JSLTE

Journal of Studies in Learning and Teaching English

Online ISSN: 2476-7727, Print ISSN: 2251-8541

https://jslte.shiraz.iau.ir/

14(1), 2025, pp. 73-85

Research Article

The Efficacy of the Iranian Developed Mediation Inventory in Measuring Language Skills among EFL Learners

Asghar Ali Mohammadimanesh [1], Abbas Bayat [2], Hamid Reza Khalaji [4], Hossein Ahmadi [5]

Department of English, Malayer Branch, Islamic Azad University, Malayer, Iran

* Corresponding author: **Abbas Bayat,** Email: abbasbayat305@yahoo.com

ARTICLE INFO

Submission History

Received: 2024-12-03
Accepted: 2025-01-10

Keywords

Context-specific assessment
Dynamic assessment
EFL learners
Mediation inventory

ABSTRACT

This study explores the efficacy of a locally developed mediation inventory tailored to the Iranian high school context in enhancing language skills among Iranian EFL learners. To this end, the study employed a pre-test/post-test intervention design, to evaluate the efficacy of a locally developed inventory compared with two previously established global inventories. 86 Iranian male high school students from three third-grade classes were considered as the participants of the study. Each class was randomly allocated to an experimental group: the first group (receiving Poehner's (2005) inventory intervention), the second group (receiving Aljaafreh and Lantolf's (1994) inventory intervention), and the third group (receiving the local intervention). Deriving from Book 3 of Vision series, a pre-fabricated test including four language skills was prepared. The pre-test was used as a diagnostic tool and to calculate the parity of groups before intervention. Based on the type of groups, each one received its particular dynamic intervention strategy. Post-test was also administered and the collected data were analyzed through the one-way analysis of variance. The findings revealed that the locally developed mediation inventory significantly improved speaking, listening, and writing skills, outperforming the globally recognized models. However, no significant improvement was observed in reading skills, suggesting the need for further refinement of the inventory. These findings underline the need for context-specific assessment instruments in language instruction and the possibilities of localized dynamic assessment strategies in enhancing language competency.

Introduction

The current research focuses on the use of dynamic assessment (DA) as a novel method within language teaching. Unlike conventional techniques of evaluation, dynamic assessment stresses the possibility of learner improvement instead of just evaluating present skills (Vygotsky, 1978). Aiming to promote cognitive growth and improve linguistic

competency, this assessment approach is distinguished by its integration of continuous feedback and mediation given within the learner's Zone of Proximal growth (ZPD). According to Vygotsky's basic theory of dynamic assessment, learning takes place most successfully when instruction targets the zone where students can perform a task with guidance but cannot yet accomplish it independently, so fostering both immediate learning and future autonomous performance (Vygotsky, 1978; Lantolf & Thorne, 2006). Despite the theoretical robustness and practical potential of DA, its application in diverse educational settings has revealed several challenges, particularly concerning its implementation within specific cultural and educational contexts.

The traditional forms of DA, such as those developed by Poehner (2005) and Aljaafreh and Lantolf (1994), are widely adopted but often lack the necessary adaptability to address the unique characteristics of different learning environments. This restriction is especially apparent in the Iranian high school scene, where English is taught as a foreign language and other sociocultural elements shape educational policies (Farokhipour, 2019). Furthermore, the effectiveness of dynamic assessment depends much on the examiner's capacity to customize treatments to the particular needs of the learner, which calls for a thorough awareness of the learners' cultural background as well as the educational setting (Feuerstein et al., 1980; Haywood & Lidz, 2007).

Previous studies have indicated several limitations in the application of dynamic assessment across different educational contexts. For example, Haywood and Lidz (2007) emphasize the significance of contextual factors in the successful implementation of DA, suggesting that generic models may not effectively address the specific needs of learners in diverse cultural environments. Similarly, Farokhipour (2019) argues that DA must be adapted to the local context to fully realize its potential for promoting language development. Alirezaee and Ghanbarpour (2016) further assert that the measurement paradigms and roles of mediators in DA need to be reconsidered to enhance their effectiveness across different educational settings. These studies highlight the necessity of developing localized DA tools that are sensitive to the cultural, linguistic, and educational contexts in which they are applied.

Moreover, the practical implementation of dynamic assessment in educational settings poses significant challenges that cannot be overlooked. Dynamic assessment calls for a significant time and financial commitment in terms of training teachers to properly use DA methodologies and in producing materials catered to the particular requirements of the student group (Davies, 2013; Malone, 2013). Technical and logistical restrictions as well as opposition to change among teachers more accustomed to conventional ways of evaluation aggravate these difficulties in the Iranian setting (Farokhipour et al., 2020).

The current research seeks to address this gap by developing a localized mediation inventory specifically tailored to the Iranian high school context, particularly for students learning English using the Vision Series textbooks. This research builds on the foundational principles of dynamic assessment, aiming to blend DA with formative evaluation approaches to create a calibrated inventory that responds to the encountered problems and the students' capacities and current levels of ability. By doing so, it strives to provide a more accurate and culturally relevant tool for assessing and promoting language proficiency among Iranian EFL learners. The localized inventory developed in this study is grounded in the theoretical framework of DA, which emphasizes the need for mediation tailored to the learners' specific developmental needs (Poehner, 2008; Feuerstein et al., 1987).

