Dynamic Assessment in the EFL Classroom: The Case of Listening Comprehension

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Authors' contributions

This work was carried out in collaboration between both authors. Author HA designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author GMAG managed the analyses of the study. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

The current study evaluates the potential of dynamic assessment (DA) in listening comprehension classes. DA is based on the sociocultural aspect of the Vygotskyan theory. It facilitates language improvement because DA assumes that mental instruments mediate psychological exercises. Although DA has been extensively analyzed, few studies have investigated its impact on listening comprehension in the language classroom. This study intends to fill the research gap in listening comprehension studies using DA as a mediation tool. The purpose of the current study therefore is to assess the effects of dynamic assessment on listening comprehension. A total of fifty-six English as a foreign language (hereinafter EFL) learners took part in the present examination. The subjects took a general placement proficiency test developed by the English Language Centre within the university to ensure participant homogeneity. The researcher recorded pre-test and post-test results of the participants and coded the values quantitatively. Data management and analyses were performed using the Statistical Package for Social Sciences (SPSS). The results were statistically analyzed using one-way ANOVA to test reliability and validity. The relevance of DA in enhancing listening comprehension is clearly supported by the fact that DA students' results

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outperformed their counterparts in the study. The study findings also indicated a need for language educators to utilise mediation techniques in order to enhance students' listening skills. Educators are advised to apply more DA approaches to mitigate student resistance to classroom instructions. These discoveries underscore the efficacy of DA and suggest its inclusion in the language-learning curriculum.

1. INTRODUCTION

Listening skill is the least discernible of language abilities, which makes it the hardest skill to teach in a classroom. Listening facilitates understanding and increases speaking ability. When students are prepared to ask questions, it means that their listening comprehension is effective, and hence questioning may well be a way to measure listening skills. There has been a lengthy record of identical testing being used to assess students' language competence for the diverse goals of diagnosis, engagement and choice [1]. One way to address the difficulties in evaluating listening comprehension is by adopting a more dynamic assessment (DA) approach. DA is a contender because it involves the use of mediation and interaction as crucial components of comprehension evaluation techniques used to study students' capacity [2,3]. Throughout this paper, the term DA will be used to refer to an alternative procedure to conventional measurement that originates from Vygotsky's sociocultural theory.

DA focuses on a cognitive-oriented feature of reading skills. Sociocultural theory is a mental concept developed by Vygotsky [4] and its principles function as the foundation of DA, relying on the reunification of evaluation and learning. DA maintains that mediation enhances the learner's development during assessment [5,3]. DA is used to understand learner differences and the consequences of educational understanding. By implication, DA is a test that allows intervention during the testing processes. As a result, DA focuses on learning [6]. With a dependence on constructivism, Vygotsky centered on the significance of social interaction in the learning process [6]. According to the sociocultural theory, human understanding is a mediated process. Learner cognition is developed by interventions that contribute to self-regulation [6]. Thus, DA is a collaborative model of evaluation and learning, which influences future learning. The current study investigated the effect of DA on listening skills in the language classroom. The analysis also attempted to verify the applicability of DA in discovering the students' skills in conversation and unfamiliar activities. The findings of this research will fill the gap in the literature on listening comprehension as it relates to DA, which focuses on appraisal and instruction as a coordinated process.

1.1 Justification for the Study

The capacity to influence learning has been a challenge in much of the literature. The aim of adopting different strategies is to increase positive learning performance. As a result, various strategic tools have been created to enhance reading, listening, speaking and writing skills. In a recent study, Ahmadi and Rozati [6] assessed group dynamic assessment (GDA) as a meditational strategy for learning comprehension. The authors tested the impact of DA on selected students. Their findings showed that dynamic evaluation enhances cooperation, interaction and development among learners. Based on this assumption, the current study will discuss these results and the effects of DA on students' listening capability.

