

IN THE NAME OF GOD

**The Impact of Dynamic
Assessment on Writing
Performance and Self-efficacy
of Iranian EFL**

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ABSTRACT

This study aimed to investigate the effect of dynamic assessment on Iranian EFL learners' L2 writing performance and self-efficacy. The participants of the study – 20 males and 32 females – who were selected from four classes after taking the reading and writing parts of a Preliminary English Test (PET) were randomly divided into control and experimental groups. The participants in both experimental and control groups wrote an essay and filled the Self-efficacy for Writing Scale as the pre-tests and then during 12 sessions were given a topic to write an essay about it. The experimental group was assessed based on the principles of dynamic assessment while the control group was assessed according to traditional methods. In the end of the treatment period, both groups wrote another essay and filled the Self-efficacy for Writing Scale again as the post-test. Two ANCOVAs were run to analyze the collected data. The results of the ANCOVAs revealed that dynamic assessment has a significant effect on Iranian EFL learners' writing performance and self-efficacy. The results of the present study could prove useful for EFL teachers, learners, textbook designers, and material developers.

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