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**CARRERA DE LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO**

**DE LICENCIATURA EN LINGÜÍSTICA APLICADA**

**AL IDIOMA INGLÉS**

**TEMA: IMPACTO DEL USO DE LA EVALUACIÓN DINAMICA  
DESARROLLADA POR EL DR. REUVEN FOURESTEIN COMO  
ENFOQUE INTERACTIVO PARA EL APRENDIZAJE DEL IDIOMA  
INGLÉS. DIRIGIDO A ESTUDIANTES DE OCTAVO AÑO DE LA UNIDAD  
EDUCATIVA EL CAMINO DURANTE EL PERÍODO 2013-2014**

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**DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES**  
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Certifico que el trabajo de titulación, **THE IMPACT OF USING THE DYNAMIC ASSESSMENT DEVELOPED BY DR. REUVEN FEUERSTEIN AS AN INTERACTIVE APPROACH TO LEARN THE ENGLISH LANGUAGE. AIMED TO STUDENTS ATTENDING EIGHTH BASIC YEAR OF "UNIDAD EDUCATIVA EL CAMINO" DURING THE PERIOD 2013-2014** fue realizado por el señor Martínez Noble, Karina del Rocío el mismo que ha sido revisado en su totalidad, analizado por la herramienta de verificación de similitud de contenido; por lo tanto cumple con los requisitos teóricos, científicos, técnicos, metodológicos y legales establecidos por la Universidad de Fuerzas Armadas ESPE, razón por la cual me permito acreditar y autorizar para que lo sustente públicamente.

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Sangolquí, 2018.

Karina del Rocío Martínez Noble

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## **DEDICATION**

To God for giving me the life and the opportunity to finish my career, being my guide in every step, strengthening my heart and lighting up my mind.

To my mother who is my best friend being my constant support and encouragement to achieve my goals even when the road is hard.

For her my most heartfelt thanks and deep appreciation... I love her so much.

To my daughters Kerly and María Paz as sign of my love to teach to reach goals with the God's help.

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## **ABSTRACT**

The impact of applying the Dynamic Assessment through a mediated learning experience developed by Dr. Reuven Feuerstein as an interactive approach to learn the English language for the students of Unidad Educativa El Camino. The study aimed to define Dr. Feuerstein's approach to develop the learning potential of the students, establishing principles of application for the Dynamic Assessment through a mediated learning experience and estimating learning potential on the basis of current performance through the application of a preliminary evaluation to analyze the dynamics of the learning process considering the interaction between teacher and the student. The approach consists on the application of a pre-test and a post-test to evaluate the learning conditions after the mediated learning experience, this methodology allows the teacher to strengthen and to improve the learning process taking into account the specific capabilities and skills of the students. The study shows that the experimental application of the Dynamic Assessment improved the process of learning English, boosting the scores of the students. The mediated learning experience provided an individual interaction with the student. After the mediation, the instructor found that despite the fact that not all of the students developed a need of reflective thinking or disposition for conceptual thinking, the use of the methodology corrected and eliminated cognitive inefficiencies, improving the abilities of the students and developing intrinsic motivation. The Dynamic Assessment through a mediated learning experience was proposed for all the teachers of the Unidad Educativa El Camino in order to improve learning results.

## **KEY WORDS**

- **DYNAMIC ASSESSMENT**
- **LEARNING PROCESS**
- **MEDIATED LEARNING EXPERIENCE**

## **RESUMEN**

El impacto de la aplicación de Evaluación Dinámica fue una experiencia de aprendizaje mediada y desarrollada por el Dr. Reuven Feuerstein como un enfoque interactivo para aprender el idioma inglés. El objetivo del estudio fue definir el enfoque del Dr. Feuerstein para desarrollar el potencial de aprendizaje de los estudiantes, establecer los principios de aplicación para la Evaluación Dinámica como una experiencia de aprendizaje mediada y estimar el potencial de aprendizaje sobre la base del desempeño actual mediante la aplicación de una evaluación preliminar para analizar la dinámica del proceso de aprendizaje considerando la interacción entre el profesor y el alumno. El enfoque consiste en la aplicación de una prueba previa y una prueba posterior para evaluar las condiciones de aprendizaje después de la experiencia mediada, esta metodología permite al docente fortalecer y mejorar el proceso de aprendizaje teniendo en cuenta las capacidades y habilidades del estudiante. El estudio muestra que la aplicación experimental de la Evaluación Dinámica mejoró el proceso de aprendizaje del inglés. La experiencia de aprendizaje mediada proporcionó una interacción individual con el estudiante. Después de la mediación, el instructor encontró que a pesar que no todos los estudiantes desarrollaron una necesidad de pensamiento reflexivo o disposición para el pensamiento conceptual, el uso de la metodología corrigió y eliminó las deficiencias cognitivas. La Evaluación Dinámica a través de una experiencia de aprendizaje mediada se propuso para todos los maestros de la Unidad Educativa El Camino con el fin de mejorar los resultados de aprendizaje.

### **PALABRAS CLAVES:**

- **EVALUACIÓN DINÁMICA**
- **PROCESO DE APRENDIZAJE**
- **APRENDIZAJE MEDIADO**

## CHAPTER I

### 1. RESEARCH PROBLEM

#### 1.1. Problem identification

The knowledge of the English language gains importance and cannot be overestimated in a globalized world, in which knowledge increases the opportunities of an individual to study, work and create businesses in international markets.

It is true that with China's economy growing, Mandarin is becoming an important language worldwide, but according to an article of Forbes Magazine "English will maintain and grow its dominance, moving from a marker of the elite in years past to a basic skill needed for the entire workforce, in the same way that literacy has been transformed in the last two centuries" (Forbes, 2012). According to the same source "British Council reports that by 2020, two billion people will be studying English" (Forbes, 2012).

Therefore, the Education System of almost every nation includes English as part their Academic Programs. However, many students have struggled to learn a foreign language, the United Nations Journal reports that "in South America, only 36% of people speak English as a second language" (United Nations, 2014).