The present study evaluates the efficacy of this locally developed inventory for dynamic assessment aligned with the identified challenges and tailored to the specific educational needs of Iranian learners in promoting language skills compared to two globally established mediation inventories. By addressing these objectives, the research aims to contribute to the growing body of literature on dynamic assessment by providing empirical evidence on the benefits of context-specific DA tools in language education (Ableeva, 2008; Poehner, 2008).

Literature Review

Dynamic Assessment

The concept of DA involves the integration of assessment and instruction, wherein learners' ZPD is identified and targeted through mediated interactions. These interactions are designed to enhance the learner's cognitive functions and promote language development (Ableeva, 2010; Poehner, 2008). DA has been explored extensively within the context of second language acquisition, with various studies highlighting its potential benefits over traditional static assessments.

Aljaafreh and Lantolf (1994) pioneered the application of DA in language learning, proposing that DA could effectively mediate learner development by providing tailored feedback and scaffolding based on the learner's ZPD. Their research demonstrated that learners who received mediation tailored to their specific needs showed greater improvement in language skills compared to those who did not receive such targeted interventions. Similarly, Poehner (2005) extended the use of DA to assess oral proficiency among advanced L2 learners, finding that dynamic assessment techniques not only helped in diagnosing learners' abilities but also facilitated further language development through mediated learning experiences.

Further studies have demonstrated the efficacy of DA in enhancing various language skills. For instance, Ableeva (2010) examined the effects of DA on L2 listening comprehension, revealing that learners who received dynamic assessment outperformed those who underwent static assessment methods. Ableeva and Lantolf (2011) also explored the microgenesis of second language listening comprehension through mediated dialogue, highlighting how DA practices can lead to significant language development over time. In the Iranian context, research by Sadeghi and Khanahmadi (2011) focused on the application of DA in teaching L2 grammar, demonstrating positive outcomes in terms of language accuracy and fluency among Iranian EFL learners. In another study, Safdari and Fathi (2020) concluded that DA significantly enhanced Iranian pre-intermediate EFL learners' speaking accuracy; however, it did not have any significant effect on their speaking fluency. Based on the results of a recent study, Ebadi et al. (2024) also found that DA in its computerized form can improve Iranian EFL learners' listening skills.

Challenges in Implementing Dynamic Assessment

Even though DA offers many advantages, its application in many educational environments—especially in non-Western settings—has been difficult. One major obstacle is instructors' lack of knowledge and experience in properly implementing DA approaches. According to Poehner and Lantolf (2010), successful implementation of DA requires a thorough understanding of the theoretical underpinnings of Vygotsky's sociocultural theory, as well as practical skills in providing mediation that aligns with the learner's developmental needs. Moreover, Alirezaee and Ghanbarpour (2016) highlight that the measurement paradigms and roles of mediators in DA need to be adapted to suit local educational contexts, as the generic models may not adequately address the unique characteristics of different learner populations.

Farokhipour (2019) notes in the Iranian educational setting numerous technical and pragmatic limitations that impede DA's efficient use. These include problems with scoring, validity, and the test's discriminating capacity as well as practical ones like time restrictions and limited resources. Furthermore, teachers who are used to conventional evaluation techniques and could be hesitant to accept new practices requiring major changes in their teaching style often object (Farokhipour et al., 2020). The conservative character of the Iranian educational environment aggravates these issues even more and makes it difficult to use creative evaluation strategies like DA (Farokhipour et al., 2020).

Developing Localized Mediation Inventories

Given the challenges associated with implementing DA in diverse educational settings, there has been a growing interest in developing localized mediation inventories tailored to the specific needs of different learner populations. Aljaafreh and Lantolf's (1994) original mediation inventory was designed with a Western educational context in mind, which may not necessarily align with the cultural and linguistic characteristics of

learners in other regions. Poehner (2008) emphasizes the importance of adapting DA techniques to suit local contexts, suggesting that the efficacy of DA can be significantly enhanced when mediation is culturally and linguistically appropriate.

In response to the need for localized DA tools, several studies have attempted to create context-specific mediation inventories. For instance, Farokhipour (2019) developed a localized DA model tailored for Iranian EFL learners, incorporating mediation strategies that align with the specific educational challenges faced by these learners. This localized model was designed to address the primary language learning problems identified in the Iranian high school context, such as misuse of verb forms, semantic confusion, and issues related to mother tongue transfer. The study demonstrated that the localized mediation inventory was more effective in promoting language development than the globally established DA models, highlighting the importance of context-specific adaptation in the successful implementation of dynamic assessment.

