

Research on the Impact of Dynamic Assessment on Second Language Learning

Yingtong Su^{1,a,*}

¹*School of Music Education, Jinan University, Guangzhou, Guangdong Province, 510630, China*
a. 1302379954@qq.com

**corresponding author*

Abstract: This paper explores the role of dynamic assessment systems in our daily English teaching, discusses whether second language learners can improve their English reading ability by using dynamic assessment systems, and highlights the impact of dynamic assessment on teaching and some other important aspects. This study adopted Science Direct and Google Scholar to provide academic references and academic support for this research. which can conclude that dynamic evaluation is useful for second-language acquisition, Dynamic evaluation can create a pleasant and relaxed learning environment, and timely adjustment of learning plans can be targeted to students' feedback. In addition to helping students understand what they are not familiar with, dynamic assessment can also help teachers better understand students' learning dynamics, which is of great benefit to teachers. Second language acquisition is getting more and more attention nowadays. Dynamic assessment is more widely applied in education, and research has found that the system of dynamic assessment is helpful to both teachers and students. Dynamic evaluation in teaching is a real-time evaluation system that can really provide more accurate one-to-one service. This paper focuses on the impact of dynamic assessment on English learning.

Keywords: dynamic assessment, second language, English reading comprehension

1. Introduction

The purpose of this paper is to discuss the importance of dynamic evaluation in second language education, which is a significant change in the evaluation of Vygotsky's sociocultural theory. In the future, there is potential for a breakthrough in English teaching, and now many researchers also have some research on dynamic evaluation. In this paper, mainly talk about the benefits of dynamic assessment to our English learning, for example, a dynamic assessment can improve motivation in English reading and with a better understanding of students' potential and needs, it is necessary to give more perfect suggestions to adjust students' learning by using dynamic evaluation to monitor students' needs in real time [1]. However, most research methods at present use the research-intervention-in-prediction method to test dynamic evaluation.

2. Analysis of the Impact

This chapter will discuss the impact of dynamic assessment on second language acquisition from the perspectives of second language teachers and learners themselves.

2.1. The Perspectives of Teachers

Kazemi et al. believe that dynamic assessment (DA) is a practical and effective tool for second language learners to improve English reading motivation. Through dynamic assessment, teaching and assessment become more effective. Some dynamic assessment experts argue that the nature of dynamic assessment is not to help students achieve better grades, but to gain a deeper understanding of how learners learn [2,3]. It is also agreed that dynamic assessment is better than static assessment because there is not enough information for educators to understand the differences in learners' learning processes and because it cannot be more personalized to the learning state of learners, providing a different learning environment [4]. Compared with the dynamic assessment, the static assessment will be more rough, simple compared to the dynamic evaluation is a real-time monitoring adjustment method. Static evaluation is more suitable for getting a general understanding at the beginning. The dynamic assessment can update the teaching situation in real time and make later adjustments, so that students can adapt to their real-time situation. At the same time, static assessment is conducted on a relatively single test without the process of adjustment during the test, which also shows that dynamic assessment can evaluate personal progress in a more targeted manner. According to Kazemi et al., through the prediction-teaching-testing method, this paper explores whether dynamic assessment can help improve students' English reading comprehension ability, and whether dynamic assessment in a second language environment has a positive impact on reading motivation. The research shows that dynamic evaluation creates a more pleasant environment for second-language acquisition, which shows that dynamic evaluation is beneficial for learners [5].

Table 1: Independent t-test of reading comprehension.

Time	N	Mean	Std. Deviation	T-Test	df	P-Value
C-G pre-test	35	67.09	5.78	-1.04	68	0.3
E-G pre-test	35	69.46	5.65			
C-G post-test	35	66.45	5.46	-8.64	68	0.000
E-G post-test	35	76.70	5.75			

Table 1 presents the independent T-test results of reading comprehension. Dynamic assessment can help teachers better understand students' reading abilities and difficulties and thus make more targeted English reading instruction and more appropriate teaching plans.

The dynamic evaluation can find the students' reading strategies and problem-solving ideas and help teachers provide more suitable methods and strategies to improve students' reading ability.

It can also help teachers assess students' learning outcomes and potential more accurately and develop more reasonable assessment methods so as to better stimulate students' learning enthusiasm and enhance students' learning motivation.

2.2. The Perspectives of Learners

Drawing on Vygotsky's Sociocultural Theory (SCT), Vygotsky's Theory emphasizes the fundamental role of social interaction in cognitive development, and teaching in SCT is a collaborative process of performing early mental functions with students. Children are immersed in

an environment in which they represent all their social, cultural, and interpersonal experiences. This proves that the social environment in development is an important environment for children's development. Compared with the traditional static assessment (SA), the dynamic assessment can better understand the student's learning process, learning potential, mediation process, and special cognitive role. Compared with the traditional evaluation method, the dynamic evaluation can better recognize the performance of students' cognitive ability [6]. Dynamic assessment integrates assessment and teaching with the support of theory, which is also very important for learners, so that teachers can understand learners' learning abilities, and then give specific method support [7]. And during COVID-19 in 2019, the Graduated Prompting Assessment Module of the WATA system (GPAM-WATA) is a learning model derived from web-based dynamic assessment, and the results show that this learning model is effective and feasible in the COVID-19 pandemic. During the pandemic, people are self-directed learners on the Internet, and dynamic evaluation on the Internet is very important. Brabsford points out that the evaluation-centered learning network environment enables students to participate in teaching activities and urges students to learn independently, which also shows the influence of dynamic evaluation [8]. Dynamic assessment has also evolved in recent years, for example through self-regulating dynamic assessment programs to improve English comprehension and learning potential. Back in 1964, Budoff and Friedman had a measure of the DA, and they looked at children from immigrant and minority backgrounds, so they used learning potential as an indicator, and they used a pre-test-intervention-in-test program to measure it. Later, Kozulin improved the evaluation system based on previous practices and added formulas, but still used learning potential as the measurement criterion [9]. The results also show that children with dyslexia have better real-time evaluation ability than dynamic LP [10]. Dynamic assessment is a way to simultaneously assess and improve a group or individual, so dynamic assessment can be applied to many aspects of teaching, such as writing, reading, and many aspects of English learning. Among them, some ability tests, such as listening, can also use computer methods such as computer dynamic writing test (CDTW) to study the impact on writing performance. This interactive and strategy-based learning environment suggests that dynamic writing tests can be used to assess students' writing development and improve their writing proficiency [11].

3. Conclusion

This paper explores the role of dynamic assessment in Second-language acquisition and its impact on students and teachers, and finds that dynamic assessment is helpful for Second-language acquisition. Through the summary of the research on dynamic evaluation, this paper draws a conclusion that dynamic evaluation has an effect on the learners' learning of English, not only in the aspect of cause and reading, but also in the aspect of English writing, in recent years, some branches of dynamic evaluation have been put forward, which provides more possibilities for the future of dynamic evaluation. In the future also hope that more research can be done in the field of network teaching in some more in-depth research. There are very few research studies which focused on the negative impact of social media on English language learning on undergraduate EFL learners.

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