

The Effect of Dynamic Assessment on Vocabulary Learning of Iranian EFL Learners

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Abstract. This study aimed at investigating the effect of Dynamic Assessment on vocabulary learning of Iranian EFL learners. Although it is widely acknowledged that this type of assessment can prove to be very effective for different aspects of language instruction, not much consideration has been given to DA of vocabulary. This study was an attempt to determine if DA procedures would improve students' vocabulary learning. To this end, 40 female Iranian EFL learners were selected as participants of the study. They were of pre-intermediate level and their ages ranged from 18 to 25. The participants were assigned to control group who received new words by using the definitions and experimental group who learned new vocabulary items through DA procedures. The results of statistical analysis obtained from independent sample *t*-test and paired sample *t*-test, revealed that the experimental group outperformed the control group in post-test. This led the researcher to conclude that teaching vocabulary items through DA procedures can improve EFL learners' vocabulary learning. As a result, the findings of the study may have some pedagogical implications in language teaching, and help EFL teachers to employ DA procedures in teaching vocabulary items in their classes as an effective way of improving the students' vocabulary learning.

Keywords: Dynamic assessment, vocabulary teaching, assessment, vocabulary learning, EFL learners

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1. Introduction

This study aims at investigating the effect of Dynamic Assessment (henceforth DA) on vocabulary learning of Iranian EFL learners. Dynamic Assessment (DA) is an interactive approach to psychoeducational assessment that follows a test-intervene-retest format, provides the possibility of direct linkage between assessment and interaction, and focuses on learning processes and modifiability (Heywood & Lidz, 2007). Assessment part is one of the most frustrating parts of any educational course. Poehner (2008, p. 3) asserted that “students frequently echo this frustration when they are required to undergo regular assessment in order to demonstrate mastery of content or competency to pass the next level of instruction”. DA has become a significant trend for theorists and researchers over the past years. It is considered as an approach which understands individual differences and includes intervention within the assessment procedure by providing appropriate forms of mediation that are sensitive to the learner’s present abilities and subsequent performance to promote individual development (Lidz & Gindis, 2003). Heywood and Tzuriel (2002) defined DA as “a subset of interactive assessment that includes deliberate and planned mediational teaching and the assessment of the effects of that teaching on subsequent performance” (p. 40). Birjandi and Ebadi (2009) noted that mediation could not be offered in a haphazard trend rather it must be attuned to those abilities that are maturing, and while they mature further as a result of mediation it needs to be continually negotiated. DA does not refer to any specific test; rather it is used as a framework or procedure for simultaneous teaching and instructing learners (Lantolf & Poehner, 2005). According to Zaiman, Van der Flier & Thijs (2001), an important feature that distinguishes DA from traditional measures is the focus on how change can be produced within a learner in a structured learning situation rather than comparing a child’s performance with his/her peers.

As mentioned by Poehner and Lantolf (2005), in DA the examiner functions as a mediator who reacts to learners’ responsiveness and is more concerned with cognitive transformation than the performance efficiency. They also argued that in DA the person who examines and

the examinee have the same intentions and represent a functional system, a unit where all parts work together. Poehner (2008) asserted that DA consisted of two main frameworks, namely interactionist and interventionist. While interactionist approach focuses on an interactive and qualitative approach to assessment, interventionist approach centers on a scripted and quantitative approach to assessment such as psychometric testing. The present study was conducted based on the interventionist approach to DA. In fact, it is on the basis of VKS which was introduced by Paribakht and Wesch (1996) which will be explained in method section.

