. They continued to *remain unresponsive*, *respond incorrectly*, *ask for approval*, *use mediator as a resource*, *provide translation*, and *request metalinguistic clues* at similar rates. Overall, although the learners' performance got better over time, their need for other-regulation was similar to a great extent in DA1 and DA2. The high number of reciprocal moves on both the low end and the high end indicated a fluctuating performance for the learners in the control group.

RQ6. The Perceptions of Turkish EFL Learners about G-DA-based Enrichment

Program on Narrative Tenses

A total of 33 students were interviewed to reveal their perceptions of the intervention process. The learners were asked three questions aimed at exploring their opinions on the G-DA sessions (see Appendix E for the interview guide). The interviews were conducted in Turkish, transcribed, and translated into English by the researcher. To be able to achieve equivalence between the original interview data and the translated data, another expert in the area was asked to translate the transcribed data. After that, they came together and reviewed each translation to reach a common ground for each response. As a result of cross checking, the translation of the interview data was finalized. The data were repeatedly read in order to get a thorough understanding of it. The phases of content analysis were followed while creating themes from the data. After generating initial codes, they were frequently reviewed, and the relationship between them were considered. Then, the codes were sorted

into different potential themes and the broader themes were defined clearly. At this stage, an expert was asked to complete the same steps to analyse the interview data. First, she reviewed the answers given by the participants, then generated some codes and reviewed them continuously, and finally reached broader themes independently. Then, the researcher and the expert came together to check the consistency between their code generating and categorization of the codes to create broader themes. They exchanged ideas frequently during the process and came to conclusions regarding the themes. As the final step, the themes were named, and direct quotations were included in the analyses to evidence the prominent themes.

The impact of the mediations provided to learners on their performance of narrative tenses in English

First of all, the students were asked how the mediations provided to them during the intervention affected their performance. When their answers were analysed in depth, it was seen that almost all the participants (32) stated that providing mediation had positive impact on their performance for a variety of reasons. Only one participant reported that the implementation did not affect his performance by stating that he grasped everything quickly and there was no need to mediate him. The reasons that the participants remarked for the positive impact were examined in detail, and their responses regarding the positive impact of using G-DA while teaching narrative tenses were scrutinized to find common themes. Qualitative analysis of the responses regarding the question of how the mediations provided to them during the intervention affected their performance revealed three major themes, which are learning process, affective state, and critical thinking skills as shown in Table 28.

Table 28

Themes and Subthemes That Emerged from The Interview Data

Themes	Subthemes	N	%
Learning process	Facilitating learning	11	21,87
	Making learning more permanent	17	50
Critical thinking skills	Thinking actively	13	40,6
Affective state	Increasing motivation	4	12,5
	Fostering self-confidence	3	9,32

As revealed in Table 28, the participants approached the issue from different angles. First of all, they touched upon the learning effects of the intervention process. A total of 28 participants reported the positive impact of receiving mediation on their learning process. The theme of learning process was further divided into two subthemes as facilitating learning process and making learning more permanent. The respondents mainly indicated that receiving mediation supported their learning process by making their learning more

permanent and facilitating the learning process. The participants reported that they could learn better, more quickly, easily, and permanently, if they were given the chance to correct themselves through graduated mediations. The issue of facilitating learning process is described by one of the participants as follows:

This process contributed my learning a lot, especially when we were learning a subject for the first time. I did not have much difficulty in the subjects I already knew, but receiving your guidance helped me understand the new subject better. It was more useful to ask me to think again or provide implicit hints without directly correcting me. When you did like this, I did not feel disconnected from the class after making a mistake. It also sped up my learning process. I would have learned a specific subject anyway, but in this way my comprehension process accelerated (Inf. 20).

This is supported by another respondent as in the following:

I think this is how learning should take place. Guiding the students with clues rather than directly saying that it is wrong and giving the correct answer makes the student more solution-oriented or makes him realize his own mistakes, which is an essential step in the learning process (Inf. 05).

Some of the participants especially focused on the relationship between DA and permanency in learning. A recurrent theme was that learners had a chance to correct their own mistakes, leading to enhancement of their learning. One of the participants explained this relationship with the following statements:

In this way, I found my own mistakes and understood the reasons of my mistake. I saw exactly what I was doing. Now, I believe I don't actually make a mistake if I can correct it. If I tried to correct my mistakes and followed the right path under your guidance, then I can use it later, which is better. This is because, I can apply the things I've learned with your guidance in new contexts in the future, which helps me achieve permanent learning (Inf. 25).

Another respondent revealed the relationship between the instruction provided through DA and the permanency in learning with the following statements:

It's normal that I make mistakes. However, in this way, I find the right answer myself. It gets more permanent if I make an effort to find the right answer. I can remember my mistakes and my moves later, and it has an educational value (Inf. 29).

The issue of achieving permanency in learning was supported by another respondent by relating repetition and permanency in learning as in the following:

At that moment, I revise everything I know to see why it is not the way I thought but something else. In this way, I revise the subjects I studied beforehand to find the correct answer. So, it engages me in a continuous repetition of the subjects, which keeps my knowledge fresh (Inf.32).

Similarly, Inf. 26 explained the relationship between constant review and permanency in learning with the following statements:

Every time I make a mistake, I review the subjects in my mind quickly. If I am given the answer directly, I may not understand why I made that mistake or which part of my thinking involved a mistake. When I make an effort and find the correct answer myself, I can learn the reason, which can become an important step for me not to make the same mistake again. In this way, I can work out the logic. I must be given the opportunity to correct myself for an in-depth understanding. This way, I can remember what I've learned later (Inf. 26).

The second issue addressed by the learners in the interviews was about the development of critical thinking skills. A total of 13 participants believed that receiving graduated mediation when they made a mistake contributed to their thinking skills by encouraging them to think about their mistakes in detail and question the other possible options. Nearly all participants mentioned the element of thinking while describing the impact of the intervention. They described the process with the words 'examine, review, analyse, synthesize, evaluate, and reason', which are all essential for critical thinking skills. They also put an emphasis on DA procedures and its impact on moving away from memorization and thinking actively. One of the respondents revealed the relationship between DA process and critical thinking skills as follows:

Suppose I made a mistake. If you give me the correct answer directly, I will probably learn it superficially, in other words, memorize it. However, if I am told to take a second glance at the sentence or given some clues for the correct answer when I make a mistake, I will probably think more carefully and this time I have the opportunity to find the correct answer (Inf. 04).

Another respondent supported the effect of DA on moving away from memorizing information and encouraging thinking critically through the analysis of the sentence under evaluation. The following statements were put forward by Inf. 24:

If you had given me the correct answer directly, I wouldn't have thought about my mistake. I would have memorized. But in this way, I spent time thinking, noticing the clues hidden in the sentence like time expressions and conjunctions, which helped me find the correct answer.

The positive impact of DA procedure on critical thinking skills was addressed by another participant in terms of encouraging in-depth thinking and is demonstrated in the following quotation:

The moment you paused and kept silent for a few seconds or looked suspicious, I knew that I had made a mistake, which gave me the start to scan the sentence again. That's why I immediately started thinking about the solution or focusing on the problem. When I looked at the sentence again, I tried to find a clue for the correct answer, therefore I tried to look at the sentence from different aspects and thought about them (Inf.23).

Likewise, one of the interviewees explained the relationship between active use of thinking skills and better learning performance with the following statements:

When our friends correct me, I may sometimes feel demotivated, or I may hesitate. However, when you provide graduated mediation, I consider my mistake and think about each clue, so it gets easier. On the condition that I am not given a chance to think a little and correct my mistake, I just think with no purpose in my mind, but in this way, I can understand the underlying reason for the mistake because I make an effort to analyse its components. This is more beneficial for my learning if I look critically at the sentence (Inf. 02)

The third theme that emerged as a result of the qualitative analyses of the interview data obtained from the participants was affective state. This theme refers to the feelings of students during the mediated interaction. In the light of the statements of seven students, this implementation was found to create positive feelings in students. In other words, the students specifically described the mediation process beneficial for themselves since they never felt offensive while being corrected during the implementation. It is further divided into two subthemes as enhancing motivation and fostering self-confidence. One of the participants addressed the relation between DA and motivation with the following statements:

Following a step-by-step path to the correct answer instead of directly receiving the correct answer encouraged me to make more effort. As a result, I got more motivated and my interest in the course increased (Inf. 12).

Similarly, the following quotation also reveals how mediated interaction affected learners' motivation:

I realized that I knew something or at least I made an effort. This affected me positively. When we are given the right to speak, we sometimes can't say certain things directly or we get anxious or naturally we make mistakes. However, in this way we were given a second chance to correct our mistakes. I realized that I could correct my mistakes, I could do certain things. Everybody in class may have different levels of competence, and sometimes some students are centred more by the teacher, which makes me feel bad. On this condition, I feel pushed back. But, through group dynamic assessment, you tried to involve everyone in class and make an equal effort for each individual. Sometimes, I got distracted during the class, and you included me in the lesson by encouraging me to question, which made me feel good (Inf. 22).

Another subtheme of affective aspect is fostering self-confidence. DA is closely related with the self-concept, since it aims to help the learner reach his/her highest potential under the guidance of the teacher. Some of the participants emphasized how they corrected their own mistakes themselves, which affected their self-confidence positively. The following participant reveals the relationship between DA and self-confidence as follows:

We may not know our classmates very well, so it can be offensive to be told that I am wrong and given the correct answer directly. We make a lot of mistakes in the class, but if I am treated like this all the time, I may say that I cannot do it and I give up trying. As a result, my motivation decreases, and I lose my self-confidence. But in this way, I can correct my own mistakes, which could make me feel like I have succeeded (Inf.25).

In short, the first question directed at students aimed to reveal how mediated interaction affected their performance of narrative tenses in English. As a result of the analyses of the responses given by the participants, it was revealed that all the learners, except one, reported positive effects on their performance by mainly addressing its contributions to their learning process, affective states, and critical thinking skills. This aligns with results of previous studies. In a study conducted by Azari (2021) on the effectiveness of concurrent G-DA in developing receptive and productive vocabulary size of a group of Iranian EFL intermediate learners, focus group interviews with the students supported the results of present study. Participants were asked about their experiences and feelings about the concurrent G-DA application and the analysis of the interviews indicated that learners maintained positive attitudes toward concurrent G-DA by addressing its positive impact on their motivation, self-confidence, autonomy, and active participation in the tasks, which were all echoed by the participants of the present study. According to Feuerstein et al. (1979), the mediator is active and supportive during DA process, which is interpreted by the learner that the task is important and difficult, yet quite manageable (cited in Ryder, 1994, p.30). Accordingly, being involved in DA process gives the learner encouragement and feeling of success, which leads to increased motivation and self-confidence.

The impact of mediation provided to their classmates on the learners' performance of narrative tenses in English

The second question directed to learners during the interview was how the mediations provided to their classmates during the intervention affected their performance. The responses of the participants were analysed, which revealed that all of them believed that they made use of the mediations provided to their classmates in several ways. Qualitative analysis of the explanations they made for the impact revealed three major themes about the impact of the mediations provided to their classmates on their own performance, which were named as learning process, critical thinking skills, and interest in lesson. The codes generated were very similar to those obtained in the analysis of the first question. Therefore, the themes created were also named almost the same (Table 29).

Table 29
Themes and Subthemes That Emerged from The Interview Data

Themes	Subthemes	N	%
Critical thinking skills	Thinking simultaneously	24	72,72
	Learning from peers	15	45,45
Learning process	Reinforcing what has already been learnt	4	12,12
	Learning in a stress-free context	3	9,09
Interest in lesson	Drawing attention to the lesson	5	15,15

The first theme generated from the analyses of the students' responses to the second interview question is called critical thinking skills. A total of 24 respondents indicated that listening to the mediations given to their peers allowed them to think about the problem at hand simultaneously. They stated that they also listened to the interaction between the teacher and their peers and were involved in the same mental processes as if the mediations offered to their peers had been provided to them as well. One of the participants addressed this issue with the following statements:

I take everything you say into consideration. When one of my friends makes a mistake, I may also think like him/her. As he/she receives graduated mediations from the teacher, I listen to their interaction and try to find the correct answer by analysing the sentence (Inf. 18).

The relationship between DA procedures and development of critical thinking skills is reported by another participant as in the following:

If I think as my friend does, it affects me too. When I make the same mistake, I follow the hints given to my friend at the same time changing my point of view to the question. I try to approach the question from a different perspective. Even if I got it right, it gives me a different perspective or increases my awareness (Inf. 24).

Similarly, another respondent addressed the issue of benefiting from the mediational moves offered to another classmate with the following words:

The mediations given to my classmate also affect me. I listen to the teacher during the class, so I listen to my classmates when they are given right to speak. When they make a mistake, the hints given to him/her by the teacher are actually given to me if I make the same mistake, too. In this way, I also think about the question and analyse it at the same time.

The second theme generated from the analyses of the students' responses to the second interview question is called learning process. This theme covers the opinions of students about the impact of DA on their learning process. It was further divided into three subthemes as learning from peers, reinforcing what has already been learnt, and learning in a stress-free context.

A total of 15 respondents stated that they learnt by listening to the mediated interaction between their friends and the teacher even though they were not nominated by the teacher, which emphasized the importance of learning from peers. They added that they could catch up with the syllabus if they missed something beforehand. The way the learning process is supported through mediated interaction occurring between the teacher and another classmate was explained by one of the participants as in the following:

Sometimes, I miss some parts of subjects told in the class, and when the teacher interacts with one of my classmates, I also listen to them. If the teacher directly gives the correct answer, I probably won't learn that topic. However, as the teacher provided graduated mediations, I also followed them closely.

The following quotation also illustrates how mediations offered to classmates affected the learners' own performance by focusing on supporting her learning:

By listening to them, I learnt things which I'd missed, or I had no idea about. I tried to catch up with my classmates while receiving mediations at the same time. This is because, I think a clue given to my classmates is meant to be given to me, as well. So, I tried to reach the correct answer at the same time with my classmate. Even if I know the correct answer, listening to mediation offered to someone else reinforced what I knew (Inf. 21).

Another subtheme of learning process is reinforcing what has already been learnt. A total of four of the students stated that although they were not the primary interactant and they knew the correct answer, they listened to the mediation provided to their peers in order to confirm the answer in their heads, which would reinforce their learning. The following participant drew attention to the link between mediation offered to peers and their learning with the following words.

We don't have to answer every question all the time. If I know the right answer, that's enough. We shouldn't care if we are not nominated for an exercise. By listening to my friends, I can confirm the answer in my head. (Inf. 11)

Similarly, another respondent addressed the relation between reinforcing their learning and meditation provided to other learners.

Actually, one of my classmates answered a question. Even if I knew the correct answer, I might doubt whether what he/ said was correct. After that, by following your clues, I noticed that it was actually my answer that was the correct one. Hence, I confirmed what I knew and became sure of my knowledge.

The final subtheme of the learning process is stress-free learning. A total of three respondents stated that they could learn better when they were not stressed because of

being the primary interactant. The following respondent drew attention to the opportunity to learn in a stress-free atmosphere by listening to the mediator-learner interaction.

Sometimes it's better to listen while you're mediating someone else instead of coming out and taking the floor. In this way, it is less stressful for me, because I am not the one who is expected to find the correct answer. I have the opportunity to only listen and learn (Inf. 14).

Likewise, another participant reported the positive impact of learning by listening to his classmates on their own learning by emphasizing the component of pressure. He stated that just by listening to the mediated interaction between his classmates and the teacher, he was able to learn in a relax mode without getting anxious or stressed. He felt himself as an observer who both listened and learnt in his cycle of comfort with the following words:

I can learn and perform better when I feel no pressure on me, as a result I can learn better while listening to my classmates. I follow how they answer, what the teacher says in return, and I make inferences from them for my own learning (Inf. 13).

The third theme that emerged as a result of the qualitative analyses of the interview data obtained from the participants is interest in lesson. This theme refers to how the students maintained their interest in the lesson during the mediated interaction occurring between the teacher and another classmate. Five participants addressed the impact of DA procedures on their interest in lesson. The respondents indicated that they could focus on the lesson again with the help of the mediational moves which aroused curiosity in them even if they were distracted. They stated that they could keep active and alert by following the hints given to their classmates and concentrate on the lesson more thanks to the dynamic interaction. One of the participants addressed the relation between DA and maintaining interest in lesson with the following statements:

It's a class after all. Decisions or actions cannot be taken upon a single person. Everyone's level of competence is different. Therefore, it is beneficial for everyone to find their own mistake according to their own pace. In addition, there were some moments when we were distracted during the class. When you implicitly pointed out to a friend that he/she had made a mistake or asked him/her to take a second glance at the sentence, I started to pay attention again. I listened to their interaction because I didn't want to make the same mistake later. In this way, I was more focused on the lesson (Inf. 33).

