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Research Paper

Impact of Teacher's Dynamic Assessment on Iranian EFL Learners' Stance in Academic Writing

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Abstract

This quasi-experimental study aimed to investigate the effects of dynamic assessment employed by teachers on promoting Iranian EFL learners' stances in academic writing. For this purpose, three intact writing classes were selected by convenience sampling from BA students of English translation at Isfahan (Khorasgan) Branch, Islamic Azad University. The Quick Oxford Placement Test (QOPT) was administered to them, and those whose scores matched the intermediate band score of QOPT were selected. In general, 35 homogeneous students were selected from each class and randomly assigned into two experimental groups and one control group. A writing test was administered to all groups as the pre-test at the onset of the semester. The experimental groups were taught by the researcher and passed five different quizzes during the semester. The three groups were post-tested at the end of the semester. The results illustrated that both teacher and peers' dynamic assessment effectively improved Iranian EFL learners' stance in academic writing.

Keywords: *Academic Writing; Dynamic Assessment; Peer's Assessment; Teacher's Assessment Stance*

تاثیر ارزیابی متناوب استاد بر موقعیت دانشجویان زبان انگلیسی ایرانی در نوشتار آکادمیک
دراین تحقیق تاثیر ارزیابی متناوب استاد برموقعیت دانشجویان زبان انگلیسی ایرانی در نوشتار آکادمیک در طی آزمایش نیمه تجربی بررسی شد. به این منظور ۳ کلاس کامل نگارش پیشرفته از میان دانشجویان مترجمی کارشناسی دانشگاه آزاد اسلامی اصفهان) خوراسگان) انتخاب شد و دانشجویلن کلاسها امتحان تعیین سطح آکسفورد دادند و از هر کلاس ۳۵ نفر از دانشجویانی که نمرات متوسط همگن داشتند انتخاب شدند وبه طور تصادفی در دو گروه آزمایش ویک گروه کنترل قرار گرفتند.درابتدای ترم در هر ۳ کلاس پیش آزمون نوشتاری برگزار شد و به ۲ کلاس گروههای آزمایش محقق تدریس نوشتاری خاصی داشت و برای گروه کنترل تدریس نوشتاری معمولی داشت. در طول ترم هر سه کلاس پنج امتحان نگارش دادند و در آخر ترم گروهها امتحان پس آزمون دادند. نتایج نشان داد که ارزیابی متناوب همزمان استاد و همکلاسان برپیشرفت موضع قدرتمند دانشجویان زبان انگلیسی ایرانی در نوشتار آکادمیک موثرترین حالت بود.
کلمات کلیدی: موضع قدرتمند، ارزیابی متناوب، ارزیابی استاد، ارزیابی همکلاسان، نوشتار آکادمیک

Introduction

Academic writing is not merely communicating the content. It is a means of self-representation. As Hyland (1998) mentioned, authors need to balance authoritative and humble voices for academic writing. In higher education, students require to write critically. In academic writing especially reporting the research studies, the authors must demonstrate their viewpoints in their writings and compare them with the previous researchers' or writers' writings. They should be able to show their confidence in their findings.

The authors who decide to write academic texts have to obey syntactic and semantic rules of writing. The text should have unity; it should have coherence and cohesion; these elements are mostly relevant to semantics. The text must be accurate according to the syntactic rules as well. The authors must obey the grammatical rules and choose the suitable conjunctions and disjunctions and rhetorical and authorial stances. Rhetorical and authorial stances, which were dealt with in the current research, are the weak points for EFL students. The current research study was conducted with four objectives; the primary goal was to identify the impact of dynamic peer assessment on Iranian EFL learners' stance in academic writing. The second goal was to realize the effect of teachers' dynamic assessment on Iranian EFL learners' stance in academic writing. The third goal was to compare the effect of peer and teacher's dynamic assessment on Iranian EFL learners' stance in academic writing. The last one was to explore the difference between dynamic peer assessment and teacher's dynamic assessment on Iranian EFL learners' stance in academic writing.

Literature Review

As stated by Jones and Haywood (2004), academic English writing follows the rules of applying formulaic expressions. The words arranged in a written text function differently in the text and also the discourse community (Swales, 1990). As the discourse community members follow the rules (Dressen & Hammouda, 2008), writing can even partially indicate the extent to which the writers are members of a discourse community. Authorial stance means the author's standpoint on the content they develop. In the words of Biber (1988, p.204), it implies "the ways in which an author or speaker overtly expresses attitudes, feelings, judgments, or commitment concerning the message."

The writers' standpoint is manifested in the choice of words (e.g., reporting verbs or adjectives denoting evaluation). Regarding foreign language writers, their word choices are made by formulaic sequences. Though hard to define, Schmitt and Carter (2004) cited Wray's (2002, p. 9) definition of formulaic sequences, i.e., "a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved completely from memory at the time of use, rather than being subject to generation or analysis by the language grammar."

Formulaic sequences were also defined as clusters and bundles and are used in general and specific disciplines' courses. Hyland applied the term "bundle" which means "words which follow each other more frequently than expected by chance, helping to shape text meanings and contributing to our sense of distinctiveness in a register ... the absence of such clusters might reveal the lack of fluency of a novice or newcomer to that community" (2008, p.5). Cortes (2004, p.398) states that "the frequent use of lexical bundles, for example, seems to signal competent language use within a register to the point that learning conventions of register use may in part consist of learning how to use certain fixed phrases."