Hidri [7] researched the impact of DA on English as a foreign language (EFL) learners. The author adopted static and DA techniques. In the static method, the researcher provided audio texts and questions. The researcher introduced negotiation and mediation into the DA strategy. The findings showed a significant increase in comprehension of cognitive practices in learning and improved development. Shabani [8] argued that the sociocultural theory developed the learning curve of second language (L2) students' listening skills. The students' ability to understand unfamiliar terms increased more using DA than it did using the pre-test activity and task-repetition exercise method, a development which indicates the innovative trajectories of the zone of proximal development (ZPD). The evaluation of DA protocols associated with mediation approaches showed that the DA-based strategy may have encouraged developmental adjustments in listening comprehension. Language instructors have suggested the inclusion of mediation

approaches in classroom activities. Hashemi, Ketabi and Barati [9] examined the influence of the sociocultural theory in measuring students' pragmatic comprehension using meditational strategies. The authors selected fifty EFL students to take part in a ten-week experiment. The participants were divided into two groups, experimental and control populations. Based on the goal of the research, the experimental group was examined with meditational support, while the control team adopted a traditional approach. The research findings showed that mediation support influenced significant changes in the students' listening capacity by improving their pragmatic comprehension of conversational text. A comprehensive examination of the literature on DA shows that studies on listening comprehension in the language classroom have been limited. Therefore, this justifies the need for this investigation of the impact of DA on listening ability of students in the language classroom.

1.2 Purpose and Questions of the Study

Because studies on listening comprehension in the EFL classroom are limited, this study seeks to fill that gap in the literature. The findings of the current study will be beneficial to educators, policymakers, teachers and curriculum designers. Based on assumption that DA increases learning as shown in many works of literature in this paper, the current research will answer the following key research questions:

1. What is the impact of DA on EFL students' summarizing of contents as part of their listening comprehension in the language classroom?
2. Is there a significant relationship between DA and listening performance?

2. LITERATURE REVIEW

DA is an educational tool, as suggested by Vygotsky's sociocultural theory. Vygotsky believed that classroom instruction facilitates learners' cognitive reasoning and development. This concept provides a method by which researchers can measure and test cognition while considering its value from a social perspective [1]. According to Alavi and Taghizadeh [10], the term sociocultural is not a concept of human presence, but a philosophy that acknowledges the role of sociocultural relationships in coordinating human forms of learning. The ZPD is a concept that helps measure performance, learning and correlation.

Alavi and Taghizadeh (ibid) suggested continuous mediation of social activities and development using societal practices, actions and ethnic artifacts. In this context, learners can adopt what they experience to stimulate a new cognitive function. As a result, students can self-mediate to form a new opinion on learning. Students' independent operation indicates their level of internalization. By comparison, a learners' inability to work independently indicates their proximal development [10].

With a DA tool, the evaluator assists learners through intervention to achieve a desired result. DA is a procedure whereby the assessor (language teacher in the case of this study) measures the impact of the intervention. In informal approaches, the teacher administers classroom tasks individually or in groups without providing help, mediation or feedback. Students are informed of the results of their performance after completing the task assignments [11]. DA proponents support this course of action based on its impact on learning outcomes. However, teachers prefer psychometric fundamentals because a shift in performance during the evaluation procedure is a risk to score consistency [11]. In contrast, non-dynamic assessment (NDA) critics argue that learning tools could alter could alter the learning curve and performance. By implication, a learning tool is incomplete when it cannot change a learner's performance in writing, speaking, listening and reading.

Researchers have claimed that providing help through evaluation shows a comprehensive image of the student's cognitive function. In contrast, psychometric evaluations do not solve learning issues and reveal the learner's inadequacies [11]. Although some studies revealed the importance of DA for L2 students (e.g. [6,12,13] there have been few studies on its impact on the learner's listening comprehension. Shabani [8] researched the ramifications of DA on L2 learners and analysed its contributions to listening comprehension and evaluation. The author selected six college students for the experiment. The selected students completed a survey questionnaire about their L2 learning history. Participants completed the pretest, an intervention procedure and task-repetition exercises. The research findings showed that DA enhanced and eased college L2 students' listening comprehension. The findings also suggested that the DA strategy for listening might help educators determine comprehension problems in the language classroom.

Hidri [7] compared the impact of NDA and DA on sixty Tunisian L2 college students. The author assigned eleven qualified assessors to report the coded values. The evaluators and participants were interviewed to explore their perceptions regarding the test experiment, strategies and the intervention process. The sample data scores were examined with a Rasch measurement. The findings showed that the DA approach enhanced the students' cognitive development. Based on the research findings, the authors concluded that the DA tool showed significant improvements in learning comprehension over other conventional assessment techniques.