The issue of maintaining interest in the lesson was addressed by another respondent as in the following:

Sometimes one can get bored or distracted during the lesson. At those times, when somebody makes a mistake, the teacher keeps silent for a short time or the pitch increases, drawing my attention to the lesson back. I start to attend to the hints given. In this way, I can concentrate more.

In short, the second question directed at students aimed to reveal how mediated interaction occurring between the teacher and a classmate affected their performance of narrative tenses in English. As a result of the analyses of the responses given by the participants, it was revealed that all learners reported the positive impact on their performance by mainly addressing its impact on their learning process, critical thinking skills, and interest in lesson. Azari (2021) carried out a study to reveal the impact of concurrent G-DA program on vocabulary development among a group of Iranian EFL intermediate learners by employing both quantitative and qualitative data collection tools. The qualitative data collected through focus group interviews was in line with the results of present study. Participants were asked about their experiences and feelings about the concurrent G-DA application and in the interviews, learners drew attention to the positive impact of G-DA intervention on the learning of whole class by means of the mediations given to their peers.

The drawbacks of the G-DA process

Finally, the learners were asked whether they experienced any problems during the implementation, or they wanted to share any negative issues regarding the implementation. The responses of the participants were examined in detail, and it was revealed that majority of the participants, a total of 23, did not have any problems during the intervention or did not have any negative sides of the implementation. On the other hand, 10 participants reported several drawbacks of the implementation. Qualitative analyses of the drawbacks addressed by the learners regarding the G-DA sessions revealed four different drawbacks (Table 30).

Table 30

Drawbacks Reported by The Students regarding The Intervention

Drawback	N	%
Distraction	3	27,27
Stress	2	18,18
Waste of time	4	36,36
Unfamiliar process	2	18,18

As revealed in Table 30, the first reported drawback is distraction. Some of the students believed that receiving mediations from implicit to explicit caused them to be distracted from the lesson. A total of three interviewees reported that the mediations provided to their classmates were a source of distraction for them. One of the respondents explained the reason for seeing the process as a source of distraction as follows:

Sometimes it takes too long to find the correct answer. For example, even though my friend did not know the answer, you tried to lead him to the correct answer with the use of mediations. At that time, I got distracted a little bit. It was also the same for me. When I did not

know the answer and the time got longer, it caused me to get bored a little bit. It would be better if it did not last that long (Interview, inf.14).

Another participant also mentioned the negative side of implementation as a cause of distraction or boredom as in the following:

I did not have any serious problems. However, when you nominated someone for the exercise and the person was distracted, it might get too difficult to find the correct answer, which caused me to get bored. After 15-20 second of waiting, I could get distracted or bored (Inf. 13).

This issue was also addressed by one of the participants in the interview, which can be shown as follows:

There were no serious problems. However, if there is too much waiting, other students may get distracted. Maybe it is that the person who's made a mistake does not want to find the correct answer because he does not care after he has made the mistake, or he just cannot find it. So, he does not understand the mediation given since he is not interested, or he just does not want to do it or make an effort to do it. Therefore, it wastes so much time, which distracts others from the class (Inf. 11).

Another drawback reported by the interviewees is stress. Two of the students reported that providing so many mediations could stress them out. This can be seen in the responses of one of the interviewees as in the following:

I think, it was better to provide mediation when you knew the subject, but if I didn't know the subject well enough, providing mediations stressed me out. When you gave me so many rights to find the correct answer, I got stressed. When I was given so many mediations, I felt like I had to know and got more stressed (Inf. 14).

The next drawback reported by the participants is about being waste of time. This can be explained as a drawback experienced by the learners during the intervention process resulting from waiting too much time for their friends to correct their mistakes. A total of four participants reported that providing mediations from implicit to explicit for each student took too much time, resulting in waste of time. One of the respondents explained this issue with the following statements:

In my opinion, it is unnecessary to give so many mediations. It is more logical to explain why the correct answer is not option a, but option b to the student who cannot correct his mistake. It didn't not make sense to have the person find the correct answer because if he could, he would have found it in the first place. He would not have needed all those mediations. If he had a potential and knew the subject, he could correct himself quickly. Otherwise, it is all a waste of time (Inf. 11).

Another participant reported similar problems with the previous interviewee. He is of the opinion that it was unnecessary to mediate students from implicit to explicit, so it was

better to give the correct answer in the beginning and not to lose time. He shared his opinion with the following statements:

I think it causes confusion, for both him and others. Comprehension varies from person to person. While I grasp something quickly and understand the cause of my mistake quickly, someone else may not. It also saves time. So, it is more logical to give the correct answer to that student directly. You should directly say the correct answer and explain why it is that way, because when you ask him to think one more time and review the features of the sentence, I think he gives a random answer, and he does not actually correct his mistake consciously. He just wants to do the exercise and pass his turn. That's why, If the student does not realize his mistake and correct himself, you should give him the correct answer. Otherwise, he can get confused more due to having a lot of mediation but not finding the correct answer, as well (Inf. 17).

Another student supported the opinion stated above as in the following:

I think, it might be a bit of waste of time because sometimes having a student correct himself took a long time. This was true for both the student answering the question and others waiting. It would have been better if it hadn't lasted that long (Inf. 08)

The next drawback addressed by the participants is DA's being an unfamiliar process for them. This drawback can be explained in a way that the students were not used to receiving graduated mediation when they made a mistake. A total of two interviewees reported that they had difficulty in the process due to its being a new technique for them. One of the interviewees addressed this issue as follows:

I felt uncomfortable at first because it was an unfamiliar method for me. At the beginning of the process, I answered without thinking too much since I did not know how to proceed to find the correct answer. However, over time, I realized that I could reach the correct answer more easily under your guidance. I got used to this situation as time passed (Inf. 30).

Another responded shared similar opinions with the views of the participant above by indicating that G-DA intervention was unfamiliar to her with the following statements.

I sometimes had some difficulties during the process. If I did not understand the hint given, I could not come to any conclusions. For example, let's say you drew my attention to the conjunction in the sentence, however I did not know that conjunction, therefore I could not make any progress. It was a bit challenging for me to proceed from implicit to explicit mediation at first (Inf. 21).

Overall, considering the drawbacks reported by the participants concerning the G-DA intervention, it can be stated that although most of the participants did not have any problems, some of the did. When the drawbacks perceived by the learners were examined in detail, it was seen that they were actually interrelated. The qualitative analyses of the responses revealed that the participants felt stressed as a result of receiving so many mediations from implicit to explicit and distracted because of waiting for their friends to

correct themselves with the help of graduated mediational moves. As they could not correct their mistake despite all the mediation received, they came across some barriers which might block their learning. In relation to this, some of the participants reported that the process was new to them, therefore they could not benefit from the mediations provided at the beginning of the intervention, which could also be a reason for getting stressed or confused. In addition, it was stated by the respondents that providing so many mediations to those who could not correct themselves caused lack of time and believed that it would have been more useful if it had lasted shorter.

RQ7. The Perceptions of the Teacher about the G-DA-based Enrichment Program on Narrative Tenses

The teacher-researcher of the current study kept a reflective journal for four weeks to reflect on the impact of the G-DA sessions on the learners' performance of narrative tenses and to have an in-depth understanding of the process. The researcher recorded her opinions on the material used, student errors, teacher roles, peer roles, difficulties faced, and effectiveness of DA. The researcher wrote her journal at the end of each G-DA session day when her memories of the class were still fresh with the aim of capturing the whole picture. In order to guide the teacher while keeping records of the classroom procedure, some questions were formulated to facilitate the journal keeping process (see Appendix H for sample journal entries). A total of eight journal entries were included in the data analysis, and content analysis was used to examine the responses of the teacher to the guiding questions.

1. What was the focus of today's lesson?
2. What materials were used?
3. What kind of errors did you observe in students' use of narrative tenses?
4. What was the role of the teacher during the session?
5. What were the roles of the peers during the session?
6. What problems did you experience in the process?
7. What benefits did DA provide during the G-DA session?

Focus of the lesson

This question aimed to reveal how the teacher structured her lesson and what they studied during the G-DA session. According to the journal entries, the teacher designed her lessons in a way that she could focus on at least two tenses during the session to make comparisons between the tenses. In this way, she aimed to provide a better understanding of

the usages of each tense. During the first two sessions the teacher focused on the past simple and the present perfect simple tense. Although the present perfect simple tense was not within the scope of the study, it was included in the sessions to support their knowledge on the simple past tense. The next two sessions were spent on the simple past tense and the past continuous tenses. Then, she focused on the comparison between these three tenses, namely, present perfect, simple past, and past continuous tenses for the next two sessions. The following two sessions were spent on the simple past and past perfect tenses, and in the last four sessions, she focused on the past simple, past continuous, and past perfect tenses. The exercises were presented to learners in order of difficulty.

The materials used

After the teacher conducted DA1 with the learners, she prepared materials for the G-DA sessions. The teacher took the exercises mainly from the reference grammar books and textbooks appropriate for their level. The exercises taken were chosen from contextual exercises. They were either a text like a story, an anecdote, a dialogue, or individual contextual items with open-ended answer or multiple-choice format. Based on the reflections of the teacher, it can be stated that learners had more difficulty in the open-ended exercises. Usually, the texts were found to be more challenging because they usually focused on the items individually independent of the context, which led them to make more errors.

Errors observed in students' use of narrative tenses

According to the journal entries, the teacher detected a number of errors in all three tenses. Based on the examination, it can be stated that learners made mistakes in all the sessions. Their mistakes can be addressed in two categories, as form and usage mistakes. First of all, they had problems with the past simple and past participle forms of the verbs while they were constructing declarative statements. In addition, they made mistakes while they were forming interrogative sentences. For example, they didn't add the auxiliary or used the wrong form of verb in the interrogative sentence. What is more, they sometimes made mistakes resulting from the inappropriate subject and agreement, order of sentence components, and choice of auxiliary. As a result of the mistakes noted by the teacher in the journal, the form mistakes made by learners during the G-DA sessions can be addressed within four categories as omission, addition, misformation, and ordering as presented in the surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982). When teacher's reflections were examined in detail, it was seen that although form errors lessened in time, they continued making form errors in the last sessions, too. This indicates that although they knew the grammar rule, they might make mistakes for different reasons.

Besides form errors, learners had also many mistakes resulting from usage. In fact, from the first lesson to the last lesson, learners continued to make usage mistakes. Depending on the reflections written in the journal, learners had problems differentiating the present perfect simple tense and the simple past tense during the first sessions. Then, they had difficulty in making sense of the usages of the past continuous tense when compared to the simple past tense. In addition, they continued having problems with the simple past tense and the past perfect tense for many sessions, even in the last session. This means that even if they knew the usages of each tense very well, they continued making mistakes with regard to their usages during the sessions. According to the notes taken by the researcher, the learners had difficulty in making sense of the order of actions, especially during the sessions on the simple past tense and the past perfect tense. Some of these usage errors resulted from the lack of knowledge about the vocabulary and conjunctions like before, after, when, as soon as, until etc. Since they weren't able to comprehend the sentences given, they couldn't work out the order of actions, causing mistakes in relation to usage of the tenses.

Teacher's perception of the role of the teacher during the sessions

This question aimed to encourage the teacher to reflect on the extent to which the role of the teacher changed during the sessions. Teacher roles have been investigated in a variety of contexts like online environment (Coppola et al., 2002; Lim & Lee, 2008; Huang, 2019), multicultural setting, different classroom contexts (Keiler, 2018), different fields of study (Subramaniam, 2010), different types of approaches to teaching (Mak, 2011). The researcher included reflections on teacher roles because teacher roles must be investigated from the standpoint of DA. Nunan (1989) defines teacher roles as "the part teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants" (p.79). Similarly, teacher roles are defined by Huang (2019) as "all the teaching-related activities and behaviours that teachers do or are expected to do during teaching-learning process across different instructional contexts". According to Richards and Rodgers (1986) there is a close relation between teacher roles and "the types of functions teachers are expected to fulfil, the degree of control the teacher has over how learning takes place, the degree to which the teacher is responsible for content, and the interactional patterns that develop between teachers and learners" (p. 28). Teacher roles vary depending on a variety of factors like theory of learning, the methodological approach followed, assumptions about language and language learning, the culture, the context of teaching, learner characteristics etc. (Nunan, 1989). For example, while in audiolingual method the teacher has a role of being the source of knowledge, in community language learning, the teacher is viewed more of a counsellor. In addition, whether the culture has a collectivist or individualistic structure affects how the teacher shapes their teaching and

behaves in the classroom (Zhu, Valcke, and Schellens (2010). Within the context of the study, the teacher mainly considered what she did and how she behaved during the sessions while writing her journal. When her notes taken for each session were examined, it was seen that the teacher acted as a knowledge provider, a resource, a co-constructer of knowledge, a manager, and a mediator in general. However, these roles were not limited to any session, she could adopt different roles in different sessions in increasing or decreasing amounts. For example, during the first sessions, teacher spent a lot of time on instruction, which emphasized her role as knowledge provider. However, besides this, she also adopted the role of mediator and manager in the same session. What is more, the teacher acted as knowledge provider in the last session as well as being a mediator and a manager. Therefore, it can be put forward that teacher roles did not progress in time in line with the improved performance of the learners but shifted depending on the situational necessities during a class hour.

Teacher as the knowledge provider. This role of the teacher was emphasized in all the journal entries kept for four weeks. This role is pedagogical or 'teacherly' with the words of Ellis (2009) in that the teacher was engaged in explicit teaching of the language at some points during the sessions. What is expected from the teacher is to provide content knowledge to help them gain knowledge on the related subject. The teacher provided instruction to the learners on different aspects of the language. Guerrero and Villamil (2002) describe notes that when the teacher has the role of knowledge provider, he or she is the source or the medium of language knowledge and his or her main task is to convey knowledge to students. According to the entries, the teacher sometimes provided the learners with further instruction on the target structures of the day, sometimes she taught on themes emerging as a result of learner errors and questions or the teacher's decision. The following quote taken from the journal entry written by the teacher for the first session indicates how she undertook the role of knowledge provider during the sessions.

In this session, I spent a lot of time on instruction because students had problems with control over the usages of each tense. I tried to provide them explanations to explain the difference between the past simple and present perfect tenses. I tried to direct students' attention to how they could easily differentiate the two tenses. Students also asked for explanations when they answered incorrectly, therefore while answering their questions, I provided metalinguistic explanations so that they could better understand the usages of each tense. At his point I made use of translation as well. Since they had difficulty in the usages of each tense, I reminded them their usages. In addition, even if a student answered questions correctly, I provided information to draw their attention to important points. In this way, I wanted to further their learning.

As can be seen in the entry, the teacher stated that she provided metalinguistic explanations to facilitate their understanding regardless of whether they answered correctly or incorrectly. The following quote taken from the journal entry written by the teacher for the third session acts as another support for the knowledge provider role of the teacher.

I also created moments to enhance their learning independent of what they were doing at that moment. For example, I touched upon different uses of “since” to fill the gaps in their knowledge. Before I instructed them on “since”, they associated it with the present perfect simple tense all the time. However, after I mentioned another usage of “since”, they learnt something beyond the topic of that class hour. In addition, when a student asked a question, I provided metalinguistic explanations to further learning for some students while reminding others something they already knew.

As revealed in the quote, the teacher stated that she created learning instances to enhance their learning by providing metalinguistic explanations regardless of whether they were related with the target structure of the day or they emerged from the dialogic interaction between the teacher and the learner or from the text itself.

Teacher as the resource. This role entailed the assistance sought by the learners in order to overcome the problem they encountered. When they were cognitively engaged with solving a problem, they asked for help from the teacher. In some instances, the learners asked for the meaning of unknown words, or metalinguistic explanations regarding different aspects of the language like the particular usages or forms of tenses and the usage of conjunctions. This category of teacher role is close to the category of knowledge provider. However, the difference between them is that the role of providing knowledge is usually induced by the teacher while being a resource is induced by the learners. Learners used the teacher as a resource by actively asking for assistance through directing some questions. However, the teacher who is a knowledge provider may provide the learners with instruction when he/she deems it necessary, not waiting a demand on the side of the learners. The following quotes indicate how students sought help from the teacher.

From the second journal entry:

..... when they couldn't do the question individually, they requested additional assistance or used the teacher as a resource. For example, they asked for vocabulary or past simple forms of the verbs. In addition, they asked for questions to enhance their learning too.

From the fourth journal entry:

When they answered incorrectly, they asked for assistance many times. Sometimes, it was not enough for them to receive one or two mediations, thus they were silent. Other times, they asked for assistance from the teacher. For example, they required metalinguistic explanations

to differentiate the order of the actions. They used the teacher as a resource in order to make sense of points they weren't able to understand. They asked the teacher some vocabulary items.

From the seventh journal entry:

They asked the meanings of vocabulary items to the teacher or asked about the form of the verbs like whether they could be used in continuous form.