The second language learners of written English have difficulty acquiring how to write the recurrent expressions in a native-like manner; therefore, they might underuse or overuse these expressions (Meunier & Granger, 2008: Nesselhauf, 2005). The causes of such writing problems

might be difficulties in English reading skills. These learners might not know the authorial standpoint and the disciplinary norms because when they thoroughly decode at the word level, they read word by word while reading a passage. Even English natives sometimes cannot learn and use various lexical bundles fitting the publishable academic writing, though they extensively read different passages (Cortes, 2004). In general, students need help with the location of stances in different texts. Finding the expressions writers use to note their presence, communicate with other writers, and state their membership in the community facilitates students' grasping of the interactions.

Academic writing means self-construction and facts presentation (Scollon, 1994). Biber et al. (1999, p.966) suggest that writers and speakers frequently voice their own "feelings, attitudes, value judgments, or assessments" when communicating their messages. Likewise, Hyland (2002) calls for attending to previous findings that academic writing is not entirely impersonal. Yet, the writers gain the credibility of their individual authority through confidently evaluating and committing to their ideas influenced by psychological and social factors. Hyland (2005, p.176) claims that devices used by the writers to show stance make it possible for them to "intrude to stamp their personal authority onto their arguments or step back and disguise their involvement." Conrad and Biber (2000) classified stance into three semantic categories: style, attitudinal and epistemic. Biber et al. (1999) explained these three categories as follows. Epistemic markers represent how speakers judge the reliability, limitations, and certainty of propositions. They also judge the information sources. Attitude stance reveals the speaker's viewpoint or value judgment regarding the message or text content. Finally, the style represents the speaking mannerism.

Hyland (2008b) remarked that interacting through academic writing is realized by way of choosing the stance and the features of engagement. He analyzed 240 published papers of eight academic disciplines and reported that self-citations and reader pronouns, especially general "we," more frequently found in the humanities and social sciences texts and directives, were mostly seen in disciplines such as physics and chemistry. Hyland presumed that such features significantly determine how academic arguments should be presented in the interactions among the disciplinary community members. The features of stance and engagement signify meaning-making, text interpretation, and how writers can connect with readers.

Mellati, Alavi, and Dashtestani (2022) investigated the way teacher, peer, and mixed feedback reduced the writing assignments' errors. The findings indicated no significant differences between the scores students obtained following teacher and peer feedback. Nevertheless, integrating peer and teacher feedback dialogically made the mixed-feedback group outperform the two other groups. Further, the findings demonstrated that peer feedback could diminish anxiety and enhance students' engagement and accountability, leading to their autonomy.

Shifting the focus from product-oriented assessment to process-oriented assessment emerged in the 20th century. With the advent of dynamic assessment, Tzuriel (2001) asserted that "it emerged from both theoretical conceptions about human cognitive plasticity and practical needs to find novel diagnostic measures for individuals who for various reasons do not reveal their capacities in conventional static tasks" (p. 5). Tzuriel (2001) also contends that dynamic assessment has developed due to the failure of static tasks in providing comprehensive information regarding the differences in individuals' learning processes, putting ideas into action, and applying them in the relevant educational contexts. Vygotsky, the Russian psychologist, is known as the most famous dynamic assessment theorist (Lidz, 1995).

Rezvani et al. (2022) investigated the effects of formative and summative assessments on self-regulation, attitude toward learning, test anxiety, and academic motivation. The findings demonstrated that both assessment types were influential yet formative assessment more significantly influenced self-regulation, test anxiety, and academic motivation.

The current research is a quasi-experimental one, while most of the previous research studies were corpus ones; therefore, to fill this gap, this research specifically addresses the following research questions:

1. Does teacher's dynamic assessment have a significant effect on Iranian EFL learners' stance in academic writing?

2. Do both peer and teacher's dynamic assessment have a significant effect on Iranian EFL learners' stance in academic writing?

3. Is there a significant difference between peers' dynamic assessment and teacher's dynamic assessment on Iranian EFL learners' stance in academic writing?

Methodology

Design of the Study

The current research was a Quasi-experimental research type to investigate the possible effects of teacher's dynamic assessment on Iranian EFL learners' stance in academic writing. There were three intact classes as available sampling from BA students of Isfahan (Khorasgan) Branch, Islamic Azad University, whose majors were English translation. There was an independent variable as the teacher's dynamic assessment, and there was a dependent variable as Iranian EFL learners' stance on academic writing.

Participants

There were three intact writing classes chosen through available sampling from BA students of Isfahan (Khorasgan) Branch, Islamic Azad University, whose majors were translation. They were adult Persian speaking undergraduate EFL learners. All of the subjects took a Quick Oxford Placement Test (QOPT), and according to the results of the QOPT, the students in the intermediate level based on the QOPT band scores were chosen, and 35 students were selected as homogenous students in each class. The range of participants' age was between 20 to 35, and they were both male and female.

