

NOVEL APPROACHES AND METHODS OF TEACHING DYNAMIC ASSESSMENT PLUS USING LEXICAL BUNDLES TO TEACH ESL/EFL

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Received: 24 Oct 2018

Accepted: 03 Nov 2018

Published: 24 Nov 2018

ABSTRACT

Dynamic assessment (DA) is recognized as an evolution that efforts to modify performance, through examiner assistance, in an endeavor to apprehend the teaching/learning potential. It stresses the requirement for unifying assessment and instruction. So, the teaching of DA plus Lexical Bundles (LBs) known as multi word-expressions in the classroom needs strategies and tactics which can account for the distinctive meaningful features of them. Likewise, in EFL (English as a foreign language) and ESL (English as a second language) learning situations, the instructors necessitate taking into consideration that the EFL/ESL are non-native speakers of English. Hence, the training and teaching of DA possibly will involve an outlook to texts as linguistic resources plus cultural artifacts. The ZPD (zone of proximal development) by Vygotsky's research into the development of cognitive functions reveals that process is not a matter of innate abilities growing into a mature state but that it is the emergence of new ways of thinking, acting, and being that result from an individual's engagement in activities where learners are supported by cultural artifacts and by interactions with others. In this way, the social environment is not merely the stage on which development plays out; it is, in fact, the driving force of development. Initially, the teaching of DA and LBs should be concerned with enabling students to experience it, and later to enable them to describe and eventually account for the knowledge by making critical comments. The definition of Lexical Bundles and the style of presentation and the teaching of it should promote students to experience measurement, and later to enable them to describe and eventually account for the capability by making critical comments and the needs to catch on more about the ways in which tests and other assessments are used. So, the focus of this paper is on the implementation of DA and LBs materials and texts in reading comprehension in ESL/EFL learners for drawing/illustrating a better futurology-performance of teaching/learning English in a classroom setting that would be employed, apprehended and used in all Universities in the world.

KEYWORDS: *DA (Dynamic Assessment), Reading Comprehension in ESL (English as a Second Language)/EFL (English as a Foreign Language), Futurology, Teaching DA/LBs, ZPD, Lexical Bundles*