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The Impact of Teacher Professional Identity, Knowledge and Education on Dynamic Assessment Processes in English Language Learning



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ABSTRACT

Dynamic assessment is an innovative approach in educational evaluation that relies on continuous and interactive monitoring of student learning. In this approach, the teacher plays a crucial role. Naturally, their identity, cognition, and education directly influence their perspective and performance during the assessment. Given the significant importance of dynamic assessment in the teaching-learning process, identifying and analyzing the impact of these factors is essential. This will help us develop more appropriate improvement strategies for the education sector. Therefore, this study explores the influence of teachers' identity, knowledge, and education on the dynamic assessment of English language learners. The research adopts a developmental approach with a qualitative methodology and research synthesis, utilizing Roberts' (2009) six-stage model. The target population encompassed all relevant scientific articles published between 2000 and 2023 in domestic and international databases. After a rigorous screening process involving title, abstract, content analysis, and CASP criteria, 25 studies were chosen for further analysis. Data coding and analysis were conducted using a researcher-developed checklist and thematic analysis within MAXQDA software. The findings were validated through Lincoln and Guba's (1985) four criteria, researcher self-review, and intercoder agreement. The research identified 130 "markers" (basic themes) and 27 "components" (organizing themes). The results demonstrate that professional identity, knowledge, and education significantly impact dynamic assessment. The study suggests that teachers can enhance the dynamic assessment of language learners by fostering a deep understanding of student needs and abilities, coupled with continuous improvement of teaching skills and coherent educational programs.

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1. Introduction:

In today's world, the development of a nation hinges on fostering a knowledgeable and responsible citizenry, a concept known as "human development" in development discourse. Education, as the social institution responsible for educating and training society's members, has received significant emphasis from individuals, officials, and thinkers alike. Consequently, the role of education and training in nurturing knowledgeable and dynamic individuals is universally acknowledged.

Human resources, particularly teachers, are considered the cornerstone of the education and training process. Achieving the education system's goals is impossible without teachers possessing professional capabilities and competencies. To ensure such teachers are available to the education system, attracting, training, and utilizing human resources must be a systematic process guided by specific and predetermined goals (Sharifzadeh et al., 2019).

An effective teacher, capable of delivering impactful education, requires certain conditions and contexts. Among these is adherence to professional teaching standards, which motivates teachers to dedicate their full effort and energy to their roles within schools and classrooms. In such scenarios, teachers view teaching goals as their own and strive to provide the best possible service to their students. Therefore, realizing an efficient school system necessitates achieving effective teachers. To achieve this, understanding the concept of teaching profession standards, their importance, and their role in teaching practice is crucial,

alongside continuous efforts to improve them among educators (Taghipour et al., 2016).

While some researchers and educators consider evaluation an integral component of professional teaching, advocating for its alignment with the teaching process, others emphasize its distinct role. Luria (1961) argues that accurately understanding an individual's competence necessitates a measurement process that provides comprehensive information. In this regard, it is essential to observe individual performance when assisted by a more knowledgeable or experienced individual, leading to a more accurate understanding of their capabilities (Khomijani et al., 2018). Dynamic assessment emerges as an effective tool for enhancing the teaching and learning process by identifying student skills and current ability levels. This information empowers teachers to refine their teaching and learning strategies, particularly in second language learning contexts, to maximize learning potential. By employing appropriate mediation techniques, teachers can leverage feedback and cues to further enhance student capabilities (Kafipour and Khoshnood, 2023).

Navigating this path requires dedicated, caring, and efficient teachers equipped with professional qualifications and a well-defined identity. Consequently, identity constitutes one of the fundamental pillars for achieving the education system's goals (Mahmoudi Burang and Nabaei, 2018). Teacher identity is a crucial factor that can significantly influence their approaches and behaviors during the assessment process. A teacher with a strong professional identity

is more likely to be motivated to improve their assessment practices compared to a teacher with a weaker professional identity. In a simple yet comprehensive definition, **teacher identity** encompasses a set of beliefs, values, and expectations that a teacher holds about themselves and their professional role. This identity includes the ideologies, standards, and values that a teacher establishes for themselves in the field of teaching and education. (Bagheri Asal et al., 2020).

Each teacher possesses knowledge in the field of education and training, shaped by their individual knowledge, skills, and experiences. This knowledge encompasses technical expertise, teaching skills, and knowledge of evaluation methods. Therefore, a teacher's knowledge significantly impacts their evaluation process, as their knowledge and skills in assessment serve as effective tools for improving teaching and learning (Ebadi et al., 2021). Teacher education, encompassing formal qualifications, professional development courses, and advanced training related to the teaching profession, can significantly influence their assessment methods and tools. It is commonly believed that teachers with higher levels of education are more likely to be familiar with and utilize the most effective assessment approaches and tools, which in turn can positively impact their evaluation practices.

However, a very important point to note in this field is the existence of challenges, research gaps, and the significant heterogeneity of studies related to this topic. The first challenge in assessing

components like teacher identity, education level, and knowledge is the difficulty of accurately and reliably measuring them objectively. These factors are inherently subjective and influenced by multiple factors such as personal experiences, identity conflicts, beliefs, values, and cultural backgrounds. This complexity makes objective and reliable measurement challenging. Furthermore, differences in teachers' understanding and knowledge of dynamic assessment processes can lead to inconsistencies and a lack of coherence in evaluations. The stress and pressure associated with implementing dynamic assessments can also negatively impact teaching quality, an aspect often overlooked. Many previous studies have focused on specific samples or theoretical frameworks, potentially providing limited data that may not address all facets of the topic. Additionally, the overreliance on quantitative methods in this area may not fully capture the nuances of teachers' experiences, identities, education levels, and the contexts related to these components.

Given the aforementioned challenges and findings, a more comprehensive examination of this topic using a systematic synthesis approach appears to be essential. The heterogeneity of studies on this topic, published in various journals and sources, underscores the need for a rigorous qualitative review. This review can synthesize these studies and provide a holistic perspective on dynamic assessment. Moreover, identifying the strengths and weaknesses of various methods and strategies in dynamic assessment,

enhancing teacher knowledge and skills, improving educational quality and dynamic assessment processes, and ultimately refining future research methodologies and providing appropriate support and solutions are among the key advantages and innovations of this study compared to previous ones.

Given the significance of teacher identity, education levels, and knowledge in dynamic assessment processes and their potential to enhance assessment quality, improve student learning, strengthen teacher-student interactions, and foster a more positive learning environment, this study aims to address the fundamental question of how these components influence dynamic assessment practices. Employing a systematic synthesis approach based on Roberts' (2009) six-step model, the study will synthesize and analyze existing research to provide a comprehensive understanding of the role of these factors in dynamic assessment.