Study of DA has led to strategic recommendations in curriculum development. Wang [14] analysed the contributions of DA on Chinese EFL learners. The researcher selected five participants for the experiment. Based on the research goals, the author adopted DA to measure students' listening performance. The researcher played audio recordings during the pre-test sessions and provided mediations after identifying each student's challenges. Learning sessions were repeated to test the level of assimilation. The investigation showed that DA could provide a deeper analysis of the issues connected to the students' listening skills. In another investigation, Farangi and Kheradmand [11] analysed the efficacy of the schema principle on students' listening skills. The researchers selected two classes of learners, each containing forty-two participants. The DA group participated in the pre-test and post-test design, while the schema-principle team used the listening layout. The findings revealed that both teams developed and improved their listening skills with no substantial difference between the classes. Ebadi and Vakili [15] analyzed the effectiveness of electronic theory mapping in the development of students' listening skill through exploring the associated improvements within their ZPD. The participants were given ten DA sessions and asked to make concept maps after each session. The study outcomes showed that the students shifted from feedback intervention to self-regulated learning, meaning they could expand their ZPD in the language classroom.

2.1 Dynamic Assessment and Intervention

Dynamic mediation describes the role played by other people involved in the students' learning process. The term also describes people who develop their understanding by choosing and forming learning experiences. Ebadi and Saeedian [16] described how a program of signs and representational tools facilitates intervention with different people. According to the study, individual intervention tests what type of assessor participation will increase a student's learning comprehension, whereas object intervention investigates the changes in the student's performance when exposed to symbolic resources. Philp and Duchesne [17] noted assessors' attempts to specify behaviours that might affect the learner's performance. The evaluator observed how learners respond to teaching directives. The assessor also tested the limitations of the learner's cognitive capabilities to recognize factors that may impede the learning process. The authors identified some factors that affect the learner's comprehension, such as illiteracy, cultural modifications in studying customs, poor language and insufficient development of mental structures and approaches. Thus, an effective learning strategy should be adaptable in the evaluation procedure.

2.2 Listening and Speaking Skills

Listening and speaking are part of the four language skills that require a mediation strategy. Barabadi, Khajavy and Kamrood [18] researched the application of DA approaches in speaking sessions. Their analysis used special applications of the strategy to test the learning performance of college students. The authors created mediated processes that described a collaboration between learners and evaluators to show issues in speaking. The researchers also created another strategy to examine the learners' capacity to convert internalized knowledge to innovative learning. The results showed that DA special applications could assess the performance of L2 learners. Kamali, Abbasi and Sadighi [19] analyzed the use of interactive DA tools for kindergartens in the L2 classroom. This interactive strategy has been established in mediation design for EFL learners [6,7]. The research findings showed that interactive DA provided a better response than informal learning tools. In addition, it showed the efficacy of interactive evaluation in boosting learning through mediation strategies. Hidri [7] investigated the need to test and improve current strategies of listening. The author conducted research to test learning methods using an EFL perspective. The study revealed that DA mediation improved the students' reading and listening abilities.

2.3 The Dimensions of Listening Comprehension

An individualized measuring method allows teachers to be sensitive to students' demands. As stated by Tayşi [20], the core procedures of learning comprehension affect the manner in which messages are received and processed. Teachers should categorize learning based on individualized content. Intermediate learners will be assisted in developing bottom-up abilities, and advanced students may focus on developing top-down abilities. Using cross-cultural measurement, instructors can navigate the gaps in any cultural requirements for text comprehension. Students' schemata and historical knowledge obtained in the language classroom might cause corresponding expected interpretations of certain texts. Social measurement describes the language classroom as a place of social interaction. Under this paradigm, teachers present text processing units as a psychoperceptual procedure because this method excludes interactive dialogues among interlocutors. Language researchers such as Hidri [7] proposed the inclusion of conversation models in L2 learning and classified two-way discussion as a paradigm of the societal measurement of listening. Tayşi [20] suggested that contextualized measurement permits classroom activities that facilitate understanding. For example, within educational settings, learners listen to the teacher and visualize the current topic. These learners may be instructed to examine some material linked to the subject or may answer questions after each teaching session. Tayşi [20] highlighted the significance of contextualized measurement in the language classroom to prevent circumstances where uncontextualiZed learning hinders the students' listening comprehension.

