

## **A Mixed Method Study of Interventionist DA: A Case of Introvert vs. Extrovert EFL Learners' Academic Essay Writing**

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### **Abstract**

Today, great a number of assessment methods have been practiced in educational systems. However, Dynamic Assessment (DA), as the modern assessment method with its emphasis on improvement and development of learning through joining teaching and assessment, is of paramount significance. Thus, one can call DA as a major and revolutionizing factor in teaching and assessment. So far, some conducted studies have dealt with the efficacy of DA on different language areas. In line with the relevant studies conducted, the present study worked on the effect of interventionist DA on introvert versus extrovert learners' academic essay writing in English language translation students at Islamic Azad University Shahr-e-Qods Branch. As a result, it was confirmed that DA had a statistically significant effect on the academic essay writing of both Iranian introvert and extrovert EFL learners. Furthermore, there was a statistically significant difference between the performances of the extroverts vs. introverts on academic essay writing while applying interventionist DA. In other words, the extroverts had higher scores in their posttests compared to the introverts. Moreover, the results of the attitude questionnaire revealed that the extroverts had more positive attitude towards the application of DA than the introverts.

**Keywords:** DA, Interventionist DA, academic essay writing, introvert, extrovert, perceptions

## Introduction

Dynamic assessment (DA), “as a pro-learning form of assessment”, has been worked on in the educational settings for more than three decades (Leung, 2007, p. 257). It is a method which mainly encourages educational performance improvement and can take place through the consultation process provided to the learners to help them attempt and perceive their progress potentials in learning procedure, which mainly encourages educational performance improvement. (Lussier & Swanson, 2005).

DA originally emerged since there was somehow dissatisfaction with the currently used methods of assessment (Cioffi & Carney, 1983). As Brown and French (1979) claim, these traditional assessment procedures do not sufficiently estimate students’ learning potential and the assessment tools cannot be a help to recognize the situations in which the students can be helped to progress

Theoretical foundations of DA root in Vygotsky’s ideas on the zone of proximal development (ZPD). As Vygotsky (1962) puts in, learners perform at two levels: their present level, and their potential level, or, as Vygotsky calls, the ZPD. The first level is the learner’s ability to perform without any sort of help from outside while the second one is to make a movement from the current level to the next level of development through mediation (Bavali, Yamini & Sadighi, 2011).

Mediation is the central concept in the ZPD, and it can be considered as the basic concept of Vygotsky’s theory of mind. According to his theory, higher levels of thinking appear as a result of single individual’s communication with others and they come to existence due to social and cultural settings (Vygotsky, 1998). Accordingly, an individual’s relationship to the world is through mediation and indirect. Therefore, ZPD can be defined as the distance between the individual’s present level of development without assistance and their next level of development which can emerge through mediation (Dorfler, Golke, & Artlet, 2009, p.77).

Vygotsky (1998) further argues that problem solving independently is a valid factor of mental functioning and suggests that this shows only just part of an individual’s mental ability which is his actual level of development. Indeed, deciding on the actual developmental level of the learner involves

full development and it often covers an insignificant part of the development. In other words, understanding cognitive ability of a learner's responsiveness to assistance can lead to understanding his mental ability because it helps the learner for his future development. (Vygotsky, 1998). Furthermore, Nassaji and Cumming (2000) believe that ZPD is at the heart of sociocultural theories, which defines the dialogic nature of teaching and learning processes

Moreover, DA is an approach that integrates both teaching and assessment activities simultaneously (Thouésny, 2010), which is generally classified into two categories: interventionist and interactionist. Brown and Ferrara (1985, cited in Lantolf & Poehner, 2004) make a distinction between interventionist and interactionist DA by highlighting that in interactionist DA, assistance comes from the interaction between the instructor examiner and the learner, and is therefore very sensitive to the learner's ZPD whereas in interventionist DA, any form of assistance is standardized, thus the psychometric properties of the assessment is highlighted. Simply put, interventionist DA is based on quantifying the speed of learning and the required amount of help for a learner to achieve a pre-established goal efficiently in the shortest time. Interactionist DA, on the contrary, concerns with the development of a learner without considering the required effort and a pre-established goal. (Lantolf & Poehner, 2004).