2. Review of literature

Identity

[Alsup \(2006\)](#) provides a comprehensive definition of identity, describing it as a dynamic interpretation of the self that evolves over time. This interpretation is shaped by a person's living and working environment. Alsup further distinguishes between core identity, a more stable sense of self, and situated identities (or subjectivities). These situated identities are context-specific, emerging from the core identity. They empower individuals to take action and make sense of their experiences ([Alsup, 2006](#); [Gilligan, 2003](#)). Identity from [Britzman's \(1992\)](#) perspective is a fluid and constantly

changing dynamic that takes shape within the context of society and is influenced by its needs and constraints. This identity is a social contract between the individual and society, which takes on a variable nature over time and in response to different conditions and situations, including education, teaching, and profession. Accordingly, each individual's identity is a collection of different identities that manifest in different situations and ultimately present a unified and overall picture of the individual. According to [Colbeck \(2008\)](#), the labels assigned to roles (e.g., pre-service teacher, beginning teacher, expert teacher) encapsulate not just the title itself, but also the expectations and understandings associated with that role. These expectations and understandings develop through interactions within social communities, shaping how individuals perceive their own behavior in that role.

The concept of identity is multifaceted. External factors, such as societal roles and expectations imposed by others, influence how we are perceived. However, individuals also play an active role in shaping their identities by accepting or rejecting these expectations. Language and discourse become the tools through which we construct, maintain, and discuss our sense of self ([Alsup, 2006](#); [Varghese et al., 2005](#)). Marcia (2002) introduced a new definition of identity, namely professional identity, as "the assessment of personal skills and values related to one's occupation, followed by active exploration and then occupational commitment." This type of identity has been the focus of numerous studies. Since teachers are the primary agents of curriculum and the

educational system, the success or failure of the educational system depends on them. If these teachers have a coherent and well-formed professional identity, it will lead to the success of the system. Professional identity, like other aspects of identity, is influenced by various factors ([Borng, Nabavi Hamzeh, 2019](#)).

[Fogle and Moser \(2017\)](#) highlight the importance of understanding teacher identity. By examining this aspect, we gain valuable insights into the factors that influence teachers' decision-making, behaviors, and values. Furthermore, it's likely that teacher identity plays a significant role in their motivation, self-confidence, engagement, and overall effectiveness which must be identified. Delving into the study of teacher identity unveils a vast and multifaceted landscape where the intricacies of identity formation and its influencing factors are examined from a multitude of perspectives. This exploration encompasses the lived experiences of teachers, their creative expression and agency, the impact of language, learning, understanding, and technology on their identities, and the profound spiritual and intrinsic dimensions of this noble profession.

In Iran, recent research has explored the concept of L2 teacher identity in relation to other variables. These studies have employed various research designs. Recent studies in Iran have explored the concept of L2 teacher identity and its connections to various aspects of teaching. For instance, [Abtahi and Motallebzadeh \(2016\)](#) found a positive link between teachers' professional identity (TPI) and computer literacy, suggesting that

developing digital skills can be a foundation for strengthening their professional identity. Other researchers have delved deeper into the components of L2 teacher identity. [Ghanizadeh and Ostad \(2016\)](#) identified key aspects such as self-expectations, teaching responsibilities, and pedagogical approaches. Using a standardized questionnaire, they found significant correlations between these components, suggesting a strong interconnectedness within the construct of L2 teacher identity. [Mirzaee and Aliakbari \(2017\)](#) adopted a social ecology framework to examine how Iranian L2 teachers develop their identities. Their findings highlighted the significant influence of social factors on teacher identity formation, even compared to personal agency. Focusing on factors that enhance teaching quality and teacher empowerment, [Kalali Sani et al. \(2021\)](#) investigated the role of goal orientation. They defined professional identity as a dynamic characteristic influencing both social and personal aspects of teachers' lives. Their results indicated a positive and significant relationship between TPI and goal orientation.

These studies collectively demonstrate a growing interest in understanding L2 teacher identity in Iran and its multifaceted connections to various aspects of teaching practice and Success in education.

Cognition

The future generation needs competent and caring teachers. Teachers play a vital role in the path of sustainable development. Achieving effective education, which is the fruit of the teaching of hardworking teachers, itself requires the provision of suitable

conditions and grounds. One of these essential pillars is adherence to professional teaching standards. The existence of these standards enables the teacher to use all his power and effort in the school and classroom and to receive a suitable output from his work ([Sakya et al., 2010](#)). The success of any educational system is undeniably dependent on the knowledge, understanding, and professional skills of its teachers. This is a sentence that has been repeated over and over again and has become almost a self-evident truth ([Daneshpajouh, 2003](#)).

Research by Sanderz and Rivers (1996) shows that students who are taught by high-quality and knowledgeable teachers make significant academic progress compared to students who are taught by weak teachers. These findings clearly demonstrate the importance of the role of teachers in improving the quality of education and the academic achievement of students. They propose suggestions for improving the quality of education, such as focusing on training and updating teachers' knowledge and information, providing professional certificates, and supporting professional development of teachers ([Molayinejad, 1991](#)).

Teacher Education

In recent years, the increasingly evident positive role of teacher competence in boosting educational performance has brought a sharper focus on employing competent teachers and enhancing their capabilities. According to Middle's opinion ([Abdulahi et al., 2013](#)), teacher competence, also referred to as teacher qualification, refers to the possession of various knowledge and skills. It's defined as a teacher's ability to

adequately meet the needs and demands of the teaching profession by utilizing an integrated set of knowledge, skills, and attitudes. This set is ultimately reflected in the teacher's performance.

Since in this competence, the role of education and specialized literacy is also very prominent, it is of particular importance for teachers to have the necessary knowledge and information related to their specialized field and to develop and keep their scientific information up to date. Therefore, having specialized knowledge, as stated by ([Jon-Chao et al., 2008](#)), having specialized knowledge along with other behavioral competencies, communication and organizational skills can improve the competence level of teachers, achieve educational goals and increase satisfaction. Follow the students.

According to [Danielson \(2007\)](#), a teacher's level of literacy and subject-matter knowledge holds a special place in student instruction and development. From his perspective, the importance of teacher content knowledge is undeniable. Effective teaching has always relied heavily on a teacher's deep understanding, literacy, and knowledge of the content they teach. Regardless of teaching methods, teachers must possess a strong command of their subject to effectively guide student learning. Therefore, a higher level of relevant literacy and education in a teacher translates to more effective instruction and greater student progress.