What is common in all these quotes is that learners asked for assistance when they couldn't overcome the problem by themselves despite the mediations provided. They were aware that they needed more help to deal with the problem, therefore made an external effort to improve their performance. The exchange was initiated by the learner by asking help from the teacher, and the teacher responded to the learners' need either by providing the answer directly or through providing metalinguistic explanations. They took an action to fill the gap in their knowledge. When the entries were examined, it was seen that they mostly asked for help in relation to vocabulary items and linguistic information.

Teacher as the co-constructor of knowledge. This role puts the emphasis on the collaborative learning process in which learners create knowledge with the teacher or peers as a joint act to enhance their learning. This category of teacher role is in line with the socio-cultural theory, in which learning, and teaching are viewed as collaborative community act, and language is used a tool to mediate intellectual development (Guerrero & Villamil, 2002). In the present study, the role of co-constructor of knowledge also indicates the collaboration between the teacher and learner to expand learner's knowledge, which is congruent with the socio-constructivist perspective, which supposes that social interaction is the key to the construction of knowledge, leading to learning. Beers, Bosshuizen, Kirschner and Gijssels (2005) refer to knowledge construction as the transfer of individual knowledge from the mind of a learner to the group's constructed knowledge. The researchers maintain that the route from unshared knowledge in one participant's head to newly constructed knowledge in a team goes through three intermediate processes (i.e., external knowledge, shared knowledge, and common ground) via four processes, namely externalization, internalization, negotiation, and integration. The teacher aimed to reveal the unshared knowledge in the minds of the learners by asking questions to them. After, the learners contributed to the complex problem, the others were expected to internalize the new knowledge that was newly shared with them. After this point, the process of individual understanding began. In order to reach a common ground, they entered into negotiation of the shared knowledge through interaction with the teacher or the peers. Then, after common ground was obtained, learners were able to construct their learning. All this process summarized how co-construction of knowledge that occurred during the sessions. The following quote taken from the journal

entry written by the teacher for the fourth session acts as a support for the co-constructor role of the teacher.

... I tried to include the class in the discussion about the order of the actions to see their understanding of the topic as well. In this way, we could build their knowledge together as a collective activity. When they needed more help to internalize the new knowledge, I provided further assistance to them.

Another quote was taken from the third journal entry, which puts the emphasis on the collaborative act of knowledge construction.

While directing them to the correct answer, I asked learners guiding questions so that we could build their knowledge together. As I asked more questions and they answered, we created new knowledge that was not induced by the teacher, but through the collaboration between the learners and the teacher.

These two quotes indicate how dialogic interaction between the teacher and the learners contributed to the construction of knowledge. It can be stated that as the teacher invited the others to contribute to the problem, they shared their own knowledge through externalization, and then each learner began the process of internalization at their own level and negotiated the shared knowledge and finally achieved a common ground and constructed knowledge through integrating it into their minds. As it is written in the journal, the teacher acted as the initiator of knowledge sharing and facilitator of internalization and negotiation processes.

Teacher as the manager. This role indicates teacher's responsibilities such as managing time, organizing activities, arranging students during an activity etc. Lee (2011) defines the teacher's managerial role as managing the learner and the learning process. Within the context of the present study, the researcher took notes on her actions other than teaching moments. The following quote reveals how she undertook the role of a manager during DA sessions with the learners:

From the second journal entry:

From time to time, some of the students were distracted during the class hours or seemed bored, so I tried to include them by asking for help from them or nominating them for the exercise.

From the fourth journal entry:

I organized the exercises, reflected them on the board and nominated the learners who would answer the questions.

From the fifth journal entry:

I nominated the learners most of the time, but some of them also volunteered for the exercise. However, I tried to include all the students as much as I could. Even if I wasn't able to nominate each learner, I asked the others if there was anyone who had a different idea for that item to move the focus from the individual learner to the class in general.

As revealed in the journal entries, the teacher was assigned the role of a manager during DA sessions within the context of the study. It is actually the teacher who prepared exercises and managed them by involving the learners.

Teacher as the mediator. The final role adopted by the teacher during the G-DA sessions was being a mediator. Mediation is usually called intervention by DA researchers (Lidz, 1991; Poehner, 2005) and seen as the cornerstone of DA. The concept of mediation suggests that we do not interact with the world directly; instead, we use some physical artefacts or symbolic tools to mediate our relationship to the world. Lantolf and Thorne (2006) view mediation as a "process through which humans deploy culturally constructed artefacts, concepts, and activities to regulate the material world or their own and each other's social and mental activity' (p.79). These artefacts can be symbolic like a letters, numbers, and codes or physical like a map and a visual (Kozulin, 2003). Though symbolic tools can have diverse forms, language is seen as the major symbolic tool used to shape learners' understanding. As language is a type of mediation, then social interaction plays a significant role in mediating learners. Therefore, there must be an interaction between the learners and the more knowledgeable pair in order to support the learners. It can be stated that the mediator is someone, usually a teacher or a more capable peer, who is present to provide support to a learner through dialogic interaction when confronted with a problem. This category of teacher role entails detecting difficulties faced by learners and assisting them to overcome those difficulties. The teacher and the learner are in a dialogic interaction, which reveals the learner's level of readiness to take act independently and the teacher's moves upon exploring the learner's level (Lantolf & Poehner, 2013). What can be inferred from this is that the mediator assesses learners independent of each other in order to diagnose the source of difficulty for that particular learner through the dialogic space between the mediator and the learner. After the mediator diagnoses the source of difficulty, he/she provides mediation attuned to their level of understanding to support the development of the learner. Thus, it can be stated that there is no one form of mediation that can resolve the problem for everyone. The researcher-teacher of the study touched upon the mediating role of the teacher while she was talking about the roles undertaken by her during the G-DA sessions. The following quotes taken from the journal entries demonstrate how the teacher was assigned the role of mediator during the sessions:

From the second journal entry:

...if they still couldn't give the correct answer, I used different mediations like asking for metalinguistic explanations or translation of the sentence from them or offering metalinguistic explanations or translation to them. Therefore, in some cases I had to give and explain the correct answer to them while in other cases, asking them to revise their answer worked.

From the third journal entry:

I asked them to reconsider their answer, or I reminded the instructions. In addition, I provided metalinguistic explanations to help them overcome the problem encountered. In addition, when they made a mistake, I asked them what the sentence meant to see how they made sense of the sentence. Therefore, I used translation as a mediation to help them overcome the problem. What is more, I requested their help to see their understanding even if the answer was correct. I asked general questions to the class like "why was this chosen here".

As illustrated by the quotes, the teacher assisted learners through the provision of different kinds of mediations to facilitate their understanding. The teacher noted that she asked the learners questions to see how they made sense of the sentence. This shows that the learner and the mediator were in a constant interaction, which facilitated the teacher's diagnosis of whether the learner required a more explicit mediation, or the mediation already provided was enough.

Teacher's perceptions of the role of the peers during the sessions

This question aimed to reveal the roles adopted by the peers during the G-DA sessions. Research has suggested that peers can have an impact on the learning process (Wang et al., 2011; Ansong, et al., 2017; Finch et. al, 2019). As a result of the examination of the reflective journal entries written by the teacher, it was revealed that peers provided support to their classmates during the learning process. The following quotes reveal how peers supported their learning process.

From the second journal entry:

Learners were very active during the class hour. They questioned the items directed to them and their friends. In addition, they provided explanations for their choice of tense or that of their friends although they were not asked for. For example, they stated that there was a description of atmosphere and actions that happened one immediately after the other when they were solving a question. Their classmates could also benefit from their explanations to make sense of the sentence even if they were not the ones nominated. Sometimes, when their friends weren't able to overcome the problem that they encountered, other learners provided metalinguistic explanations like indicating the time signal or providing the meaning of vocabulary to their friends. In addition, they asked each other questions about the exercises and provided explanations for each other. They tried to enhance each other's knowledge by

providing metalinguistic explanations. What is more, sometimes even if a learner didn't seek their help, other learners provided assistance to the learner nominated when they saw that they had encountered a problem. But their assistance was not giving the correct answer but directing them to the correct answer using mediations. They mostly made use of providing metalinguistic clues or translations to their friends in the face of a problem.

From the fifth journal entry:

Peers were more active in this session. They provided metalinguistic explanations during the exercises even if they were not the one who was dealing with the question. They offered some choices and explanations to their friends to find the correct answer. Also, they discussed the items between each other to arrive at a conclusion. In an exercise they had a lot of difficulty, and they asked the teacher why the answer had to be that way. While doing this, some students supported each other's thinking by claiming that they were right. Other learners were offering explanations to them in order to help them understand the sentences. When the teacher asked a comprehension question like "when did it happen? earlier than what?", many students provided the answer, not only the learner nominated for the exercise. Although if one of their friends asked the teacher the meaning of a vocabulary item, they also provided the answer. Sometimes, even if they were not the nominated learners, some learners were involved in a self-talk trying to make sense of the sentence or order of the actions, which enlightened other learners too.

As it is revealed, learners acted as a mediator for their peers during the G-DA sessions. They undertook this role by providing explanations and translations, and choices, even if they were not demanded specifically by them. Most of the time, peers didn't directly provide the correct answer, rather they mediated their peers through different mediational techniques and guided each other to the correct answer. While one of their friends was dealing with the exercise, they helped him or her through guidance with the help of explanations or translations. However, if they needed help about a vocabulary item like its meaning or past simple or past participle forms, they helped them by providing the correct answer. In short, during G-DA sessions, learners behaved as if they were the members of the same community, supporting each other trying to promote one another's understanding.

Teacher's perceptions of the difficulties faced during the intervention process

This question aimed to reveal the difficulties experienced by the teacher and the learners during the G-DA process. The teacher touched upon especially two types of difficulties, which are being time-consuming and boring for students that were waiting while another student was being mediated by the teacher, and the difficulty of deciding on the best mediation technique to help the learner overcome the problem, which were indeed

interrelated. The following quote taken from the second journal entry demonstrates one of the difficulties perceived by the teacher.

Since it took a long time to mediate a learner until he/she overcame the problem encountered, some of the learners got bored or distracted. So, it was difficult for me to keep the interest of all the learners during G-DA sessions.

Another quote from the third journal entry indicates how time-consuming and distracting the process could be for both the teacher and the learners.

Learners made many mistakes in the exercises; therefore, it took me some time to help them overcome the problem encountered. Meanwhile, some of the learners got distracted. In addition, because I detected gaps in their knowledge with the help of the interaction, I spent so much time on enhancing learners' knowledge by providing many explanations.

The teacher stated that she spent so much time on providing explanations to the learners, which resulted in the boredom of some of the students waiting for the gap in their friend's knowledge to be filled through the use of mediations provided in the dialogic interaction between the teacher and the learner. The following quote taken from the fifth journal entry illustrates how the teacher had difficulty in providing the appropriate mediation for the student during some activities.

Since the activity was challenging for them, I put in a lot of time making explanations, trying to make changes in their understanding. Sometimes, I had difficulty in deciding which mediation to give. Now I look back and see that I made unnecessary mediational moves like providing many implicit mediations, but actually the student required explicit ones because he/she had some gaps in his/her knowledge. Therefore, it took a long time to help the learner overcome the problem. Even in some cases, they weren't able to overcome the problems. This was quite disappointing for me and also boring for the others.

As the teacher noted in her journal, it can be difficult to provide mediations attuned to the needs of the learner. If the mediator cannot identify their needs very well, the process can be time consuming for both the teacher and learners.

Teacher's perception of the effectiveness of DA

The final point reflected on by the teacher was the effectiveness of DA in a classroom context. With this question, the teacher thought about the contributions of DA in her teaching context. Contributions can be addressed from two different aspects, the teacher, and the learner. First of all, the teacher reflected on whether DA helped her in her teaching and if so how. Secondly, the teacher focused on whether DA was effective at promoting the learners' in-class performance and if so how. The following quotes taken from the entries demonstrate the teacher's perceptions of the effectiveness of DA for her teaching.

From the first week's journal entry

With the help of DA, I had a chance to mediate each learner differently. I could clearly see that although they received the same instruction, their level of understanding varied to a great extent. It's not about whether they made a mistake in the first place. In my traditional teaching experiences, I didn't use to question whether they could quickly correct their mistakes or not. I used to assess their performance as an independent performance. But after implementing DA in my teaching context, I started to evaluate their performance as a co-constructed performance. I started to look from another window to learners' mistakes, from a perspective directed to not mistakes but mediations that could work well to correct the mistakes.

From the second week's journal entry

Using dynamic assessment helped me to see the underlying reasons of a poor performance. That is, when learners made a mistake, I asked them to justify their choices in order to see the point in their understanding that caused the source of the mistake. For example, in my traditional teaching, I sometimes used to think that learners didn't understand the topic very well when they made a mistake, and I taught them again. However, when I look from the perspective of DA, I now understand that their mistakes may result from a vocabulary obstacle or lack of information about a time expression or conjunction. Now, I think it's not important if they make a mistake in the first place, first of all I need to detect the reason to be able to evaluate and improve their performance.

These entries indicate that the teacher compared her traditional teaching and DA-integrated teaching during these weeks. It is clear that she learned some lessons while implementing DA in her class. For example, she noted that her perception of performance changed with DA because she started to look from an understanding which unifies assessment and instruction. As stated, the important thing is not to assess them independently, but to improve their performance via providing the appropriate help after identifying the source of difficulty for the learner. It is not the mistake that is under the light here but the improved performance with the help of a variety of mediations. Obviously, this indicates a change in her approach to teaching.

The following entry taken from the seventh journal entry indicates the effectiveness of DA for students' learning.

In this week's session, DA was helpful in enhancing learners' knowledge about different language points. When I was in a dialogic interaction with a learner, the interactant learner and others sometimes asked a question which required further instruction on different linguistic points. I used these questions or the learners' mistakes as a base for the chance to expand their learning.

As revealed, the teacher used opportunities to expand learners' learning through the use of interaction. It can be inferred from the teacher's writings that it was sometimes the learners who initiated the learning moments by asking questions and the teacher at other times by using the learners' mistakes as a base. The following entry taken from the eighth journal entry reveals the positive impact of DA not only for the primary interactant but also the secondary interactants in a class.

For this session, DA helped me focus on the points that students lacked in their knowledge. I asked them to justify their choices and as a result I could see what the missing points were in their knowledge and provided instruction on those points. It was satisfying to see that they were able to incorporate the feedback given to them and solve their problems with less help. In addition, I believe I made a contribution to the whole class through the provision of instruction on points where the students experienced some difficulty. I tried to instruct the class using the dialogic interaction so that the whole class would make use of the exercise.

In short, it can be asserted that if applied in class, DA goes beyond providing benefits to primary interactants. The teacher noted that she used opportunities to move the focus from the individual to the class to contribute to the learning of the whole class, which is in parallel with the nature of a classroom, which is a social learning area.

In summary, as can be understood from the reflective journal kept by the teacher for a period of four weeks, the teacher focused on different grammar points, mainly narrative tenses in addition to other tenses that required attention during the process. The teacher made use of different materials like contextual texts, stories, anecdotes, individual grammar items in the form of open-ended, gap-filling, and multiple-choice exercises. When the learners' errors were examined, it was seen that learners made both form and usage errors related to narrative tenses during the sessions. When the roles of the teacher were examined from the viewpoint of the teacher, it was revealed that she undertook five main roles as the provider of knowledge, resource, co-constructor of knowledge, manager, and mediator. When the entries were analysed with respect to the roles of the peers, it was found that learners mainly acted as supporters of their friends' learning process. The next issue addressed in the journal was the difficulties encountered during the process. The analysis of the journal revealed that the teacher reported two difficulties in relation to the G-DA implementation, which were being time-consuming and boring for students other than the primary interactant, and the difficulty of providing the mediation attuned to the needs of the learner. The final issue addressed by the teacher in the journal was the effectiveness of DA during G-DA sessions. The analysis of the journal entries revealed that teacher addressed the benefits of DA on teacher's teaching and learners' in-class performance. It can be stated that DA helped the teacher to evaluate performance from a new angle which put the

emphasis not on the mistake only but also on how the performance of the learner could be promoted. Another impact of DA was related to the expansion of students' learning, which resulted from the learning moments revealed during the dialogic interaction with the student.

In contrast to the mainstream educational assessment practices which attach importance to product, DA puts the emphasis on improving the mental functioning of individuals in order to help progress in their ZPD, as proposed by Vygotsky. The journal entries have indicated positive impacts of DA in large class setting from the viewpoint of the tutor.

Discussion of the Findings

The study aimed to track a group of EFL learners' progress in the ZPD in terms of their ability to use narrative tenses appropriately to co-construct the class ZPD by applying DA in a classroom context. It focused on the difference between DA-integrated instruction in which learners received graduated, contingent feedback and traditional instruction in which learners received explicit corrective feedback and the possible roles of these two different approaches to teaching and learning process in the development of learners' use of narrative tenses. With this aim in mind, the present study attempted to find an answer to seven questions within the context of the study. According to the findings obtained, applying a group-based DA had a considerable effect on the development of learners' control over the use of narrative tenses, which was supported through the findings obtained using a variety of data collection tools. This section presents the discussion of the findings of each research question in relation to the findings obtained from previous research in the literature.