Table 1
Number of participants

	Number	Level	Age
Control group	35	Intermediate	20-35
First Experimental group	35	Intermediate	20-35
Second Experimental group	35	Intermediate	25-35

Instruments

In this research study, the researcher utilized the following instruments: QOPT (Quick Oxford Placement Test), the pre-test, the post-test, and five quizzes during the semester. She used also a book as material by Dorothy, E. Zemach, Lisa, A. Rumisek. (2011), *Academic writing from paragraph to essay,* as the material for her research and her treatment. Another book that she used as material was the book by Edward, P. Baily, Philip, A. Powell. (2008), *The practical writer with readings.* As pre-test and post-test and quizzes the participants wrote an essay or composition and the exams were essay type; although, these exams were essay type the reliability and validity of each one were examined by intra-rater reliability and also by the assistance of an expert and the inter- rater reliability. The instruments were: Pretest, post-test, five different quizzes which were held during the term. All of the tests were essay-type and the participants wrote a composition or essay for each of them. As it was mentioned previously she used two books which were introduced in the previous lines as the material for her research and

her treatment. She taught the books for sixteen sessions. In addition to the books, she taught the grammar clues and rules during the semester, as well. Another material which the researcher utilized was a booklet about the rhetorical stance and the relevant rules, that she prepared it from different books, and delivered it to the students to use it in the semester. The other element which the researcher taught as treatment, was the way an author could express his or her rhetorical stance in writing academic essays and the special vocabularies, which were the sign for authorial stance in writing academic essays.

Data Collection Procedure

There were two experimental groups and one-control group from three intact classes as available sampling from translation students of Isfahan (Khorasgan) Branch, Islamic Azad University. The first experimental group received asynchronous teacher's dynamic assessment to check the (authorial and rhetorical) stance in students' academic writing during the semester. The second experimental group received asynchronous peer and teacher's dynamic assessment to check the (authorial and rhetorical) stance in students' academic writing during the semester. Nevertheless, the control group received a traditional feedback. All of the members of the three groups passed a pre-test in writing at the onset of the semester. Then they received a treatment by the researcher; the treatment was consisting of teaching a book as material by Dorothy, E. Zemach, Lisa, A. Rumisek. (2011), *Academic writing from paragraph to essay*. And the treatment was also consisting of teaching of another book which was as follow: The book by Edward, P. Baily, Philip, A. Powell. (2008), *The practical writer with readings.* Another material which the researcher utilized for her treatment was a booklet about the rhetorical stance and the relevant rules, that she prepared it herself from different books, and delivered it to the students to use it in the semester. The other element, which the researcher taught as treatment, was the way an author could express his or her rhetorical stance in writing academic essays and the special vocabularies, which were the sign for authorial stance in writing academic essays. The researcher also taught the following issues as prerequisite of academic writing:

1. The basic elements and clues in writing paragraphs.
2. Some essential grammar clues and rules.
3. Types of paragraph writing such as: Explanation, details, example, cause and effect, etc.
4. Different types of essays.
5. The steps of writing an academic or research essay.

The semester included 16 sessions. During the semester, the students wrote compositions, essays, and 5-paragraph writing, they practiced on their academic writing. The students of the first experimental group delivered their writing to the teacher; the researcher was a teacher researcher, to receive asynchronous teacher's dynamic assessment to check the authorial and rhetorical stance in writing during the semester. The participants of all of the three groups or classes took five quizzes other than pre-test and post-test during the semester in writing; these five quizzes and the pre-test and post-test were held during the semester for the participants in order to be assessed dynamically. In each quiz during the semester, they wrote a kind of essay type such as argumentative essay, descriptive essay, etc. The students of the second experimental group delivered their writing to their classmates and then they received their writing back and they delivered them to the teacher to receive asynchronous peer and teacher's assessment to check the authorial and rhetorical stance in writing during the semester. The third group was supposed to be the control group, they delivered their writing to the teacher during the semester but their writings were checked traditionally. During the semester, the researcher asked each student to find an essay in writing and dedicated two scores of the final exam for it to encourage the students to participate in the task. Afterwards, she asked the students to find and collect the rhetorical stance, which were the sign of authorial stance in the essays that they found it

beforehand. In this way 105 students had done a corpus study on the essays to find out the number of rhetorical stances and the authorial stances which were used in different MA. essays which were collected in advance. Most of the essays were relevant to Iranian MA students, and the results showed that most of the MA. students were somewhat weak in using rhetorical and authorial stances in their research report essays because the number of rhetorical stances (which were the sign for authorial stance) were so limited.

The data from different quizzes of the first experimental group were assessed dynamically by the teacher. The data from different quizzes of the second experimental group were assessed dynamically by their classmates and the teacher several times during the semester as teacher and peer assessment. The data from different quizzes of the control group were assessed traditionally. The data were collected by the researcher.

At the end of the semester, the participants of the three groups passed a post-test. The results of the pre-test and post-test of the three groups were analyzed by anova and ancova and an expert analyzed the results of different quizzes during the semester.

Data Analysis Procedure
The current research was a quasi-experimental research. There were three intact classes as available sampling from BA students of Isfahan (Khorasgan) Branch, Islamic Azad University whose majors were translation. The data were analyzed by the use of ancova by an expert. The tests were essay type and the scores were subjective. The evaluation of the participant's written performance and their developing understanding of stance had three dimensions:

1) A holistic evaluation of the pre- and post-test and five different quizzes which were held during the semester by the help of intra-rater reliability and also by the assistance of an expert and the inter rater reliability: According to the content which addressed whether the ideas were expressed clearly, and cohesively; organization which examined well-organized paragraphs; and language/style which checked the correct grammar.

2) An analysis of participants' accuracy, in identifying stance types and utilizing linguistic expressions and stance in their writing.

3) A report on participants' use of the different stance expressions by comparing the pre-test, post-test, and five different quizzes to elaborate the participants' use of stance in their writing.

Results were obtained by calculating the number of stance expressions used in their writing in their tests (pre- and post-test writing and the writing of five different quizzes, which were held during the semester). The participants' pre- and post-test writing and the writing of five different quizzes which were held during the semester were analyzed both holistically and in terms of their use of stance expressions by an expert.