Dynamic Evaluation

Assessment and evaluation have long been recognized as integral components of

the learning process, paving the way for innovative teaching methodologies. Dynamic assessment, in particular, focuses on evaluating individual progress and intervening at critical junctures to optimize learning outcomes.

Dynamic assessment (DA) plays a central role in research exploring irregular learning behaviors in students (Baleni, 2015). However, Dixon & Worrell (2016) argue that DA is not suited for simply measuring the immediate impact of educational interventions. Instead, as Xiaoxiao & Yan (2020) highlight, DA involves ongoing dialogue between teachers and students to assess current performance and co-construct strategies for future improvement. This future-oriented approach distinguishes DA from traditional assessments focused solely on past achievements. Ultimately, the goal of DA, as Anton (2003) suggests, is to not only gauge a student's current abilities but also to support their ongoing development and unlock their full potential. Birjandi et al. (2012) further emphasize this collaborative aspect, framing DA as a process where students and teachers work together to build knowledge through shared exploration.

As Grabe & Jiang (2014) point out, interaction and feedback between teacher and student play a crucial role in the learning process. This interaction allows the teacher to provide continuous guidance and further explanations at each stage of the learning process, especially in cases where the student does not seem to grasp the concept correctly. The main goal of providing feedback is not merely to provide the correct answer to the student but, as previously mentioned, to

promote learning, make students aware of learning strategies, and encourage them to use these strategies for further progress. Poehner & Lantolf (2005) reviewed the research conducted in the field of dynamic assessment and concluded that this type of assessment has a significant impact on learner performance. Compennolle & Zhang (2014) also found in their research a remarkable difference between learners' regular scores and their scores when receiving help from a mediator, which indicated the effectiveness of mediation, especially interventionist mediation, on learner acquisition.

Numerous studies have explored the application of dynamic assessment in the Iranian context. One such study by Nafarzadeh (2016) employed dynamic assessment in teaching and enhancing the listening comprehension skills of language learners. The findings revealed a significant positive impact of dynamic assessment on the acquisition of listening skills, as evidenced by the learners' improved performance in the post-test compared to the pre-test. Similarly, Ardin (2018) investigated the effect of dynamic assessment on the performance of language learners in descriptive and narrative writing activities. The results demonstrated a remarkable impact of dynamic assessment on learner performance in both types of writing tasks. Kazemi (2018) further conducted a study examining the influence of dynamic assessment on learner performance in speaking skills and arrived at similar conclusions to the aforementioned studies.

Dynamic assessment is generally divided into two main categories: the interventionist

approach and the interactionist approach. In the interventionist approach, a pre-test is first administered, followed by a training period for the individuals. In this approach, the teaching process is used as an intervention program, and the instruction provided through dynamic assessment during the time period between the pre-test and post-test is called interventionist dynamic assessment. In contrast, the interactionist approach focuses on learning through interaction and communication with a talented person or in collaboration with the teacher. Unlike the interventionist approach, which allows for both group and individual learning, the interactionist approach only considers individual instruction and is therefore more time-consuming ([Derakhshan et al., 2020](#)).

3. An Overview of the Research Background

While no similar research has been conducted specifically on the subject of this study, several studies in the field of education have employed the research synthesis method to identify and analyze important components. Here are some of the most recent examples:

[Samadi and Flavand \(2022\)](#) conducted a study aimed at synthesizing the elements of the sex education curriculum in the general education period. They concluded that the goals of sex education include the provision of knowledge, skills, and attitudes necessary for the correct guidance of sexual affairs in individual and social life. The content in each course should match the goals, and active teaching approaches are suitable. Additionally, the teacher plays the role of a consultant and can utilize various

resources. [Salamat et al. \(2022\)](#) conducted a study with the aim of synthesizing the basic factors effective in improving the quality of educational environments based on the Roberts model. They used keywords such as "educational environment," "school," "academic efficiency," "truancy," "structural architecture," etc. Based on entry criteria, they identified 362 scientific researches. After applying exit criteria, they included 59 articles in their final analysis. Their results identified the following basic factors: behavior-satisfaction, psychological-sense of belonging to a place, and physical-structural architecture. Additionally, they identified a conceptual model of essential factors for improving the quality of educational environments.

In another study, [Mehraban \(2019\)](#) evaluated research on technological education by investigating its foundations, components, and mechanisms. The study's results suggest that technological literacy is an outcome of the technological education process. This literacy exists on a two-dimensional continuum, with each person reaching a certain degree (first dimension) and level (second dimension) based on their intellectual, social, and other forms of development. The study examined four main topics related to the mechanism of technological education: starting point, curriculum, place within the overall curriculum, and teacher training. [Soleimani et al. \(2019\)](#) conducted another study using the Roberts model to synthesize the key factors for success in education and professional development through gamification. Their research identified five

key themes (factors): individual, structural, game design, interpersonal, and educational factors. The authors emphasize that a strategic plan and a strong understanding of the target users are crucial prerequisites for the successful design and implementation of gamified educational courses and professional development programs for teachers.

4. Materials and Methods:

This qualitative research employed a synthesis research method based on the six-stage model of Roberts (2009). This approach involves combining specific characteristics and factors from existing research literature. Synthesis research, sometimes referred to as qualitative meta-analysis, aims to analyze included studies, resolve potential contradictions, and identify key themes for future research while integrating the findings.

The research population encompassed all relevant written sources, including reference books, original research articles, and doctoral theses related to dynamic evaluation, teacher professional identity, and teacher knowledge and skills. Samples were selected using a purposive sampling strategy until theoretical saturation was achieved, ensuring a representative and comprehensive dataset.

To assess the quality of the analyzed studies, the researcher critically reviewed the selected sources multiple times, employing the Critical Appraisal Skills Program (CASP) framework to identify and exclude irrelevant content. This ten-question tool helps evaluate the accuracy, validity, and significance of qualitative research.

Thematic analysis using MAXQDA software was employed to analyze the

qualitative data. This involved thoroughly examining the full text of selected sources, identifying and recording key sentences relevant to the research topic in designated worksheets, and assigning unique codes to each theme. Coding continued until saturation was reached, signifying the absence of new emerging themes. Subsequently, the coded units were categorized based on their similarities and affinities, leading to the identification of basic themes, organizing themes, and overarching themes. Finally, a conceptual model depicting the influence of teacher identity, knowledge, and education on dynamic evaluation was constructed based on the identified components.