The affective measurement model describes factors that alter the process of language learning. The affective factors include approach attitude, motivation, affect and temperament. The approach attitude describes the learner's attitude towards the teaching strategy and listening comprehension. The motivation factor involves students' interest, ability, accomplishment, aesthetic admiration, respect and desire to learn. The affective factors describe the learner's willingness to learn, mood and feelings about how to comport themselves during the learning period. The temperament factor can be classified into two categories: unfavorable circumstances and text stimulation. The unfavourable group describes elements such as classroom settings, background sounds and climate conditions. The text stimulation groups include teaching organization or text storyline, which evoke feelings of pleasure or sadness.

The current study will examine some notable evaluation methods used in many classrooms. The discrete-point method of listening evaluation has been effective in the language-learning classroom. Using this listening method, the assessor tests the speech components of learners. The most frequent types of hearing evaluations are phonemic judgement, paraphrase comprehension and response analysis. Teachers conducting hearing evaluations require require students to hear a collection of phrases and describe what they heard [21]. Communication strategy asserts that language learning depends on communication demand. This learning strategy involves both the written and spoken forms of language. Authenticity and purpose are characteristics of the communicative method of measurement.

2.4 Task Familiarity

Task familiarity (TF) is described as the information associated with the content domain and applied to the reading discourse. The impact of TF has not been explored fully, but some studies argue that TF plays a significant role in the language classroom [22,12,13,23,24]. A study conducted with Iranian students tested the influence of task familiarity on classroom activities [25]. This study investigated the impact of TF on text reading and language. Their findings showed that text familiarity influenced students' listening patterns. This study on TF recommended the need to integrate the design of the classroom curriculum to enhance the students' development.

2.5 Task Participation

Task participation has been discussed in many studies on language, and its benefits recommends it for classroom design. Philp and Duchesne [17] emphasised that task participation stimulates the student's speed of learning. Despite its function in enhancing the learner's performance, TP studies have been unexplored in many task-based language teaching processes. Teachers should design different classroom activities to engage and improve cognitive learning development, including TP.

3. METHODOLOGY

This is an interdisciplinary investigation that incorporates language learning skills and Vygotsky's sociocultural hypothesis. The fundamental motive for the study was to explore the effects of DA strategies on listening comprehension in the language classroom. The investigation applied the DA approach and aimed to show listening improvement within a timeline. The mixed approach deployed both sociocultural strategy and propositional examination. Based on these strategies, the researcher adopted quantitative techniques to evaluate the educational investigation and report its outcomes. The utilization of various strategies was important to provide a comprehensive perspective on the study's discoveries. A statistical method of data analysis was used to ensure the validity and reliability of the research findings.

3.1 Participants and Setting

Fifty-six students studying EFL at a public university in Saudi Arabia were recruited for the current study. The sample was representative with respect to gender (males/females) and age (18-20). The inclusion criterion was based on English language assessment cut-off marks of twenty-five to thirty out of fifty. Each student was familiar with the teaching session and experiment procedure. There were thirty-eight male and eighteen female language learners in this study. The cohort was divided into two groups: the experimental team and the control class which is of an inferential listening comprehension level.

3.2 Listening Materials

The assessor used several texts during the experiment. Each group was treated to different learning sessions retrospectively. The assessment group utilized DA tools to test their impact on the sample population. The control group was given text narratives from traditional modes of learning. The books used for this experiment included Basic Tactics for Listening [26] and Top Notch Fundamentals [27].

3.3 Instruments

Because the level of language understanding varied among participants, the researcher conducted placement and English-proficiency tests and used the results to look at the selection criterion. According to the principles of this evaluation, students who obtained a rating between twenty-five and thirty were allowed to participate in the experiment. The students were given seven queries that asked them to pick the best image for a caption. The next test also contained seven questions and asked the students to decide on the best response. The final set of questions was comprised of five queries asking the students to listen to short discussions and answer the questions posed. The queries required that participants adopt DA listening approaches to test their learning comprehension. Each learning session was timed to allow time for repeated examinations. The researcher scored each correct answer as one point.