Different research studies have been conducted on DA in terms of different language areas. Lantolf and Poehner (2004) in a paper looked at the theoretical bases for the application of DA in terms of second language assessment. They also reviewed interventionist versus interactionist approaches of DA. It was concluded that applying any of these approaches is directly related to the goal and situations of assessment. Interactionist approaches which need more time and effort are more practical in classroom settings with small number of learners but interventionist procedures are more useful for large scale assessments. Moreover, Xiaoxiao and Yan (2010), in their study, offered a simple framework for English writing instruction based on the principle of DA and claimed that learners' writing ability and their motivation of writing can be substantially improved through deploying DA framework. In addition, Shrestha and Coffin (2012), Gahremani and Azizirad (2013), Rashidi and Bahadori Nejad (2018), and

Besharati (2018), and Khorami Fard and Derakhshi (2019), in different research work, reached the conclusion that DA can contribute to the learners' academic writing development although Tabatabaee, Alidoust, and Sarkeshikian (2018), in their study, revealed that cumulative group DA has more impact on developing the paragraph writing accuracy of the EFL learners than interventionist DA.

Furthermore, in terms of reading skill, Kazemi, Bagheri, and Rassaei (2020), in a study, came to the conclusion that applying an interventionist model of DA, with a repetitive process of pretest-teach-retest, can improve the reading comprehension and also has a positive impact on learners' motivation.

In addition, in a number of studies, the usefulness of DA procedures in vocabulary learning (Saeidi & Hosseinpour, 2013, Ghonsooly & Hassanzadeh, 2019), grammar performance (Malmeer & Zoghi, 2014; Kamali, Abbasi, & Sadighi, 2018) and tense acquisition (Abbasi & Fatemi, 2015) was highlighted. Along with the studies conducted so far, Khodabakhsh, Abbasian, and Rashtchi (2018) revealed that the incorporation of DA models into developing language awareness and metacognitive strategy use was proved highly positive in writing classes.

Unlike the positive role of DA in different skills and areas in ELT, Es-hagi Sardrood (2011) investigated the slow trend of DA practice and its reasons in ELT context and came to the conclusion that DA is pedagogically time-consuming and has a demanding nature and that most of EFL teachers suffer from lack of sufficient time, standard classes, training, guidelines, and support of authorities in educational settings to provide supplementary aids as well as technology to implement DA. In addition, the outstanding role of teachers' attitude and experience in connecting the underlying theories of DA and its practical implementation is of paramount importance.

There have been ample studies in psychology and general education on DA, however, DA in the field of SLA is in its primary stages (Shabani, 2012). Although epistemologically, it stems from Vygotsky's theory, it has the potential to present solutions in second language learning, teaching and assessment and apart from its positive role in assessment, the role of learners and their personality types have received no attention yet. Without

doubt, there are significant differences in behavior associated with individual differences and their personality types which can have direct impact on teaching as well as assessment. On the top of these traits, introversion-extroversion continuum may receive significant attention. As learners clearly learn and practice differently (Hjelle & Ziegler, 1992), considering these differences in the context of DA can help assessors deal with DA in broader scope.

As a result of the aforementioned concerns, the present study dealt with the effect of interventionist DA on introvert vs. extrovert learners' academic essay writing in English language translation students at Islamic Azad University Shahr-e-Qods Branch. To implement the study, the following research questions were posed:

**RQ1:** Does interventionist DA model have any statistically significant effect on the development of Iranian introvert EFL learners' academic essay writing?

**RQ2:** Does interventionist DA model have any statistically significant effect on the development of Iranian extrovert EFL learners' academic essay writing?

**RQ3:** Is there any statistically significant difference between the academic essay writing performance of the introvert vs. extrovert Iranian EFL learners?

**RQ4:** What are Iranian EFL introvert learners' perceptions toward the effects of interventionist DA model on their academic essay writing?

**RQ5:** What are Iranian EFL extrovert learners' perceptions toward the effects of interventionist DA model on their academic essay writing?