1.1. Statement of the problem

Dynamic Assessment intervention is considered as mediation in which the teacher helps students to appropriately develop their language learning abilities. In fact, dynamic assessment has penetrated into different skills of language. Although there are many justifications of why this type of assessment can prove to be very effective and useful for different aspects of language instruction and assessment, not much consideration has been given to dynamic assessment of vocabulary. Most of the studies concern the effect of dynamic assessment on other skills and sub-skills of language such as reading, writing, listening, speaking and grammar. The significance of vocabulary learning has always been a concern for most teachers and researchers interested in second language pedagogy. Vocabulary is central to communication; therefore, vocabulary acquisition is essential for successful language learning. However, there is a gap in Iranian EFL context concerning the use of DA in vocabulary teaching. So the purpose of this study is to investigate the effect of DA on vocabulary learning by Iranian EFL learners.

1.2. Objectives of the study

This study can be considered as part of the recent trend in the field of language teaching and learning. It aims to investigate the effect of DA on vocabulary learning of Iranian EFL learners. It intends to explore a method for enhancing vocabulary knowledge through the use of DA intervention, designed for improving vocabulary acquisition. This study attempts to go some way toward addressing the gap in second language

vocabulary acquisition research by providing EFL students with opportunities to learn vocabulary through DA procedures. It also tries to make teachers familiar with principles and theories of DA and raise teachers' awareness of the importance of integrating this type of assessment in their vocabulary teaching.

1.3. Research questions

On the basis of the objectives mentioned above, this study tries to find answers to the following research questions:

1. Does dynamic assessment have a statistically significant effect on vocabulary learning by Iranian EFL learners?
2. Does non-dynamic assessment (providing dictionary definitions) have a statistically significant effect on vocabulary learning by Iranian EFL learners?
3. Is there a statistically significant difference between the effects of dynamic vs. non-dynamic assessment on vocabulary learning by Iranian EFL learners?

1.4. Significance of the study

Among many methods and approaches applied to vocabulary learning and teaching, the use of DA procedures has gained importance in recent years. DA offers teachers and learners vast opportunities for language teaching and learning. Maximum benefit from the procedures of DA can only be achieved through the integration of DA in vocabulary teaching programs. This study specifically focuses on vocabulary learning of Iranian EFL learners, a case that has been ignored by Iranian teachers in their classes. The results of this study may be useful in enhancing teachers' familiarity with basic principles of DA and improving the effectiveness of integrating DA in language classes. In fact, by applying DA in language classes, teachers and students may be more satisfied with both teaching and learning processes. Finally, since many universities, institutes and schools in Iran are not aware of DA and its applicability to language teaching, the study might provide some form of guidance to language programs throughout the country that want to pursue a similar path in future.

2. Literature Review

Although DA has its roots in Vygotsky's concept of ZPD, he himself did not use the term DA (Pohner & Lantolf, 2005). According to Pohner and Lantolf (2005) it was A. R. Luria (1961), one of Vygotsky's most influential colleagues, who contrasts statistical with dynamic approaches to assessment. Sternberg and Grigorenko (2002), in the preface to their review of the research on DA, define DA as a procedure whose outcome takes into account the results of an intervention. In fact, the examiner teaches the examinee how to perform better on individual items or on the test as a whole. The final score may be a learning score representing the difference between pretest and post-test scores, or it may be the score on the posttest considered alone. They believe that a dynamic procedure covers more information than any other type of assessments can provide. In fact, DA both develops individuals' insight of both their knowledge and abilities and provides more valid and proper analysis and uses of assessment outcomes. They also believe that DA provides an approach to assessment and instruction which plays a crucial role in providing teacher scores while at the same time presenting wider insight into learners' abilities, areas of weakness and specific means of promoting further development. According to Kozuline and Gindis (2007), the understanding of learning, development, internalization, particularly with regard to the concept of ZPD, form the fundamental theoretical foundation of the approaches now collectively known as dynamic assessment. Lantolf and Thorn (2006) believed that what made a procedure dynamic or not was whether or not mediation was integrated into the assessment process. There are two primary approaches to DA-interventionist and interactionist. According to Brown and Ferrara (1985, p. 300), "interventionist DA deals with quantifying, as an index of speed of learning the amount of help required for individual learners to efficiently reach a pre-specified end point. Interactionist view of DA, on the other hand, focuses on the development of an individual learner, regardless of the effort required and without concern for a predetermined endpoint". According to Sternberg and Grigorenko (2002), two formats exist within interventionist DA: the 'cake' and the 'sandwich'