For all these reasons, the author of this study considers important to analyze the dynamics of the learning process considering the interaction between teacher and the student as an essential tool in the learning process of English language under the banner of Dr. Rauven Feuerstein's Dynamic Assessment "that focuses on the testing of learning and developmental potential" (Sternberg & Grigorenko, 2010, pág. 137), theory that recognizes "that human beings are not static entities but



are always in states of transition and transactional relationships with the world” (Sternberg & Grigorenko, 2010, pág. 170).

This theory has received significant support in the theories of multiple intelligences by Howard Gardner and Robert Sternberg. This research aims to measure the impact of using the Dynamic Assessment developed by Dr. Reuven Feuerstein as an interactive approach to learn English. The analysis is applied to the eighth basic year students of Unidad Educativa El Camino, during the period 2014-2015.

## **1.2. Objectives of Study**

### **1.2.1. General Objective**

To determine the impact of applying the Dynamic Assessment developed by Dr. Reuven Feuerstein as an interactive approach to learn the English language for the eighth basic year students of Unidad Educativa El Camino, during the period 2014-2015.

### **1.2.2. Specific objectives**

- To define Dr. Feuerstein’s approach to assessing and developing the learning potential
- To establish principles of application for the Dynamic Assessment
- To estimate learning potential of the students on the basis of current performance through the application of a preliminary evaluation
- To analyze the dynamics of the learning process considering the interaction between teacher and the student
- To evaluate the effects in the learning process of the English language.

### **1.3. Justification**

The major difficulties faced by educational institutions in relation of teaching a foreign language are associated to the methodology used and the system of evaluation of the knowledge acquired.

As it was quoted on the research problem statement, despite the fact that the Education System of almost every country includes English language as part their Academic Programs, only 36% of people in South America speak fluent English. The author of this research believes that students are struggling to learn English as a second language because of the dynamics of the learning process.

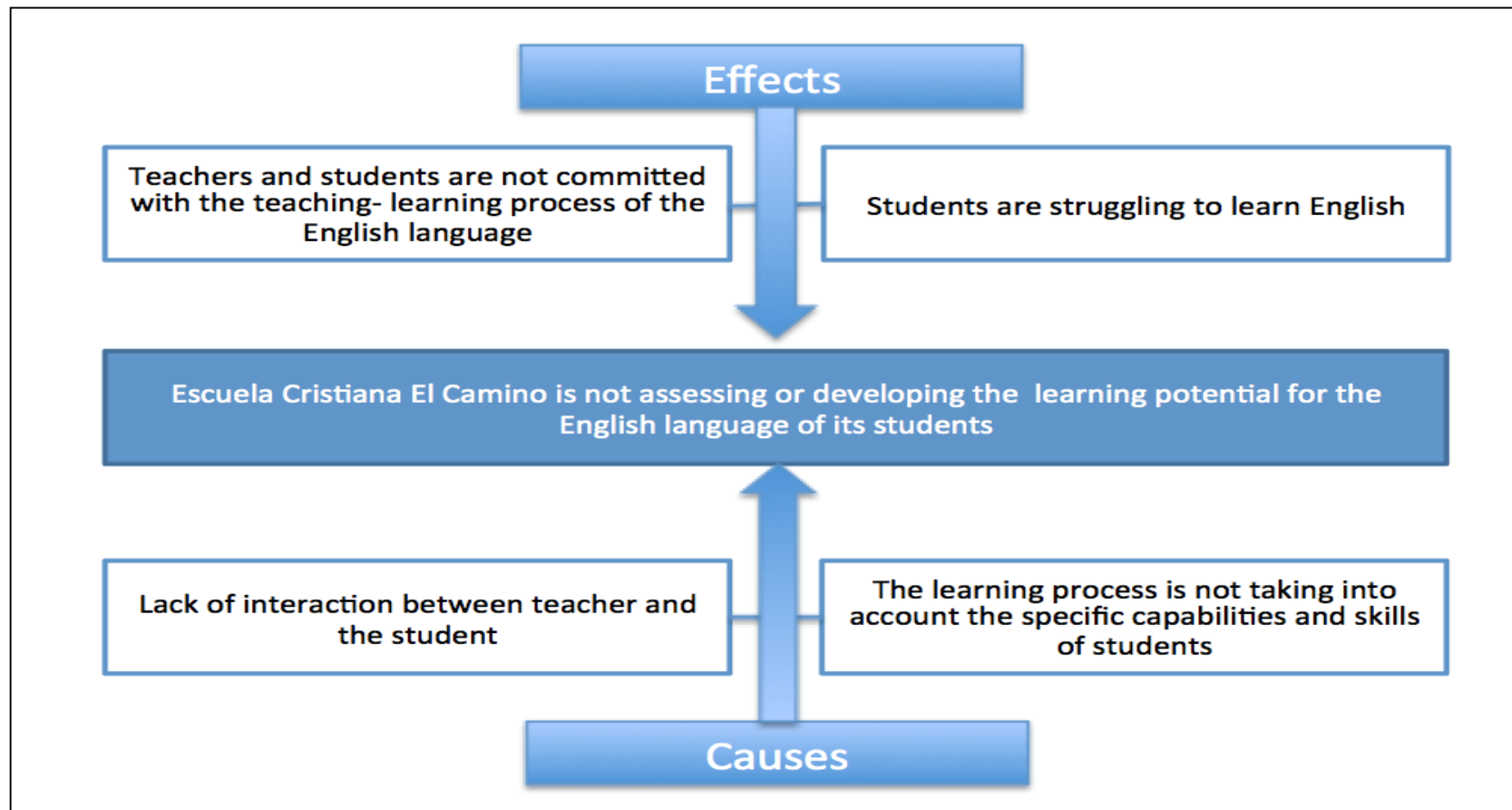
Dr. Rauven Feuerstein has developed an approach called Dynamic Assessment, which consist on applying tests to evaluate the learning conditions of the students, allowing the teacher to develop a methodology to strengthen and to improve the learning process; this method takes into account the specific capabilities and skills of the students.

Dr. Feuerstein's Dynamic Assessment recognizes that students are not static; they are continuously changing, developing transition and transactional relationships with the world.