Results

Effects of Teacher's Dynamic Assessment
The second null hypothesis of the study assumed that teacher's dynamic assessment would not have significant effects on Iranian EFL learners' stance in academic writing. To test this hypothesis the scores obtained from the pre-test, quizzes, and post-test of the TAG learners were compared by means of a one-way repeated-measures ANOVA. Table 2. shows the results of the descriptive statistics of this ANOVA analysis:

Table 2
Descriptive Statistics for the Pretest, Quizzes, and Posttest Scores of the TAG Learners

Tests	N	Mean	Std. Deviation	Skewness	Kurtosis

Pre-test	35	11.40	.497	.427	-1.932
Quiz 1	35	12.37	.490	.556	-1.797
Quiz 2	35	13.42	.557	.837	-.310
Quiz 3	35	14.45	.505	.180	-1.091
Quiz 4	35	15.42	.502	.302	-1.028
Quiz 5	35	16.48	.507	.060	-1.121
Posttest	35	18.20	1.023	.273	-1.078

Table 2. shows the successive progression of the TAG learners from the pre-test (M = 11.40) through the five quizzes to the post-test mean score (M = 18.20). To figure out whether the differences among these seven mean scores obtained by the TAG learners were statistically significant or not, the researcher needed to check the p value under the Sig.column in Table 3:

Table 3
One-way ANOVA for the Pretest, Quizzes, and Posttest Scores of the TAG Learners

	Value	F	Hypothesis*df*	Error *df*	Sig.	Partial Eta Squared
Pillai's Trace	.999	6041.449	6.00	29.00	.000	.99
Wilks' Lambda	.001	6041.449	6.00	29.00	.000	.99
Hotelling's Trace	1249.955	6041.449	6.00	29.00	.000	.99
Roy's Largest Root	1249.955	6041.449	6.00	29.00	.000	.99

In Table 3, the p value was found to be lower than the .05 significance level (p< .05), which indicates that there was at least one a statistically significant difference among the mean scores of the TAG learners on the pre-test, the five ongoing-assessment quizzes, and the post-test. To find out where exactly the differences are, the Bonferroni post hoc test table had to be consulted:

Table 4
*Bonferroni Post Hoc Test Results for the Pretest, Quizzes, and Posttest Scores of the TAG Learners*

(I) Time	(J) Time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Pre-test	Quiz 1	-.971[*]	.029	.000	-1.065	-.878
	Quiz 2	-2.029[*]	.029	.000	-2.122	-1.935
	Quiz 3	-3.057[*]	.040	.000	-3.188	-2.926
	Quiz 4	-4.029[*]	.029	.000	-4.122	-3.935
	Quiz 5	-5.086[*]	.048	.000	-5.243	-4.928
	Posttest	-6.800[*]	.107	.000	-7.151	-6.449
Quiz 1	Pre-test	.971[*]	.029	.000	.878	1.065
	Quiz 2	-1.057[*]	.040	.000	-1.188	-.926
	Quiz 3	-2.086[*]	.048	.000	-2.243	-1.928
	Quiz 4	-3.057[*]	.040	.000	-3.188	-2.926
	Quiz 5	-4.114[*]	.055	.000	-4.293	-3.935
	Posttest	-5.829[*]	.112	.000	-6.197	-5.460
Quiz 2	Pre-test	2.029[*]	.029	.000	1.935	2.122
	Quiz 1	1.057[*]	.040	.000	.926	1.188
	Quiz 3	-1.029[*]	.050	.000	-1.193	-.865
	Quiz 4	-2.000[*]	.041	.000	-2.135	-1.865
	Quiz 5	-3.057[*]	.057	.000	-3.245	-2.870

	Posttest	-4.771[*]	.109	.000	-5.130	-4.413
Quiz 3	Pre-test	3.057[*]	.040	.000	2.926	3.188
	Quiz 1	2.086[*]	.048	.000	1.928	2.243
	Quiz 2	1.029[*]	.050	.000	.865	1.193
	Quiz 4	-.971[*]	.050	.000	-1.135	-.807
	Quiz 5	-2.029[*]	.065	.000	-2.241	-1.816
	Posttest	-3.743[*]	.111	.000	-4.108	-3.378
Quiz 4	Pre-test	4.029[*]	.029	.000	3.935	4.122
	Quiz 1	3.057[*]	.040	.000	2.926	3.188
	Quiz 2	2.000[*]	.041	.000	1.865	2.135
	Quiz 3	.971[*]	.050	.000	.807	1.135
	Quiz 5	-1.057[*]	.040	.000	-1.188	-.926
	Posttest	-2.771[*]	.117	.000	-3.154	-2.389
Quiz 5	Pre-test	5.086[*]	.048	.000	4.928	5.243
	Quiz 1	4.114[*]	.055	.000	3.935	4.293
	Quiz 2	3.057[*]	.057	.000	2.870	3.245
	Quiz 3	2.029[*]	.065	.000	1.816	2.241
	Quiz 4	1.057[*]	.040	.000	.926	1.188
	Posttest	-1.714[*]	.120	.000	-2.108	-1.320
Posttest	Pretest	6.800[*]	.107	.000	6.449	7.151
	Quiz 1	5.829[*]	.112	.000	5.460	6.197
	Quiz 2	4.771[*]	.109	.000	4.413	5.130
	Quiz 3	3.743[*]	.111	.000	3.378	4.108
	Quiz 4	2.771[*]	.117	.000	2.389	3.154
	Quiz 5	1.714[*]	.120	.000	1.320	2.108