## Method

### Participants

In this study, 160 sophomore English translation students of Islamic Azad University, Shahr-e-Qods Branch were selected. Since the participant students were only among academic essay writing students, the sampling system applied was nonprobability convenient sampling.

In order to choose homogeneous participants, the Oxford Placement Test (OPT) was administrated, and 114 learners whose scores fell between one standard deviation above and below the mean were selected. Then, they

were asked to answer the Quite Quiz (extrovert-introvert questionnaire) (See Appendix A). Next, according to the data obtained from the questionnaire, 55 learners were considered as introverts and 59 were categorized as extroverts.

### **Instruments**

Based on the purpose of the study, the following instruments were deployed.

#### ***Oxford Placement Tests (OPT)***

In order to come up with homogeneous participants, OPT was applied in the present study. This flexible test is developed by Oxford University Press and Cambridge ESOL and provides instructors with a reliable and time-saving method of coming up with the learner's English level (Hill & Taylor, 2004). It is user-friendly and easy to implement and is perfect for placement testing and takes about 60 minutes to administer. All the questions have multiple-choice format; answers are directly recorded on the answer sheet, and it is possible to quickly mark the answers on the answer sheets through using the overlays. The test aims at assessing the knowledge of English proficiency, and furthermore is considered as a comprehensive measure of English language ability or other content areas. The test has high reliability ( $\alpha=.91$ ) using Cronbach's alpha and also has high construct validity (Nematizadeh, 2011; Wistner, Sakai, & Abe, 2009).

#### ***Extroversion and Introversion Questionnaire***

A questionnaire which is proposed by Cain (2013) was applied in this study to identify the participants' personality type (See Appendix A). The questionnaire includes 12 True-False questions. If the majority of the questions are true, the responder is probably an introvert. If the questions are evenly, true and false, the responder is probably an ambivert. And if the majority of the questions are false, the responder is in all likelihood an extrovert.

#### ***Pre-test***

A pre-test was conducted to form a homogeneous group of the participant learners in terms of academic essay writing and identifying the level of mediation and support required by the learners before the implementation of the assessment. The pre-test was implemented in both introvert and

extrovert groups. The test was an achievement one designed in the form of a paragraph writing task with the topic assigned by the instructor. It met an acceptable level of reliability and validity as well as high inter-rater reliability.

### ***Post-test***

After deploying the interventionist dynamic assessment in both introvert and extrovert groups, an achievement post-test was designed to evaluate the efficiency of this assessment method. The test was designed in the form of a paragraph writing task with the topic assigned by the instructor.

### **Design**

The design adopted to run this study was quasi-experimental with pretest, treatment and posttest.

### **Procedure**

The procedure entailed two phases, quantitative and qualitative. Through the first phase, initially, the nonprobability convenient sampling was adopted to classify the participants of the study into two experimental groups. To do so, 160 sophomore English language translation students, studying at Islamic Azad University, Shahr-e-Qods branch, took part in the OPT test. Among them, 114 participant learners whose scores fell one standard deviation above and below the mean were chosen and asked to answer the introvert-extrovert questionnaire. Consequently, based on their answers, they were divided into two introvert and extrovert groups consisting of 55 and 59 introvert and extrovert, respectively.

Secondly, a pre-test was administered to ensure the homogeneity of the writing ability of the afore-mentioned participants and determine the level of mediation and support required by the learners before the assessment. Then, the interventionist dynamic assessment was implemented in both introvert and extrovert groups.

The present study was conducted in 16 sessions of an academic essay writing course. Each session lasted two hours. The pretest was administered in the first session in both groups. Then, five chapters of the book entitled "Paragraph Development" by Arnaudet and Barrett (1990) were instructed during 15 sessions.

In both groups, the mediated learning experience and interventionist dynamic assessment were practiced. Every chapter of the book was

instructed about two sessions. After every two sessions a writing task was assigned to the students based on the instructed materials and they were asked to write a paragraph related to the topic. The learners were given 30 minutes to accomplish the assigned writing task.