approaches. In the cake format, the examinee is provided with mediation drawn from a standardized menu of hints, ranging from implicit to explicit, throughout the administration of the assessment itself. Thus, the 'cake' metaphor refers to the layering of items of the test and hints in such a way that a menu of hints can be accessed, as required, for each question or problem before moving on to the next item on the test. The 'sandwich' approach, pioneered in large part by Milton Budoff and associates (Budoff & Friedman, 1964; Budoff, 1968; Corman & Budoff, 1973), primarily relies on a pretest, intervention/training and posttest format administered in either an individual or group setting, and reminiscent of traditional experimental research designs. Budoff (1968) noted that the performance of examinees as a pre-training score, post-training score and post-training score is adjusted for pretest level. These are then used to group learners as high scorers (i.e., those with high pre-training scores, and who therefore do not manifest much improvement as a result of training), gainers (i.e., those whose scores showed marked improvement as result of training), and non-gainers (i.e., those who performed poorly on the pretest and did not profit from instruction). "Following the pretest, learners receive coaching which includes the importance of paying attention to the simplest elements in the block design, the need to check block construction against the design card, and to attend to the color design of the blocks" (Sternberg & Grigorenko, 2002, p. 75). However, this training is not particularly sensitive to an individual's ZPD.

In the area of DA, many researchers and practitioners have been trying to find out how to link DA with different aspects of language learning and how to better make use of DA in language teaching. DA has been pursued by school and clinical psychologists as a way of more accurately assessing an individual's potential for future development by embedding instruction in the assessment process itself (Sternberg & Grigorenko, 2002). Many researchers conducted several studies about the effect of DA on language learning and different skills and sub-skills of language. Baeck and Kim (2003), for instance, investigated the effect of DA based instruction on 59 children's learning in Korea. The result showed that DA-based instruction had a significant effect on children's learning. They found a negative correlation between the ZPD and hints,

which given by the teachers in order to help each child's problem solving, in that a learner who had a wide ZPD needed fewer hints to solve the problems. On the other hand, they found a positive correlation between the ZPD and improvement. In fact, those who had a wide ZPD improved more than others. Anton also (2009) investigated the implementation of diagnostic assessment in an Advanced Spanish language program at the university level. Particular attention was given to the use of dynamic assessment practices as a way to assess language abilities. Assessment procedures conducted with third-year Spanish language majors with the purpose of illustrating the potential of dynamic assessment for second language learning contexts. The qualitative analysis of the results showed that dynamic assessment allowed for a deeper and richer description of learners' actual and emergent abilities, which enabled programs to devise individualized instructional plans attuned to learners' needs.

3. Methodology

3.1. Setting and participants

This study was conducted in one of the language institutes in Shiraz, Iran. The target population was comprised of 40 female students who studied in the institute. The participants had already studied English formally for about three years and they were of pre-intermediate level. Their ages ranged from 18 to 25. All participants were nonnative speakers of English who were studying English as a Foreign Language (EFL). The sampling strategy for the selection was convenient sampling. The book they studied during the course in the institute was Top Notch 2A (2006). The participants were randomly divided into two groups: 20 students in control group and 20 students in experimental group. The study was carried out for six sessions for each group. A vocabulary pretest was given to both groups to check the homogeneity of the students. The students in control group were taught the new words through non-dynamic assessment procedure, in that they received the words by using the definitions while in the experimental group the dynamic way was used. Both groups of students were taught by the same teacher.