Measuring the impact of using the Dynamic Assessment as an interactive approach to learn English will provide an analysis of the learning potential of the eighth basic year students of Unidad Educativa El Camino considering its effects in the learning process.

Through this research the author will put into practice the knowledge acquired during the career; aiming to benefit the school by improving the methodology applied in the process of teaching-learning of a foreign language.

#### 1.4. Problem Tree



*Figure 1.* Problem Tree

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1. The Dynamic Assessment

Dr. Reuven Feuerstein is known in pedagogy by the development of the theory of Dynamic Assessment to Learning Propensity (EDPA), which establishes the cognitive changes that a student may face during the learning process. These changes are measured by applying a test to evaluate the current learning condition of the student, allowing the teacher the development of a methodology to strengthen and to improve the learning process; this process takes into account the specific capabilities and skills of the students.

In its simplest definition Dynamic Assessment “means supporting learner development actively by understanding learner abilities. It is neither an assessment tool nor a method of assessing” (Vygotsky, 2011, pág. 3).

Four areas of the cognitive performance are involved into the Assessment:

- Strategies
- Tactics
- Habits
- Approaches of thinking

The procedure applied by the Dynamic Assessment is the “test-teach-retest method”; which measures the student’s ability to learn after applying a specific methodology to improve the

learning opportunity. “This method begins by administering a test, considered a pretest, which establishes the child’s current performance” (Vygotsky, 2011, pág. 5).

The Dynamic Assessment examines the effects of the awareness; the results of the tests are disclosed to the student in every session, this has the objective of involving the learner in the teaching-learning process, creating a dynamic between the teacher and the student.

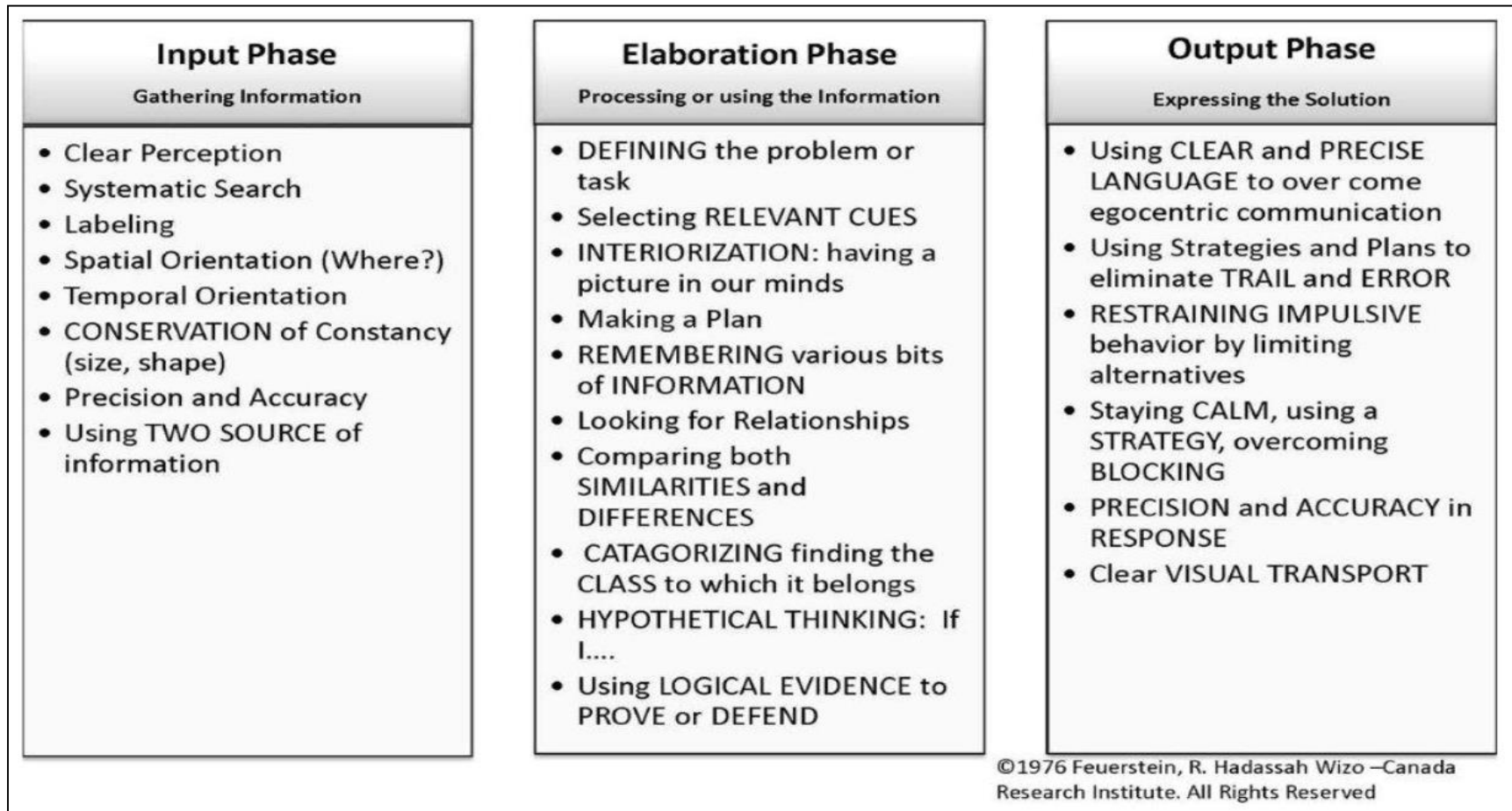
“A period of instruction follows the pretest, during which the child receives instruction in an area of need that was noted in the pretest. The teaching sessions, also known as mediated learning experiences (MLE), provide the child with related tasks and help him to think about principles and ideas involved in the tests, such as providing labels instead of descriptions in a one-word expressive vocabulary test” (Vygotsky, 2011, pág. 7).

Thus, teaching is the opportunity to modify the performance of the students.

### **2.1.1. Mediated Learning Experiences (MLE)**

According to Dr. Feuerstein, cognitive functions are involved in developing critical thinking; and they are grouped into three phases:

- Input: gathering information.
- Elaboration: processing or using information.
- Output: expressing the solution.