Research findings were validated using the four criteria established by Lincoln & Guba (1985):

- **Credibility:** To ensure credibility, the peer description method was employed. Two faculty members from Central Tehran – Islamic Azad University, experienced in this method, were invited to re-code a portion of the texts, verifying the accuracy of the coding process and minimizing potential bias in the analysis.
- **Transferability:** Purposeful and snowball sampling methods were used to address transferability. This involved initially selecting relevant articles based on the core topic of dynamic evaluation and subsequently identifying additional articles through their cited references, expanding the research scope.
- **Dependability:** To ensure dependability, consultations were conducted with professors, educational experts, and

English language education specialists throughout the research process. Their feedback facilitated the refinement of research methods and enhanced the overall quality of the study.

- **Confirmability:** To ensure confirmability, detailed note-taking practices were implemented throughout the research process. Additionally, self-monitoring was employed, involving a thorough review of the entire data collection, extraction, and coding process. Finally, intercoder agreement was assessed by having a separate education expert independently code five selected articles. The primary coding identified eight indicators, while the secondary coding identified ten, with discrepancies in two instances. Therefore, according to the following relationship ([Nowrozi et al., 2023](#)), when the numbers were put in the following formula, the reliability coefficient of the evaluators was calculated as 0.89, exceeding the recommended threshold of 0.6, indicating the reliability of the data analysis tool.

<p>I. Reliability = $\frac{\text{Agreement number} * 2}{\text{Number of possible agreements}} > \frac{16}{18} = 0.89$</p>

As Zimmer (2006) states, meta-synthesis is a method for combining and interpreting the findings of different studies. It focuses on the quality of the studies and does not necessarily require a broad theoretical framework. In essence, this method helps researchers integrate and describe research findings through a detailed and systematic review, allowing the phenomenon under study to yield results that are greater than the sum of its parts ([Sohrabi et al., 2011](#)). In meta-synthesis, descriptions are

accompanied by interpretation, synthesis of findings, and ultimately, a reinterpretation of the data. This is why the findings of a meta-synthesis can be considered researcher-constructed, drawing on both experimental/analytical research and the researcher's own interpretation.

The six-stage model of Roberts (2009) which is used in this study is as follows, the first five stages are presented in this section and the sixth stage is presented in the research findings section.

Stage 1: Identifying and Clarifying the Need for Research

In contemporary societies, professional identity has gained significant attention. Cultivating a strong, authentic, positive, and adaptable identity is believed to contribute to career success, social integration, and mental well-being. An individual's profession constitutes a crucial and impactful aspect of life, shaping their behaviors and morals within society. Job categories, associated with professional ethics, the distinctness of boundaries between various professions, and necessary qualifications all influence an individual's impact within their chosen field ([Mahmoudi & Nabaei, 2018](#)).

Similarly, a teacher's personal identity, encompassing their beliefs, values, and life experiences, can influence their student evaluation processes ([Crow & Moller, 2017](#)). Furthermore, a teacher's knowledge of evaluation methods and tools, coupled with their educational background, plays a pivotal role in the quality and accuracy of student assessments. This knowledge empowers them to select the most appropriate strategies

and methods for effective evaluation (Kafipour & Khoshnood, 2023).

Therefore, investigating the impact of teacher identity, knowledge, and education on the evaluation process holds significant value. By exploring this relationship, we can identify optimal evaluation methods and strategies that ultimately enhance the quality of teaching and learning experiences for students. This pursuit is crucial as it holds the potential to significantly improve the effectiveness and efficacy of the educational process.

Stage 2: Conducting Research to Retrieve Studies

This stage focuses on identifying sources relevant to the core research question. A comprehensive search was conducted using keywords derived from the research topic, including "professional identity," "teacher," "evaluation," "education," "dynamic assessment," "second language," and "English language." Both internal and external databases were utilized, encompassing Normagz, Mag Iran, Scientific Jihad University's information base, FarsiNet, the national publications system, ScienceDirect, ERIC, ResearchGate, ProQuest, Springer, Emerald, and Taylor & Francis.

To ensure quality, the search process was conducted independently by two individuals well-versed in search methodologies and information resources. Additionally, an education expert supervised the entire process. This study relied on both internal and external published sources for data collection.

Stage 3: Selecting, Refining, and Organizing Studies

This stage pertains to evaluating and selecting studies relevant to the research needs. This process necessitates establishing criteria for selecting and classifying relevant sources. The inclusion criteria for this research were as follows:

1. **Scientific research studies published in the field of teachers' professional identity, teachers' education and recognition and Finally dynamic evaluation.**

2. **Studies reporting findings and sufficient information pertinent to the research purpose.** An article was deemed suitable for inclusion if it provided information on both professional identity and dynamic evaluation.

3. **Studies that underwent peer review by expert evaluators and were published in full, either online or in print.**

Following a thorough examination, 25 primary sources aligned with the inclusion criteria were identified. Subsequently, these studies were further screened based on specific criteria, including the relevance of the title, abstract, content, research quality, and database validity. Articles deemed unsuitable based on these exit criteria were excluded from the analysis for the following reasons:

1. **Insufficient information relevant to the research objectives.**

2. **Lack of requisite scientific quality, often associated with publication in non-credible journals or conference proceedings.**

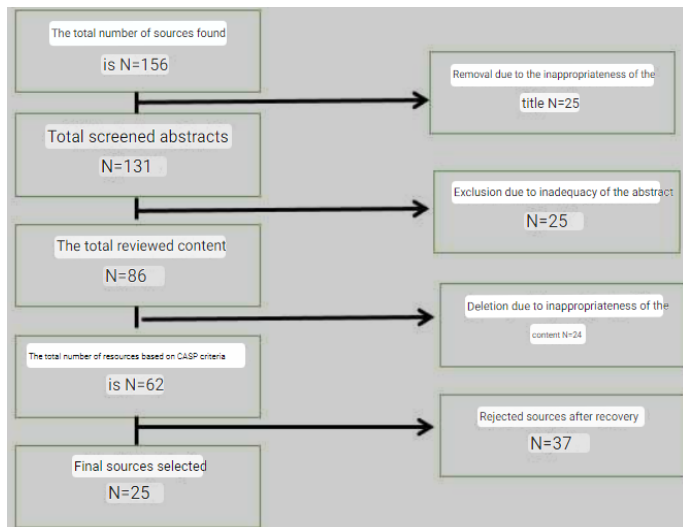


Figure 1: Review Process and Selection of Relevant Sources

The CASP tool proved to be a valuable asset in screening the quality of the research studies. As evident, this tool assists researchers in evaluating the research's rigor, credibility, and relevance (based on study aim, methodology, research design, sampling method, data analysis validity, and so on) through a series of structured questions (Mohammadian et al., 2015). The above figure depicts the process of selecting relevant sources for the study. From the initial pool of 156 documents, a rigorous screening process was applied. Documents were excluded based on the following criteria:

- **Inappropriate title (25 documents):** Titles not aligned with the research topic.
- **Inappropriate abstract (45 documents):** Abstracts lacking relevance or failing to provide sufficient information.
- **Inappropriate content and insufficient findings (24 documents):** Content not relevant to the research question or lacking adequate information to support the analysis.