3.4 Data Collection

Under this framework, the assessor began the learning sessions with a recap about the reason for the experiment. The recap strategy motivates students to remain attentive throughout the learning process. The teacher acted as the mediator during the listening experiment. The participants were encouraged to follow each learning session to the end. This practice enhanced the affective factors of each participant, making them more receptive during each task. The instructor replayed audio conversations and asked students to repeat what they had heard. Each learner attempted to replicate and create sounds and actions similar to the audio text, during which process the teacher supplied feedback based on the learner's response. The researcher adopted Ableeva's [28] approach to mediation for this study by incorporating the following strategies in the mediating model:

Table 1. Ableeva's mediation strategy model

Mediating strategy model			
1	Accept response	6	Offer mediation
2	Structure of the text	7	Translate
3	Replay the text	8	Provide the correct pattern
4	Ask the words	9	Give explanations
5	Identify the problem			

4. RESULTS

This study investigated the effect of DA on the listening comprehension of students in the language classroom. The researcher selected fifty-six students based on their English-proficiency test scores. To ensure the validity of the sampled values, the author conducted an ANOVA analysis. As shown in Table 2, the analysis represents the mean values of the sample population.

This analysis was conducted to test the homogeneity of the sample population. As shown in Table 2, the mean score for the DA group was 12.62, while the score for the control group was 14.56. This showed no significant difference among the selected learners prior to the experiment. The researcher then investigated the impact of mediation strategies on a group of students in the language classroom. Table 3 shows the resulting values from the experiment. The researcher conducted a statistical analysis of the impact of DA using pre-test and post-test scores. The proficiency test was coded as the pre-test value. The DA group was given corrective feedback before they completed the post-test.

As presented in Table 3, one-way analysis shows the impact of DA on the students' listening comprehension. The researcher computed the gain score of each group to identify the effect of DA. The gain value was computed from the pre-test and post-test scores of each group as follows: Gain value = mean score of the post-test – mean score of the pre-test.

The gain score for the DA group was 25.7, while for the control group it was 1.36. These findings showed that DA had a positive impact on the students' listening ability. The control group was not given corrective feedback, which explains the gain score of 1.36. Based on the research findings, corrective strategies, such as DA, positively influenced the students' listening comprehension ability.

To answer the second research question, ANOVA analysis on the pre-test and post-test intervention data was executed. As shown in Table 4, there was no significant difference in the F value between groups in the pre-test analysis. The pre-test F-value of 0.17 proves the homogeneity of both groups. However, the F value differed significantly in the post-test analysis. The results showed the relevance

Table 2. One-way ANOVA test results

One-way analysis test					
Proficiency test	**Category**	**N**	**Mean**	**Std. Dev.**	**Std. Error**
	DA group	28	12.62	4.30	2.06
	Control group	28	14.56	3.45	1.03
		56	8.1	3.9	1.00

Table 3. Pre-test and post-test analysis

Pre-test and post-test analysis						
	Group	**N**	**Mean**	**Std. Dev.**	**Std. error**	**Gain score**
Pre-test	DA	28	12.62	4.30	2.06	25.78
	Control	28	14.56	3.45	1.03	1.36
	Total	56				
Post-test	DA	28	38.40	3.75	2.11	25.78
	Control	28	15.92	3.23	1.45	1.36
	Total	56				

Table 4. ANOVA analysis

ANOVA analysis				
		df	**F**	**Sig.**
Pre-test	Between groups	2	.17	.86
	Within group	33		
Post-test	Between groups	43	18.45	.00
	Within group	5		

of meditational strategy and interventions on learners' listening ability. Based on the ANOVA test, the post-test F-value between groups was 18.45. This score showed that DA significantly influenced the students' listening comprehension.

5. DISCUSSION

The comparison of pre- and post-test performance of the participating students was statistically analyzed in several ways. The outcome of the listening test showed that the DA group outperformed the control group. Concerning the students' listening skills, the findings were consistent with Vygotsky's sociocultural theory because DA sessions via meditational strategies played a crucial part in students' listening comprehension. Thus, learners' cognition is increased through interaction and interventions. This implies that human anatomy is designed to respond to social adjustments, which was evident in this study. This assumption concurs with the findings in many works of literature on the impact of meditational techniques on cognitive development [7,8]. Using the DA strategy, a student's skill could be partially developed or internalized based on the mediation strategy.

The findings of this investigation are justified because the DA group in the experiment received several interventions. As shown in Table 1, the DA group was given nine training approaches to boost the learning process. This concurs with Shabani [8], whose study looked at the impact of interventions on listening comprehension. The results showed that DA had a beneficial influence on the students' listening skill. This finding is in agreement with Hidri's [7] findings which showed that a meditational strategy for listening has a beneficial impact on the development of student learning outcomes. The author believed that the level of intervention facilitates knowledge. Hidri (ibid) adopted two strategies for hearing interventions, static and DA. The results of Hidri's analysis are consistent with the current study, which affirms the significance of DA on learning abilities. In the current analysis, the students in the DA group received additional feedback and classroom discussions before the post-test. This accounts for the improved test values and a higher gain score of 18.45. The current investigation gives support to the effects of implementing dynamic evaluation to enhance listening comprehension.