3.2. Materials and instruments

The material used in this study was six short passages selected from the pre-intermediate level of Select Readings book (2011) and these readings were selected randomly out of ten readings of the book (Appendix 1). The instrument included a vocabulary test which was used both as pre-test and post-test (Appendix 2). A vocabulary test based on Vocabulary Knowledge Scale (VKS) was used both as both pre-test and post-test. The purpose of pre-test was to make sure that the students did not know the definitions of the selected vocabulary items. Moreover, it was used to compare the results with the post-test to investigate the progress of the participants at the end of the study. Regarding the reliability of the test, Cronbach Alpha was computed using SPSS 16. The reliability was 0.89.

VKS is a generic instrument, in the sense that it can be used to measure any set of words (Wesche and Paribakht, 1996). First it was used as pre-test and on the basis of the results of this scale, the researcher could make sure if the vocabulary items were unknown to the learners. The focus of the study was on forty vocabulary items which were taught in both experimental and control groups. These forty new words were those words which the participants rated 1 or 2 in VKS.

VKS has five levels:

- I. I don't remember having seen this word before.
- II. I have seen this word before, but I don't know what it means.
- III. I have seen this word before, and I think it means (synonym or translation)
- IV. I know this word. It means (Synonym or translation)
- V. I can use the word in a sentence:(If you do this, please also do section IV.)

The scale ratings range from 1 to 5, in that 1 represents complete unfamiliarity with the new words while 5 shows an individual's ability to efficiently use a word in a sentence. This instrument was used as post-test as well.

3.3. Data collection procedure

Data were collected throughout spring semester of 2014 during six sessions. The participants were divided into control and experimental groups. Prior to the treatment, a pre-test was administered to check the level of the participants' proficiency and confirm that the selected vocabulary items were unknown to the students. The test consisted of forty words picked out carefully from the readings of the selected book. The teacher explained the purpose of the study to the participants. The students were instructed to rate their familiarity with selected vocabulary items based on VKS, ranging from 1 to 5. The scores obtained indicated that the participants of the study were homogeneous. Forty vocabulary items were taught to both groups using in 6 short passages. The students in control group were taught forty new words through dictionary definitions while in experimental group the students received these forty vocabulary items through dynamic assessment procedure.

The dynamic assessment process includes 5 steps (as cited in Saeidi & Hosseinpour, 2013):

1. Asking the participants in the experimental group to guess the meaning of each highlighted word in the passage.
2. Directing the participants' attention to prefixes or suffixes in each word (If there will be any).
3. Providing synonyms or antonyms of each word (by the teacher).
4. Using each of the new vocabulary items in different sentences and contexts to help the students get the meaning through lots of examples.
5. Providing the dictionary meaning of the new words if the previous stages had not led students to the correct meaning.

Since the steps should be followed respectively to be in line with the concept of ZPD, the order of the steps was observed to help the students understand the new items. All of the new words were put in 6 short passages. Then in each session just one of these passages was distributed among the participants in both groups. After the appropriate amount of time for silent reading of the passage which included 5 new

words, in the control group (learning through non-dynamic assessment) the instructor taught the words by using the definitions while in the experimental group(learning through dynamic assessment) the dynamic way was used. When using dynamic assessment, the instructor followed 5 stages to help students understand the meaning of each word (stages mentioned in previous paragraph). After six sessions and teaching of these forty vocabulary items the post-test was given to test the participants' performance in both groups and the results were compared to find out which group performed better.

3.4. Data analysis procedure

The data were analyzed using the Statistical Package for the Social Sciences (SPSS-16). The level of significance for accepting the null hypothesis was .05. The process involved analyzing data and developing a conclusion to see whether the treatment had any impact on the participants' vocabulary development. The data to be analyzed consisted of vocabulary scores obtained both from pre-test and post-test. After scoring the tests, the results were statistically analyzed to provide answers for the research questions. For the pre-test and post-test, the mean and standard deviation was calculated. The paired *t*-test was also utilized to determine if there is any statistically significant difference between the proficiency levels of the two groups.