Building on the existing literature, the present study seeks to further explore the efficacy of a locally developed mediation inventory in enhancing language skills among Iranian EFL learners. By focusing on the specific challenges faced by Iranian high school students and developing a contextually adapted DA tool, this study aims to provide a more accurate and culturally relevant approach to language assessment. As a result, this study attempted to answer the following research question:

1. Does the developed local inventory based on the Iranian high school context have any significant effect on the promotion of the four language skills of Iranian high school students compared with the two globally adopted mediational inventories, Poehner (2005) and Aljaafreh and Lantolf (1994)?

Method

Participants

Three language classes in three different high schools in the city of Qom (two state-owned high schools and one non-state high school) were selected as the samples of the study. All the classes underwent a teacher-developed language proficiency test on the basis of the content of the Vision series English course books in high school (Discussed in the Instrument Section). The aim of this test was to remove outliers. Based on this test, two outliers from the first class, one outlier from the second class, and one outlier from the third class were removed from the quantitative phase of the research. Each class was randomly allocated to one of the first experimental groups (receiving the first global intervention), the second experimental group (receiving the second global intervention), and the third experimental group (receiving the local intervention) respectively.

Finally, 68 Iranian male high school students in the third grade divided into three experimental groups constituted the sample of the study. The first group used Poehner's (2005) inventory (N=24), the second group used Aljaafreh and Lantolf's (1994) inventory (N=23), and the third group used a locally developed mediation inventory customized especially for the Iranian educational environment (N=21) were formed out of these students. The participants ranged from 15 to 17 years and their native language was Farsi.

Instruments

Summative Language Proficiency Test

A summative language proficiency test was designed to homogenize the participants and measure the effect of the intervention. Developed from the Vision series of English course books for junior high school, the test consisted of 40 multiple-choice items that evaluated all four language skills: speaking, reading, writing, and listening. Specifically, the first ten items assessed speaking through dialogue completion, followed by ten reading questions, ten writing questions, and ten listening questions. The administration of the test occurred over three days across three different classes, ensuring a comprehensive evaluation of the participants' proficiency. Based on the results of the test administered before the treatment, the students whose scores were two standard deviations upper or lower than the mean score were deleted as the outlier. The test's reliability was confirmed with a Cronbach Alpha coefficient of 0.73, indicating acceptable reliability. At the same time, its validity was established through expert reviews from

consulting panels at Azad University branches in Qom and Malayer.

Poehners' Typology of Mediations

To address the research objective, a mediation typology based on Poehner's framework (2005) was utilized as the other instrument of the study. This typology encompasses 15 distinct types of mediation that teachers employ to assist learners in overcoming challenges in language learning. Poehner (2005) emphasized the importance of analyzing both the quality of the mediator's assistance and the learners' responses to such mediation. Consequently, he developed two inventories: one detailing the mediator's interventions and another outlining the learners' reciprocal actions aimed at enhancing their proficiency in using perfect and imperfect aspects in second language narratives. The mediation moves range from implicit strategies, such as "Helping Move Narration Along", to explicit interventions like "Providing Explanation" and "Providing Correct Response".

It is worth mentioning that while this study incorporated the mediator's moves for a quantitative experimental intervention, it did not utilize the reciprocity typology for learners. This decision reflects a focused approach to understanding how specific mediational strategies can facilitate language learning without complicating the analysis with learner responses. The moves of this instrument are depicted in Table 1.

Table 1
Poehners' Typology of Mediations in Dynamic Assessment of Language Skills

Move	Type (Arranged from Implicit to Explicit)
Move 1	Helping Move Narration Along
Move 2	Accepting Response
Move 3	Request for Repetition
Move 4	Request for Verification
Move 5	Reminder of Directions
Move 6	Request for Re-narration
Move 7	Identifying Specific Site of Error
Move 8	Specifying Error
Move 9	Metalinguistic Clues
Move 10	Translation
Move 11	Providing Example or Illustration
Move 12	Offering a Choice
Move 13	Providing Correct Response
Move 14	Providing Explanation
Move 15	Asking for Explanation

Aljaafreh and Lantolf's Mediation typology (1994)

The third instrument employed in the study was the mediation inventory developed by Aljaafreh and Lantolf (1994), consisting of 13 distinct moves arranged from most implicit to most explicit. This inventory was specifically utilized during the experimental phase to evaluate the effectiveness of a locally developed mediation inventory. Aljaafreh and Lantolf's (1994) research focused on the impact of mediation on enhancing second language use, particularly as it pertains to learners' written performance. They created a regulatory scale based on a detailed analysis of tutor-learner dialogic interactions, which has since become a widely recognized dynamic assessment tool. The moves range from encouraging independent error correction to providing explicit examples when other forms of help fail. This widely used dynamic assessment instrument is depicted in Table 2.

Table 2
Aljaafreh and Lantolf's Regulatory Typology of Dynamic Mediations

Move	Description of Moves
Move 1	Tutor asks the learner to read, find the errors, and correct them independently, prior to the tutorial.
Move 2	Construction of a collaborative frame prompted by the presence of the tutor as a potential dialogic partner.
Move 3	Prompted or focused reading of the sentence that contains the error by the learner or the tutor.
Move 4	Tutor indicates that something may be wrong in a segment (e.g., sentence, clause, line)-is there anything wrong in this sentence?
Move 5	Tutor rejects unsuccessful attempts at recognizing the error.
Move 6	Tutor narrows down the location of the error (e.g., tutor repeats or points to the specific segment which contains the error).