**Figure 2.** Phases of thinking

Source: (Feuerstein , Phases of thinking, 1976)

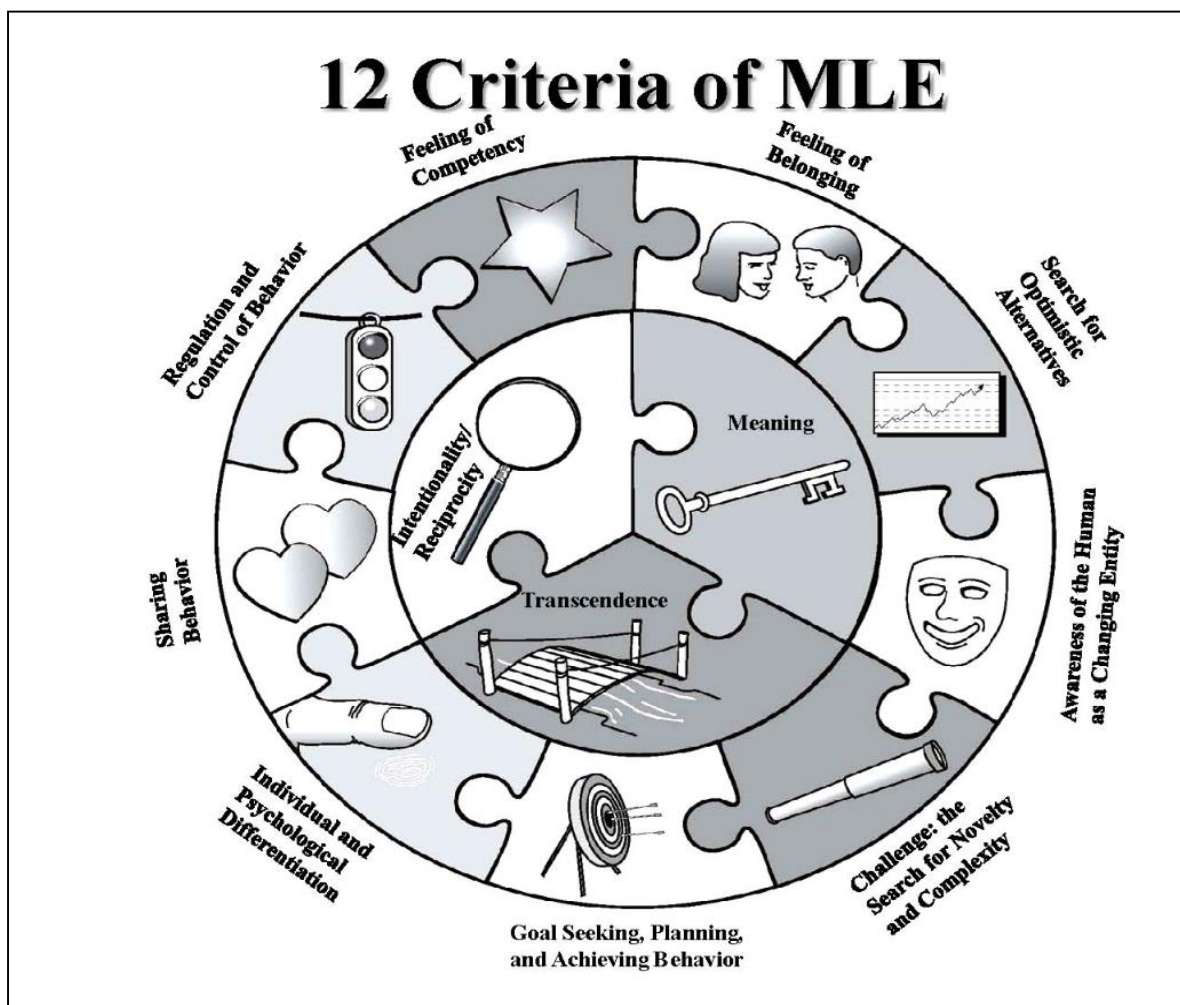
“In order to improve these functions, Feuerstein proposes a two-fold approach. First, utilize the teaching methodology of Mediated Learning Experience (MLE) and second, coupled with MLE, utilize the formal cognitive development program MLE is a specific technique for teaching that starts with the principle that all students can learn, no matter their economic conditions, etiology, status age level or gender. The first stage of the MLE process is to learn for identifying cognitive difficulties of the students, answering the following questions:

- “Where is the problem?”
- What cognitive functions are emergent/fragile/deficient?
- What cognitive functions are strengths?
- How do I help build on the students strengths to help them with their weaknesses?”

(Bellanca, 2014, pág. 11).

Then, the teacher has to help the student learn “to ask the questions about a specific cognitive task utilizing specific cognitive vocabulary” (Bellanca, 2014, pág. 11).

This process provides a Mediated Learning Experience that involves intentionality, transcendence and meaning; which influences social and emotional areas of development.



*Figure 3.* Criteria of MLE

Source: (Bellanca, 2014, pág. 11)