Discussion of The First Research Question

This question aimed to reveal whether the learners who received ZPD-sensitive feedback through graduated mediational moves and those who received explicit corrective feedback differed in the accurate use of narrative tenses which was measured by a multiple-choice test. The comparison of the learners' independent performances in two non-dynamic assessment sessions that took place before and after the study (NDA1 and NDA2) yielded some interesting findings to support the assertion about the positive impact of mediated dialogue on performance development. The results of NDA tests were statistically analysed for each learner. The findings obtained as a result of the analyses indicated significant differences between the experimental and the control group. First of all, although learners in both groups showed significant developments in their performances from the pre-test to post-test, the effect sizes were not the same for both groups ($r = 0.83$ for the experimental group and $r = 0.41$ for the control group). The effect size of the difference in the experimental group

was much higher compared to that of the control group, indicating a substantial improvement for the learners in the experimental group. In addition, learners in both groups were also compared in terms of their post-study performances, and it was found that learners who received feedback sensitive to their ZPDs ($M=25,19$, $SD=4,61$) significantly outperformed those who received explicit corrective feedback ($M=17,66$, $SD=6,40$) on the NDA2 on narrative tenses. These were indeed expected findings because learners in both groups were instructed on narrative tenses and were engaged in relevant tasks related to narrative tenses to further support their learning. Hence, it was normal for the learners of both groups to show improvement in their performance at the end of the study. However, what made difference here was the size of the difference and their final performances. As revealed, the increase in the learners who received DA was much higher than those who received only traditional form of instruction. This may be explained in several ways. First of all, DA allowed the learners to be more actively involved in the process thanks to the dialogic interaction between the tutor and the learners. In addition, it may be that learners were given more opportunities to self-regulate their learning, resulting in a greater awareness of the linguistic point in question and more endeavour to achieve error-free performance by assuming more responsibility for their learning. As learners were given more chances to self-repair their mistakes, they undertook the responsibility of their learning more, which might lead to increased autonomy and ultimately to independent functioning. Underscoring the role of teachers in developing learner autonomy, Doğan and Mirici (2017) maintain that sustained collaboration between teacher and learner and teacher guidance are critical in promoting learners' abilities to self-control their learning process. Echoing the views, Şentürk and Mirici (2019) stress the need to train learners towards self-regulation by asserting that some learners may not be ready to self-manage and self-regulate their learning. Engagement in collaborative process through dialogic interaction might enable learners to gain the control of their learning by conducting self-assessment, which in turn leads to increased ability to regulate their learning. This assumption seems to be confirmed by previous research as Poehner (2005) found that some learners didn't require assistance from the mediator due to their ripen abilities to self-regulate their learning, which means that it was not only the tutor who contributed to the improved performance, but also learners trying to overcome the problems encountered through active involvement in the process. Similarly, Lee (2016) indicated the relation between higher cognitive awareness of their performance and increased self-regulation, resulting in development. However, the higher performance of the learners on the tests can be attributed to different factors such as motivation and aptitude. Highly motivated learners or learners with a higher language aptitude could have performed better on the NDA tests. Considering the role of motivation in learning, Haywood and Lidz (2006) argued that intrinsic motivation is an important factor that leads to differences in

individuals' learning and performance across different tasks. Thus, there is a need for future studies to explore the impact of various factors on test performance.

This finding of the study revealing the positive impact of DA on grammar achievement supports the findings of previous studies. Kamali, Abbasi, and Sadighi (2018) conducted a study in which they compared the impact of DA on the acquisition of unreal conditionals by intermediate EFL learners assigned to two groups as experimental and control group by means of one pre-test and two post-test scores obtained on a written grammaticality judgement test of English unreal conditionals. In parallel with the findings of the present study, the researchers concluded that learners in the experimental group showed better performance on the post-tests of the target structure, suggesting that employing DA procedures in teaching L2 grammar in classroom context might be useful. In another study conducted by Safa and Jafari (2017) to investigate the difference between the impact of two DA models, interventionist and interactionist, and static conventional assessment on grammar learning among pre-intermediate Iranian high school EFL learners in different educational contexts by means of a multiple-choice static grammar test applied as pre-test and post-test. The researchers included 45 participants, who were divided into three groups and randomly assigned as interventionist, interactionist, and conventional, and compared the effects of the two DA models within each other and with static conventional assessment mode on grammar learning of EFL learners. The results of the statistical analyses indicated that both modes of DA showed significant positive impact on grammar learning compared to the impact of traditional assessment. This finding is similar to the findings of the current study which only focused on the possible role of interactionist DA on development of learners' control over narrative tenses. What is more, the positive effect of G-DA on learners' progress in their ZPDs can be confirmed by the study carried out by Sharafi and Sardareh (2016) to explore the effects of DA on grammar learning among elementary EFL learners by adopting a pre-test-treatment-post-test design. The researchers used a grammar test of prepositions of time and place administered before and after the study to examine the effectiveness of DA for grammar learning. Despite studying with a different group of learners from the ones included in the present study, the researchers revealed that learners in the experimental group improved their performance of prepositions of time and place considerably compared to learners in the control group. Another study that focused on the impact of DA on grammar addressed the issue considering gender-based differences as well. Daneshfar, Aliasin, and Hashemi (2018) aimed to explore the possible impact of DA on grammar achievement of male and female EFL learners by assigning two classes as male and female experimental groups, and two classes as male and female control groups. The researchers concluded that the learners in the experimental group outperformed those in the control group irrespective of

gender. However, the comparison of two genders assigned to experimental groups did not show a significant difference, suggesting that DA could prove beneficial for the grammar achievement of learners no matter what their gender was.

Although not addressing the relationship between DA and grammar achievement, there have been many studies revealing the positive impact of DA on different language skills such as listening skill (Ableeva, 2010), speaking skill (Poehner, 2005; Yılmaz-Yakışık, 2012) reading skill (Kozulin & Garb, 2002; Shabani, 2012; Ebadi & Saeedian, 2016), writing skill (Mahdavi, 2014; Shabani, 2018; Özturan, 2022), vocabulary learning (Hessamy & Ghaderi, 2014; Khoshsima & Rezaee, 2016), and metasyntactic awareness (Çalış, 2012).

As can be seen, DA-integrated teaching is likely to promote learners' language skills. It can be deduced that if teachers focus on providing contingent mediation based on learners' needs during the instruction period, learners could benefit from this kind of teaching in that their language learning process can be facilitated.

Discussion of The Second Research Question

This question aimed to determine the possible role of G-DA on expanding learners' ability to use narrative tenses appropriately in a new context. In order to obtain findings for this research question, a written task was given to learners in both groups after the study to compare their performance of narrative tenses in a more challenging context which required them to use narrative tenses in production. According to the findings obtained as a result of the analysis of learners' appropriate and inappropriate use of narrative tenses, learners in the experimental group outperformed the control group on the transcendence task. The examination of their correct and incorrect tense uses revealed a higher number of errors for the control group than those in the experimental group despite having a lower number of tense use in their writings. Considering all these, it can be stated that the learners in the experimental group showed a more varied, a more accurate, and a higher number of tense use compared to those in the control group, suggesting a higher performance of narrative tenses for those receiving ZPD-sensitive feedback. This may suggest that grammatical competence of the learners in the experimental group regarding the narrative tenses was higher than that of the control group. This can be explained by the fact that they were exposed to different types of ZPD-sensitive feedback that would encourage them to self-regulate their learning more than the control group, resulting in higher cognitive awareness of the relevant linguistic points. Thus, they could use this awareness in their writing as well. This mirrors the view stated by Davin, Herazo, and Sagre (2016) that mediation aims to transcend a particular task and increase the awareness and control of learners with respect to linguistic forms they produce, which signals the ability to self-regulate. Poehner (2005)

supports this view by arguing DA posits that the thing that actually matters is cognitive development extending beyond a particular pedagogical task. In relation to the transcendence of learning, Feuerstein argues that “important information concerning the extent of development can be obtained by working with learners not only as they complete familiar tasks but also as they encounter new and more complex problems” (Feuerstein et al. 1988: 65, cited in Poehner, 2005).

The results of the present study seem to be in accord with previous studies in the relevant literature. In a study conducted by Mehri and Amerian (2015), learners’ control over the use of past simple was assessed through a writing task in which they were asked to retell the events in a novel through writing during the sessions. The assessment of their writings was made considering the number of words used, the number of the past forms used while retelling the parts of the novel, and the number of mistakes. The researchers concluded that learners’ use of past simple improved considering the rise in the number of the words, and the decline in the number of mistakes from the first to the fifth transfer session. In parallel with these results, the findings of the current study also indicated a higher number of tense use in their stories and a lower number of mistakes for the learners who received graduated mediation sensitive to their needs compared to those who were instructed traditionally without paying attention to the growth in their ZPDs at the same time. In addition, despite focusing on computerized DA and reading comprehension skills, the findings of the study by Ebadi and Saeedian (2016) align with the findings of the present study. The researchers carried out a study in an attempt to reveal if learners could extend their development in more challenging situations by exploring reading comprehension through computerized DA and measured the increase in performance via measuring the quantity and quality of the mediations required by the learners during the sessions. According to the results obtained, the participants’ need for mediation to complete the task decreased over time, indicating enhancement of the performance. This result is in parallel with the present study, which also found that learners receiving mediation to overcome the problem they encountered performed better than control group learners who were not exposed to mediated dialogue to further their ZPDs.

Based on these results, it can be claimed that incorporating G-DA into teaching process may yield fruitful results for learners’ grammatical awareness, which could enhance their possibility of using grammatical knowledge in a new context productively.

Discussion of The Third Research Question

This question aimed to identify the mediational strategies employed by the tutor to diagnose and promote the learners’ abilities to use narrative tenses during G-DA sessions. In

order to obtain findings for this research question, the audio- and video- recordings of the G-DA sessions were transcribed and scrutinized to be able to develop a typology of the mediational moves followed by the tutor in the sessions. As a result of the close analysis of the transcriptions, the researcher developed a mediational typology including 19 mediational strategies employed by the tutor to diagnose and promote learners' learning. When the literature is examined, it is possible to find other studies that developed mediation typologies while exploring learner-mediator interactions.

Although it was not conducted following a DA approach, Aljaafreh and Lantolf (1994) presented excellent research that reported on the impact of mediated dialogue on growth of learners' interlanguage, which could be evaluated from a Vygotskian understanding. The researchers attempted to tailor assistance to the emergent needs of the learners in relation to four grammar features including articles, tense marking, use of prepositions, and modal verbs in order to increase their grammatical competence in written tasks. In order to calibrate the appropriate quantity and quality of help, the researchers developed a regulatory scale including 13 mediational moves based on the interactions between the mediator and the learners, thus they were not predetermined set of mediations, in line with the interactionist DA tradition, which is similar to the way the mediation typology of the current study was developed. The mediations on the list were arranged from the most implicit to the most explicit, which meant that if the feedback given to the learner moved from bottom to the top of the regulatory scale, it indicated microgenetic development of the learner, who got closer to self-regulation by assuming a greater responsibility to perform appropriately. The two typologies share similarities in some moves in addition to discrepancies resulting from the differences in the context.

In another influential research on DA, Poehner (2005) constructed a typology of mediator moves which aimed to promote learners' use of perfect-imperfect aspects in narrative tasks. As a result of the analysis, the researcher created a mediation typology consisting of 15 moves. When the typology of the present study and that of Poehner (2005) were examined, a discrepancy was found between them despite the high resemblance. This is indeed very normal because the context of the two studies were totally different, which can explain the difference between the moves. First of all, the typology of the current study was developed as a result of the interactions in the classroom setting, but the typology of Poehner (2005) was created based on one-on-one format. Poehner's typology revealed how the mediator supported learners' control over perfect-imperfect aspects in L2 French narrative tasks while the typology of the current study illustrated how the mediator supported learners' control over narrative tenses in L2 English grammar class. While the focus of the

two studies were on a grammatical point, their way of assessment was different. Therefore, it is natural that these two studies have some discrepancies in their mediation typologies.

An interesting finding revealed from the analysis of the learner-mediator dialogues was learners' attempts to regulate their thinking through private speech. That is, the learners were involved in private speech while they were thinking about the question directed to them, which means that they vocalized their thinking in order to overcome the problem. Lantolf and Thorne (2006) maintain that private speech helps us use the language to regulate our mental functioning. The important thing in private speech is that utterances are not other-directed, but self-directed. Therefore, there is no concern whether the utterances are interpreted by others. Saville-Troike (1988) describes private speech as 'noninteractive', however it is actually interactive, but the addressee is not someone else but the self (Ohta, 2001). What happens in the case of private speech is that the person is involved in an interactive process which is intrapersonal. When we examined the transcriptions of the recorded sessions, learners were engaged in a speech with the self and used speech as an intrapersonal cognitive tool to self-regulate their learning. Within the context of the study, it can be stated that learners used private speech to regulate their thinking when they were engaged in dealing with a problem. Lantolf et al. (2020) define language as a tool to influence the activity of others as well as of self. Through engagement in private speech, learners' cognitive functioning is affected, which leads the learner to regulate the task in question. This means that learners did not seek help from the teacher all the time, but they also endeavoured to deal with the difficulties faced through cognitive engagement with the problem.

Discussion of The Fourth Research Question

This question aimed to determine the reciprocal moves of the learners in response to the mediational move provided by the tutor during the G-DA sessions. Renske (2021) maintains that looking at how students respond to a given feedback illustrates the way they have interpreted and used that particular feedback. Hence, it was essential to explore learner reciprocity before and after the study in order to track learners' development. In order to obtain findings for this research question, the audio- and video- recordings of the G-DA sessions were transcribed and scrutinized in order to develop a typology of the reciprocating moves in the sessions. As a result of the close analysis of the transcriptions, the researcher developed a typology of reciprocal moves including eleven learner moves.

The literature has a variety of reciprocity typologies developed for different language skills. For example, in one of his major studies, Poehner (2005) created a typology of learner moves involving nine moves based on the interaction between the mediator and the learner. When these two typologies were compared, they were found to be almost identical. A total of

eight moves were in common in both studies. The reciprocity typology of the current study had 'asking for approval' and 'request for metalinguistic clues' different from typology of Poehner (ibid) and 'rejecting mediator's assistance' was the move that was missing in the typology of the current study.

In another study, Ableeva (2010) developed a typology which addressed reciprocal moves of the learners in two categories at first as regressive and progressive moves. Then, the researcher identified seven responsive moves which revealed learners' self-initiated efforts to request mediation including requesting a play, using mediator as an evaluator, using mediator as a resource, imitating mediator, incorporating feedback, accepting mediator's assistance, and rejecting mediator's assistance. Since the focus of assessment and instruction, which was the listening ability of learners, was different in Ableeva (2010)'s study, it is not unusual to have differences in reciprocal moves of the learners. However, the study shares similarity with the present study in that learners in both studies used mediator as a resource and incorporated feedback.

Discussion of The Fifth Research Question

This question intended to reveal the possible role of G-DA on the learners' performance in DA tests by comparing the quality and quantity of mediational moves and reciprocal moves in two groups of learners across two DA sessions. In order to obtain findings for this research question, the audio- and video- recordings of the DA sessions before and after the study were transcribed and examined in order to determine the total number of tutor moves and learner moves for each DA session. According to the results obtained, despite the decreasing trend in the frequency of moves in both groups during DA2, the learners receiving graduated feedback had a considerable decline in the number of mediations required by them while the learners receiving explicit corrective feedback had a slight decline in the number of total mediational moves, which indicate a higher need for other-regulation in the control group. In addition, while the learners in the graduated feedback group required less explicit moves in DA2, learners in the explicit corrective feedback group required more explicit moves. In addition to mediator moves, reciprocal moves unearthed invaluable information about the learners' development. The finding of the current study indicated that the learners in the graduated feedback group had a considerable decrease in their total moves whereas those in the explicit corrective feedback group showed a small decrease in their total number of reciprocal moves. What was interesting was that the learners receiving explicit corrective feedback responded incorrectly to the items considerably more than those receiving graduated feedback in both DAs. This finding can result from the fact that learners were using the technique of trial and error without thinking on the item in detail. Elliot, Lauchlan, & Stringer (1996) argue that engagement in

collaborative process may encourage learners to be more thoughtful and less impulsive, making them more aware of the need to self-regulate their responses rather than being involved in a hasty trial and error process. Drawing an association between the high number of incorrect response and the high number of total reciprocal moves made by the control group learners in the post-study DA test, it is possible to suggest a situation in which learners failed to respond correctly, they had to make more moves to compensate the knowledge gap, leading to higher rate of other-regulation. These results should be interpreted with caution. The findings obtained from the analyses of mediational and reciprocal moves suggest that although learners receiving contingent mediation in response to their emergent needs still showed a need for other-regulation to some extent, it must be pointed that they showed considerable development compared to the control group. However, although they also showed improvement, learners in the explicit corrective feedback group performed under the guidance of the tutor to a greater extent compared to the graduated feedback group learners. These findings seem to be in line with the results obtained from the statistical analyses in that learners' control over narrative tenses increased in both groups with a higher development for those receiving ZPD-sensitive hints or prompts from the tutor. Based on the findings, it is possible to assert that learners receiving contingent, needs-based feedback through dialogic interaction were more likely to turn the ability to use narrative tenses appropriately and accurately into their actual developmental level compared to those receiving explicit corrective feedback which was not considering the learners' ZPDs. As revealed, not only supporting moves of the tutor but also reciprocating moves of the learners provided vital insights into the current and proximal abilities of the learners.