Move	Description of Moves
Move 7	Tutor indicates the nature of the error, but does not identify the error (e.g., there is something wrong with the tense marking here.)
Move 8	Tutor identifies the error (You can't use an auxiliary here.).
Move 9	Tutor rejects the learner's unsuccessful attempts at correcting error.
Move 10	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.).
Move 11	Tutor provides the correct form.
Move 12	Tutor provides some explanation for the use of the correct form.
Move 13	Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action

Local Inventory of Dynamic Assessment

To develop a local inventory of dynamic assessment that suits the Iranian language learning context, the researchers employed an interactionist/formative dynamic assessment. Tasdemir and Arsalan's (2018) list of mediations was used in the local inventory. In order to collect major learning problems of language learners during an educational semester the third high school grade classes of three different high schools in the city of Qom (two state-owned high schools and one non-state high school) were audio-taped. After a whole semester transcription of teacher-student interactions, a directed content analysis was run and the major types of each error along with the most frequent successful mediations used by the teacher were extracted that are reported below for each skill separately.

Based on the type and nature of the errors identified and distinguished from mistakes and the count of statistical frequency as well as the success rate which was measured on the basis of learners' responsiveness to each mediational move, an inventory of the mediations that is most consistent with the contexts of the present research was developed. This local inventory encompassed fifteen mediation moves (Table 3).

Table 3

Local Inventory of Mediations Extracted from Teacher-Students' Interactions

Step	Description
1	Raising awareness of the deviation
2	Launching an iteration to emphasize clarity
3	Throw a refuse to the deviant form
4	Propelling self-recast by learner
5	Discourse-level echoing
6	Segment-level echoing
7	Spotting error's site
8	Naming error type
9	Using Metalinguistic hint
10	Translation/use of mother tongue
11	Feedback through analogy and similar examples
12	Making binary/trinary choices
13	Correcting the deviant form
14	Direct instruction on the deviant form
15	Tracing internalization/transcendence

Data Collection Procedure

The principal objective of this phase was to carry out an experiment in which the effect of a newly developed inventory of dynamic assessment on the promotion of language skills was explored. This phase was conducted according to the following figure (Figure 1).

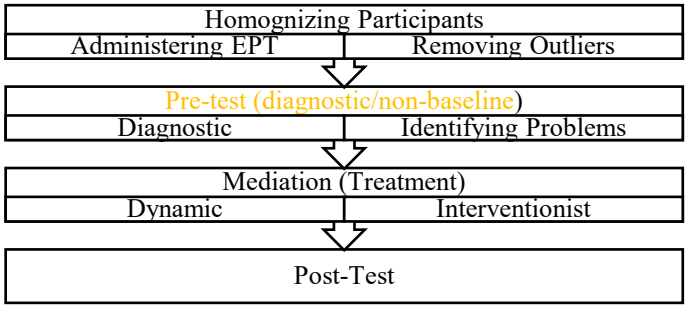

Figure 1. *The Procedure of the Study*

As depicted above in Figure 1, this phase has an experimental pretest/intervention/posttest design. In the earlier step, a teacher-developed English proficiency test selected from Vision Courses (Appendix I) was administered to students in all three classes. Based on the results of the study, the outliers (students with two standard deviations upper or lower than the mean score) were removed from the study. Accordingly, class one (N=26) had 2 outliers, and classes two (N=24) and three (N=22) had only one outlier which was removed from the experiment. The classes were labeled as first,

second, and third experimental groups, respectively.

In the next step, a standard achievement test embracing all four language skills was administered to three experimental groups of the study. This test did not serve as a baseline to be compared to the post-test but served as a diagnostic tool according to which the mediation in the next steps was tuned. After identifying the language problems of the groups, each class received its particular dynamic intervention for 4 successive sessions according to the following table.

Table 4
Characteristics of Dynamic Intervention for Experimental Groups

Groups	N	Intervention	Format	Duration	Inventory
Experimental 1	24	Dynamic	Interventionist	4 sessions	Poehner (2005)
Experimental 2	23	Dynamic	Interventionist	4 sessions	Aljaafreh and Lantolf (1994)
Experimental 3	21	Dynamic	Interventionist	4 sessions	Researcher Inventory

After the intervention, the teacher-made test of vision series was administered to the three groups of participants.

Data Analysis

The data were collected and analyzed through One-way analysis of variance in SPSS (Version 21). The data in the quantitative phase were collected through a teacher-made test and analyzed through one-way analysis of the variance. Before conducting the test, the assumptions of this statistical test were checked, with no violations noted. When these assumptions were met and the test was conducted, a post-hoc Tuckey test was also conducted to underline the exact point of difference among the groups.

