

**Investigating the Effect of Dynamic Intervention on Students'  
Ability in Comprehending Tropes in Literary Texts:  
A Case Study of Edgar Allen Poe**

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In new approaches toward second language teaching, gaining full communicative competence has been a major goal. Literary devices in prose and verse, due to their semantic load and rootedness in art and culture of the second language play a critical role in this competence. Besides, research findings have shown that comprehending and interpreting figurative language is a formidable task for L2 learners. Considering the fact that linguistic theories on literary devices, in spite of being inspiring, are short of an applied educational solution to this problem, the current research is an innovative attempt to employ the interventionist model of dynamic assessment which is rooted in psychological and applied linguistic theories for improving the learners' ability in comprehending and interpreting tropic figures of speech. To this aim, 10 university students of English literature were selected for a quasi-experimental design (Pre-test, Intervention and Post-test) in which the interventionist inventory of Aljaafreh and Lantolf was used to hint the participants' performance on literary works of Edgar Allan Poe. The results of paired sample t-test showed that the intervention significantly ameliorated their performance in interpreting figurative language. These findings have implication for Language teachers, researchers in applied linguistics, syllabus designers and curriculum developers in the field of second/foreign language Teaching.

**Keywords:** Dynamic Assessment, Edgar Allen Poe, Figurative Language, Literary Devices, Tropes.

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