The literature also has several studies which tracked learners' development based on the decrease in the amount of mediation required by learners and reciprocity shown by them. In a study on the relationship between G-DA and development of learners' writing abilities, Shabani (2018) arrived at two conclusions based on the analysis of the mediator-learner interactions in terms of the quantity and quality of the mediator and learner moves: a) the number of explicit mediations decreased and b) the frequency of reciprocal moves declined. Aligning with the findings of the current study, the researcher revealed the extension of group ZPD to higher levels and higher levels of self-regulation, which paved the way for higher autonomy. A similar typology was developed by Ashtarian, Ebadi and Yousofi (2018) in a study on the impact of G-DA on learners' writing accuracy. The dialogues between the mediator and the learners were scrutinized by the researchers, leading to the development of mediation and learner reciprocity typologies. As a result of the analysis of the quality and quantity of the mediational and reciprocal moves, it was concluded that learners required less help from the mediator, indicating a higher performance for learners which was

closer to independent performance. The results of the study had similarity with those of the current study in that they both relied on the analysis of the mediator and learner moves to track learners' microgenetic development, and both revealed offering ZPD-sensitive mediation resulted in development in learners' language abilities over time. However, based on the analysis of the quality and quantity of mediational or reciprocal moves, it was not only the progress that was revealed as a result of examining the interactions, but also the fluctuations in their performance. In their study, Lantolf and Poehner (2010) analysed the interactions between a Spanish teacher at elementary school and her students in a classroom setting in order to reveal their control over noun-adjective agreement. Although following an interventionist approach to DA of a small group of learners, the researchers concluded that development varied not only for individuals in the classroom, but also for the same individual over time, because it didn't follow a steady process moving from a lower level of mediation to the next level mediation.

Discussion of The Sixth Research Question

This question aimed to shed light on the experiences of EFL learners about G-DA instruction. With this aim in mind, learners were asked three questions in the semi-structured interviews held after the study. The learners were asked about the impact of mediation provided to them on their learning, the impact of mediation given to their classmates on their own learning, and the drawbacks of the G-DA procedure. The findings for each question were discussed in line with the order of the questions separately.

According to the results obtained from the first interview question, the learners discussed the impact of mediations provided to them in terms of the impact on their learning process, critical thinking skills, and affective states. Learners put the emphasis on facilitating the learning process and making the learning more permanent besides activating their critical thinking skills and enhancing their motivation and self-confidence. The findings of the current study are consistent with the findings of several relevant studies in the literature. Estaji and Ameri (2020) examined the impact of interventionist approach to DA on the grammar achievement of pre-intermediate and high-intermediate EFL learners quantitatively and qualitatively. The qualitative data were obtained from semi-structured interviews, and the findings of the interview data revealed that majority of the learners held positive attitudes towards DA by describing the procedure with adjectives like useful, interesting, and new, which is in line with the results of the present study. In addition, the interview data showed that DA had a facilitating impact on the learners' learning process, which also supports the findings obtained in the present study. Likewise, in a study conducted on the potential of concurrent DA to enhance receptive and productive vocabulary size of EFL learners at a language institute, Noughabi et al. (2021) found that learners held positive attitude toward

the use of mediated dialogue in the context of G-DA according to the data obtained from focus group interviews. The researcher further reported that learners had the opinion that G-DA was likely to motivate them and enhance their self-confidence. The findings were in line with the view by Lidz (2017), who stressed the interface between intrinsic learning motivation and mediated learning, which is necessary for successful learning process at school.

Although not conducted with a group approach, Özturan (2022), in a very recent study, who aimed to explore the learners' perceptions toward the use of DA in L2 writing by employing a one-to-one format of DA attained similar findings with the current study. In parallel with the findings of the present study, Özturan (2022) highlighted that DA created a source of motivation for learners to write. Similarly, the interview data in the present study demonstrated that being involved in DA process gave the learner encouragement and feeling of success, which was supposed to lead to increased motivation and self-confidence. Although the current study didn't use a tool to measure learners' motivation, the learners' statements in the interview suggested a possible role of DA on enhancing learners' motivation. The following quotation taken from the interviews revealed how mediated interaction affected their motivation.

Following a step-by-step path to the correct answer instead of directly receiving the correct answer encouraged me to make more effort. As a result, I got more motivated and my interest in the course increased (Inf. 12).

The positive impact of DA on learners' motivation revealed by the findings of the current study is supported by another study which was particularly centred on the relationship between DA and motivation of learners. Zoghi and Malmeer (2013) investigated the possible impact of interactionist approach to DA on EFL adult learners' intrinsic motivation. Following an experimental and control group design, the study aimed to reveal whether learners differed in terms of their intrinsic motivation by means of a motivation scale. As a result of their analysis, the researchers concluded that incorporating DA practices as a supplement to the teaching process might have a positive impact on EFL learners' intrinsic motivation.

In addition, the findings obtained from the second interview question indicated that learners benefited from the mediations provided to their classmates in terms of the contributions to their critical thinking skills, learning process, and interest in lesson. The results of the interview data can be attributed to the several factors. Firstly, since the classroom is a social atmosphere, it is natural that learners learn from each other. Learners in the same social space are likely to experience similar difficulties and benefit from the feedback given to another learner. Although the teacher seemed to interact with a specific learner, the aim was actually not only the ZPD of that learner, but also the ZPD of the whole

class. This view is supported by Poehner (2009) who asserted that since the exchange between the primary interactant and the mediator occurred in the social context of the class with other class members witnessing the exchange, it was likely that the rest of the group was mediated as secondary interactants as well. However, it is essential to note that each student forming the group may benefit from the feedback given to their classmates to a different extent due to their varying degrees of attention. Another reason for the positive impact of the feedback given to classmates could be that learners may be a source of information for each other intentionally or unintentionally by provoking thoughts of the others during the mediator-learner interactions. This means that while learners were in dialogic interaction with the tutor, they frequently verbalized their understanding whether it was demanded or not, which could result in other learners' approaching the learning activity at hand from the viewpoint of the primary interactant. In this way, they could use the verbalizations of the primary interactant as a base for questioning the task. Even if they got the question right, they could be engaged in critical thinking processes on the basis of another learner's thinking and confirm their thinking as a result of going through active mental processes. This is supported by Poehner (2009) who stated that there could be frequent interaction shifts between the primary and secondary interactants because one learner's question or comment might trigger another's contribution. When the learners' statements were evaluated in general, it can be suggested that not only primary interactants but also secondary interactants may benefit from the incorporation of DA into the classroom context because of its advantages to their learning. Taking its roots from SCT, the present study supported the significance of environment in the learning process by emphasizing the potential contribution of peer learning. A possible explanation for this might be that it is not only the teacher who is the source of knowledge or mediator in classroom, but also their classmates. When they actively follow the interaction between the tutor and the other class members, they have a chance to catch the learning moments derived from these interactions and internalize them as a result of shift from interpersonal layer to intrapersonal layer. Since humans are social entities, they exist in the classroom not only with their individual identities but also with their social identities, which means that they continue to function in collaboration with their peers either in active collaboration with peers or attending to tutor-learner interactions. Thus, the current study suggested that teachers could benefit from using DA in classroom context. This finding is in accord with the findings of several studies in the literature. For instance, Noughabi et al., (2021) conducted a study to investigate the possible impact of concurrent G-DA on a group of EFL learners' vocabulary development and revealed that as a result of peers' active participation in vocabulary tasks and correcting their vocabulary errors contributed to the development of the entire class, which supports the findings of the present study in relation to the effect of mediation provided to peers.

Finally, although the majority of the learners did not mention any downside of the G-DA process, some of the learners addressed four drawbacks of the process including being a source of distraction, leading to stress, resulting in waste of time, and being an unfamiliar process. In the study, one learner reported that she got more stressed when she failed to repair the problem despite the mediations given to her. Özturan (2022), in a very recent study, who aimed to explore the learners' perceptions toward the use of DA in L2 writing by employing a one-to-one format of DA attained similar findings with the current study. First of all, in contrast to the majority of the learners who mentioned the positive impact of DA, only a small number of learners reported a disadvantage of DA by addressing increased anxiety resulting from inability to find their mistake and correct it in response to the mediations provided to them. Contrary to what learners in the current study believed, Elliot, Lauchlan, and Stringer (1996) suggested that a collaborative process between an assessor and a learner could impact a child's anxiety positively by decreasing it as his/her self-confidence increases. Another theme identified as a drawback experienced by the learners during the intervention process was related to DA's being a waste of time, resulting from waiting too much time for their friends to correct their mistakes. Several participants believed that providing mediations from implicit to explicit for each student took too much time, resulting in waste-of-time, and that it would be better to give the correct answer when one failed to respond correctly in the first place. It is likely that learners got bored quickly and didn't like to wait for others to self-repair their mistakes. This can result from the general characteristics of Gen Z learners. That is, they expect everything happens instantly (Opriş & Cenuşă, 2017), they can get impatient (Iftode, 2019), they ask for immediate and effective feedback (Düzenli, 2021), and they have a short span of attention due to their being used to the availability of every information they seek at a click distance thanks to technology (Opriş & Cenuşă, 2017; Iftode, 2019). However, Anton (2009) stressed the potential benefit of interactionist DA in L2 learning despite its being labour-intensive, time-consuming, and challenging.

Discussion of The Seventh Research Question

This question aimed to explore the experiences of the teacher about G-DA instruction. With this aim in mind, the teacher kept a journal in which she reported her opinions on a variety of aspects including roles of the teacher, roles of the peers, difficulties faced, and benefits of DA.

First of all, the analysis of the journal entries revealed five teacher roles the tutor undertook during the G-DA sessions, which were knowledge provider, resource, co-constructor of knowledge, manager, and mediator. This may be caused by the basic tenets of the SCT, which assigns the teacher the role of more capable party of the interaction between the tutor and the learner. Being regarded as the more capable partner, the teacher

aimed to remove the gap in the learners' knowledge by providing them with contingent mediation, which automatically made the teacher a knowledge provider, a mediator, and a co-constructor of knowledge. Elliot, Lauchlan, and Stringer (1996) assert that the role of the tutor in DA encompasses not only identifying the strengths and weaknesses in the learner's mental operations but also intervening and observing the learner's capacity to learn. Haywood (2012) underscored the role of teacher in mediated learning as helper standing between the learner and the problem that needs to be repaired or the material to be learned. In addition, since the teacher followed an interactionist approach to DA, the roles assigned could be more varied compared to the possible roles undertaken in interventionist DA or traditional approach to teaching. This finding regarding the variety of roles assumed by the tutor mirrors the finding by Karimi and Shafiee (2014) in a study on the Iranian EFL teachers' perceptions of DA which teachers assigned themselves different roles in the application of DA in classroom like informants, facilitators, and decision makers.

Another finding obtained from the teacher journal was that peers provided support to their classmates during the learning process. Research has suggested that peers can have an impact on the learning process (Wang et al., 2011; Ansong, et al., 2017; Finch et. al, 2019). This help was either in the form of mediation directed to the primary interactant or awareness raising resulting from private speech aimed at regulation of one's own mental operations. Lantolf et al. (2020) maintain that learning as a result of exposure to input in social world occurs in two ways: first in interaction with others and second observing what others have produced. The researchers underscore the possibility that private speech may trigger collective attention to problems of the group, which is an unintended secondary function.

The next issue reported by the teacher was about the problems experienced by the teacher during the G-DA sessions. This question aimed to reveal the drawbacks from the viewpoint of the teacher. The analysis of the journal revealed that teacher had some problems in the process. For one thing, it was quite difficult for her to provide mediations attuned to the needs of the learner. In some cases, she reported that she provided unnecessary mediations, which led to waste of time and boredom or distraction of other members of the class. The challenge of deciding on the appropriate quality and quantity of assistance was addressed by Lantolf and Thorne (2006). The researchers argued that providing emergent assistance to learners might cause the tutor to accidentally over- or underprovide assistance. Echoing this finding of the present study, Davin, Herazo, and Sagre (2016) suggested that preparing a predetermined list of graduated prompts based on anticipation of students' misconceptions might reduce the teacher's cognitive load of quickly understanding a student's error and deciding on the appropriate mediation and shifts to

flexible mediation easily when deemed necessary. If the mediator cannot identify their needs very well, the process can be time consuming for both the teacher and learners.

The final point reported on by the teacher was the benefits of DA. The teacher addressed the effect of DA in terms of the teacher and the learner. For the positive impact of DA on the teacher, it can be suggested that the teacher realized the importance of not only assessment of performance but also the promotion of it after identifying the source of difficulty for the learner, which was made possible through engagement in a dialogic interaction with the learner. Based on the teacher's opinions on the DA procedure, the study suggested that DA allowed the teacher to uncover the underlying reasons of poor learner performance and to enhance learners' performance by resolving the problems. This finding is confirmed by several studies in the literature. For instance, despite focusing on the development of writing skill, the study conducted by Saadat and Mallahi (2020) indicated that DA could provide insights into the kinds of problems encountered by learners and allow the teacher to offer appropriate assistance to learners in order to remedy their weaknesses and promote their learning. Poehner (2005) approached this function of DA from the learners' side by arguing that mediation was useful in improving learner performance in addition to enhancing their understanding of what lied under their performance, leading to self-regulation. The reason for the contribution of DA to understand the underlying processes may be attributed to its impact on raising awareness of the teacher and the learner about the zone of actual development of the learner and their needs to show progress with the help of dialogic interaction aiming to support learners' ZPDs.

In summary, general DA research and L2 DA research usually focused on the development of individuals outside the classroom context and there is lack of research on how to benefit from DA in the classroom context (Lauchlan, 2012). However, as Poehner (2009) claims it is not very realistic for teachers to target development of an individual in a setting like classroom, in which the teacher is usually responsible for at least 15 students. Therefore, it is essential to provide teachers with a model of alternative assessment that focuses on the group development rather than the individual. Overall, this dissertation provided evidence for the possible positive impact of applying DA in group settings like a classroom. When the results of quantitative and qualitative analyses were examined, it can be stated that DA may provide advantages for language learners while learning the grammar of that language. In addition, microgenetic analysis of the mediator-learner interactions demonstrated how the tutor attempted to focus on group ZPD while trying to expand individual learner's abilities to use narrative tenses by including them in the dialogues as active participants or as listeners. According to McKendree et al., (1998), learners can make an analysis and comparison of their own understanding with that of others by watching their

peers and tutors while they are modelling the process of interpretation and application. Ashtarian, Ebadi, and Yousofi (2018) indicated the essential role of G-DA in the growth of ZPD of groups of learners rather than individuals by pointing to the advantage of the interaction with the teacher in front of other learners in the class to the development of group ZPD. Similarly, Mehri and Amerian (2015) highlighted the opportunity of development for secondary interactants in a class. The researchers pointed to the advantage of DA to the growth of group ZPD by drawing attention to the collaboration between more capable peers and less capable ones in order to increase the capabilities of not only the individual but also the group. In another study, Shabani (2018) studied on the incorporation of G-DA procedures into teaching process in order to reveal the possible effects of G-DA instruction on learners' writing skills and observed the positive impact of G-DA interactions not only on individual learners but also the group as a whole. The researcher pointed to the rapid shifts between the primary and secondary interactants, suggesting the collaboration of the whole class towards co-constructing group ZPDs. Thus, it can be interpreted that learners who are present in a social area like a classroom take responsibility for constructing ZPDs of each other either intentionally or unintentionally. In contrast to the current research, the literature presents some findings not favouring incorporation of DA procedures to large classes. Saniei, Birjandi, and Abdollahzadeh (2015) aimed to reveal the impact of small group DA on the development of EFL learners' writing skills by providing instruction on rhetorical organization in writing and concluded that the number of mediations that learners received decreased from session 1 to session 9, indicating the growth of the pair's ZPD. However, the researchers highlighted the practicality of applying DA to small groups like pairs instead of the inclusion of only individual learners or all class members, which could be not very fruitful. The literature presents some supporting views for the implementation of DA with individuals or small groups (Davin & Donato, 2013). In relation to the underlying reason for the preference for DA of individual learners or small groups, Poehner (2009) supposed that it could be more manageable to apply DA with an individual rather than a group, leading to a tendency to conduct DA research following one-to-one format or very small group format. In addition, Anton (2009) explained the reason why DA was not extensively adopted in educational settings despite providing a great deal of information about individual learners by stating that DA could be time-consuming.