- **Lack of quality (37 documents):** Documents published in non-credible sources or lacking the necessary scientific rigor.

Ultimately, 25 articles, books, and treatises met the inclusion criteria and were selected for further analysis.

In contrast to some studies, the inclusion and exclusion criteria for documents (articles) in this study are not based on the author's discretion but rather adhere to specific guidelines. Consequently, as can be observed, approximately 84% of the newly selected articles fall outside the scope of the study. A review of similar studies in this field also revealed a lack of a precise criterion or standard for the minimum number of documents to be reviewed. When selecting the number of documents to be reviewed, factors such as the breadth and depth of the topic, the type of synthesis, the inclusion and exclusion criteria, available credible sources, and so on should be considered. While some organizations and journals may have their own specific guidelines and set a minimum number of documents for publication, this study opted for a more rigorous approach.

Fourth Step: Developing and Refining the Analytical Framework

This stage involved establishing a framework to guide the analysis and integration of the extracted information (Goli et al., 2022). The conceptual framework for this study is built upon the following key concepts:

- **Professional Identity:** As defined by Mahmoudi and Nabai (2018), professional identity refers to "a measure of personal skills and values related to work,

achieved through active exploration and commitment."

- **Teacher Knowledge:** This encompasses the knowledge, skills, and dispositions acquired by a teacher through their education and experience to facilitate the learners' physical, intellectual, emotional, social, and spiritual development. In essence, it refers to the cognitive abilities based on the knowledge and mental skills that enable a teacher to identify and analyze educational and training-related issues and topics (Toumaj et al., 2021).

- **Dynamic Assessment:** Introduced by Russian psychologist Lev Vygotsky, dynamic assessment is an interactive evaluation approach primarily used in educational settings. Vygotsky emphasized actions and reactions dependent on shared efforts and communication between

individuals. application of this approach in second language learning. In dynamic assessment, the teacher continuously interacts with students, guiding them towards progress (Tovasoli & Nikmard, 2018).

Fifth Step: Research Processing

As per the research findings and research objectives, the first step involved extracting key elements influencing dynamic evaluation and the primary characteristics of teacher professional identity, knowledge, and education through open coding (Table 2). Subsequently, these open codes were categorized based on shared concepts, forming distinct thematic categories.

Table 2: Example of Analyzed Documents in the Field of Dynamic Assessment and Professional Identity

The title and basic topics under investigation	Year	researchers
Knowledge of English language teachers while serving in Iran about teaching values	2022	Rezaei and Esfandiari
Designing a curriculum template for the leadership development of secondary school principals based on the problem solving approach	2022	Goli et al
Professional identity of secondary school principals and presentation of a paradigmatic model	2020	Bagheri Asl et al
Investigating the role of teachers' professional identity on the educational growth of students and the teaching-learning process	2021	Borji and Soleiman
Examining the teacher's role in the academic progress and learning of students	2021	Mahdi Moghadam et al
Constructing and checking the reliability and validity of teachers' professional identity questionnaire	2021	Arefnejad et al
Examining the characteristics and professional competencies of teachers	2020	Toumaj et al
The effect of dynamic assessment on learners' performance	2018	Tavasoli and Nikmard
The effect of dynamic and non-dynamic assessment on the comprehension of intermediate level English language learners	2019	Derakhshan et al

Identifying psychological characteristics in the selection of teachers	2019	Sharifzadeh et al
Examining the effect of dynamic evaluation on the learning of congruent and incongruent lexical combinations	2018	Khomijani et al
Compilation of the professional identity model of faculty members	2018	Foroutan et al
Investigating the effect of dynamic intervention on language learners' ability to interpret spiritual arrays of literary texts	2018	Zare and Farrokipour
Factors affecting the teacher's professional identity: a systematic review	2018	Mahmoudi and Nabaei
Examining the contribution of teachers in the academic progress of the third year students based on national exam data	2018	Hejazi et al
The improvement process in the education process: the role of the teacher in front of the students	2018	Hesari et al
Content knowledge of teaching methods and its impact on students' academic progress	2016	Taghipour et al
Effect of feedback through dynamic assessment on EFL field-dependent and field-independent learners' speaking skill development	2023	Kafipour and Khoshnood
On the Role of Teachers' Professional Identity and Well-Being in Their Professional Development.	2022	Zhao Q
Responding to imposed job redesign: The evolving dynamics of work and identity in restructuring professional identity. Human Relations	2021	Chen & Reay
Researching and Practicing Positive Psychology in Second/Foreign Language Learning and Teaching: The Past, Current Status and Future Directions	2021	Wang et al
Dynamic assessment training and mediational strategies of EFL student mediators	2021	Ebadi, S et al
Movements in professional identification: achieving professional identity and becoming a teacher in Danish and Kenyan teacher education.	2020	Dahl K.
Exploring L2 Learning Potential through Computerized Dynamic Assessment	2019	Ebadi, et al
The professional identity, career commitment and subjective well-being of art therapy students	2018	Jue J., Ha J. H.
rofessional identity of higher education teachers in samples of Riga and Smolensk	2017	Jermolajeva, & Bogdanova
Framing research on school principals' identities	2017	Crow et al
Diagnostic and Developmental Potentials of Dynamic Assessment for L2 writing	2015	Rahimi, et al

5. Research Findings

Roberts' (2009) method, dedicated to presenting the synthesis results, the final summary of the combined findings is presented. In this stage, following the extraction of initial codes, a meticulous search was initiated to identify and label themes. Finally, the data obtained from the analysis of the research articles' texts were categorized and grouped into four categories: core themes, organizing themes, second-level themes, and first-level themes. The identified themes were presented to the supervisors, consultants, and two other experts. Following their analysis and feedback, the core themes were finalized. Based on the experts' input, some indicators were removed due to their

In the sixth stage of lack of significance or merged due to semantic redundancy. Reorganization and sorting of the themes followed. The process of comparing and categorizing the core themes to arrive at organizing themes was time-consuming. Ultimately, 130 core themes were identified as indicators and 27 organizing themes as components. After completing the previous coding stages, the second level themes were categorized and 11 themes were counted as second level themes. So at this stage, based on the results of the central research, dynamic assessment elements based on professional identity, cognition and education are examined in an overview.