Results

The main purpose was to investigate the efficacy of the developed local inventory based on the Iranian high school context compared with two previously established global inventories i.e., Aljaafreh and Lantolf (1994) and Poehner (2005) on the promotion of language skills among Iranian language learners registered in the third grade of high school in the city of Qom. The results of the speaking, listening, reading, and writing tests were analyzed using one-way ANOVA to determine any significant differences between the three groups. It is worth noting that the results of the one-way ANOVA comparing the experimental groups in terms of the four language skills (speaking, listening, reading, and writing) revealed that there was not any statistically significant difference between their pretest score, suggesting that the three groups were homogenous in terms of the four skills before the intervention.

Results of Speaking Skill

The descriptive statistics results of the pre and post-test speaking scores are provided in Table 5.

Table 5
Descriptive Statistics of Speaking Scores

						95% Confidence Interval	
		N	Mean	Std. D	Std. E	Lower B	Upper B
Speaking. pretest	EX1-Poehner	24	11.58	1.742	.356	10.85	12.32
	EX2-Alj-Lant	23	11.52	1.442	.301	10.90	12.15
	EX3-Researchers	21	12.00	1.871	.408	11.15	12.85
	Total	68	11.69	1.677	.203	11.29	12.10
Speaking. post-test	EX1-Poehner	24	14.63	1.377	.281	14.04	15.21
	EX2-Alj-Lant	23	14.00	1.206	.251	13.48	14.52
	EX3-Researchers	21	16.90	1.546	.337	16.20	17.61
	Total	68	15.12	1.833	.222	14.67	15.56

As the descriptive statistics results presented in Table 5 show, the three groups gained higher scores in the post-test compared with the pretest. Yet, in order to conclude any significant statistical difference, one way analysis of variance was run, the results of that are shown in Table 6.

Table 6
One-way Analysis of Variance for Speaking Post-test Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	101.624	2	50.812	26.757	.000
Within Groups	123.435	65	1.899		
Total	225.059	67			

Table 6 also indicated a significant difference between scores gained in the speaking exam administered in the post-test (p= 0.000), suggesting that the three groups of the study performed differently in the speaking post-test. In sum, there was a statistically significant difference between the three experimental groups of the study as determined by one-way ANOVA (F (2, 65) = 26.757, p = 0.000).

These findings prove that groups were statistically and meaningfully different. To determine where the difference lies exactly, a Tukey post-hoc test was run (Table 7).

Table 7
The Multiple Comparison of Groups through Tukey Post-Hoc Test for Speaking Scores

					95% Confidence Interval	
(I) Groups	(J) Groups	M Difference	Std. Error	Sig.	Lower Bound	Upper Bound
EX1-Poehner	EX2-Alj-Lant	.625	.402	.273	-.34	1.59
	EX3-Researchers	-2.280*	.412	.000	-3.27	-1.29
EX2-Alj-Lant	EX1-Poehner	-.625	.402	.273	-1.59	.34
	EX3-Researchers	-2.905*	.416	.000	-3.90	-1.91
EX3-Researcher	EX1-Poehner	2.280*	.412	.000	1.29	3.27
	EX2-Alj-Lant	2.905*	.416	.000	1.91	3.90

This table revealed a statistically significant difference between the first experimental group of the study using Poehner's inventory (M= 14.63) and the third experimental group using researcher's inventory (M=16.90) as determined by p value (p= 0.000). Also, there was a statistically meaningful difference between the second experimental group using Aljaafreh and Lantolf's inventory (M= 14) and the third experimental group using researcher' inventory (M=16.90) as determined by p value (p=*0.000).* However, the difference between the first and second experimental groups was not statistically significant, though the group using Poehners' inventory outperformed the second experimental group (p= *0.273).*

Results of Listening Skill

In the next step, the difference between the experimental groups in terms of their performance in the listening post-test was assessed. The descriptive statistics results regarding listening scores are presented in Table 8.

Table 8
Descriptive Statistics of Listening Scores

						95% Confidence Interval	
		N	Mean	Std. D	Std. E	Lower B	Upper B
Listening. pretest	EX1-Poehner	24	9.83	2.140	.437	8.93	10.74
	EX2-Alj-Lant	23	9.04	3.067	.640	7.72	10.37
	EX3-Researcher	21	9.86	1.905	.416	8.99	10.72
	Total	68	9.57	2.427	.294	8.99	10.16
Listening. post-test	EX1-Poehner	24	13.21	1.817	.371	12.44	13.98
	EX2-Alj-Lant	23	11.70	2.867	.598	10.46	12.94
	EX3-Researcher	21	15.90	1.411	.308	15.26	16.55
	Total	68	13.53	2.718	.330	12.87	14.19

According to Table 8, the experimental groups received higher mean scores in the post-test compared to the pre-test. In spite of these findings, in order to conclude any significant statistical difference, one way analysis of variance was run, the results of that are shown in Table 9.