Chapter 5

Conclusion and Suggestions

Introduction

This chapter starts with the summary of the study in which the interdependent relationship between assessment and instruction is explored through the application of G-DA principles in a large classroom in Turkish context in accordance with the sociocultural theory. The next section presents the limitations of the study, which is followed by theoretical and pedagogical implications. The chapter concludes with suggestions for further research based on the limitations of the study.

Summary of The Study

The present study explored the impact of G-DA implementation on B1 EFL learners' control over narrative tenses. The participants of the study were selected by means of the convenience sampling method. The participants of the current study consisted of 72 B1 level learners of English who were enrolled in the English Preparatory classes at a state university during the academic term 2021-2022. The students were divided into two groups as the experimental group and the control group. While the learners in the experimental group received contingent hints or prompts sensitive to their ZPDs from the tutor in order to improve their performance of narrative tenses through dialogic interaction, those in the control group were provided explicit corrective feedback and were exposed to traditional instruction on narrative tenses. Entitled as a mixed-methods study, the study collected both qualitative and quantitative data. While the quantitative data were collected through grammar tests on narrative tenses, a written transcendence task, analysis of DA sessions, the qualitative data were collected through video- and audio recordings of G-DA sessions, teacher journal, and semi-structured interviews.

The present study was conducted within 8 weeks and comprised three phases: pre-test, intervention/enrichment, and post-test. During the first two weeks, essential information about the participants including their gender, age, majors, and high schools was gathered. In addition, the learners in both the experimental and control groups underwent a non-dynamic assessment (NDA1) and a dynamic assessment (DA1) in which they were administered a grammar test prepared to assess their control over English narrative tenses, specifically simple past tense, past continuous tense, and past perfect tense. In the NDA1, learners were not provided any assistance during the test administration process, but in DA1, they were

given hints or prompts with the purposes of both assessing their ZADs and expanding their ZPDs.

Following this phase, the enrichment/intervention phase which lasted for a time span of four weeks started. During the intervention period, the learners in the experimental and control groups differed in how they received instruction on narrative tenses. The results of pre-tests were used to tailor an enrichment program to be applied to those in the experimental group. The enrichment program was applied to the experimental group as a whole-class session for four weeks including 12 sessions, which focused on problem areas associated with narrative tenses in English that were identified during the initial assessments applied in the first week. However, since DA considers assessment and instruction a unified practice, problems encountered by the learners were also identified through dialogic interaction during the G-DA, and instruction was provided on these points to help them realize their potentials. While the learners in the experimental group went through class-based DA, control group learners received traditional instruction, in which they were not exposed to graduated feedback to expand their ZPDs. Throughout the four-week G-DA program, the 'cake' format of DA was implemented. That is, when students had any mistakes or difficulty related to narrative tenses during the class, the teacher provided immediate mediation, which allowed the teacher to immediately indicate errors to the students. Mediation was provided until the student produced the utterance accurately in terms of narrative tenses, and then the tutor proceeded to the next item or exercise (Sternberg & Grigorenko, 2002). In addition, the teacher used the cumulative approach in this process, which allowed the teacher to provide mediation to the student who had initially produced an utterance incorrectly until he or she could produce the utterance correctly. Finally, principles of interactionist DA were followed during the G-DA sessions. That is, the mediation was not given to everyone in a fixed order which was previously identified but emerged out of the cooperative dialoguing between the mediator and the learners depending on the nature of the communication and the needs of the learners. This means that each learner was provided mediation in different quality and quantity and not all forms of mediation in the list were used in every session for every learner. During the intervention phase, the tutor kept a journal in which she recorded her opinions on the use of DA in a classroom setting by reporting on different points including materials used, students' errors, role of the tutor, role of the peers, problems experienced, and benefits of DA.

The last phase of the study lasted for two weeks which were devoted to collecting data after the intervention. The learners in both groups were administered the post-tests including NDA2 and DA2 in addition to completing a transcendence task which required them to write a story using narrative tenses. The purpose of administering a transcendence task

was to determine whether and to what extent learners could extend their learning beyond the actual assessment context, which would demonstrate their ability to use narrative tenses appropriately in another context. Finally, a semi-structured interview was conducted with the learners in the experimental group in order to unearth their opinions on the G-DA process. They were asked about their opinions on the impact of the mediation they personally received, the impact of the mediation given to their classmates, and the problems they encountered during the G-DA sessions.

Before the actual study took place, all the procedure and the instruments were piloted. During the pilot study, all phases of the study were piloted, and the validity, reliability, and fairness of the instruments that were decided to be employed in the actual study were checked. In order to ensure the validity and reliability of the quantitative data, the test development phase proposed by AERA, APA, & NCME (2014) was strictly followed, and the necessary statistical analyses were conducted, and expert opinion was sought for the instruments. In order to ensure the quality of the qualitative data of the study, trustworthiness criteria suggested by Lincoln and Guba (1985) was adopted.

After the pilot phase was over, the main study was conducted based on the planned program by applying all the three phases following a mixed-methods approach. The quantitative data of the study consisted of scores from NDA1 and NDA2 tests, the number of correct and incorrect uses of narrative tenses in the written task, and the frequency of mediational moves of the tutor and reciprocal moves of the learners in DA sessions. The qualitative data were obtained from semi-structured interviews conducted with the learners, reflective teacher journals, and audio- and video- recordings of G-DA sessions.

After the study was completed within eight weeks, the data obtained through multiple data sources were analysed. The quantitative data were analysed with the Statistical Package for the Social Sciences (SPSS 16). As a result of the preliminary analyses of the Kolmogorov Smirnov tests, histograms and probability plots, it was decided that data had normal distribution, therefore parametric tests were conducted to further analyse the data. First of all, independent-samples t-test was performed to reveal if there was a significant difference between the groups in terms of their performance on the NDA tests before and after the study. In addition, paired-samples t-test was conducted to compare the pre-test scores and post-test scores of both experimental and control groups on the NDA tests within each group. In addition, frequency analysis was conducted to reveal the learners' accurate and inaccurate uses of narrative tenses in the written task, and then error analysis was performed on the data obtained from the incorrect uses of narrative tenses in the written task. Finally, the frequency of the mediational moves of the tutor and reciprocal moves of the learners were tabulated and the differences in the quantity and quality of the moves were

tracked. Specifically, the frequency and quality of the mediations offered to the learners by the teacher and reciprocal moves made by the students following the mediation before and after the intervention were examined in order that the change in the amount and quality of the mediation and learner reciprocity could be revealed. Close analysis of mediational moves and learner reciprocal moves allowed the researcher to identify the change in the amount and form of mediation that the learners were in need of during the DA sessions before and after the study, which is essential to trace development in DA-based pedagogical program. It is believed that the fewer and the less explicit mediation learners received, the further performance they showed, and the higher reciprocity they showed, the more self-regulated they became, indicating that they achieved in turning ZPD into ZAD.

As for the qualitative data, comprehensive data derived from the audio- and video-recordings of G-DA, reflective teacher journal, and the semi-structured interviews were analysed to bring an explanation to the impact of G-DA sessions on learner outcomes in relation to narrative tenses in English. First of all, G-DA sessions were transcribed and the interaction between the teacher and the students was analysed through microgenetic approach. As a result of the analyses, typologies of mediational moves and learner reciprocal moves were developed based on the adaptation and expansion of the typology developed by Poehner (2005). Another part of the qualitative data was derived from reflective teacher journals kept for four weeks during which G-DA sessions in order to elicit the perceptions and experiences of the teacher related to the intervention process. The data obtained from the journals were analysed using content analysis technique. The researcher read the notes taken in the journal thoroughly and scrutinized them in detail to reveal how the teacher perceived the process. The last source of qualitative data was the semi-structured interviews which aimed to gain an insight into the perceptions and experiences of learners that underwent DA procedures in relation to intervention process. Content analysis was conducted to determine the emerging themes to identify the most common themes in the interviewees' answers.

The findings obtained from the statistical tests indicated that despite having similar levels of performance on the grammar test at the beginning, learners in both groups had an improvement in their performance on the test after the intervention process. However, a further analysis of the effect size of the importance of difference revealed a higher increase in the test scores of the experimental group learners. In addition, when their post-test scores were compared, it was found that the learners instructed through G-DA had a superior success in narrative tenses after the intervention process. In short, learners in the experimental group outperformed those in the control group in terms of their improvement in narrative tenses.

The second research question aimed to reveal whether learners could extend their control over narrative tenses to new learning situations. Thus, learners in both groups were asked to write a story on one of the given topics using the narrative tenses, which aimed to reveal the students' performance of narrative tenses in a novel and more challenging context, which was necessary for developmental validity (Kozulin, 2011). The content, organization, general language use, vocabulary choice, coherence etc. were considered irrelevant with the purpose of the study, therefore the students' writings were only analysed on the basis of correct or incorrect use of the narrative tenses. Based on the results, it can be stated that the learners in the experimental group showed a higher performance of narrative tenses in the transcendence task than those in the control group considering both the number of tense use, the number of correct tense use, and the variety of tenses included in their stories. The learners in the experimental group showed a more varied, a more accurate, and a higher number of tense use compared to those in the control group. What is more, the analysis of error categories indicated that the types of errors made by the learners in both groups were very similar and that they made only omission and misinformation errors.

Other two findings of the study were obtained as a result of microgenetic analysis of the twelve class-based DA sessions. As a result of the analysis, a typology for mediational moves consisting of 19 moves ordered from the most implicit to the most explicit and a typology of learner reciprocal moves comprising 11 moves arranged according to the extent they represented self-regulation levels were developed.

Another finding was obtained as a result of the analysis of DA sessions conducted before and after the study. All the mediational moves provided to learners during dialogic interactions and the reciprocal moves exhibited by the learners in response to mediational moves were analysed in terms of quality and then each move was counted for both experimental and control groups at two different points in time as DA1 and DA2. Compared to the learners receiving explicit corrective feedback, who had a slight decrease in the number of total mediational moves, those receiving graduated feedback had a striking decline in the number of mediations required by them in DA2. When the quality of the mediational moves was examined, the trend in both groups differed, which means that while there was a decrease in the explicit moves in the experimental group, there was an opposite trend in the control group. While the learners in the experimental group required less explicit moves in DA2, learners in the control group required more explicit moves, indicating that they still needed other-regulation in DA2. In addition, the analysis of the quantity of learner reciprocating moves indicated that the learners receiving graduated feedback had a considerable decrease in their total moves whereas those receiving explicit corrective feedback showed a small decrease in their total number of reciprocal moves. When the

quality of the moves was examined, it was seen that the experimental group learners had a decrease in the low-end moves that indicated the need for other-regulation while having an increase in high-end moves that were associated with higher self-regulation. In contrast, those in the control group had an increase in the low-end moves that indicated the need for other regulation while having a decrease in high-end moves which signalled greater self-regulation ability. Considering these results, it can be suggested that the development of the learners receiving ZPD-sensitive feedback was considerable across two assessment sessions compared to the control group learners.

The next finding of the study was obtained via semi-structured interviews. A total of 33 students were interviewed to reveal their perceptions of the intervention process. First of all, the students were asked how the mediations provided to them during the intervention affected their performance. When their answers were analysed in depth, it was seen that almost all the participants (32) stated that receiving mediation had a positive impact on their performance for a variety of reasons. The qualitative analysis uncovered recurrent themes in relation to the positive impact of G-DA, which were positive impact on learning process, affective state, and critical thinking skills. The second question directed to learners during the interview was how the mediation provided to their classmates during the intervention affected their performance. Qualitative analysis of the explanations they made for the impact revealed three themes, which were the impact on learning process, critical thinking skills, and interest in lesson. Finally, the learners were asked whether they experienced any problems during the implementation. According to the findings, a total of 23 students did not have any problems during the intervention. However, 10 participants reported several drawbacks of the use of DA in a classroom setting including its being a source of distraction, stress, and waste-of-time, and its being an unfamiliar process.

The final data source was the reflective journal kept by the teacher for four weeks in order to record her perceptions of the process. As for the role of the teacher in a class in which DA was applied, it was seen that the teacher believed she acted as a knowledge provider, a resource, a co-constructer of knowledge, a manager, and a mediator in general. When the teacher's opinions on the role of learners were examined, it was identified that learners acted as a mediator for their peers during the G-DA sessions. They undertook this role by providing explanations and translations, and choices, even if they were not demanded specifically by them. In brief, during G-DA sessions, learners behaved as if they were the members of the same community, supporting each other trying to promote one another's understanding. Another issue covered by the teacher in the journal was about the difficulties experienced during the process. According to the results of the analysis, the teacher had difficulty in attuning the mediations to the needs of the learners, which could

result in waste-of time and boredom for learners. The final point reflected on by the teacher is the effectiveness of DA in a classroom context. With respect to the contributions of DA, the teacher reported that DA went beyond providing benefits to primary interactants. The teacher noted that she used opportunities to move the focus from the individual to the class to contribute to the learning of the whole class.

Implications of The Study

This dissertation attempted to reveal how DA could be used to target the ZPD of a class, which makes it one of the few studies conducted with a group approach to DA. This dissertation contributes to the field of L2 research in several ways. These contributions can be addressed under two titles as theoretical and pedagogical implications.

Theoretical Implications

Despite the increasing number of DA research in L2 research, research on group-based DA is still scarce (Poehner, 2009; Lantolf & Poehner, 2010). Therefore, this dissertation contributes to L2 DA literature in three important ways: a) the enhancement of group ZPD in large classrooms b) typologies of mediation and reciprocity in a classroom setting where the focus was on grammar and c) presenting deeper insights into L2 DA in a classroom context through the adoption of a mixed methods design.

The application of DA from a group perspective enabled this study to make important contributions to the field of DA in that it provided evidence for the feasibility of DA in a large classroom context. One of the central findings obtained from the present study is that the teacher could enhance the ZPD of the group by addressing not only the needs of the individual learner but also the rest of the class. By targeting class members other than the primary interactant through inviting them to share their opinions, asking for their reasoning, or providing explanation for enhancement, the teacher aimed to determine the problems they faced with regard to the learning activity and improve the group ZPD.

Another contribution made by the current study in relation to L2 DA research is about how the mediation and reciprocity was used as the basis of developing learners' grammatical competence with regard to specific grammar features. As a result of the microgenetic analysis of the mediator-learner interactions, an inventory of mediational moves and an inventory of reciprocal moves were devised. This could further clarify the delivery of mediation process for researchers who are interested in research on grammar teaching and learning through DA procedures.

Finally, this study employed a mixed methods approach to explore the impact of DA on the development of learners' abilities to use narrative tenses appropriately by employing

both qualitative and quantitative data collection tools. The subject was approached from different angles in order to present a deeper understanding of L2 DA. In addition to providing a general picture of the issue through the use of non-dynamic tests aimed at independent learner performance, the data collected through interviews, reflective teacher journal, and DA sessions helped achieve greater insights into L2 DA in a classroom context. The results suggest that DA research is likely to provide more comprehensive results if supported through the employment of mixed methods research design.

Pedagogical Implications of The Study

Although there has been considerable research on DA in the fields of psychology and general education, it is a relatively novel approach in L2 research. In addition, researchers usually discussed L2 DA at the theoretical level in general (Lauchlan, 2012), therefore there is still a need for research focusing on DA as a classroom practice accompanied by practical guidelines (Lauchlan, 2012). This research contributes to research on classroom DA by providing detailed description of the mediator and learner moves. In the current study, DA was utilized for pedagogical purposes, therefore it has important implications for classroom practices, which usually approach assessment from a static perspective and as a separate process rather than viewing it from a revolutionary pedagogy which regards it as a continuously evolving process in collaboration with instruction aimed at development of the learner. This dissertation has some pedagogical implications for language teachers, teacher candidates, teacher educators, and teacher trainers. Findings of the present study could benefit language teachers to support their learners' progress by providing ZPD-sensitive feedback. The findings can illuminate teachers about the advantages of providing feedback to learners in a dialogic interaction considering learners' ZPDs. What is more, it is important to make teachers aware of both the interventionist and interactionist approaches to DA as a classroom practice through the use of in-service materials or in-service trainings on DA so that they can move from theory to practice (Lauchlan, 2012). They can share their insights into the process and get involved in classroom applications in collaboration with each other since collaborative practices encourage teachers to learn from each other, reflect on their classroom practices, and foster their teaching (Canaran & Mirici, 2020). What is more, teacher trainers can inform language teachers about the possible positive effects of dialogic interaction during instruction and how they can make feedback more efficient considering learners' ZPDs via in-service trainings by referring to the findings of the current study. Since DA research is relatively new in the field of language teaching, teachers need guidance about how to provide mediation during a dialogic interaction in addition to the interpretation of learner reciprocating moves. In addition, teacher education institutions can include DA into their curriculum to inform future language teachers about how and why they should make

use of DA in their teaching as an alternative way of assessment. The number of DA trainers around the world is very small, so it would be the best solution if DA courses were offered in colleges and universities (Haywood & Lidz, 2006). In the light of the findings of the present study, it can be suggested that if teachers use DA in their classroom teaching, they can make use of the information they obtain about each learner to create a more effective learning environment. For instance, they can group learners on the basis of the level of each learner's ZPD so that learners with low ZPDs can benefit from those with high ZPDs. In addition, teachers can use the information revealed as a result of DA sessions to better plan their teaching, which means that they can have a clearer idea of what to focus on during the class hour. What is more, teachers can use mediated dialogue to further support their learners' development.