Then, the papers were collected by the instructor. Each essay was assessed by the instructor anonymously. After that, on the third session, the instructor gave the learners the appropriate feedback on their writing errors so that the learners could correct and revise their writings accordingly. However, in case, any of the learner revisions were inappropriate, the instructor again provided them with the required feedback. Thus, the learners were given a second chance to come up with a fine version. This time the instructor marked their papers as well. The underlying logic for successive feedback presentation by the instructor was “learning”<sup>1</sup>

Nevertheless, if they did not succeed to learn the correct form, the instructor built up groups and asked the participant learners to join them in the class and ask their classmate team members to explain and correct their papers. This type of feedback could facilitate the clarification for previous corrections. Since in the interventionist DA, the quantification of the data in a specified range is the main concern, in the present study, the score allotted to every process ranged from 1, 0.75, and 0.5 to 0, based on the number of times and the stage at which the learner could perceive and comprehend the expected feedback. In the present research, the maximum score was 1 and the minimum score was 0.

In the final step, in order to evaluate the efficiency of the DA, the post test was administered to both groups and the scores of the learners before and after the experiment were evaluated and compared.

At the second stage of the study, a 5-point Likert questionnaire, adopted from Fahmy (2013), was administered to measure the introvert-extrovert participant learners' perceptions toward the effects of the interventionist DA model on their academic essay writing.

According to Merriam (1998), “validity” and “reliability” in qualitative studies are shown as “trustworthiness” which includes four criteria: *credibility, transferability, dependability and conformability* (Lincoln & Guba, 1985).



In the present study, the data was collected through a validated questionnaire survey, adopted from Fahmy (2013); so, the *credibility* of the study is confirmed. Since the procedure has been clearly elaborated and meticulously discussed, the ease and clarity of the interacted context with the target readers can ensure the *transferability* of the research and open up the opportunity to replicate the study.

To measure the *dependability* of the questionnaire, it was validated by three TEFL Ph.D. instructors.

Finally, to achieve the *conformability* criteria, triangulation of the collected data on one hand and the application of different detailed processes including data collection, analysis, and interpretation of the findings on the other hand were carried out.

#### **Data Analysis**

After going through the data collection processes, in order to answer the first three research questions, the researchers primarily analyzed the data through Statistical Package for the Social Sciences (SPSS). Furthermore, to answer the fourth and fifth research questions, an attitude questionnaire towards DA, adopted from Fahmy (2013), was applied (Appendix B).

## **Results**

### **The Results of OPT**

First, in order to select homogenous participants, 160 academic essay writing sophomore English language translation students, studying at Islamic Azad University Shahr-e-Qods branch were selected. Table 1 shows the mean score and the standard deviation of the OPT.

Table 1  
*Descriptive Statistics of OPT*

	N	Minimum	Maximum	Mean	Std.
OPT	160	24	43	36.39	3.824
Valid N (listwise)	160				

As it is depicted in Table 1, based on the results of the OPT ( $M=36.39$  and  $Std. = 3.824$ ), 114 students whose scores were one standard deviation above and below the mean were selected.

### The Results of Quiet Quiz (Introvert & Extrovert questionnaire)

After that, the participant learners were asked to answer introvert and extrovert questionnaire. Table 2 illustrates the results.

Table 2

*The Results of the Quiet Quiz (Introvert & Extrovert questionnaire)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Introvert	55	48.7	48.7	48.7
	Extrovert	59	53.3	53.3	100.0
	Total	114	100.0	100.0	

As Table 2 reveals, considering the results of the introvert-extrovert questionnaire, 55 participant learners in this study were introverts and other 59 were recognized as extroverts.

### Normality Test

To check the normality of the data, the researchers employed one-sample Kolmogorov-Smirnov test which shows that a variable is not normally distributed if the p value is  $< 0.05$  (Pallant, 2013). Table 3 indicates the results of normality test.