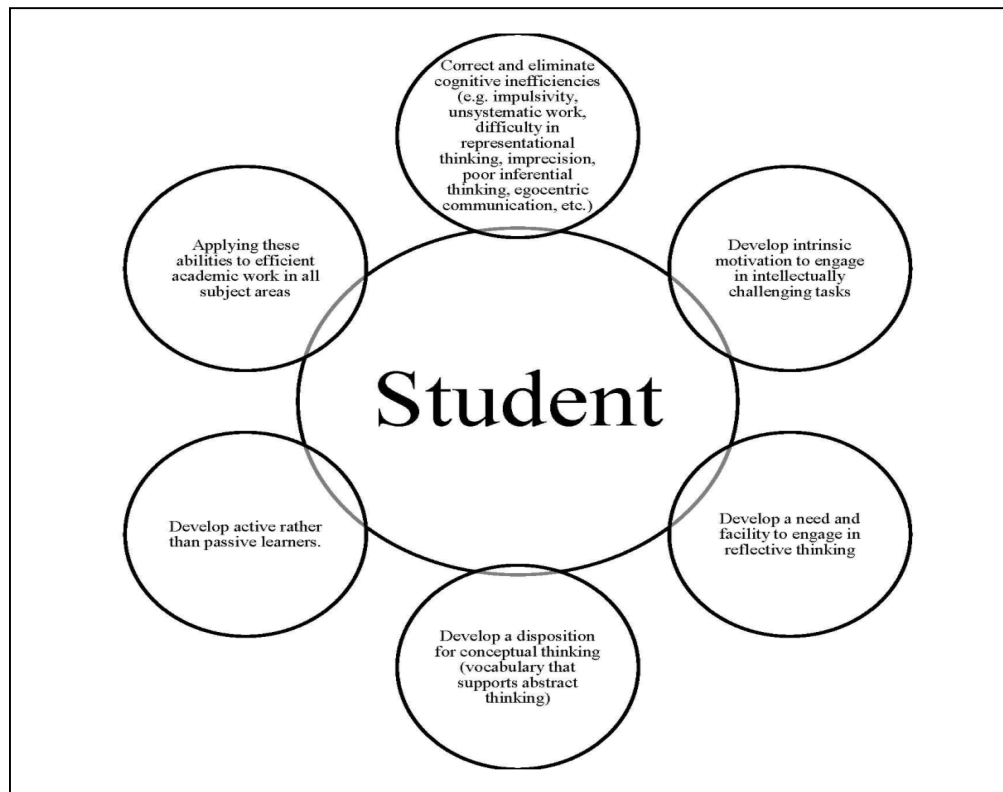
According to figure 3, individuals seek for meaning, transcendence and intentionality/reciprocity as part of their necessities of goal seeking, feeling of competency, feeling of belonging, search for optimistic alternatives, and sharing of behavior.



### 2.1.2. Goals of the Feuerstein's method

Dr. Feuerstein's method recognizes six interrelated goals:

- Correcting and eliminating cognitive inefficiencies.
- Applying abilities to efficient academic work in all subject areas.
- Developing intrinsic motivation.
- Developing a need of reflective thinking.
- Developing a disposition for conceptual thinking.
- Developing active learners.



**Figure 4.** Goals of the Feuerstein's method

Source: (Feuerstein & Falik, Beyond Smarter: Mediated Learning and the Brain's Capacity for Change, 2010)

Teaching students critical thinking skills will provide them success in schoolwork, relationships and life. When the teacher focuses on the cognitive processes instead of teaching them just to memorize data and facts, the students acquire learning skills.

By teaching with intentionality, students find meaning in a way that is transferable to other areas of knowledge. In this way, Dr. Feuerstein's theories open the doors to procedures that help students to move from theory to practice.

### **2.1.3. Mediation for success in learning as an interactive approach**

Mediation is understood as the process through which two or more people, set up a voluntary agreement to generate solutions and mechanisms to solve a problem, so that both parties benefit of the same condition.

Through Dynamic Assessment, a horizontal relationship is established; that is, the opportunity for participants to discuss and find the most appropriate mechanisms for accessing knowledge.

Thus, Dr. Feuerstein & Falik (2010), states that "mediated learning experience is the transformation of a stimulus delivered by the means of a mediator, usually teachers or parents; they select, organize, and structure the subjects according to a specific objective (p.3).

With this objective, the Dynamic Assessment provides directionality and the features involved in the learning process, taking into account the social, interactive and qualitative nature of the participants, in order to change behavior, while cognitive process is developed.

#### **2.1.4. Development of intellectual capacity**

According to (Macmillan, 2014), intellectual capacity is related to the “ability to think in an intelligent way and to understand things, especially difficult or complicated ideas and subjects”

In regards to this, the Dynamic Assessment (DA), states that intellectual capacity is not static, but open to change; it is receptive and may be modified by the environment.

Therefore, the DA aims to diagnose the level of cognitive activity that a person develops through the process of learning by analyzing different intellectual procedures performed, in addition to the ability of the students to integrate the knowledge acquired in their reality.

#### **2.1.5. Learning potential**

Learning potential is defined as “the inverse of the minimal number of hints necessary to reach a specified amount of learning” (Hamers, Sijtsma, & Ruijsenaars, 2003, pág. 221) were learning is defined as the “activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something” (Macmillan, 2014), and the potential is the possibility to acquire that knowledge.

Thus, many authors agree in the fact that learning potential may be transferred to a learner through training; maximizing the degree of performance.

Applying this to the DA, the initial lack of mediated learning experiences is reflected in the students’ limited learning potential. So, despite the fact that the low level of performance may be interpreted as a delay or development of knowledge, it must not underestimate the level of knowledge that the student may achieve, if it is exposed to a mediated learning experience.

In response to this issue, Feuerstein provides a model that includes a sequence of interactions between the teacher and the student, which measures and improves the learning potential.

#### **2.1.6. Structural Cognitive Modifiability**

The Dynamic Assessment model “taps the individual’s performance before, during, and after a learning situation” (Feuerstein , 1976, pág. 38).

Through this theory cognitive modifiability, serves as the basis for Dynamic Assessment, to evaluate student-teacher interactions occurring in the learning process.

The main postulation behind this approach is that, because the major agents of student’s development are their teachers; assessing the quality of the interaction between student and their teachers is needed for building solid basis for the evaluation of students’ chances for cognitive development.

“Many previous attempts have been made to evaluate the characteristics of the environment that contribute to children’s development. Of all these variables the ones most commonly used during testing are demographics such as parental education or IQ, parental occupation, and number of siblings. Variables such as these have been found to correlate significantly with measures of cognitive performance, but this does not explain the process of cause and effect that may serve as a basis for intervention geared to promote growth and development” (Haywood & Tzuriel, 2001, pág. 233).

#### **2.1.7. Criterion of Intent and reciprocity**

The criterion of reciprocity creates a “situation or relationship in which two people or groups agree to do something similar for each other” (Macmillan, 2014), allowing each part to have the same rights in a reciprocal arrangement or relationship that compromises the intrinsic normative and moral ideal.

Mediated learning experience, includes intentionality-reciprocity this means telling the student what is expected in every assessment and getting a feedback on what is understood.