Table 4 shows that the difference between pre-test ($M = 11.40$) and Quiz 1 ($M = 12.37$) was of statistical significance, and so were all the other differences between the pre-test and the other four quizzes as well as the post-test. In addition, all the quizzes were different from one another with each subsequent quiz having a significantly higher mean score than its preceding quiz. Furthermore, it is shown in Table 4.3 that the post-test mean score was significantly superior to all other mean scores. These obtained results are also graphically represented in the following line graph in Figure 1:

Figure 1
Mean scores of the TAG learners on the pre-test, quizzes, and post-test
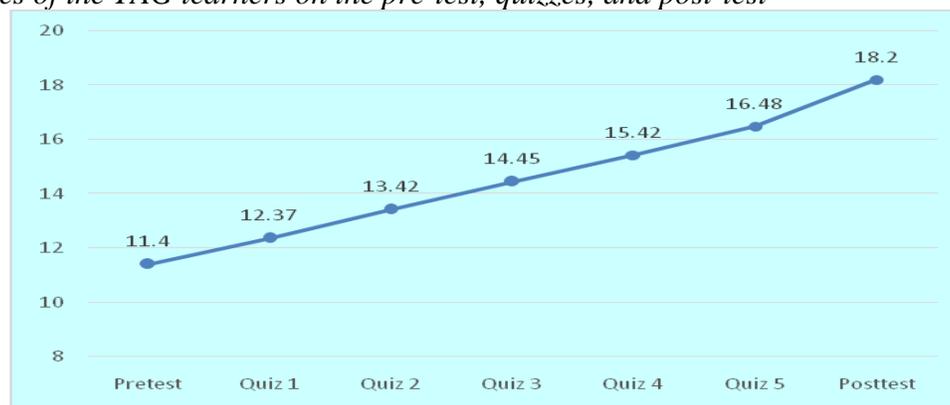
In Figure 1, it is illustrated the graph for TAG learners shows a line that went up steadily and continuously; the difference between Quiz 5 and the post-test marks a steeper progression. This finding boils down to the rejection of the first null hypothesis of the study, which posited that teacher's dynamic assessment did not significantly affect Iranian EFL learners' stance in their academic writing.

Effects of Teacher and Peer's Dynamic Assessment
The second null hypothesis of the study which assumed that exposure to both peer and teacher assessment would not significantly affect Iranian EFL learners' stance in their academic writing. To test this hypothesis, one-way repeated-measures ANOVA was conducted again, and the results are presented in Tables 5 through 7:

Table 5
Descriptive Statistics for the Pretest, Quizzes, and Posttest Scores of the TPAG Learners

Tests	N	Mean	Std. Deviation	Skewness	Kurtosis
Pre-test	35	11.54	.505	-.180	-1.091
Quiz 1	35	12.57	.557	.242	-.932
Quiz 2	35	13.60	.553	.133	-.932
Quiz 3	35	14.57	.502	-.302	-1.028
Quiz 4	35	15.60	.497	-.427	-1.932
Quiz 5	35	16.57	.502	-.302	-1.028
Posttest	35	18.80	.964	.008	-1.271

In the TPAG, the learners' mean score for the pre-test ($M = 11.54$) was the smallest mean score and the mean score of the post-test ($M = 18.80$) was the highest; it could also be noticed that the TPAG learners progressed gradually from the pre-test through the quizzes to the post-test. In order to find out whether these differences among the seven mean scores of the TPAG learners reached statistical significance or not, the researcher had to check the *p* value in Table 6:

Table 6
One-way ANOVA for the Pretest, Quizzes, and Posttest Scores of the TPAG Learners

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's Trace	1.000	10442.351	6.00	29.00	.000	1.00
Wilks' Lambda	.000	10442.351	6.00	29.00	.000	1.00
Hotelling's Trace	2160.486	10442.351	6.00	29.00	.000	1.00
Roy's Largest Root	2160.486	10442.351	6.00	29.00	.000	1.00

Taking a look at the relevant *p* value indicates that there is at least a statistically significant difference among the mean scores of the TPAG learners' scores on the pre-test, quizzes, and the post-test ($p < .05$). In order to pinpoint the exact location(s) of the difference(s), the Bonferroni post hoc test table had to be examined:

Table 7
BonferroniPost Hoc Test for the Pretest, Quizzes, and Posttest Scores of the TPAG Learners