Table 3: Summarizing the findings from combining the results

Basic themes	Organizing themes	The theme of the second level	First level themes
<ul style="list-style-type: none"> Specialization in English language teaching Knowledge with educational issues Graduate Successful work experience Regularity of basic and graduate education 	Expertise in the profession	Professional knowledge	Professional identity
<ul style="list-style-type: none"> Knowledge of the description of the language teacher's duties Eminence on teaching and learning processes Having systematic thinking Using up-to-date online teaching methods Knowledge of planning methods Knowledge of how to measure 	Teaching knowledge		
<ul style="list-style-type: none"> Continuous study of new sources Mastery of research methods 	Scientific mastery		
<ul style="list-style-type: none"> Mastery of rules and regulations Familiarity with problem solving methods Having decision-making skills Mastery of administrative correspondence Ability to provide performance reports 	Teaching skills	Professional skills	

Basic themes	Organizing themes	The theme of the second level	First level themes
<ul style="list-style-type: none"> • Familiarity with management and educational systems and software • Mastery of seven ICDL skills • Using web-based management dashboards • Familiarity with the production of educational content • Mastery of online teaching software 	Technological skills		
<ul style="list-style-type: none"> • Creating unity and cohesion between people • Creating understanding and cooperation among colleagues • Proper interaction with colleagues, learners and parents and understanding their feelings • The delicacy of dealing with language learners • Providing a friendly and relaxed atmosphere 	Communication skills		
<ul style="list-style-type: none"> • Respect for opinions, values and beliefs • Being a role model in terms of morality and religion • Importance to work and having a sense of responsibility 	Complying with the requirement of professional ethics		
<ul style="list-style-type: none"> • Belief in making constructive and positive changes • Belief in responsibility • Getting to know the goals of education • Importance of developing skills • Familiarity with educational psychology • The importance of proper education of language learners 	Belief in the philosophy of education	Professional philosophy	
<ul style="list-style-type: none"> • Improving the culture of being committed to performing tasks • Belief in improving educational quality • Creating common values • Empowering language learners 	Commitment to achieve teaching goals		
<ul style="list-style-type: none"> • Grammatical structures • Vocabulary knowledge • Conversation and speaking skills • Reading and comprehension skills • Writing skills 	Knowing the language being taught		
<ul style="list-style-type: none"> • Methods of providing educational content such as lectures, demonstrations, text reading and using educational tools • Activity-based methods such as group activities, practical exercises, games and interactive exercises 	Knowledge of educational methods	Educational knowledge	cognition

Basic themes	Organizing themes	The theme of the second level	First level themes
<ul style="list-style-type: none"> • Reverse teaching methods such as attention to reference materials, practical experiences, and problem analysis • Experiential learning methods such as the use of hands-on workshops, research projects, and hands-on activities • Educational technology-based methods include the use of various tools and technologies 			
<ul style="list-style-type: none"> • Knowledge of different types of assessment tools including written tests, practical exercises, research projects, interviews, observations, questionnaires, and interactive activities. • Identifying different assessment objectives such as assessing students' knowledge, skills, abilities, behaviors, progress, and performance • Knowing the criteria and indicators for measuring and evaluating students' performance, including accuracy, comprehension, speed, accuracy, critical thinking, and specific language abilities. • Knowledge of different methods for collecting assessment data including observation, interviews, questionnaires, tests, and interactive activities. • Knowing the different methods and processes of analyzing and interpreting evaluation data, including statistical analysis, validity and reliability interpretation, and content analysis. • Knowing the methods and solutions that the teacher adopts to use the evaluation results in the educational process and improve the students' performance. • Knowing the strategies that the teacher uses to communicate with students and parents to discuss and review the evaluation results and suggestions 	Assessment and measurement tools		
<ul style="list-style-type: none"> • Knowing the language level to evaluate speaking, listening, reading and writing skills • Knowing the students' goals of language learning • Knowing the needs of students in different fields of language use such as everyday communication, specialized conversations, success in job interviews, teaching, etc. • Knowing the skills students need in everyday life 	Recognizing the needs of language learners	Communication cognitions	

Basic themes	Organizing themes	The theme of the second level	First level themes
<ul style="list-style-type: none"> • Understanding the needs of language learners in the fields of culture and civilization related to language • Recognizing individual differences and personality, thinking, and behavioral differences of language learners 			
<ul style="list-style-type: none"> • Knowing the principles related to leadership and classroom management, such as classroom behavior management, creating a positive learning environment, time management, and using different techniques to maintain order and encourage students' cooperation. • Knowing the teacher's principles and methods to create motivation and personal transformation in language learners, including using achievable goals, encouraging effort and progress, providing positive feedback, and creating meaningful relationships with learners. • Knowing the principles and concepts of psychology related to learning, behavior and individual development, including concepts such as the effects of social behaviors on learning, group psychology, learning disorders, and psychological needs of language learners. • Knowing the principles related to managing stress and anxiety in students and creating a calm and trusting environment in the classroom • Knowing the principles related to adapting the individual needs of language learners 	<p>Principles of communication and psychology</p>		
<ul style="list-style-type: none"> • Teacher's knowledge about language structure • Correct use of grammar and vocabulary • Correct pronunciation and use of words instead 	<p>Linguistic knowledge</p>	<p>Professional education</p>	
<ul style="list-style-type: none"> • Knowledge of different cultures • Understanding cultural and linguistic differences • Awareness of the issues of the day 	<p>general information</p>		<p>Language teacher education</p>
<ul style="list-style-type: none"> • Degree including bachelor's, master's or doctorate • Academic university level, including national, open, non-profit, Payam Noor, etc. • Valid international documents 	<p>Academic</p>	<p>Classical education</p>	
<ul style="list-style-type: none"> • The listener's ability to understand the audio or spoken content of the speech 	<p>auditory</p>	<p>Language skills</p>	<p>Dynamic evaluation</p>