“The intentionality-reciprocity criterion was fundamental in two ways: first, in communicating the relevance of the stimuli presented, and second, in being explicit on what was the goal of the task. The explicitness of the goals was manifested in the mediation of the objectives of the task and the regulation and control of behavior needed as part of the reciprocity” (Feuerstein & Randy, 2006, p.133).

#### **2.1.8. Mediation of Meaning**

According to” (Poehner & Rea-Dickins, 2013), “mediation of meaning emphasizes in the significance and worth of a stimulus or event by expressing interest, affect and enthusiasm” (pág. 20).

The significance of a stimulus can be transferred verbally or nonverbally; it means an expression, or recreating a successful activity. It is essential for the teacher to create meaning to the learning contents; this principle involves giving significance to the student achievements.

#### **2.1.9. Mediation for transcendence**

Transcendence means “going beyond the limits of ordinary experience” (Macmillan, 2014).

According to this, mediators must go beyond the immediate needs of the students by finding out the general principles and specific learning issues.

“In formal teaching situations, parents or teachers might mediate rules and principles that govern a problem or a learned subject and show how they are generalized to other school subjects or daily life situations” (Poehner & Rea-Dickins, 2013, pág. 20).

An efficient use of mediation is generated when the students are skilled to confront new situations. Students transfer the strategies learned to solve everyday problems. The combination of all criteria develops the cognitive modifiability increasing an individual's need system.

#### **2.1.10. Mediation of feelings of competence**

The term competence is be defined as “the ability to do something well” (Macmillan, 2014).

Applying this to the learning process, it is necessary to consider that environmental interactions are arranged to ensure success to the students; it is also necessary to understand the capability of the students of functioning independently and successfully.

Mediation of feeling of competence means “explaining to children the reasons for successes and failures, and rewarding them for attempts to master and cope effectively with situations” (Poehner & Rea-Dickins, 2013, pág. 20).

#### **2.1.11. Mediation for regulation of behavior**

The human behavior is the response of an individual to its environment. According to the MLE, the mediator may help to adjust the student's responses to the requirements of the task.

According to (Poehner & Rea-Dickins, 2013), this may involve either inhibiting impulsive tendencies or accelerating inefficient/slow behavior” (pág. 20).

Mediation for regulation of behavior is of significance in helping the learner to register information accurately and to control the need for immediate gratification. Changes in cognitive structures are not automatic but depend to a large degree on the appropriate mediation. “It affects

the process of mental activity in input, elaboration and output phases of mental act” (Poehner & Rea-Dickins, 2013, pág. 20).

### **2.1.12. Dynamic Assessment Procedure**

Dynamic Assessment procedure focuses on the test-teach-retest method (Poehner & Rea-Dickins, 2013, pág. 20).

1. To apply the pretest, mediator selects tasks from the curriculum with which the student is experiencing difficulties.
2. Mediator records student’s responses.
3. Pre- and post intervention performance are compared to summarize the results.

#### **Test**

It is a “procedure intended to establish the performance of an individual” (Macmillan, 2014).

Dynamic evaluation suggests carrying out a pre-test, which will reveal the students’ level of knowledge.

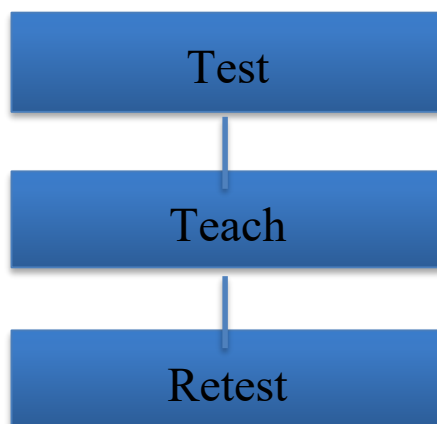
#### **Teach**

Teaching means, “to show or explain to someone how to do something (Macmillan, 2014).

The teacher must establish a set of cognitive and metacognitive strategies to transfer information to the learner.

#### **Retest**

A new test is applied in order to identify changes. It allows the mediator to compare performance.



**Figure 5.** Test-Teach-Retest method

For the procedure to be valid, the collected information must be reliable. Reliability means that the “Information can be trusted to be accurate” (Macmillan, 2014).

According to (ASHA, 2014), “the dynamic assessment procedure emphasizes the learning process and accounts for the amount and nature of examiner investment. It is highly interactive and process-oriented”.

The following chart compares features of a traditional assessment procedure to the Dynamic Assessment Procedure.

Static	Dynamic
<ul style="list-style-type: none"> <li>▪ Passive participants</li> <li>▪ Examiner observes</li> <li>▪ Identify deficits</li> <li>▪ Standardized</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active participants</li> <li>▪ Examiner participates</li> <li>▪ Describe modifiability</li> <li>▪ Fluid, responsive</li> </ul>

**Figure 6.** Test-Teach-Retest method

Source: (ASHA, 2014).