(I) Time	(J) Time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound

|						
Pre-test	Quiz 1	-1.029*	.029	.000	-1.122	-.935
	Quiz 2	-2.057*	.040	.000	-2.188	-1.926
	Quiz 3	-3.029*	.029	.000	-3.122	-2.935
	Quiz 4	-4.057*	.040	.000	-4.188	-3.926
	Quiz 5	-5.029*	.029	.000	-5.122	-4.935
	Posttest	-7.257*	.095	.000	-7.568	-6.946
Quiz 1	Pre-test	1.029*	.029	.000	.935	1.122
	Quiz 2	-1.029*	.050	.000	-1.193	-.865
	Quiz 3	-2.000*	.041	.000	-2.135	-1.865
	Quiz 4	-3.029*	.050	.000	-3.193	-2.865
	Quiz 5	-4.000*	.041	.000	-4.135	-3.865
	Posttest	-6.229*	.101	.000	-6.561	-5.897
Quiz 2	Pre-test	2.057*	.040	.000	1.926	2.188
	Quiz 1	1.029*	.050	.000	.865	1.193
	Quiz 3	-.971*	.029	.000	-1.065	-.878
	Quiz 4	-2.000*	.058	.000	-2.190	-1.810
	Quiz 5	-2.971*	.050	.000	-3.135	-2.807
	Posttest	-5.200*	.107	.000	-5.551	-4.849
Quiz 3	Pre-test	3.029*	.029	.000	2.935	3.122
	Quiz 1	2.000*	.041	.000	1.865	2.135
	Quiz 2	.971*	.029	.000	.878	1.065
	Quiz 4	-1.029*	.050	.000	-1.193	-.865
	Quiz 5	-2.000*	.041	.000	-2.135	-1.865
	Posttest	-4.229*	.101	.000	-4.561	-3.897
Quiz 4	Pre-test	4.057*	.040	.000	3.926	4.188
	Quiz 1	3.029*	.050	.000	2.865	3.193
	Quiz 2	2.000*	.058	.000	1.810	2.190
	Quiz 3	1.029*	.050	.000	.865	1.193
	Quiz 5	-.971*	.050	.000	-1.135	-.807
	Posttest	-3.200*	.107	.000	-3.551	-2.849
Quiz 5	Pre-test	5.029*	.029	.000	4.935	5.122
	Quiz 1	4.000*	.041	.000	3.865	4.135
	Quiz 2	2.971*	.050	.000	2.807	3.135
	Quiz 3	2.000*	.041	.000	1.865	2.135
	Quiz 4	.971*	.050	.000	.807	1.135
	Posttest	-2.229*	.101	.000	-2.561	-1.897
Posttest	Pretest	7.257*	.095	.000	6.946	7.568
	Quiz 1	6.229*	.101	.000	5.897	6.561
	Quiz 2	5.200*	.107	.000	4.849	5.551
	Quiz 3	4.229*	.101	.000	3.897	4.561
	Quiz 4	3.200*	.107	.000	2.849	3.551
	Quiz 5	2.229*	.101	.000	1.897	2.561

The difference between the pre-test and Quiz 1 mean scores for the TPAG learners was found to be statistically significant ($p < .05$), and so were the difference between all the other pairs of distributions, including pretest-Quiz2, pre-test, Quiz3, pretest-Quiz4, pretest-Quiz5, pretest-

posttest, and all the other pairs of scores out there. The fact that all the distributions belonging to the TPAG learners were significantly different from one another could be visually seen in the line graph in Figure 2:

Figure 2
Mean scores of the TPAG learners on the pre-test, quizzes, and post-test
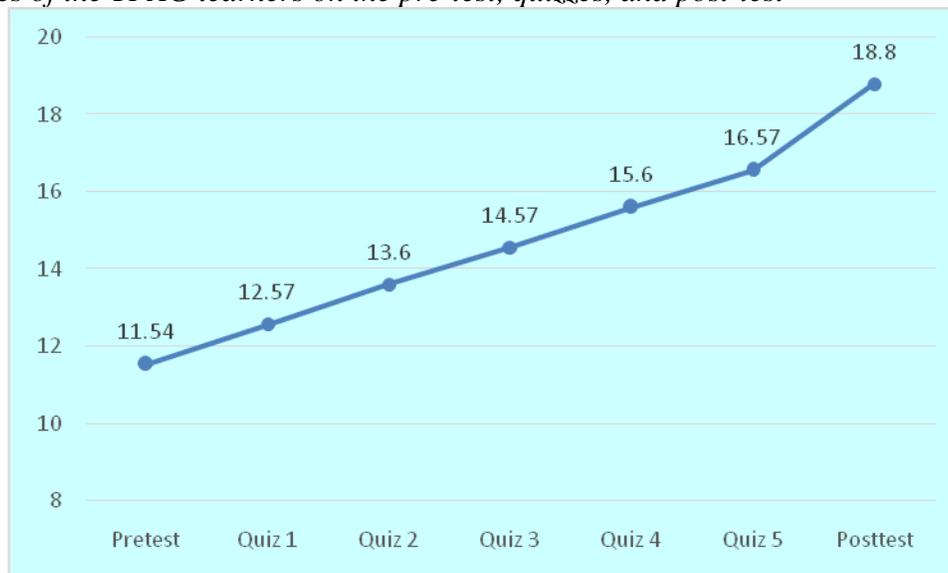
As the line graph in Figure 2. shows, Quiz 1 had a higher mean score than the pre-test and every test on display had a higher mean score than the test preceding it. Figure 2. is very similar to Figure 1. in that both of them showed continuous improvements of the TAG and TPAG learners, marked with a striking increase on the post-test. Consequently, the second   null hypothesis of the study is also disconfirmed and it could be concluded that providing teacher and peer dynamic assessment to Iranian EFL learners led to significant improvements in their use of stance in academic writing.

Comparing the Three Conditions in the study
The last research hypothesis of the study stated that there was no significant difference between the effects of teacher and peer assessment on the EFL learners' stance in academic writing. To get a complete picture of the different conditions in the present study, measures were taken to compare the performances of the learners in the TPAG, TAG, and CG; this way, it could be found whether the experimental groups differed significantly from the control group or not. Moreover, it could be determined whether there were any significant differences among the three treatment conditions of the study. A multivariate analysis of variance (MANOVA) was run to compare the three groups, namely, Teacher and Peer's Assessment (TPAG), Teacher's Assessment (TAG), and Peer's Assessment (PAG), whose results are presented in the following tables.