Basic themes	Organizing themes	The theme of the second level	First level themes
<ul style="list-style-type: none"> • Ability to understand conversations between people, questions, answers and exchange of ideas • The listener's ability to understand audio content related to educational and scientific topics • Ability to understand information related to daily events, news and interview conversations • Ability to listen to audio stories, literature and podcasts 			
<ul style="list-style-type: none"> • Ability to speak in friendly or professional situations • Ability to answer the questions of others effectively and correctly • Ability to design and present PowerPoint, use communication techniques and body language • Ability to understand the other party's phone conversations, transfer information and present requests and needs 	vocal		
<ul style="list-style-type: none"> • A person's ability to read comprehension and understand and interpret the concept and meaning of various technical, scientific, legal and technological texts • Technical reading and understanding of complex concepts and specialized vocabulary • Ability to read and understand texts related to educational and scientific content, research and academic materials • Ability to read news and information • Ability to read poems, stories, novels and literary texts 	Read		
<ul style="list-style-type: none"> • A person's ability to write scientific articles and texts • Ability to write official, administrative texts and work emails • Ability to write artistic and literary stories and texts • Ability to write web content and digital content • Ability to write analytical, descriptive and research reports 	Write		
<ul style="list-style-type: none"> • Understanding the meanings of words • Correct use of correct vocabulary in sentences and texts • Ability to read and listen to vocabulary • Increase and expand vocabulary • Using vocabulary learning resources such as books, videos, podcasts and educational programs 	Correct use of words	Vocabulary knowledge	

Basic themes	Organizing themes	The theme of the second level	First level themes	
<ul style="list-style-type: none"> • Understanding grammar rules • Correct use of grammatical structures • Correcting grammatical errors • Ability to provide grammatical explanations • Ability to use grammar in everyday conversations 	<p style="text-align: center;">Mastery of grammatical structures</p>			
<ul style="list-style-type: none"> • Ability to use verbs in different tenses • Ability to use sentence structures and word order • Correct use of grammatical terms and expressions • Ability to correct grammatical errors during conversation • The ability to use grammar knowledge to express feelings, opinions and views in conversations, such as expressing positive and negative opinions, expressing happiness and sadness, and expressing agreement and disagreement. 	<p style="text-align: center;">Grammatical knowledge in conversations</p>	<p style="text-align: center;">Grammatical knowledge</p>		
<ul style="list-style-type: none"> • Correct use of sentence structures and different sentence components such as superlatives, objects, verbs, adjectives, etc • How to use different grammatical tenses • Ability to use different grammatical terms and expressions such as conditional expressions, demonstrative expressions, subject expressions, etc • The ability to use paragraphs correctly and logically in the structure of writing, as well as the ability to arrange sentences in a logical and orderly manner • Ability to correct grammatical errors in writing, such as mistakes in the use of tenses, verbs, sentence structures, and word order. • Ability to use grammar knowledge to express feelings, opinions and views in writings. 	<p style="text-align: center;">Grammatical knowledge in writings</p>			
<ul style="list-style-type: none"> • Correct pronunciation of sounds and letters • Correct pronunciation of words • Correct pronunciation of phrases and sentences • Pronunciation without accent or intelligible accent • Pronunciation according to audio standards or samples • Pronunciation in special vocabulary and terms 	<p style="text-align: center;">Correct pronunciation of words and phrases</p>		<p style="text-align: center;">pronunciation</p>	

Basic themes	Organizing themes	The theme of the second level	First level themes
<ul style="list-style-type: none"> • Continuity and logical progression of the conversation • Use appropriate and accurate vocabulary • Correct pronunciation of words and phrases • Ability to respond appropriately to audience questions and comments • Using appropriate sentence structures and related to the topic • Observing the principles of non-verbal communication such as eye contact and appropriate body movements 	The mental health of speaking		

According to the findings of Table No. 3, the final results obtained from the grouping of the second and first level themes and the organizer were extracted and shown in Table No. 4. According to this table, the identity of professions includes the components of specialized knowledge, professional skills and professional philosophy. Specialized knowledge includes expertise in the profession, teaching knowledge and scientific mastery. Professional skills include teaching, technological and communication skills. The philosophy of the profession includes compliance with the requirement of professional ethics, belief in the philosophy of education and commitment to the realization of teaching goals. The theme of knowledge includes two components of educational knowledge and communication knowledge, which educational knowledge includes evaluation and measurement tools, knowledge of educational methods and knowledge of the language being taught. Communication knowledge also includes the principles of communication and psychology and understanding the needs of language learners or students. The subject of education

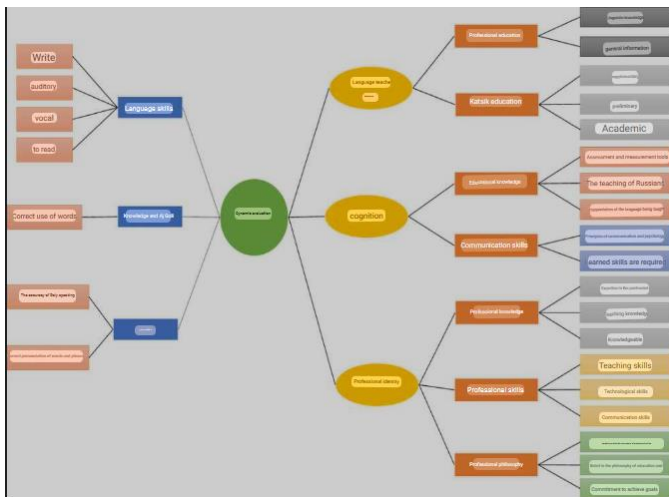
is divided into professional and classical education, where professional education includes language knowledge and general information, and classical education includes academic education. Finally, dynamic evaluation includes the concepts of language skills, vocabulary knowledge, grammar knowledge and pronunciation. Language skills are divided into listening, speaking, reading and writing skills. Vocabulary knowledge includes the correct use of words. Grammatical knowledge includes mastery of grammatical structures, grammatical knowledge in conversations and grammatical knowledge in writing. Pronunciation also includes the correct pronunciation of words and phrases as well as the psychological correctness of speaking. Based on the findings, the schematic model is shown in Figure 2.

Table 4: Final summary

Organizing themes	First level themes	The theme of the second level
Expertise in the profession	Professional knowledge	Professional identity
Teaching knowledge		
Scientific mastery		

Teaching skills	Professional skills	
Technological skills		
Communication skills		
Complying with the requirement of professional ethics	Professional philosophy	
Belief in the philosophy of education		
Commitment to achieve teaching goals		
Assessment and measurement tools	Educational knowledge	cognition
Knowledge of educational methods		
Knowing the language being taught		
Principles of communication and psychology	Communicative cognition	
Recognizing the needs of language learners		
Linguistic knowledge	Professional education	education
general information		
Academic	Classical education	
auditory	Language skills	Dynamic evaluation
vocal		
Read		
Write		
Correct use of words	Vocabulary knowledge	
Mastery of grammatical structures	Grammatical knowledge	
Grammatical knowledge in conversations		
Grammatical knowledge in writings		
Correct pronunciation of words and phrases	pronunciation	
The mental health of speaking		

Figure 2: Schematic model of the effect of knowledge, education and professional identity on dynamic evaluation



6. Summary and Conclusion

Basically, success in evaluations, especially dynamic evaluations, is related to several factors and components that should be investigated and identified. Therefore this study was conducted with the aim of investigating the effect of professional identity, knowledge and teacher education on the dynamic evaluation process. The results of this study showed that according to the four themes of the initial levels of this study, i.e. professional identity, recognition, teacher education, dynamic evaluation process; The number of 11 subjects in the second level with the titles: specialized knowledge, professional skills, professional philosophy, educational knowledge, communication knowledge, professional education, classical education, language skills, vocabulary knowledge, grammatical knowledge and pronunciation can be counted.