Table 9
One-Way Analysis of Variance for Listening Scores after Dynamic Intervention

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	198.304	2	99.152	21.726	.000
Within Groups	296.637	65	4.564		
Total	494.941	67			

Table 9 also showed a significant difference between scores gained in the listening exam administered in the post-test (p= 0.000). This value revealed that the three groups of the study performed differently in the Listening post-test. In sum, there was a statistically significant difference between the three experimental groups of the study as determined by one-way ANOVA (F (2, 65) = 21.726, p = 0.000). These findings prove that groups were statistically and meaningfully different from each other. To determine where the difference lies exactly, a Tukey post-hoc test was run (Table 10).

Table 10
Tukey Post-Hoc Test for Listening

					95% Confidence Interval	
(I) Groups	(J) Groups	M Difference	Std. Error	Sig.	Lower Bound	Upper Bound
EX1-Poehner	EX2-Alj-Lant	1.513*	.623	.047	.02	3.01
	EX3-Researcher	-2.696*	.638	.000	-4.23	-1.17
EX2-Alj-Lant	EX1-Poehner	-1.513*	.623	.047	-3.01	-.02
	EX3-Researcher	-4.209*	.645	.000	-5.76	-2.66
EX3-Researcher	EX1-Poehner	2.696*	.638	.000	1.17	4.23
	EX2-Alj-Lant	4.209*	.645	.000	2.66	5.76

This multiple comparison demonstrated a statistically significant difference between the first experimental group of the study using Poehner's inventory (M=13.21) and the third experimental group using researcher's inventory (M=15.90) as determined by p value (p= 0.000). Also, there was a statistically meaningful difference between the second experimental group using Aljaafreh and Lantolf's inventory (M= 11.70) and the third experimental group using researcher' inventory (M=15.90) as determined by p-value (p=0.000). However, the difference between the first and second experimental groups was not statistically significant, though the group using Poehners' inventory outperformed the second experimental group (p= 0.470).

Results of Reading Skill

As mentioned earlier, to compare the three experimental groups in terms of the language skills, a one-way MANOVA was run. The results of the descriptive statistics for reading skills are depicted in Table 11.

Table 11
Descriptive Statistics of Reading Scores

		N	Mean	Std. D	Std. E	95% Confidence Interval	
						Lower B	Upper B
Reading.	EX1-Poehner	24	13.00	1.642	.335	12.31	13.69
pretest	EX2-Alj-Lant	23	13.00	1.779	.371	11.80	13.33
	EX3-Researcher	21	12.62	2.655	.579	11.41	13.83
	Total	68	12.74	2.027	.246	12.24	13.23
	EX1-Poehner	24	14.33	1.659	.339	13.63	15.03

		N	Mean	Std. D	Std. E	95% Confidence Interval	
						Lower B	Upper B
Reading. post-test	EX2-Alj-Lant	23	14.09	2.130	.444	13.17	15.01
	EX3-Researcher	21	15.19	1.940	.423	14.31	16.07
	Total	68	14.51	1.943	.236	14.04	14.99

The descriptive statistics results showed that the three groups received higher mean scores in the reading post-test than the reading pre-test. However, the first and second experimental groups' reading post-test scores seemed indifferent. The results of the one-way ANOVA comparing the reading post-test scores of three groups are depicted in Table 12.

Table 12
One-Way Analysis of Variance for Reading Scores after Dynamic Intervention

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.588	2	7.294	1.989	.145
Within Groups	238.398	65	3.668		
Total	252.985	67			

Table 12 showed a non-significant difference between scores gained in reading exam administered in the post-test (p= 0.145). In sum, there was not a statistically significant difference between the three experimental groups of the study as determined by one-way ANOVA (F (2, 65) = 1.989, p = .145).

Results of Writing Skill

The final skill investigated in the present research was writing. The descriptive statistics results obtained in the writing pre and post-tests are as follows.

Table 13
Descriptive Statistics of Writing Scores

		N	Mean	Std. D	Std. E	95% Confidence Interval	
						Lower B	Upper B
Writing. pretest	EX1-Poehner	24	14.33	1.659	.339	13.63	15.03
	EX2-Alj-Lant	23	14.09	2.130	.444	13.17	15.01
	EX3-Researcher	21	15.19	1.940	.423	14.31	16.07
	Total	68	14.51	1.943	.236	14.04	14.99
Writing. post-test	EX1-Poehner	24	14.38	1.583	.323	13.71	15.04
	EX2-Alj-Lant	23	14.22	1.976	.412	13.36	15.07
	EX3-Researcher	21	15.67	1.853	.404	14.82	16.51
	Total	68	14.72	1.891	.229	14.26	15.18

Based on the descriptive statistics results reported in Table 13, different experimental groups received different mean scores in the writing post-test. Yet, in order to conclude any significant statistical difference, one way analysis of variance was conducted, the results of that are depicted in the following tables.

Table 14
One-Way Analysis of Variance for Speaking Scores after Dynamic Intervention

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.486	2	13.743	4.210	.019
Within Groups	212.205	65	3.265		
Total	239.691	67			

As it is indicated in Table 14, a significant difference between scores gained in the writing exam administered in the post-test (p= 0.019). This value shows that the three groups of the study performed differently in the writing post-test. In sum, there was a statistically significant difference between the three experimental groups of the study as determined by one-way ANOVA (F (2, 65) = 4.210, p = 0.019). These findings prove that groups were statistically and meaningfully different from each other. However, the group was different from the other groups of the study was not determined by these values. For this reason, in order to determine where the difference lies exactly, a Tukey post-hoc test was carried out (Table 15).