Table 2

*Tests of Normality*

	Groups	Kolmogorov-Smirnova		
		Statistic	df	Sig.
Pretest	Introvert Learners	.231	55	.022
	Extrovert Learners	.243	59	.026
Posttest	Introvert Learners	.132	55	.200*
	Extrovert Learners	.123	59	.200*

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As Table 3 shows, the scores had a normal distribution,  $p = .022, .026, .200, .200$ ;  $p > .05$ ; therefore, parametric tests such as a paired-samples t-test and an independent-samples t-test could be applied.

### Addressing the First Research Question

In order to find out if DA had a statistically significant effect on the academic essay writing of the Iranian introvert EFL learners, a paired samples t-test was run. Table 4 shows the mean scores of the introvert group in the pretest ( $M = 17.65$ ) and the posttest ( $M = 28.78$ ).

Table 4  
*Descriptive Statistics for the Paired Samples of Introvert Group*

		Mean	N	Std. Deviation	Std. Error Mean
Introvert Group	Pretest	17.65	55	1.065	.263
	Posttest	28.78	55	4.008	.859

The results in Table 5 indicate that there was a statistically significant difference between the pretest and posttest the introvert group ( $p < 0.05$ ,  $p = .01$ ).

Table 5  
*Paired Samples t-Test of Introvert Group*

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error	Lower	Upper				
Pretest/Posttest	-16.050	4.286	.958	-18.056	-14.044	-16.792	54	.000

Therefore, the first null hypothesis was rejected and it was confirmed that DA had a statistically significant effect on academic essay writing of the Iranian introvert EFL learners.

### Addressing the Second Research Question

In order to find out whether DA had a statistically significant effect on academic essay writing of Iranian extrovert EFL learners, a paired samples t-test was deployed. Table 6 displays the descriptive statistics.

Table 6  
*Descriptive Statistics for the Paired Samples of Extrovert Group*

		Mean	N	Std. Deviation	Std. Error Mean
Extrovert p Group	Pretest	17.36	59	1.099	.235
	Posttest	36.60	59	2.584	.633

As Table 6 shows, the mean scores of the extrovert group in the pretest and posttest are 17.36 and 36.60, respectively. Table 7 depicts the results of the paired samples t-test.

Table 7  
*Paired Samples t-Test of Extrovert Group*

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pretest/ Posttest	-19.950	3.137	.701	-21.512	-18.468	-27.017	59	.000

As Table 7 indicates, there was a statistically significant difference between the extrovert group comparing the pretest and posttest ( $p < 0.05$ ,  $p = .01$ ). Therefore, the second null hypothesis was rejected and it was confirmed that DA had a statistically significant effect on the academic essay writing of Iranian extrovert EFL learners.

### Addressing the third Research Question

In order to find out if there was a statistically significant difference between the performances of the introverts vs. extroverts EFL learners on their academic essay writing while applying interventionist DA, a one way ANCOVA was conducted. Table 8 displays the descriptive statistics.

Table 8

*Descriptive Statistics of the Introvert and Extrovert Groups in the Posttest*

Dependent Variable: Posttest			
Groups	Mean	Std. Deviation	N
Introvert Group	28.78	2.139	55
Extrovert Group	36.60	4.004	59
Total	29.90	5.103	114

As Table 8 reveals, the mean scores of the introvert group is 28.78 and that of the extrovert group is 36.60 in the posttest. In order to calculate the difference, a one way ANCOVA was applied (Table 9).

Table 9

*One Way ANCOVA of the Introvert and Extrovert Groups*

Tests of Between-Subjects Effects						
Dependent Variable: Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	645.113 <sup>a</sup>	2	312.057	29.493	.000	.615
Intercept	124.038	1	134.038	12.668	.001	.255
Pretest	.013	1	.013	.001	.972	.000
Groups	632.585	1	623.585	58.936	.000	.614
Error	391.487	37	10.581			
Total	36776.000	40				
Corrected Total	1015.600	39				

a. R Squared = .615 (Adjusted R Squared = .594)

As it is depicted in Table 9, there was a statistically significant difference between the introvert and extrovert groups in the posttest ( $p < .05$ ,  $p = .01$ ). The extrovert group outperformed the introvert group. Consequently, the third null hypothesis was rejected and it was confirmed that there was a statistically significant difference between the performances of the extroverts as compared to the introverts on the academic essay writing while applying interventionist DA. In other words, the extroverts had better performance in their posttests as compared to the introverts.

