

Dynamic Assessment Revealing Individual Differences in EFL Reading Comprehension Ability

By

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Abstract

Dynamic assessment with its old history is a quite new concept in foreign language studies. It is based on Vygotsky's sociocultural theory and presents a more accurate picture of learner abilities inside the zone of proximal development. The present qualitative study aimed at presenting the advantages of applying dynamic assessment for identifying the individual EFL learner's reading comprehension ability. 9 EFL participants at three proficiency levels of high, mid, and low were assessed dynamically during five weeks of this study. The interactions for 270 test items were recorded, tape scripted, and analyzed. Examples of these interactions are discussed with regard to opportunity for better presenting individual abilities. The findings revealed four major differing points among individuals who were previously categorized as having the same reading ability by non-dynamic assessment. The findings of this study with its emphasis over efficiency of dynamic assessment in assessing reading ability and needs of individuals can have implications for all educational practitioners including assessors, teachers, syllabus designers, and teacher educators for making accurate decisions and taking effective steps in learner development attuned with learner needs.

Keywords: *Dynamic assessment, non-dynamic assessment, sociocultural theory, zone of proximal development, individual differences*