The final results of the analysis showed that in the dynamic evaluation, three main themes can be identified with the titles of language skills, vocabulary knowledge and pronunciation, which can be explained and expressed by 7 other organizing themes. So According to the results obtained in this

research and review of previous studies, it can be said that dynamic evaluation helps language learners, teachers, test designers, and textbook writers significantly. From the dynamic assessment that evaluates language skills, vocabulary knowledge and pronunciation well, teachers and learners can find the problems of learning a second language and solve their problems by practicing the specified methods unique to this type of assessment. After practicing several times, how to find problems, using dynamic evaluation, they can completely overcome their problems in learning the language and succeed in all tests. This type of evaluation can also help the test designers to design the tests in a way that is based on the new views of education and evaluation. So that these tests are not only used to determine the level of knowledge of language learners, but they can be used to find the main problems of language learners and help them solve these problems at any level. In other words, if the test designers design questions with the aim of finding language problems of language learners of different levels, after a short period of time, the test will not only become a tool for measuring the level of learning of language learners, but also a tool for finding the why and how of common problems. . Also, textbook designers can use this type of evaluation and its specific strategies to determine the difficulty level of each activity for language learners of different levels and determine the educational routine in a way that is easier and more understandable for the language learner. In addition, they can include points in the teacher's guide books that if the learner has a

particular problem in learning a second language or doing a particular activity, how and with what strategy the teacher should help him.

In general, according to the results of previous research such as [Kafipour and Khoshnood \(2023\)](#); [Ebadi \(2021\)](#); [Rahimi et al \(2015\)](#). [Ebadi et al \(2019\)](#) and [Tavasoli and NikMard \(2018\)](#) and [Derakhshan et al. \(2019\)](#), the results of this research also showed the great effect of dynamic evaluation on language learners' learning. This means that this type of evaluation should be used more in language classes, so that while providing a suitable environment for learning, students can clearly see their progress. Based on this and considering the importance of dynamic evaluation, the professional identity of the teacher, the knowledge of the teacher and his level of education are factors that can be effective in dynamic evaluation. The professional identity of teachers is a complex issue whose recognition and determination is considered as a key and determining factor and is related to a set of psychological-educational needs, difficulties, factors and principles that, if properly recognized, will lead us to appropriate answers. Based on the findings of this study and consistent with the results of [Bagheri Asal et al.'s studies \(2020\)](#); [Jermolajeva, & Bogdanova \(2017\)](#) and [Chen and Reay \(2021\)](#), specialized knowledge, professional skills and professional philosophy are among the concepts that determine teachers' professional identity. In line with the results of this study, [Jermolajeva, & Bogdanova \(2017\)](#) stated that cooperation with colleagues is one of the

components of professional identity. [Zhao Q \(2022\)](#) states that identity is an effective element of the commitment, enjoyment and motivation of educators in changing the educational, political and social environments in which they operate and is an effective way to understand the activity and decision-making process of educators in the implementation process. Also, [Forutan et al. \(2018\)](#) have introduced compliance with the obligation of ethics and commitment to achieve goals among the indicators identified for professional identity. [Jue , Ha \(2018\)](#) has introduced job commitment as one of the dimensions of professional identity in line with the results of this study. [Mahmoudi and Nabaei \(2018\)](#) have also expressed expertise in the profession, including the concepts of professional identity, in line with this study. Professional skills based on teaching skills, technological skills, and communication skills are among the indicators of professional identity that were also identified in the study of [Borji and Soleimani \(2021\)](#) and based on the findings of this study, expertise in teaching, familiarity with educational issues, graduate education, Knowledge of job descriptions, mastery of teaching and learning processes, use of up-to-date online teaching methods, knowledge of planning and assessment methods, mastery of research methods, decision-making skills, mastery of administrative correspondence, familiarity with management systems and software and Education and the ability to produce educational content with online teaching software and... is one of the characteristics of professional identity that enables teachers to play an effective role in

dynamic evaluation. Teachers' cognition, which includes types of educational and communicative cognition, is another factor that is known to be effective on dynamic evaluation in this study. Self-educational knowledge includes evaluation and measurement tools, knowledge of educational methods and knowledge of the language being taught, and communication knowledge including the principles of communication and psychology and knowledge of the learner's needs. Teachers, according to their cognitive skills in the field of grammatical structures, vocabulary knowledge, conversation skills, speaking, reading and understanding, and writing skills, as well as knowledge of various learning and evaluation methods, knowledge of principles related to leadership and classroom management They will be able to implement dynamic evaluation more effectively. In line with the result of this study, [Toumaj et al. \(2020\)](#), [Hejazi et al. \(2018\)](#) also introduced basic principles and theories, including the characteristics and professional competencies of teachers for teaching. In line with the results of this study, [Wang et al. \(2021\)](#) have examined the research and practice of positive psychology in second language learning and teaching and state that emotion regulation, pleasure, generosity, loving education, flexibility, and in general positive psychology in Second language learning and educational experiences play a role. Another factor that has been identified in this study as an effective factor on dynamic evaluation is the education of teachers. This theme includes professional education and

classical education and states that the more a teacher has in terms of understanding cultural and linguistic differences, awareness of current issues and different cultures, and has more classical and valid qualifications, in dynamic evaluation and application Evaluation methods will work more successfully. The result is similar to the study of [Moghadam et al. \(2001\)](#) and [Hesari \(2018\)](#). In this study, the teacher's knowledge and skills have a positive effect on the students' progress. According to the obtained results, teachers should be fully familiar with their professional identity and use this information in the evaluation process. Also, teachers with a full understanding of their professional mission and goals, as well as a better understanding of students' needs and abilities and strengthening teaching skills and educational abilities, improve educational programs and thereby facilitate the improvement of dynamic assessment of language learners. Also, according to the results, it is suggested that teachers continuously monitor and track the progress of students. Finally, it is suggested that the correlation relationship between the mentioned variables should be investigated quantitatively in future studies.

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