### Addressing the fourth and fifth Research Questions

In order to learn about the language learners' perceptions towards the application of DA in language classroom settings, a perception questionnaire (Fahmy, 2013) was adopted. This survey included nine statements, and both introvert and extrovert participant learners were required to answer each question by choosing one of the five choices: strongly disagree, disagree, I do not mind it, agree, or strongly agree (Appendix B).

Table 10 illustrates the introvert language learners' responses to the perception survey questionnaire.

Table 10

*Introvert Language Learners' Perceptions about DA Process*

No	1	2	3	4	5
1	2%	10%	2%	35%	51%
2	4%	12%	3%	32%	49%
3	8%	10%	4%	40%	38%
4	6%	8%	7%	35%	44%
5	5%	10%	14%	30%	41%
6	2%	5%	10%	45%	38%
7	15%	10%	12%	42%	21%
8	12%	15%	10%	34%	29%
9	6%	8%	12%	28%	46%

**Guide key: no idea=1, strongly disagree=2, disagree=3, agree=4, strongly agree=5**

As Table 10 depicts, approximately half of the introvert respondents believed that DA is an effective, practical and enjoyable approach for language learning, which can also diagnose individual learner's needs on

daily basis. On the contrary, they did not highly agree with the positive roles of collaboration as well as cooperation in DA process which can foster language learning.

Table 10 illustrates the extrovert language learners' responses to the perception survey questionnaire.

Table 11  
*Extrovert Language Learners' Perceptions about DA Process*

No	1	2	3	4	5
1	3%	12%	4%	38%	43%
2	4%	10%	5%	34%	47%
3	6%	8%	4%	35%	47%
4	6%	6%	2%	40%	46%
5	5%	8%	12%	42%	33%
6	2%	5%	8%	30%	55%
7	5%	7%	10%	40%	38%
8	2%	2%	10%	38%	48%
9	3%	5%	8%	45%	39%

**Guide key: no idea=1, strongly disagree=2, disagree=3, agree=4, strongly agree=5**

As Tables 11 reveals, most extrovert respondents had positive attitudes towards DA in terms of its efficacy in the classroom to overcome personal language difficulties and its diagnostic capability; they also depicted higher tendency to apply DA and were more eager to cooperate with each other in giving and receiving help.

## Discussion

The findings of the present study confirm the positive effect of DA on the academic essay writing of EFL learners which are undoubtedly in line with Vygotsky's (1978) claim in that the only good instruction is the one which promotes development and that when the learners are put into a challenge for a higher cognitive level, the level of their expectations increase. In addition, the results of the present work directly support the findings of the studies conducted in the field of DA and approve the efficiency of this type of assessment to other ones (e.g., Nassaji & Cumming, 2000; Lantolf & Poehner, 2004; Thouésny, 2010; Akbari & Yazdanmehr, 2011; Alavi & Taghizadeh, 2014; Ahmadi Safa, Doyaei, & Malek Mohammadi, 2015). Despite a number of research which have dealt with the application and efficiency of DA on different language areas such as academic writing (e.g., Shrestha & Coffin, 2012; Ghahremani & Azizirad, 2013; Rashidi & Bahadori Nejad, 2018; Besharat, 2018; Khorami Fard & Derakhshi, 2019), vocabulary (e.g., Saeidi & Hosseinpour, 2013; Ghonsooly & Hassanzadeh, 2019), grammar performance (Malmeer & Zoghi, 2014; Kamali, Abbasi, & Sadighi, 2018) and tense acquisition (Abbasi & Fatemi, 2015), the present research highlighted the role of the personality types of the participant learners and came to the conclusion that not only do extroverts and introverts have positive attitudes towards DA but also extroverts outperform introverts while applying DA and as a rule, they claim that they have higher tendency to apply DA and are more eager to cooperate with each other in giving and receiving help. However, it should be noted that there are still many language areas which have not been touched yet by DA.

