



Dynamic Assessment of Speaking Performance of EFL Intermediate Learners

Rana Azarizad

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The aim of this study is to see the effect of dynamic assessment of speaking on more rule internalisation through giving explicit feedback as mediation along with focusing on form. 60 students were selected to fulfil this study. After a pretest, dynamic assessment (with explicit feedback as mediation) was administered in the experimental group as midterm exam; however, the control group had the same conventional midterm exam.

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