4. Results

The use of DA procedures has gained considerable importance in recent years and it reinforces the need to integrate DA procedures in teaching a language in general, and teaching L2 vocabulary in particular. Three questions which were to be answered in this study are:

1. Does dynamic assessment have statistically significant effects on vocabulary learning by Iranian EFL learners?
2. Does non-dynamic assessment (providing dictionary definitions) have statistically significant effects on vocabulary learning by Iranian EFL learners?

3. Is there a statistically significant difference between the effects of dynamic vs. non-dynamic assessment on vocabulary learning by Iranian EFL learners?

The responses to the research questions are examined in the following section. In order to test the null hypotheses for each research question, paired sample *t*-tests were performed.

4.1. The relationship between pre-tests in control and experimental groups

The vocabulary pre-test was given to both experimental (dynamic) and control (non-dynamic) groups and independent *t*-test was calculated to check the homogeneity of students. The results of these analyses are presented in Tables 1 and 2.

Table 1: Mean and STD deviation of pre-test of experimental and control groups

Instruction	N	Mean	Std. Deviation	Std. Error Mean
Pre-test experimental	20	37.3000	3.67209	.82110
control	20	37.4000	3.67638	.82206

Comparing the means of the pre-test of Experimental group (M=37.3) and the pre-test of Control group (M=37.4) showed that both groups were homogeneous. Graph 1 also shows the mean of pre-tests in both groups.

Table 2: Independent sample t-test for pre-tests of experimental and control groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.027	.870	-.086	38	.932	-.10000	1.16190	-2.45213	2.25213
	Equal variances not assumed			-.086	38.000	.932	-.10000	1.16190	-2.45213	2.25213

The result of the Levene’s test for equality of the variances showed that there was no difference between the variances and they are equal. The significance value reported for Leven’s test was .870, which was larger than .05 and not significant. Therefore, the row in which variances are assumed to be equal should be considered. So $t_{38} = -.086$ and the significance level was .932 which was greater than .05 and it showed that there was statistically no significant difference between the pretests of both control and experimental groups. The score in pre-test was out of 150 so maximum and minimum scores in pre-test were considered 150 and 30 respectively.



Graph 1. Result of the pre-tests

4.2. The Difference between pre-test and post-test in control group

According to Table 4, the paired sample *t*-test for pre-test and post-test of control group were performed. The results showed that $t_{19} = -31.023$ ($p > .00$), so there was a significant difference between pre-test and post-test in control group.

Table 3: Mean and STD deviation of pre-test and post-test of control group

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	37.4000	20	3.67638	.82206
Post-test	116.25	20	13.72474	3.06894

Comparing the means of the pre-test ($M=37.4$) and post-test ($M=116.25$) of the control group showed that students' vocabulary knowledge had improved during the study (see Table 3).

Table 4: Paired sample *t*-test for pre-test and post-test of control group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Post-test	-7.31000E1	10.53765	2.35629	-78.03177	-68.16823	-31.023	19	.000

4.3. The difference between pre-test and post-test in experimental group

Based on Table 6, $t_{19} = -124.224$ ($p > .00$), the results showed a significant difference between pre-test and post-test in experimental group. Comparing the means of pre-test ($M=37.3$) and post-test ($M=138.25$) showed that the students of experimental group also improved their vocabulary knowledge throughout the study.

Table 5: Mean and STD deviation of pre-test and post-test of experimental group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	37.3000	20	3.67209	.82110
	Post-test	138.25	20	5.97252	1.33550

Table 6: Paired sample *t*-test for pre-test and post-test of experimental group

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre- test Post-test	-1.00950E2	3.63427	.81265	-102.65089	-99.24911	-124.224	19	.000

4.4. The Difference between post-tests of control and experimental group

In order to check which group had improved more, independent sample *t*-test was calculated. Based on Table 8. ($p > .00$), and there was a significant difference between the post-tests in control and experimental groups.

