

## **The Effect of Dynamic Assessment on EFL Learners' Performance on Selective and Productive Reading Comprehension Tasks**

**Kobra Tavassoli\***

Assistant Professor, ELT Department, Karaj Branch, Islamic Azad University,  
Karaj, Iran

**Fateme Nikmard\*\***

PhD Candidate, ELT Department, Karaj Branch, Islamic Azad University,  
Karaj, Iran

(Received: 6th, May, 2018, Accepted: 10th, April, 2019 Date of publication: July, 2019)

This study tried to examine the effect of using dynamic assessment on EFL learners' performance on selective and productive reading comprehension tasks. Sixty EFL learners out of 78 were selected based on their performance on a Nelson test at the elementary level; then, they were divided into a control and a dynamic assessment group. In both groups, the reading section of KET with 28 selective and 27 productive items was used as the pretest and the posttest. The participants in the dynamic assessment group benefitted from the interventionist kind of mediation in the form of taking a set of four tests, each one twice, before and after the mediation. Finally, two repeated-measures two-way ANOVAs and one MANOVA were run on pretest and posttest results of selective and productive tasks to answer the research questions. The primary finding was that dynamic assessment improved EFL learners' performance on both types of tasks significantly. Conclusions and implications are further discussed.

**Keywords:** Assessment, Dynamic Assessment, EFL Learner, Reading Comprehension, Productive Tasks, Selective Tasks.

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\* E-mail: kobra.tavassoli@kiaau.ac.ir; (Responsible Author)

\*\* E-mail: fatemehnikmard@gmail.com