Table 8
Descriptive statistics of the three groups

	Group	M	SD	N
Quiz 1	TPAG	12.54	.5	35
	TAG	12.4	.49	35
	PAG	12.28	.45	35
	Total	12.4	.49	105

Quiz 2	TPAG	13.54	.5	35
	TAG	13.4	.49	35
	PAG	12.28	.45	35
	Total	13.07	.74	105
Quiz 3	TPAG	14.54	.5	35
	TAG	14.4	.49	35
	PAG	13.28	.45	35
	Total	14.07	.74	105
Quiz 4	TPAG	15.54	.5	35
	TAG	15.4	.49	35
	PAG	14.08	.7	35
	Total	15	.87	105
Quiz 5	TPAG	16.54	.5	35
	TAG	16.4	.49	35
	PAG	15.08	.7	35
	Total	16	.87	105
Post-test	TPAG	18.8	.96	35
	TAG	18.2	1.02	35
	PAG	16.11	.75	35
	Total	17.7	1.47	105

As shown in Table 8. , the scores of the three groups changed from the first quiz (Quiz 1) to the post-test. However, the multivariate tests' table (Table 9.) needs to be checked to find if the differences among the groups' scores were significant.

Table 9
Multivariate test for comparing the three groups' scores

Effect	Value	F	Hypothesis df	Error df	Sig.
Pillai's Trace	1	33.65	6	202	.00
Wilks' Lambda	.1	71.14	6	200	.00
Hotelling's Trace	7.8	129.12	6	198	.00
Roy's Largest Root	7.6	259.1	3	101	.00

The result of Wilk's Lambda $F_{(6, 200)} = 71.14$, p= .00 indicated a statistically significant difference among the threegroups.

Table 10
Tests of Between-Subjects Effects comparing the three groups

| Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
group	Quiz 1	1.16	2	.58	2.44	.09
	Quiz 2	33.16	2	16.58	69.8	.00
	Quiz 3	33.16	2	16.58	69.8	.00
	Quiz 4	45.16	2	22.58	68.08	.00
	Quiz 5	45.16	2	22.58	68.08	.00
	Post-test	139.1	2	69.55	81.78	.00

As Table 10. shows, there was a significant difference among the three groups' performance in all quizzes and the post-test (p<.05) except for the first quiz (p= .09).

Table 11

Pairwise comparisons of the three groups

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.
Quiz 2	TPAG	TAG	.14	.11	.22
		PAG	1.25*	.11	.00
	TAG	PAG	1.11*	.11	.00
Quiz 3	TPAG	TAG	.14	.11	.22
		PAG	1.25*	.11	.00
	TAG	PAG	1.11*	.11	.00
Quiz 4	TPAG	TAG	.14	.13	.3
		PAG	1.45*	.13	.00
	TAG	PAG	1.31*	.13	.00
Quiz 5	TPAG	TAG	.14	.13	.3
		PAG	1.45*	.13	.00
	TAG	PAG	1.31*	.13	.00
Post-test	TPAG	TAG	.6*	.22	.00
		PAG	2.68*	.22	.00
	TAG	PAG	2.08*	.22	.00

*mean difference is significant at .05.

The three groups were compared in a pairwise manner by each quiz/test in Table 11. Regarding Quiz 2, the TPAG group (M= 13.54) outperformed the PAG group (p= .00). For Quiz 3, the TPAG group learners (M= 14.54) obtained higher mean compared to the PAG group learners (p= .00) and the TAG group learners (M= 14.4) performed better than the PAG group (p= .00). About Quiz 4, the TPAG group (M= 15.54) outperformed the PAG group (p= .00),and the TAG group learners (M= 15.4) obtained higher scores than the PAG group ones (p= .00). The findings of Quiz 5 revealed that the TPAG group (M= 16.54) performed better than the PAG group (p= .00)and the TAG group learners (M= 16.4) obtained higher scores than the PAG group ones (p= .00). Finally, the TPAG group learners (M= 18.8) outperformed the other two groups in the post-test phase of the study (p= .00), while the comparison of the TAG and PAG indicated better performance of the former (M= 18.2).

Figure 3

Post-test scores of the three groups
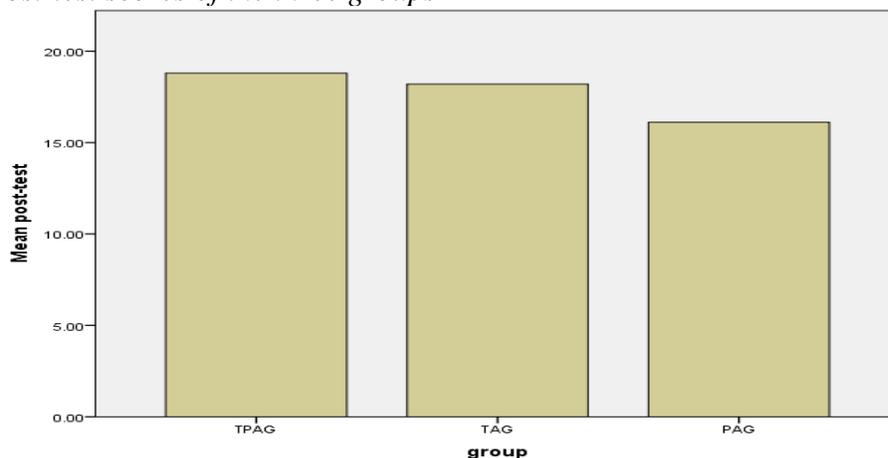
As shown in Figure 1, TPAG group learners outperformed the other two groups in the post-test. It can therefore be concluded that teacher and peer assessment is more effective than the other two assessment techniques. It could be vividly seen in Figure 3. that the TPAG and TAG learners were substantially better than CG on the post-test. This means that the three null hypothesis of the study is also rejected and it could be concluded that (a) the experimental groups in the study outperformed the control group significantly and (b) TPA and TA were found to be significantly more effective than control group.