Emadi and Arabmofrad [29] investigated the impact of implicit and explicit meditational strategies on learning comprehension. The authors focused on mediation impact on EFL learners. Based on their research findings, the authors asserted that the DA tool triggered positive changes in EFL learners. The authors hypothesized that DA had a significant influence on the students' listening abilities. Emadi and Arabmofrad's recommendations are consistent with the findings of this investigation, which advocate effective interventions and feedback strategy in the EFL classroom. Furthermore, Hashemi, Ketabi and Barati [9] conducted a study on the applicability GDA on EFL students' listening comprehension. Their outcomes were similar to those of the current study and showed significant changes in the learning process via meditational strategies. In general, the potency of implementing pragmatic understanding in this research is consistent with previous efforts, suggesting the advantages of mediation in comprehension and learning. Education experts argue that the learner's capability to identify the unrecognized term goes beyond the post-test activity and into the DA as an oriented process to test the students' skills. The findings of this study lend support to these of previous research. It can be argued therefore that DA does in fact help students both in terms of theoretical framework and in practice and the results does support the conclusion.

6. CONCLUSION

This study adopted a DA tool to test students' listening abilities in the EFL classroom. Turning now to the experimental evidence presented thus far, it is quite evident that the current study's outcomes reinforced the assumption that DA is an effective diagnostic tool for language learning skills. Although evaluation of listening in the classroom can be challenging, educators are urged to concentrate on this process to assist students appropriately. Students' awareness of the procedure will trigger the evolution of other language skills. Making learning more effective has been a challenge in many language classrooms. The aim of adopting different strategies is to positively influence learning performance. As a result, different strategic tools have been created to enhance reading, listening, speaking and writing skills.

In terms of the two research questions, the first question which looks into the impact of DA on EL students' listening comprehension most specifically that of summary of content can be answered as 'significantly' as the statistical data proves. Equally speaking, the second research question which investigates the significance of the relationship between DA and listening comprehension, it was found that the relationship is indeed very significant.

Based on this understanding, the current study discussed the effects of DA on students' listening capability. The findings of this research will fill the gap in the literature on listening comprehension because of the assessment process, which focuses on appraisal and instruction as a coordinated process. Teachers can assist learners through intervention to achieve a desired result. In informal approaches, the teacher administers classroom tasks without providing help, mediation or feedback. Students receive results of their performance after completing the task assignments. However, under the mediation approach, students receive corrective actions during class activities. This strategy improves cognitive development and enhances learning.

The current study contributes to the existing literature on DA. In particular, the study outcomes will contribute to teaching knowledge and motivate instructors to teach and test students' level of awareness in the language classroom. These findings provide a springboard for enhancing the decision-making process in curriculum development. Curriculum developers can choose from a variety of activities based on the findings of this research to improve the students' listening comprehension. Given the originality of this investigation of DA, class activity designers and developers may integrate such actions into the syllabus.

DA can induce teachers to see education and evaluation as unified because accurate assessment is integral to effective teaching. Teachers should execute DA in listening courses of L2 learners and EFL students to maximize their learning process. Test instructors can adopt an assessment guide, forecast the students' behavior and assemble activities to enhance learning. SLA assistants could integrate the outcome of this research as it reveals certain ambiguities on meditational approaches and intervention. The meditational approaches provide details for instructors to implement DA

strategy in the language classroom. The study outcomes indicate that meditational approaches best meet students in their ZPDs.

Several limitations to this study need to be acknowledged. A limitation of this study is that the number of participants was relatively small, a limitation that can be attributed to time and access constraints. Another limitation is the absence of a supporting research instrument, e.g. interviews, which also faced practical difficulties. The current study showed that effective utilization of DA interventions stimulates positive outcomes in students' listening abilities. However, there is abundant room for further progress in determining the effects of DA in the language classroom. Further studies could be conducted to test students' emotions during DA interventions. Student perception, attitude, motivation, affective behaviors and physical feelings contribute to language skill development as well. This is an importantly plausible area for future research given that researchers can test the impact of these variables on ZPD in the language classroom.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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