In contrast to the positive role of DA, there are still some drawbacks and deficiencies when DA is put into practice such as large number of students in the classes, teachers' lack of familiarity with both the theoretical and practical levels of DA and their negative attitudes towards the application of DA and also lack of communication technology tools (Es-hagi Sardrood, 2011). Apart from this, DA is not yet widely put into practice and many educators and psychologists are not fully familiar with it (Lidz 1991; Elliott, 1993). Moreover, Iranian EFL program still suffers from both



implementation and assessment resources to remedy teacher education program (Abbasian & Khadempir, 2018).

Despite the merits and demerits of DA, training both teachers and learners to get familiar with the theoretical and practical aspects of DA can change the learning experience into a stress free, friendly and enjoyable one. Hence, learners can learn from each other and share knowledge with each other. Therefore, it is contemplating to provide the educational settings with expertise in the field and appropriate conditions to apply dynamic assessment in line with non-dynamic one although not possible to replace it fully due to some of limitations of educational systems with the purpose of promoting both teaching and testing. Without doubt, DA can find its way in the educational system with no time in the near future.

**Declaration of interest:** none

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## Appendixes

### Appendix A: Quiet Quiz: Are You an Introvert or an Extrovert?

This is an informal 12 question quiz, adapted from *Quiet* by Susan Cain, based on the characteristics of introversion commonly accepted by contemporary researchers.

1. I prefer one-on-one conversations to group activities.	True	False
2. I often prefer to express myself in writing.		
3. I enjoy solitude.		
4. I seem to care about wealth, fame, and status less than my peers.		
5. People tell me that I'm a good listener.		
6. I'm not a big risk-taker.		

7. I enjoy work that allows me to "dive in" with few interruptions.		
8. I like to celebrate birthdays on a small scale, with only one or two close friends or family members.		
9. People describe me as "soft-spoken" or "mellow."		
10. I prefer not to show or discuss my work with others until it's finished.		
11. I tend to think before I speak.		
12. I often let calls go through to voice-mail. True False		

**Your personality profile: I.** (I = Introvert. E = Extrovert)

**Your Personality Profile:**

**I = Introvert. If you answered the majority of the questions true, you're probably an introvert.** Given the choice, you'll devote your social energy to the people you care about most, preferring a glass of orange juice with a close friend to a party full of strangers. You think before you speak, and relish solitude. You feel energized when focusing deeply on a subject or activity that really interests you. You have an active inner life, and are at your best when you tap into its riches.

**E/I = Ambivert. If you answered the questions evenly, true and false, you're probably an ambivert** - meaning that you fall smack in the middle of the introvert-extrovert spectrum. In many ways, ambiverts have the best of both worlds, able to tap into either pole as needed.

**E = Extrovert. If you answered the majority of the questions false, you're probably an extrovert.** You relish social life, and are energized by interacting with friends and strangers alike. You are assertive, go-getting, and able to seize the day. You're great at thinking on your feet, and are relatively comfortable with conflict. You are actively engaged in the world around you, and are at your best when you tap into its energy.

**Appendix B: Language learners' perceptions about DA process**

This is a perception questionnaire adopted from Fahmy (2013) to learn about language learners' perceptions towards the application of DA in language classroom settings. This survey included nine statements, and both introvert and extrovert participant learners were required to answer each question by choosing one of five choices: strongly disagree, disagree, I do not mind it, agree, or strongly disagree.

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No	Scales
1	The DA instruction method is an effective classroom approach for language learning.
2	DA instruction is capable of diagnosing each student's language needs on a daily basis.
3	The hinting process helped me overcome my personal language difficulties.
4	The hinting process I experienced improved my ability in English quickly.
5	I would recommend DA instruction for other language students.
6	Knowing the DA standards helped me understand what I need to do to improve my language abilities.
7	Collaborating with other students to deliver a measurable product provided me with a great learning environment.
8	Following other students through the hinting process helped me learning and or overcoming my own personal difficulties.
9	Using DA instruction in the classroom was practical and enjoyable.

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**Guide key: no idea=1, strongly disagree=2, disagree=3, agree=4, strongly agree=5**

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### Biodata

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