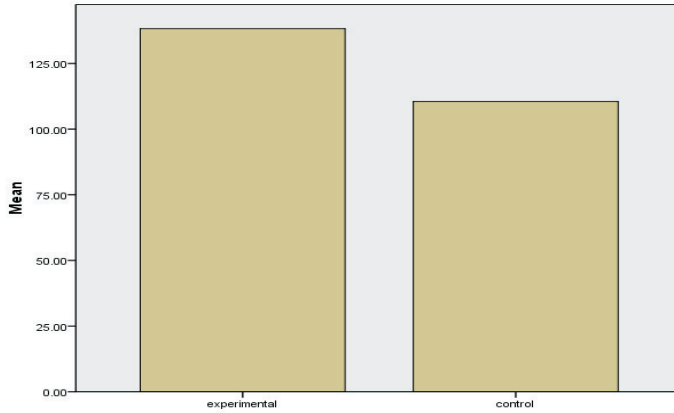
Table 7: Mean and STD deviation of post-tests of experimental groups

	Instruction	N	Mean	Std. Deviation	Std. Error Mean
Post-test	experimental	20	138.25	5.97252	1.33550
	control	20	116.25	13.72474	3.06894

The mean of the post-test of control group (M=116.25) and the mean of the post-test of experimental group (M=138.25) were compared. Based on Table 7, the mean for experimental group after the treatment was greater than the mean of the control group.

Table 8: Independent sample *t*-test of post-tests of control an experimental groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
scores Equal variances assumed	15.497	.000	8.291	38	.000	27.75000	3.34693	20.97448	34.52552
Equal variances not assumed			8.291	25.947	.000	27.75000	3.34693	20.86959	34.63041



Graph 2. Results of the post-tests

Based on Graph 2, the mean for experimental group after the treatment was greater than the mean of the control group

5. Discussion

Taking the results of this study into consideration, it can be concluded that students in the experimental group who learned new vocabularies through dynamic assessment procedure were more successful in their post-test. In order to conduct the study, there should not be any significant differences between two groups before the experiment. So to check the homogeneity of the students in both control and experimental groups, the vocabulary pre-test was given to both groups and independent sample t-test was calculated. The results of the analysis of the data revealed that there was no significant difference between control and experimental group, as the significant level was 0.93 which was greater than .05, so there was no significant difference between students before the treatment. As a result, comparing the means of pre-tests showed that students of both control and experimental group were homogeneous. After treatment, a vocabulary post-test was administered to both groups again. Paired sample t-test was calculated for pre-test and post-test of the control and pre-test and post-test of the experimental group. The results of the analysis of the data revealed that there is a statistically significant difference between pre-test and post-test in control and pre-test and post-test in experimental group. Referring to the Tables 4.4 and 4.6, we can see that the significant level is .00 for both groups which is smaller than .05 so it shows that there is a significant difference between pre-test and post-test in control group. The first null hypothesis, which predicted that dynamic assessment does not have a statistically significant effect on vocabulary learning by Iranian EFL learners, was rejected by the results of this study. This study revealed that DA was effective and crucial in vocabulary knowledge of the learners. However, the second null hypothesis which claimed that non-dynamic assessment does not have a statistically significant effect on vocabulary learning by Iranian EFL learners, was retained. In our control group also the routine and non-dynamic trend of teaching vocabulary was proved to have been resulted in the improvement of their vocabulary knowledge.

Then the means of pre-tests and post-tests for both groups were compared to check how much the students improved their vocabulary

knowledge.

The analysis and comparison of the results on the post-tests given to the participants showed that students of the experimental group ($M=138.25$) achieved more vocabulary knowledge than students of control group ($M=116.25$). However, the results of the comparison of the post-tests in control and experimental groups proved that dynamic assessment had been more effective and helpful.