Limitations of The Study

The present study investigated the impact of G-DA on the development of control over narrative tenses among B1 EFL learners. However, the study entails some limitations, which can be considered as the foundations of recommendations for further research.

First of all, due to practical constraints, this dissertation cannot provide a generalization for all preparatory students. Since the participants of the study were already an existing group of students that the researcher taught, no random selection or any other statistical sampling methods were implemented, so convenience sampling method was used while selecting the participants. What is more, the participants were limited to B1 level learners studying at the preparatory class of one state university. Therefore, it may not be appropriate to generalize the results to all preparatory class students or all B1 EFL learners. In relation to this, learners of different faculties and departments were applied the test, thus they were not homogenous groups. What is more, since they had been placed in the same level, they were considered to have similar L2 backgrounds.

Another limitation is that the present study focused on only English language narrative tenses as the research focus. Therefore, the quality or comprehensibility of learners' utterances during the sessions and in their written works was beyond the scope of this dissertation. In addition, learners' performance of narrative tenses was assessed through a grammar test consisting of multiple-choice questions. The transcendence of the learning was also assessed by means of a written task applied at the end of the study. Applying only one transfer task might not reveal the true development of learners' abilities. Therefore, it would be better to carry out one or two more transfer tasks in a different modality to be able to determine if learners could extend their learning beyond the initial context.

An additional limitation can be explained as the lack of data on learners' nonverbal behaviour during the G-DA sessions. Due to the Covid-19 pandemic, the students in the class had to wear masks to prevent the spread of the disease. Therefore, it was impossible to track learners' nonverbal reactions to mediation given to them. Although the sessions were both audio- and video-recorded, nonverbal movements were left beyond the scope of this dissertation. The inclusion of nonverbal acts could have allowed a richer data for the analysis of the mediational and reciprocal moves.

Next, the study investigated the quantity and quality of learner reciprocal moves and mediational strategies for only DA sessions performed before and after the study. However, in order to get a better picture of their developing abilities, mediator moves and learner moves could have been explored for each G-DA session to track the growth of ZPD better. In addition to this, since the study was conducted with a group approach, tracking development of individual learners was kept beyond the limits of this study.

Finally, the researcher of the present study could only instruct the experimental group, therefore another instructor was responsible for the instruction of the control group. Although the researcher informed the tutor of the control group before and during the study about the purpose and procedures of the study and how to provide feedback to learners in the control group, it was not possible to control all the instances occurring in their class.

Suggestions for Further Research

In line with the limitations presented above, the present study proposes some suggestions for further research. For one thing, the study focused on the quality and quantity of mediational moves and reciprocal moves only in DA sessions performed before and after the study, which enabled the researcher to illustrate the growth of learners' ZPD across two different times. Comparison of DA sessions at the beginning and end of the study illustrated the change in the learners' performance based on the decrease or increase in the amount and quality of mediation and reciprocity. However, further studies might increase the number of DA sessions to be analysed to track learners' development or might examine all DA sessions to focus on development of a specific ability. This could improve the reliability of the findings.

In addition, the present study approached learner development with a group perspective, which means development of individual learners was not attended. This may be impossible in large classes; however, it can be tracked in small classrooms, which could help reveal the impact of DA on the growth of ZPD for both individual learners and groups more clearly. Despite its being labour-intensive, time-consuming, and challenging (Anton, 2009), it

is advisable to conduct more detailed studies making use of both qualitative and quantitative methods to reveal the potential benefits of DA in L2 learning.

In order to assess whether learners could extend their learning beyond the immediate context, learners were given a written transcendence task at the end of the study. Applying only one transfer task might not reveal the true development of learners' abilities. Therefore, it would be better to carry out one or two more transfer tasks in the same or different modalities to be able to determine if learners could extend their learning beyond the initial context. In addition, this written task was applied in a non-dynamic format. Although this may seem to contradict with the dynamic base of the study, which relied on the concept of providing instruction and assessment at the same time, it was essential to see whether learners internalized narrative tenses so that they could function independently. It is suggested that further studies employ more transcendence tasks in different modalities to be applied after the study. For instance, in some studies transfer tasks were applied as near and far transfer tasks with increasing difficulty, which were applied on different days after the study (Campione et al. 1984; Ableeva, 2010; Davin, 2013). What must be attended here is the calibration of the complexity of the tasks. Researchers should pay attention to including a more challenging and complex task for each subsequent transcendence task. It is also advisable to include tasks in different modalities so that comparison can be made between different modalities while assessing the transcendence of learning.

Another possible suggestion for further investigation is about the length of the study. The present study lasted for eight weeks and development of learners' abilities to use narrative tenses appropriately was tracked for only four weeks. It is suggested that further research investigates development of learner ability over longer periods of time in order to provide substantial insights into their growing ZPDs.

Another additional suggestion is that teachers' perceptions of the process can be gathered via stimulated recall in order to identify why they preferred one type of move over the others, which could provide more insights into the use of mediation to promote development. In addition, this can give classroom practitioners an idea of how to apply DA a in class setting.

The present study focused on only verbal data while analysing the sessions because learners had to wear masks in the classroom due to the pandemic, resulting in the elimination of tracking nonverbal elements as an indication of development. Further studies may focus on both verbal and nonverbal behaviours of learners to offer a more extensive picture of emergent learner needs, growing abilities, and difficulties faced during the DA sessions.

A final suggestion for further research is to investigate the mediating impact of various factors like major, gender, motivation, attitude, self-efficacy etc. in the relationship between DA and development of learners' abilities. The present study did not consider the mediating impact of any variables in the relationship between DA and growth of learners' ZPDs. However, it is possible that some learners may benefit from mediation more than others or some learners may benefit from some types of mediation more than others. Therefore, it could be important to investigate the relation between various factors and DA in L2 learning.



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APPENDIX - A: Personal Information Questionnaire**Dear Students,**

This questionnaire has been prepared to gather demographic information of a group of students studying at the School of Foreign Languages, Pamukkale University for a study conducted on dynamic assessment of learners' control over narrative tenses. Your answers to the questionnaire will constitute the data of a scientific research. Since the research has a scientific nature, your personal data will be kept completely confidential. Please do not leave any question unanswered. Thank you for your sensitivity and contributions.

Yelda Orhon**Instructor of English****1. Name/Surname:** _____**2. Gender: Female** ☐**Male** ☐**3. Age:** ☐ 18-20☐ 21-23☐ 24 and over**4. Your class: B1-EN-N-** _____**5. High school graduated:**☐ Anatolian High School☐ Vocational high school☐ College/Private high school☐ Social science high school☐ Science high school☐ Anatolian religious high school

Others (please specify): _____

8. Faculty:☐ Faculty of Economics and Administrative Sciences☐ Faculty of Engineering☐ Faculty of Education☐ Faculty of Arts and Sciences

Others (please specify): _____

9. Major: _____

APPENDIX - B: Pre/Post NDA Test on Narrative Tenses

Part A. Choose the correct choice to complete the blanks:

Hi Nancy,

I'm so happy to hear that you've got a new job. I can't forget the first day of my new teaching job. It was 6 years ago, and I was so excited that day. However, a funny thing happened then.

On that day, I was sleeping so heavily when my alarm clock went off that I didn't even hear it. I finally woke up at 8:40, just 20 minutes before the school gates opened. I sped off in my car and I was nearly at school when I remembered that I **(1)** _____ my briefcase at home. So, I **(2)** _____ back to pick it up, making myself even more late. As I was leaving home, I checked everything in my case to make sure that I got everything. While I was driving to school, there was heavy traffic because two cars **(3)** _____ into one another earlier. By the time I got to class, the students **(4)** _____ their seats and they were ready waiting for me. But as soon as they saw me, the students **(5)** _____ laughing. I didn't understand the reason. But, then I looked down only to see that in my rush to leave home that morning I **(6)** _____ on one black and one brown shoe before I left home! It was an embarrassing experience on my first day.

- | | | | |
|-------------------|------------------|---------------|-----------------|
| 1. a) have left | b) would leave | c) had left | d) was leaving |
| 4. a) have gone | b) was going | c) went | d) had gone |
| 3. a) had crashed | b) have crashed | c) crashed | d) was crashing |
| 4. a) were taking | b) had taken | c) have taken | d) took |
| 5. a) had started | b) were starting | c) started | d) have started |
| 6. a) was putting | b) have put | c) would put | d) had put |

Part B. Read the sentences and choose the correct option.

7. The whole family was busy on New Year's Eve. The children were near the table looking at the new decorations and their father _____ up the Christmas tree.
- a. has been setting b. had set c. set d. was setting
8. Fortunately, the school director did not see the students when he came to backyard of the school. They _____ the walls with sprays at that time.

- a. have painted b. painted c. were painting d. had painted
9. After weeks of hard work, Wilhelm Conrad Rontgen, German mechanical engineer and physicist, _____ the discovery of a new type of radiation, which becomes known as an X-ray.
- a. reports b. has reported c. had reported d. reported
10. Ellen was sure she _____ the door, so she called her next-door neighbour to lock it with her spare keys.
- a. wouldn't lock b. hadn't locked c. hasn't locked d. wasn't locking
11. Emma _____ on the front steps and surfing on the internet while her husband was parking the car in front of the apartment building this morning.
- a. had sat b. have sat c. was sitting d. sat
12. The ship reached the island 6 days later, but more than twenty sailors _____ on the journey.
- a. have died b. were dying c. have been dying d. had died
13. I knew what would happen in the film because I _____ its book version before.
- a. had read b. was reading c. have read d. used to read
14. The airport was full of people. Some _____ on benches, some had something to eat in their hands, and others were reading books, magazines or newspaper.
- a. slept b. have been sleeping c. had slept d. were sleeping
15. Later, the Spanish _____ the Aztec ruler, Montezuma, defeated the Aztecs and destroyed Aztec religion and culture.
- a. have killed b. had killed c. killed d. were killing
16. After Jenny _____ her homework, she decided to go to the park with her friends.
- a. finish b. was finishing c. had finished d. has finished
17. Ken turned off his computer, but he forgot that he _____ his work. So, he lost all his work.
- a. hadn't saved b. wouldn't save c. hasn't saved d. wasn't saving
18. Judy had done all her chores by the time the children _____ from school.

- a. had returned b. have returned c. were returning d. returned
19. Arnette got a high mark in the test because she _____ very hard for it.
- a. had studied b. would study c. has studied d. was studying
20. Mary saw the perfect dress for her graduation ceremony as she _____ to the school.
- a. walked b. has been walking c. had walked d. was walking
21. People _____ on rooftops while the rescue teams were trying to reach them.
- a. were standing b. are standing c. had stood d. have been standing
22. Ibn Sina, who lived between 980-1037 and is known in the West as Avicenna, _____ great contributions to different fields of knowledge like medicine, mathematics, philosophy, religion etc.
- a. was making b. makes c. made d. has made
23. There weren't any problems in the seminar. They _____ their material very successfully.
- a. prepare b. were preparing c. have prepared d. had prepared
24. Our friend Jason was a very generous man when he was young. He _____ some money whenever he visited a church.
- a. donated b. was donating c. had donated d. has donated
25. Robert and Jenny _____ some sandwiches, put them in a basket and went on a picnic on Sunday.
- a. make b. made c. had made d. have made
26. A fire broke out in a big factory in the area at midnight but luckily workers _____ hurt.
- a. didn't get b. haven't got c. hadn't got d. weren't getting
27. It was a Sunday morning. The sun _____, and Ben was doing some gardening.
- a. shone b. is shining c. has been shining d. was shining
28. The police didn't know that he _____ to Brazil the week before.
- a. flew b. was flying c. has flown d. had flown

29. Brian _____ his alarm clock, so he got late for work this morning.
- a. wasn't setting b. hasn't set c. hadn't set d. didn't set
30. The storm woke me up at midnight and I _____ back to sleep until 3!
- a. hadn't gone b. wasn't going c. haven't gone d. didn't go
31. In 1735 Charles-Marie de la Condamine sailed to South America. At that time, scientists _____ about the shape of the earth.
- a. have argued b. argued c. were arguing d. had argued
32. Laura wasn't very happy yesterday because she _____ the tennis game.
- a. was losing b. had lost c. used to lose d. has lost

APPENDIX - C: Pre/Post DA Test on Narrative Tenses

Part A. Read the sentences and choose the correct option.

1. The people sitting next to me on the plane _____ very nervous. They _____ before.

a. have been/ didn't fly	b. were/ hadn't flown
c. had been/ didn't fly	d. were/ haven't flown
2. Emily _____ the house as her brother _____ the car.

a. is tidying/ has fixed	b. was tidying/ fixed
c. have tidied/ had fixed	d. was tidying/ was fixing
3. I _____ to my hometown after so many years and it _____ a lot.

a. returned/ had changed	b. am returning/ had changed
c. had returned/ changed	d. was returning/ has changed
4. Frank _____ his children goodnight, _____ the bedroom door and went downstairs.

a. has kissed/ has closed	b. has kissed/ closed
c. had kissed/ had closed	d. kissed/ closed
5. His hair _____ fire while he _____ chips.

a. has caught/ was cooking	b. had caught/ cooked
c. caught/ was cooking	d. was catching/ cooked
6. Alice _____ on the train, then she realized that she _____ to buy a ticket.

a. has got/ had forgotten	b. got/ has forgotten
c. got/ was forgetting	d. got/ had forgotten
7. I _____ for my history exam around 9 o'clock yesterday evening when she _____ me for a tea.

a. was studying/ invited	b. studied/ has invited
c. have studied/ was inviting	d. was studying/ had invited
8. Laura _____ very happy yesterday because she _____ her driving test.

a. wasn't/ has failed	b. hadn't been/ failed
c. hadn't been/ failed	d. wasn't/ had failed
9. When I saw the man, he _____ outside the bank. He had a black baseball cap on, and he _____ a black bag.

a. stood/ wore	b. was standing/ was wearing
c. was standing/ wore	d. is standing/ was wearing
10. After James _____ the living room, he _____ a pizza.

a. painted/ had ordered

b. has painted/ ordered

c. painted/ was ordering

d. had painted/ ordered

11. I _____ that she was going to wear that red dress because I _____ her in a store with that red dress.

a. knew/ had seen

b. have known/ had seen

c. had known/ saw

d. knew/ have seen

12. It was a terrible day. It _____ heavily, and everybody _____ to somewhere in that cold weather.

a. had snowed/ had rushed

b. was snowing/ was rushing

c. snowed /has rushed

d. was snowing/ had rushed

13. Brian _____ to work yesterday because he _____ an argument with his boss the day before.

a. didn't come/ had had

b. hadn't come/ was having

c. wasn't coming/ had

d. didn't come/ was having

14. By the time she _____ at her office, the meeting _____.

a. has arrived/ had already started

b. arrived/ had already started

c. had arrived/ was already starting

d. arrived/ has already started

Part B. Put the verbs given in parenthesis in the correct form: Past simple, past continuous and past perfect.

A few weeks ago, I and my friends had some time off from work and a group of us (16) _____ (decide) to go to Greece together for a holiday. We (17) _____ (wait) in the queue at passport control when suddenly I realized that I (18) _____ (forget) my passport. It was quite a shock. I hurried to a phone and (19) _____ (ring) my parents. They (20) _____ (work) in the garden when my mother (21) _____ (hear) the phone. They found the passport and immediately (22) _____ (drive) to the airport with it. I met them at the information desk. We (23) _____ (not have) any time to talk, but it wasn't a problem because I (24) _____ (say) goodbye to them earlier that morning. I immediately left the information desk and started to run all the way to the plane. Luckily, I was just in time. When the passengers saw me, everyone started clapping because my friends (25) _____ (tell) everyone on the plane about the problem.

Part C: Write a suitable question for the answers using past simple, past continuous and past perfect.

26. You: Where _____ (you/go) last summer?

James: To the US. We went on a trip from San Francisco to Denver.

27. You: Where _____ (you/go) when I saw you yesterday?

James: I was on my way to the theatre.

28. You: _____ (Nancy/visit) Edinburgh before she applied to go to the university there?

Claire: Yes. She liked the city a lot, so she decided to study there.

29. Chris: When _____ (Rae/ leave) her job?

Sandy: Last week.

30. You: _____ (you/sleep) last night at about 11 p. m.?

James: No, I was on my way home from work.

31. You: _____ (you/ see) Jane at the sports centre before the rain started?

Nina: No, in fact I didn't go to the sports centre yesterday.