Discussion

As it was illustrated in literature review; there have been conducted so many research studies on authorial stance. However, the current research study results were so similar to the three following research studies and the believes of an expert (i.e. Hyland, 2008b & Tzuriel, 2001). Hyland (2008b) suggested that interaction in academic writing is achieved by making choices of stance and engagement features. He concluded that these features are important ways of situating academic arguments in the interactions of members of disciplinary communities. Stance and engagement features represent how to make meaning, and as a result, interpret a text, and show writers how to make connections with readers. In the research which was conducted by Hyland (2008b), the researcher figured out that the use of stances in formal and academic writing are important ways of situating academic arguments in the interactions of members of disciplinary communities. In the current research, the subjects had to write several formal and academic essays and compositions during the semester and they had to take 5 different quizzes and pre-test and post test in which they were asked to write a composition or an essay for each one to elaborate the importance of using rhetorical stances in their formal writing to indicate their authorial stance.

Reduction of errors in writing assignments: A comparison of the impact of peer, teacher, and mixed feedback was the title of another research which conducted by Mellati, Alavi, & Dashtestani (2022); the results showed that there were no significant differences between the writing scores of teacher and peer feedback groups. However, the results revealed that the integration of teacher and peer feedback in a dialogic approach scaffolds the learners to outperform the other two. Moreover, the results indicated that employing peer feedback might reduce anxiety and increase engagement and responsibility that lead to learners' autonomy. Similarly, in the current research the results illustrated that using both teacher and peers' dynamic assessment was the most effective way to improve Iranian EFL learners' stance in academic writing. Teacher's dynamic assessment was exactly effective on improving Iranian EFL learners' stance in academic writing, too.

Rezvani et al. (2022) investigated the effects of formative and summative assessments on self-regulation, attitude toward learning, test anxiety, and academic motivation. The findings demonstrated that both assessment types were influential yet formative assessment more significantly influenced self- regulation, test anxiety, and academic motivation. The current research dealt with dynamic assessment, as well.

Shifting the focus from product-oriented assessment to process-oriented assessment emerged in 20th century. With the advent of dynamic assessment, Tzuriel (2001) asserted that "it emerged from both theoretical conceptions about human cognitive plasticity and practical needs to find novel diagnostic measures for individuals who for various reasons do not reveal their capacities in conventional static tasks" (p. 5). Tzuriel (2001) also contends that dynamic assessment has developed due to the failure of static tasks in providing comprehensive information regarding the differences in individuals' learning processes, putting ideas into actions, and applying them in the relevant educational contexts. Vygotsky, the Russian psychologist, is known as most famous

dynamic assessment theorist (Lidz, 1995). Tzuriel (2001) believed that dynamic assessment is a crucial instrument to elaborate the learners' weaknesses and to enhance their learning of each kind. In the current research study, the researcher used dynamic assessment to elaborate and determine the students' development step by step. The reason was that assessing and evaluating by an exam is a reliable way to recognize development while dynamic assessment is a more accurate instrument to elaborate the gradual progress during a semester.

To answer the first research question about the effect of teacher's dynamic assessment on Iranian EFL learners' stance in academic writing utilizing the findings of the current research illustrated that teacher's dynamic assessment have a significant effect on Iranian EFL learners' stance in academic writing. To answer the second research question about the effect of peer and teacher's dynamic assessment on Iranian EFL learners' stance in academic writing. There were held a pre-test and post-test and five different quizzes during the semester. The three groups passed the post-test and the third experimental group outperformed the control group. So, it illustrated that both peer and teacher's dynamic assessment have a significant effect on Iranian EFL learners' stance in academic writing. To answer the third research question about finding the differences between peers and teacher's dynamic assessment on Iranian EFL learners' stance in academic writing. The three groups passed the post-test and the two experimental groups outperformed the control group but the progression in the second experimental group was slight. So, it illustrated that both teacher and peer's dynamic assessment have more significant effect on Iranian EFL learners' stance in academic writing than the sole teacher's' dynamic assessment.

Conclusion

The viewpoint of learning stance of both types, which means authorial and rhetorical stances were represented in the present research and accordingly three research questions and three null hypotheses were examined. An expert analyzed the results of the pre-test and the post-test by statistical tests such as one-way repeated-measures ANOVA and one-way ANCOVA which were performed for the purpose of the current investigation.

According to the results, the three research questions were answered and the first null hypotheses was rejected; thus, it indicated that teacher's dynamic assessment had a significant effect on Iranian EFL learners' stance in academic writing. The second null hypotheses was rejected, too; so, it illustrated that both peer and teacher's dynamic assessment had a significant effect on Iranian EFL learners' stance in academic writing. The third null hypotheses was rejected, as well; therefore it showed that there was a significant difference between peers' dynamic assessment and teacher's dynamic assessment on Iranian EFL learners' stance in academic writing and teacher's dynamic assessment was more effective.

In conclusion, the results illustrated that using both teacher and peers' dynamic assessment was the most effective way to improve Iranian EFL learners' stance in academic writing. Teacher's dynamic assessment was also effective on improving Iranian EFL learners' stance in academic writing.

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