Table 15
The Multiple Comparison of Groups through Tukey Post-Hoc Test for Writing

					95% Confidence Interval	
(I) Groups	(J) Groups	M Difference	Std. Error	Sig.	Lower Bound	Upper Bound
EX1-Poehner	EX2-Alj-Lant	.158	.527	.952	-1.11	1.42
	EX3-Researcher	-1.292	.540	.051	-2.59	.00
EX2-Alj-Lant	EX1-Poehner	-.158	.527	.952	-1.42	1.11
	EX3-Researcher	-1.449*	.545	.026	-2.76	-.14
EX3-Reseasrchers	EX1-Poehner	1.292	.540	.051	.00	2.59
	EX2-Alj-Lant	1.449*	.545	.026	.14	2.76

Table 15 revealed a statistically non-significant difference between the first experimental group of the study using Poehner's inventory (M= 14.38) and the third experimental group using the researchers' inventory (M=15.67) as indicated by p-value (p= 0.051) since the p-value exceeded the critical value of 0.05. However, there was a statistically meaningful difference between the second experimental group using Aljaafreh and Lantolf's inventory (M=14.22) and the third experimental group using researchers' inventory (M=15.67) as determined by p-value (*p=0.026).* In addition to that, the difference between the first and second experimental group was not statistically significant, though the group using Poehners' inventory outperformed the second experimental group (*p= 0.0952).*

Discussion

According to the findings of this research, Iranian EFL students' speaking, listening, and writing abilities improved more from the locally created mediation inventory than from the internationally generated inventories by Poehner (2005) and Aljaafreh and Lantolf (1994). This result validates the idea that dynamic assessment strategies must be customized to the particular educational and cultural setting they are used (Ableeva, 2010; Poehner & Lantolf, 2010). The localized character of the mediation techniques—which were especially meant to solve the frequent language acquisition difficulties experienced by Iranian students—allows one to credit the notable gains in speaking and listening abilities to them (Farokhipour, 2019).

The findings align with previous research suggesting that culturally relevant and context-specific dynamic assessment practices are more effective in promoting language development (Poehner, 2007; Alavi et al., 2012).

Another merit inherent in applying a local tool of dynamic assessment is the devotion of attention to reciprocity moves of intervention that are as critical as mediational moves. According to Poehner (2005), analysis of the information obtained from reciprocity moves is as informative as mediational moves in diagnosing learning problems and tracing cognitive modifiability and development.

From this point of departure, the findings of the present research endorse Ebadi (2016) which emphasized the educational weight of reciprocity moves as an aspect of dynamic data that are equitable in importance to the mediational moves since they supply valuable and valid information about the efficacy of mediational move and potential of learners in removing learning difficulties to encompass both educational issues and psychological domain. Ebadi (2016) reported that any effective approach to dynamic intervention needs to embrace both appropriate mediational moves and reciprocity.

From an implementation and application viewpoint, the current study run in accordance with Fahmy (2013) that used dynamic assessment in the real educational setting, selected the input materials used with students to encompass the contents of the Vision three series. This study also developed a local mediation inventory to calibrate dynamic assessment with local needs and conditions. Also, these findings stand robustly behind Fahmy (2013) which concluded that a calibrated and localized version of dynamic assessment results in meaningfulness because the examinees utilized language in a real-life scenario using authentic material selected from the Vision series.

While the locally developed inventory did not produce a statistically significant improvement in reading skills, the mean scores indicate that it still had a positive impact on learners' reading proficiency. This suggests that the benefits of localized mediation strategies may vary across different language skills and highlights the need for further research to explore the factors influencing the effectiveness of dynamic assessment in different contexts.

Conclusion

This study investigated the efficacy of a locally developed mediation inventory in enhancing language skills among Iranian EFL learners. The findings demonstrate that the tailored mediation strategies significantly improved learners' speaking, listening, and writing abilities, outperforming globally recognized inventories such as those developed by Poehner (2005) and Aljaafreh and Lantolf (1994). These results underscore the importance of context-specific assessment tools that are adapted to the cultural and educational contexts of learners. The success of the locally developed inventory in fostering language proficiency highlights the value of incorporating localized knowledge and practices into dynamic assessment. By addressing the specific linguistic challenges faced by Iranian high school students, the inventory proved more effective than generic, globally standardized approaches. This suggests that dynamic assessment, when appropriately adapted, can serve as a powerful tool for language educators, providing both diagnostic insights and formative feedback that are directly relevant to learners' needs.

The research also showed that the locally created inventory did not noticeably improve reading abilities, suggesting that further work is required to maximize its impact in all linguistic spheres. This result is consistent with current studies showing the complexity of reading comprehension and the need for specific techniques addressing the particular cognitive processes related to reading.