32. You: How _____ (Brenda/spend) her holiday?

Sam: She went sailing most days and sunbathed at the beach.

33. You: What _____ (Simon/do) at this time yesterday?

Nina: He was asleep.

Part D: Use the prompts given in order to form questions using past simple, past continuous and past perfect.

34. When/ the earthquake/ happen?

_____?

35. What/ Simon and Mike/ do/ at 9 o'clock?

_____?

36. How long/ you/ know/Mary/before/you/get married?

_____?

37. What/ you / do/ when/ I/ call/ last night?

_____?

38. How/ you/ discover/ your/ talent?

_____?

39. Be/ Julie/ worried/ about the job interview/ this morning?

_____?

40. Where/ she/ study/French/before/she/move to Paris?

_____?

41. Why/ / not/ you/ in the meeting/ yesterday?

_____?

Choose **ONE** topic below and write a story using one of the following sentences as the first sentence of your story.

1. I was on the beach when my mobile phone rang.
2. As the concert finished, I heard someone call my name.
3. Late in the evening I heard a loud knock on the door.

- ❖ Your answer must be about 100 words.
- ❖ Try to use past tenses when writing your story, particularly the past simple and past continuous and past perfect.
- ❖ Use “after, before, by the time, when, while, suddenly, at first, as soon as” at least once in your story.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX - E: The Interview Guide

Pre-interview information

Interviewee name/ code: _____

Date of interview: _____

Gender: _____

Interviewer's introduction

I appreciate your cooperation for the interview today. As you know, I conducted a study with your class. I tried to use group dynamic assessment while teaching you narrative tenses. I tried to provide you necessary clues when you need help during the exercises being done. I have several questions to you with regard to this application.

The interview may last about 5 minutes. Your candid answers will be valuable for my research. We can start with the first question, when you feel you are ready. (Pause for the response).

Questions

1. How do you think the mediation provided to you during the program has affected your performance? Can you explain shortly?
2. How do you think prompts or feedback provided to your classmates during an activity in the class have affected your development of control over the narrative tenses? Can you explain shortly?
3. Did you experience any difficulties during the enrichment program?

APPENDIX - F: Informed Consent Form

GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora Programı öğrencisi Yelda ORHON tarafından Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında gerçekleştirilmektedir. Çalışmanın amacı, dil öğretimi/öğrenimi alanında yeni bir değerlendirme yaklaşımı olan Grup Dinamik değerlendirme (G-DA) yaklaşımının, İngilizceyi yabancı dil olarak öğrenen öğrencilerde İngilizce anlatı zamanları/geçmiş zamanlar üzerine hâkimiyetlerinin gelişimindeki etkisini araştırmaktır. Çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır. Her katılımcıya bir takma ad verilecek, böylece katılımcıların kimlik bilgileri gizli tutulacak ve çalışmada asla kullanılmayacaktır. Sadece yardımcı araştırmacı Yelda ORHON kimliğinizi bilecek ve kayıtlara erişebilecektir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Bu form, araştırmada kullanılacak veri toplama araçları içindir. Çalışmanın başlangıcında, katılımcılara ilk olarak, İngilizce anlatı zamanları üzerinde katılımcıların hâkimiyetine dair bilgi sağlayacak bir geçmiş zaman testi uygulanacaktır. Testlerin uygulanmasından sonra, katılımcılar grup dinamik değerlendirme ilkelerinin takip edildiği dört haftalık bir geliştirme programına tabi tutulacaktır. Her oturumda öğrencilerden anlatı zamanlarına dair farklı türlerde gramer alıştırmaları yapmaları isteniyor. Bu gelişim programını takiben, test öncesi dönemde kullanılan testler, öğrencilere tekrar uygulanacaktır. Son olarak da katılımcıların, anlatı zamanlarını yeni bağlamlarda doğru şekilde kullanabilme kabiliyetlerinin anlaşılmasına ışık tutacak bir transfer görevi verilecektir. Kabul etmeniz halinde her oturumun ses ve video kaydı alınacaktır. Bu, yardımcı araştırmacının yapılan oturumları (toplam: on iki oturum) daha iyi belgelemesini ve incelemesini sağlayacağı için araştırma amaçlı kayıt altına alınacaktır.

- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Araştırmayla ilgili kafanıza takılan soruları araştırmacıya sormakta tereddüt etmeyiniz.
- Sizden toplanan veriler araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zaman ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Yapılacak çalışma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Katılımcı: Adı, Soyadı: Adres: Tel: İmza:	Araştırmacı: Adı, soyadı: Yelda ORHON Adres: Pamukkale Üniversitesi Tel: e-posta: İmza:
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APPENDIX - G: Transcription Conventions Used in The Present

M	M is used as the abbreviation of Mediator.
K, D, C	Letters at the beginning of the lines are the beginning letters of the pseudonyms of the learners.
[]	Square brackets are used to show the start and end of overlapping speech of the speakers.
↑ ↓	Rising and falling intonation are shown with up and down arrows.
<u>Underlining</u>	Underlines are used to mark noticeable emphasis within individual words.
(0.4)	Numbers given in parentheses indicate pauses in seconds. A pause of less than 0.2 is shown with (.)
((comments))	Double parenthesis indicate transcriber's comments such as non-verbal behaviour
ye::ss	Colons indicate the elongation of the prior sound; the more colons, the more elongation.
yeah,	'Continuation' marker, speaker has not finished; marked by fall-rise or weak rising intonation, as when delivering a list.
"died"	Quotation marks are used to show the reported words or utterances of the speakers or the words or sentences given in the exercise
pol-	Hyphens are used to indicate a cut-off of the preceding sound.

APPENDIX - H: Sample Journal Entries

Journal Entry 1

Date: 07.03. 2022

Class: B1- experimental

1. Focus of today's lesson: present perfect- past simple (2 sessions)

2. Materials used: a text about global warming, grammar exercises in their textbook, three different dialogues between two friends about their holiday, restaurant experience, and a common friend, a speaking task that requires them to talk about experiences in their lives,

3. Errors observed in students' use of narrative tenses: learners mostly had problems in differentiating past simple and present perfect in that they couldn't know where to use each tense. They made many mistakes in the choice of the tense in the exercises presented to them. In addition, they had problems with forms of each tense. They made mistakes about regular/irregular verbs in relation to V2 and V3. Also, some learners had problems in forming interrogative sentences in past simple especially. They either forgot the auxiliary "did" or used the wrong form of the verb.

4. The role of the teacher: In this session, I spent a lot of time on instruction because students had problems with control over the usages of each tense. I tried to provide them explanations to explain the difference between past simple and present perfect. I tried to direct students' attention to how they could easily differentiate the two tenses. Students also asked for explanations when they answered incorrectly, therefore while answering their questions, I provided metalinguistic explanations so that they could better understand the usages of each tense. At his point I made use of translation as well. Since they had difficulty in the usages of each tense, I reminded them their usages. In addition, even if a student answered questions correctly, I provided information to draw their attention to important points. In this way, I wanted to further their learning. Also, I organized each exercise in a way that all of the learners were included in the lesson. Although I nominate one learner for an item, I asked if they had different ideas or if anyone didn't understand the question to include them too. In this way, I aimed to take the focus of the lesson from the individual learner to the class in general.

5. The roles of the peers: learners were very active during the class hour. They questioned the items directed to them and their friends. They not only asked questions about the question in hand at that time, but also other questions that would fill the gap in their knowledge with regard to other usages of the target tenses for that lesson or other tenses.

6. The problems experienced in the process. Since it was my first G-DA session, I got a bit worried about the process. It took some time for me to get used to directing the dialogic interaction between the teacher and the learner in way to promote their understanding. Also, when I consider what we did in the class, I can say that I spent a lot of time on instruction, which was something I hadn't planned.

7. Effectiveness of G-DA on today's focus. With the help of DA, I had a chance to mediate each learner differently. I could clearly see that although they received the same instruction, their level of understanding varied to a great extent. It's not about whether they made a mistake in the first place. In my traditional teaching experiences, I didn't use to question whether they could quickly correct their mistakes or not. I used to assess their performance as an independent performance. But after implementing DA in my teaching context, I started to evaluate their performance as a co-constructed performance. I started to look from another window to learners' mistakes, from a perspective directed to not mistakes but mediations that could work well to correct the mistakes.

Journal Entry 2

Date: 11.03. 2022

Class: B1- experimental

1. Focus of today's lesson: past simple-past continuous (2 sessions)

2. Materials used: a text about Alexander the Great, a text about The Vikings in America, an anecdote, two different dialogues dialogue between two friends about their summer holidays, grammar exercises in their textbook,

3. Errors observed in students' use of narrative tenses: learners mostly had problems with usage. They weren't able to make correct choices regarding the tense required for a specific place in the text. In addition, they had problems with forms of each tense. They made mistakes about regular/irregular verbs in relation to V2. Also, some learners had problems with subject-verb agreement in relation to past continuous. They had more difficulty in open-ended exercises compared to the ones with options. Especially when they were asked to form an interrogative, they ordered the elements incorrectly or made a wrong choice of auxiliary. It could be because they not only had to think about the usage in these kinds of exercise, but also the form. As for the contextual texts, I tried to encourage them to think items in context many times. In some cases, they didn't consider the context given

beforehand while they were answering the question. They addressed the items individually. So, I reminded them to think about the context before they made a decision.

4. The role of the teacher: In this session, I spent some time on instruction, especially on description of atmosphere and actions that happened one immediately after the other. I tried to provide them explanations to explain the difference between past simple and past continuous. I tried to draw students' attention to how they could easily differentiate the two tenses like making use of time expressions. I also made explanations about short-long actions to help them differentiate the verbs, which would facilitate their comprehension of each tense. I organized each exercise in a way that all of the learners were included in the lesson. When learners answered correctly, I stated that they answered correctly, however also asked the others if there was anyone who had a different idea for that item to move the focus from the individual learner to the class in general and also to detect any misinformation in their schemata. Even if the learner answered correctly, I asked why they chose that tense in order to understand their comprehension. Also, in order to check their understanding, I challenged them by asking why the other tense was not appropriate for a given situation. In this way, I aimed to enhance their learning. I also used errors as an opportunity to enhance their learning so that they could have better control over each tense. It can be stated that I used their mistakes as an opportunity to create a common understanding of the topic of the day for all the learners in the class. From time to time, some of the students were distracted during the class hours or seemed bored, so I tried to include them by asking for help from them or nominating them for the exercise.

5. The roles of the peers: learners were very active during the class hour. They questioned the items directed to them and their friends. In addition, they provided explanations for their choice of tense or that of their friends although they were not asked for. For example, they stated that there was a description of atmosphere and actions that happened one immediately after the other. Their classmates could also benefit from their explanations to make sense of the sentence even if they were not the ones nominated. Sometimes, when their friends weren't able to overcome the problem that they encountered, they provided metalinguistic explanations like indicating the time signal or providing the meaning of vocabulary to their friends. In addition, they asked each other questions about the exercises and provided explanations for each other. They tried to enhance each other's knowledge by providing metalinguistic explanations. What is more, sometimes even if learners didn't seek their help, they provided assistance to the learner nominated when they saw that they had encountered a problem. But their assistance was not giving the correct answer but directing them to the correct answer using mediations. They mostly made use of providing metalinguistic clues or translations to their friends in the face of a problem.

6. The problems experienced in the process. Since it took a long time to mediate a learner until he/she overcame the problem encountered, some of the learners got bored or distracted. So, it was difficult for me to keep the interest of all the learners during G-DA sessions.

7. Effectiveness of G-DA on today's focus. Using dynamic assessment helped me to see the underlying reasons of a poor performance. That is, when learners made a mistake, I asked them to justify their choices in order to see the point in their understanding that caused the source of the mistake. For example, in my traditional teaching I sometimes used to think that learners didn't understand the topic very well when they made a mistake, and I taught them again. However, when I look from the perspective of DA, I now understand that their mistakes may result from a vocabulary obstacle or lack of information about a time expression or conjunction. Now, I think it's not important if they make a mistake in the first place, first of all I need to detect the reason to be able to evaluate and improve their performance.

APPENDIX - I Sample Materials Used during Enrichment

5 Choose the correct tense.

- While John **was boarding/boarded** the plane, he **heard/was hearing** his mobile ring.
- Apollo 12 **landed/was landing** on the Moon in November 1969.
- We **were visiting/visited** many museums when we **went/were going** to Paris last summer.
- Nicole **was adding/added** some chocolate to the cake mixture, **was pouring/poured** it into a pan and **put/was putting** it in the oven.
- What **were you laughing/did you laugh** about when I **was walking/walked** into the room?
- Did Robert tell/Was Robert telling** you the number of his flight in his email?
- As we **were watching/watched** the film last night, two people in the front row **made/were making** noise.
- It was a busy day at the TV studio. The make-up artists **prepared/were preparing** for the actress to arrive, the host **was going/went** over the interview questions and the crew **checked/were checking** their equipment.
- Ryan **wasn't studying/didn't study** at 8 o'clock last night; he **played/was playing** basketball.
- Mason **attended/was attending** choir practice every Sunday when he was younger.

A: Hi Juan! **1) Were you enjoying/Did you enjoy** your holiday?

B: Yes, it was fantastic but the week **2) flew/was flying** by so fast! I can't believe that this time last week I **3) waited/was waiting** for my flight to take off. Actually, I **4) was complaining/complained** about my flight being delayed.

A: What? It **5) didn't take/wasn't taking** off on time?

B: No, there was a three-hour delay.

A: What a shame! Anyway, what **6) were you doing/did you do** in London?

B: Lots of exciting stuff. On my first day, I **7) took/was taking** a tour of London on a double-decker bus.

A: I'm sure that was fun.

B: At first, yes. I **8) got/was getting** on the bus and **9) was heading/headed** straight to the top deck, which was open. It was a lovely day but as we **10) were driving/drove** around central London, it **11) was starting/started** to get dark. Before we knew it, it **12) was pouring/poured** with rain.

A: What bad luck!

B: Luckily, the rest of my stay was amazing. What about you? How was your summer? **13) Were you staying/Did you stay** home?

A: Yes, we **14) spent/were spending** a nice quiet summer at home this year.

11 Choose the correct tense.

Dear Robbie,

I'm sorry I **1) didn't write/haven't written** for so long but I **2) 've been/was** quite busy lately.

As you know, I've been waiting anxiously to hear from the universities that I **3) applied/'ve applied** to in March. Well, the University of Manchester, which I **4) always wanted/'ve always wanted** to attend, **5) has sent/sent** me an offer of admission two weeks ago! Isn't that great? All I have to do now is move to Manchester! Unfortunately, when I **6) 've contacted/contacted** their halls of residence last week, they told me that there were no rooms available. So, my parents and I **7) 've done/did** a little research, and we **8) 've made/made** appointments to see three flats. I'm excited but also a bit nervous as I **9) never lived/'ve never lived** on my own before.

I know you **10) rented/have rented** your own flat when you were a student. Any advice for first-timers? Take care,

Stephen

14 Choose the correct item.

It was 9 o'clock in the evening and Susan **1) has already prepared/was already preparing** to go to bed. She **2) wasn't used to/didn't get used to** turning in so early but she **3) felt/would feel** especially tired that night. As she **4) went/was going** up the stairs to her bedroom she **5) was hearing/heard** a noise coming from the attic. She was frightened but she **6) decided/used to decide** to go and see what **7) has made/was making** that noise. In the attic, there **8) wouldn't be/wasn't** enough light for Susan to see properly. She **9) lit/was lighting** a candle but it still wasn't bright enough. She was no more frightened, because she **10) was remembering/remembered** all those ghost stories her brother **11) has told/used to tell** her when they were children. Suddenly, something **12) was starting/started** moving in the corner of the attic. Susan was now terrified. She **13) picked up/was picking up** a broom that **14) was lying/would lie** on the floor and got ready to defend herself.

Just then, a tiny bat **15) was flying/flew** towards her. Susan **16) screamed/was screaming** and quickly **17) ran/was running** downstairs. Then she **18) burst/was bursting** into laughter because she **19) realised/was realising** that it **20) wasn't/isn't** a ghost after all.

APPENDIX – J: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 01/10/2018 17:59
Sayı: 35853172-300-E.0000022751

E.00000227583

Sayı : 35853172-300
Konu : Yelda ORHON Hk.
(Etik Komisyonu)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 27.08.2018 tarih ve 51944218-300/00000204903 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden Yelda ORHON'un **Doç. Dr. Hüseyin ÖZ** danışmanlığında yürüttüğü "**Group Dynamic Assesment: Developing Syntactic Control Among Second Language Learners Of English/ Grup Dinamik Değerlendirme: İkinci Dil Olarak İngilizce Öğrenenlerde Dil Bilgisi Kontrolünün Gelişimi**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **4 Eylül 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

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Graduate School of Educational Sciences

To the Department of Foreign Language Education

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Department: Foreign Language Education

Program: English Language Teaching

Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

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APPENDIX - M: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... / /

(imza)

Yelda ORHON

"*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
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Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