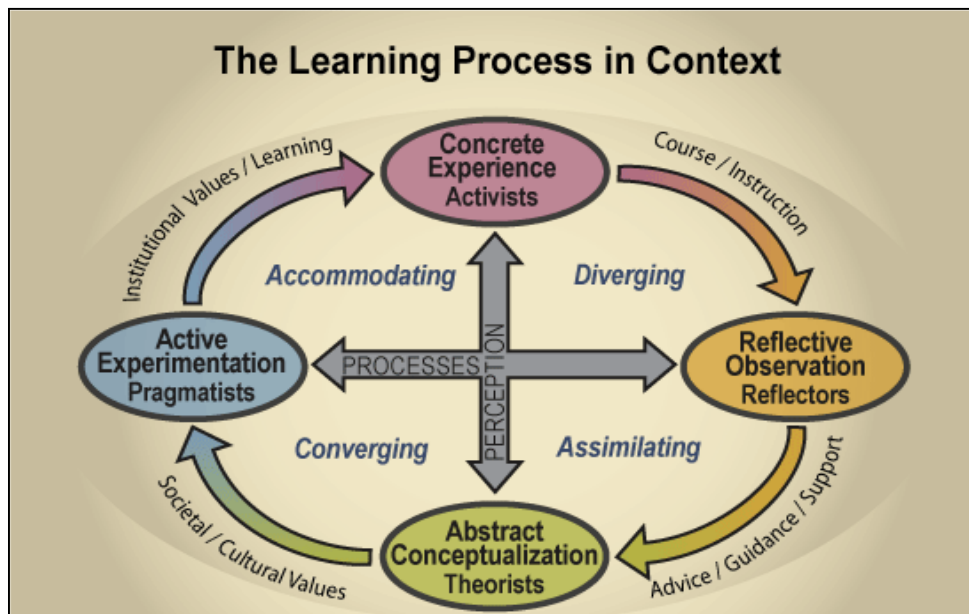


### 2.1.13. Learning process

There are different approaches to learning. To learn successfully it is important to tailor study habits to the learner's needs, it means choosing appropriate teaching techniques and evaluating them periodically to determine if new methods or changes are needed.

Kolb's model of experiential learning is based on the experiential learning theory; which identify four models in the learning cycle (University of Brithish Columbia , 2014):

- Concrete Experimentation
- Reflection
- Abstract Conceptualization
- Active Experimentation



**Figure 7.** Kolb's model of experimental learning

Source: (University of Brithish Columbia , 2014).

According to figure 7, Kolb's model identifies two independent learning activities that occur in the learning cycle:

- Perception
- Processing

These activities are represented on the diagram as two axes dividing the cycle into four quadrants:

- Converging processes: related to providing perspectives to find a single answer.
- Diverging processes: they generate different experiences. Typically, related to creative processes.
- Assimilating processes: acquisition of new knowledge.
- Accommodating processes: the new knowledge is transformed in experiences and beliefs.

#### **2.1.14. Learning types**

Four learning types are associated with Kolb's models in the learning cycle:

- Activists
- Reflectors
- Theorists
- Pragmatists

According to (University of British Columbia , 2014), "other learning styles theorists have developed models based heavily on the processes involved in perceiving and processing new information". Theory of multiple intelligences developed by Howard Gardner is an example of this.

### **2.1.15. Foreign language education**

“Studies show that matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior at the primary and secondary school level” (Griggs & Dunn. , 1984, pág. 115).

According to this, students learn more when a variety of methods to teach are used instead of using only one.

“The point is supported by a research study carried out several decades ago, which concluded that students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they say, and 90 percent of what they say as they do something (Stice, 1987).

As said by the same research, in order to achieve successful foreign language learning is necessary to use instructional methods, structuring the class so learning styles are concurrently accommodated.

These learning styles may be (Felder & Henriques , 2004, pág. 24):

- To motivate learning
- To provide concrete information and structured teaching
- The use of visuals
- To assign some repetitive exercises to provide practice
- To create active learners.

Thus, in addition of implementing learning styles, this study aims to prove if using the Dynamic Assessment may establishes cognitive changes in the students improving their learning process of a foreign language.

### **2.1.16. The Common European Framework of Reference for Languages (CEFR)**

The Common European Framework (CEFR) “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (COE, 2015).

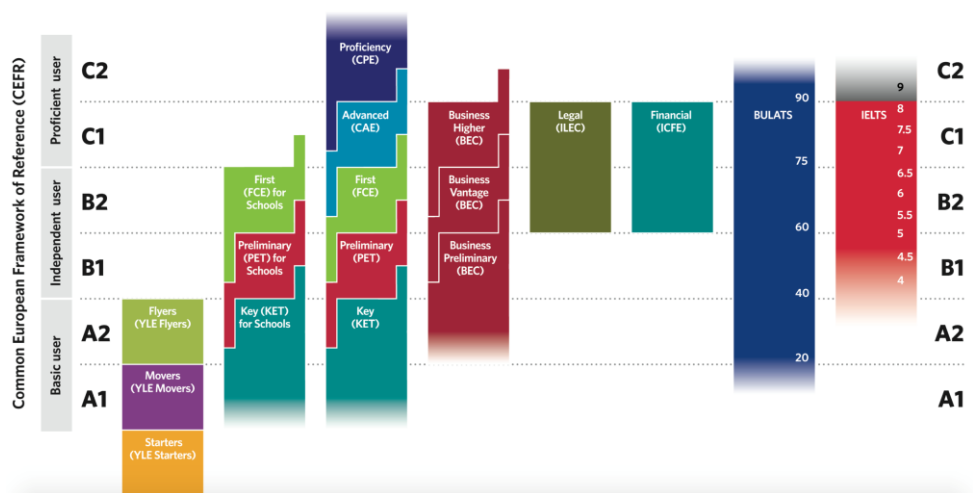
The CEFR describes the contents of the knowledge defining the skills that the students must develop to achieve language proficiency on a life-long basis.

The CEFR plays an important role worldwide by creating language and education policies. It gives significance to language examinations and the creation of boards in order to define language proficiency standards.

The Common European Framework of Reference for Languages “describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered a language” (Cambridge, 2015).

This simplifies the work of teachers and educational institutions, helping them to quantify the students’ language level following the rules of each country.

The following figure shows a CEFR’s range of exams to meet different needs:



**Figure 8.** CEFR’s Range of exams  
 Source: (University of British Columbia , 2014).

<b>Basic User</b>	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
<b>Independent User</b>	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>Proficient User</b>	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

*Figure 9.* Common Reference Levels: global scale

Source: (COE, 2015).

## **2.2. Hypotheses**

### **2.2.1. Working Hypothesis**

The application of the Dynamic Assessment to the eighth basic year of Unidad Educativa El Camino influences the process of learning English.

### **2.2.2. Null Hypothesis**

The application of the Dynamic Assessment to the eighth basic year of Unidad Educativa El Camino does not influence the process of learning English.

### **2.2.3. Alternative Hypothesis**

The application of the Dynamic Assessment to the eighth basic year of Unidad Educativa El Camino promotes reflective thinking on the students.