The results of this study rejected the third null hypothesis, which predicted that there was not a statistically significant difference between the effects of dynamic versus non-dynamic assessment of Iranian EFL learners' vocabulary learning. In fact, the results of the comparison of the post-tests in control and experimental groups proved that dynamic assessment had been more effective and helpful. In this study, DA made the participants aware of their learning potentialities and facilitated the process of vocabulary learning for them.

In sum, the results of this study are in line with the results of other related studies. Pena et al. concluded that DA effectively differentiated language differences and children in the mediation group had greater gains from pretest to posttest than those in non-mediation group. Also the results of the study which was conducted by Burton and Watkins (2007) were in agreement with the results of this study. The results revealed that the use of the dynamic measuring conjunction with traditional vocabulary measures might have the potential to provide an estimate of word-learning ability. Kapantzoglou, Restrepo and Thompson (2012), who examined whether DA of word learning skills was an effective method for identifying language impairment in bilingual children, also revealed that a brief DA was a promising method for accurately differentiating children with typical language development (TLD) from children with primary language impairment (PLI). The fact of matter in all similar studies is that dynamic assessment proves to be very helpful for vocabulary learning.

6. Conclusion

The present study gave credit to the effectiveness of DA procedures in vocabulary learning. It could be inferred the DA creates an innova-

tive context of language learning in comparison with traditional ones, both for learners and teachers. Dynamic assessment is recommended as a valid and useful approach which could serve maximized instruction across age groups (Banks & Neisworth, 1995). The findings of this study concluded that teachers' mediation and intervention and students' active involvement in the process of development can reduce and overcome the obstacles to learning. In nearly most language classrooms in Iran, teachers teach new vocabulary items by providing dictionary meanings or by asking the students to check the definitions of new words in the dictionary. In both cases the students lose the opportunity to concentrate on new vocabulary items; in fact, they become reluctant to attempt to guess the possible meanings of the new words. On the other hand, by using dynamic assessment approach, the teacher motivates the students to increase their self-confidence and rely more on themselves than the dictionary. In this approach if the students cannot guess the meaning from context, the teacher helps them and wants to resort to dictionary meaning as the last resort. The teacher mediates in the process of teaching and learning. To this end, the instructor may direct the participants' attention to prefixes or suffixes in each word if there are any. If the students cannot understand the new words, the teacher goes through other steps by providing synonyms or antonyms of each word and using each of the new vocabulary items in different sentences and contexts to help the students get the meaning through lots of examples. After all these efforts, if the students cannot understand the meaning of each word, the teacher may provide the dictionary meaning of new words. In dynamic assessment approach, dictionary meaning is the last resort which will be considered as the only way in non-dynamic approach. As to a comparison between the findings of this study and other similar studies, it should be pointed out that findings of this study do confirm other studies, as this study has come up with similar findings, indicating that dynamic assessment approach is an effective approach that needs to be taken into consideration by language teachers and other applied linguistics professionals.

Dynamic assessment which serves as both instructional and evaluative device has opened new horizons for vocabulary teaching and as-

assessment. The more teachers get familiar with dynamic assessment approach, the more they can use and incorporate its procedure with their teaching styles and this approach provides teachers with practical and creative ideas and make them create their own eclectic methods. So we should set up some programs to teach our teachers how to use dynamic assessment procedure and increase their information about effectiveness of implementing dynamic assessment approach in their classes. There are few instructors in Iran who integrate dynamic assessment procedure into their teaching. The findings of such research efforts are encouraging and should be of great benefit to teachers who like to have a more active and interesting class. Teachers must also be prepared to change and adopt their teaching style according to new developments and findings in the pedagogy of dynamic assessment based language teaching. The goal of Iranian teachers should be to move away from traditional and teacher-centered teaching methods and look to embrace the advances of the modern world in regard to dynamic assessment developments. This dynamic assessment approach may play a key role in the improvement of Iran's educational system.

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