The research adds actual data regarding the advantages of localized dynamic assessment strategies, therefore advancing the discipline of language teaching. It provides insightful analysis for teachers and researchers trying to raise the effectiveness of language assessment and emphasizes the possibilities of customized mediation techniques to improve language learning results. In addition, the calibrated feedback provided in this study based on local mediational inventory, capacitates language teachers in several ways because they can use tuned feedback to remove language problems in different language skills.

The study investigated the effect of dynamic assessment on a limited number of participants in one city. Future research is recommended to include more participants and more cities to bring about a more comprehensive picture. Also, the present study could not investigate any intervening or mediating effect such as gender difference. Future research is recommended to take this issue into account.

As the implementation of group dynamic assessment is not an easy task, future research is suggested to remove any physical distractions and prepare instruments and equipment for administering the audio-video materials. Also, care must be taken for any obtrusive interaction that hinders learner involvement in the assessment or his willingness to communicate.

References

Ableeva R. (2008). The effects of dynamic assessment on L2 listening comprehension. In J.P. Lantolf and M. Poehner (Eds.), *Socio-cultural theory and the teaching of second languages* (pp. 57-86). Equinox Press.

Ableeva, R. (2010). *Dynamic assessment of listening comprehension in second language learning*. [Unpublished PhD dissertation]. The Pennsylvania State University.

Ableeva, R., & Lantolf, J. (2011). Mediated dialogue and the micro genesis of second language listening comprehension. *Assessment in Education: Principles, Policy & Practice, 18*(2), 133–149.

Alavi, S. M., Kaivanpanah, Sh., & Shabani, K. (2012). Group dynamic assessment: An inventory of mediational strategies for teaching listening. *The Journal of Teaching Language Skills, 3*(4), 27-58.

Alirezaee, A. A., & Ghanbarpour, M. (2016). The measurement paradigm and role of mediators in dynamic assessment: A qualitative meta-synthesis. *International Journal of Language Studies, 10*(4), 77-108.

Aljaafreh, A. & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of Proximal development. *Modern Language Journal, 78*(4), 465-483.

Davies, A. (2013). Fifty years of language assessment. *The Companion to Language Assessment, 11*(1) 1-18.

Ebadi, S. (2016). Mediation and reciprocity in online L2 dynamic assessment. *CALL-EJ, 17*(2),16-40.

Ebadi, S., Karimi, E., & Vakili, Sh. (2024). Investigating EFL learners' inferential listening comprehension skills through computerized dynamic assessment. *Computer Assisted Language Learning*, 1-31. doi: 10.1080/09588221.2024.2386554

Fahmy, M. M. (2013). *The effect of dynamic assessment on adult learners of Arabic: a mixed-method study at the defense language institute foreign language center.* [Unpublished PhD dissertation]. University of San Francisco.

Farokhipour, S. (2019). *Developing a local model of dynamic assessment for diagnosing problems and promoting learning language skills in Iranian context.* [Unpublished PhD Dissertation]. Chabahar Maritime University.

Farokhipour, S., Khoshsima, H., Sarani, A., & Ganji, M. (2020). Presenting and investigating the effect of a local model of dynamic assessment in diagnosing and removing learning difficulties of high school students in productive skills. *Foreign Language Research Journal, 10*(1), 120-134.

Feuerstein, R., Rand, Y., Hoffman, M.B., & Miller, R. (1980). *Instrumental Enrichment.* University Park Press.

Feuerstein, R., Rand, Y., Jensen, M., Kaniel, S., & Tzuriel, D. (1987). Prerequisites for assessment of learning potential: The LPAD model. In C. Lidz (Ed.), *Dynamic Assessment*. Guilford Press.

Haywood, H. C., & Lidz, C. S. (2007). *Dynamic assessment in practice: Clinical and educational applications*. Cambridge University Press.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development.* Oxford University Press.

Malone, M. E. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing, 30*(3), 329-344.

Poehner, M. E. (2005). *Dynamic assessment of oral proficiency among advanced L2 learners of French*. Pennsylvania.

Poehner, M. E. (2007). *Dynamic assessment: A Vygotskian approach to understanding and promoting second language development*. Springer Publishing.

Poehner, M. E. (2008). *Dynamic assessment: a Vygotskian approach to understanding and promoting second language development*. Springer Publishing.

Poehner, M. E., & Lantolf, J. P. (2010). Vygotsky's teaching-assessment dialectic and L2 education: The case for dynamic assessment. *Mind, Culture, and Activity, 17*, 312-330.

Sadeghi, K., & Khanahmadi, F. (2011). Dynamic assessment of L2 grammar of Iranian EFL learners: The role of mediated learning experience. *International Journal of Academic Research, 3*(2), 931–6.

Safdari, M., & Fathi, J. (2020). Investigating the role of dynamic assessment on speaking accuracy and fluency of pre-intermediate EFL learners. *Cogent Education, 7*(1), 1818924. DOI: 10.1080/2331186X.2020.1818924

Vygotsky, L. (1978). *Mind in society: The development of higher psychological process*. Harvard University Press.