## CHAPTER III

### 3. METHODOLOGICAL DESIGN

#### 3.1. Research type and design

The methodology of the study is based on the descriptive research; which defines the events in an accurate way simplifying the analysis. The researcher uses description to:

- Observe the participants, detecting and recording facts.
- Survey, a brief questionnaire is applied to the teachers and students.

It is also a quasi-experimental research because:

- It has two variables:
  - The use of Dynamic Assessment (Independent).
  - Improvement of the process of learning English. (Dependent)
- The Dynamic Assessment is based on the experimental application of:
  - A pretest, mediator selects tasks from the curriculum with which the student is experiencing difficulties.
  - Mediator applies a teaching methodology to strengthen knowledge.
  - Post-test to compare and summarize the results.

The information is validated through statistic and mathematical methods; which includes:

- Correlational analysis, to evaluate the relation between variables.
- Mathematical analysis, it allows the research to measure the results in a systematic way,

obtaining ratios to illustrate the results through: graphs, bars and pie charts.



In order to obtain the results, the information is processed with the help of statistical software such as: Excel and IBM SPSS.

### 3.2. Population size and sample

The population for this study is the Eighth Basic Year students of Basic Education of “Unidad Educativa El Camino”. There is no sample because the total of students is 15.

For a research to be valid, with a population represented by less than 100 people, the total population must be considered.

In addition, the teacher who will act as the mediator in order to apply the Dynamic Assessment methodology must be considered for the survey.

Therefore, the number of participants is 15 as is described in the following table:

**Table 1**

#### *Population*

Population			
Participants	Method	Number of participants	Instruments
Students	Survey	15	Tests
			Questionnaires
Teacher	Survey	1	Questionnaire

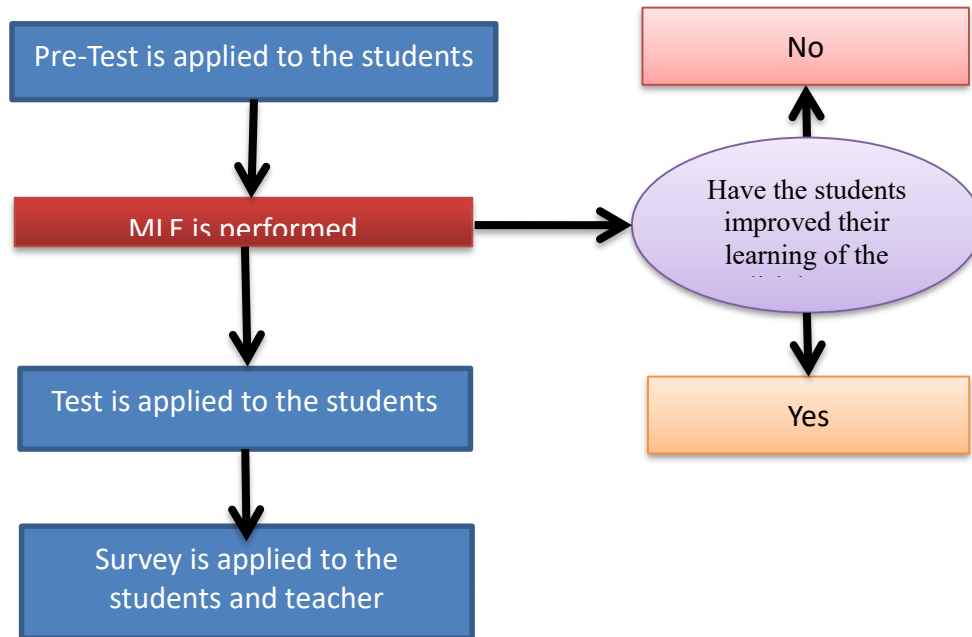
### 3.3. Fieldwork

The fieldwork took place in “Unidad Educativa El Camino” during the last period of five months of the period 2013-2014.

### 3.4. Instruments for data collection

As it was mentioned on table 1, the instruments applied to participants are:

- Dynamic Assessment Tests:
  - Pretest (Annex A).
  - Post-test after MLE (Annex B).
- Survey to the students: A survey of 6 questions about their experience with the use of a Mediated Learning Experience (Annex C).
- Survey to the teacher: A survey of 6 questions about her experience with the use of a Mediated Learning Experience (Annex D).



*Figure 10.* Process for data collection

### 3.5. Data processing and analysis

The following information explains the results of the application of the research instruments:

Tests and surveys.

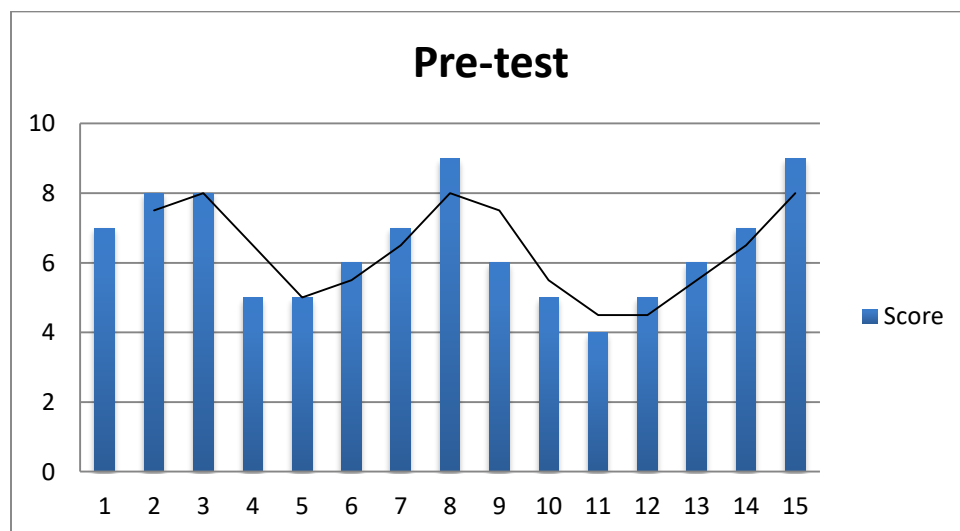
### 3.5.1. Examination (Tests)

The subsequent tables show the results of pre-test and post-MLE-test:

**Table 2**

*Test scores before applying the Dynamic Assessment (MLE)*

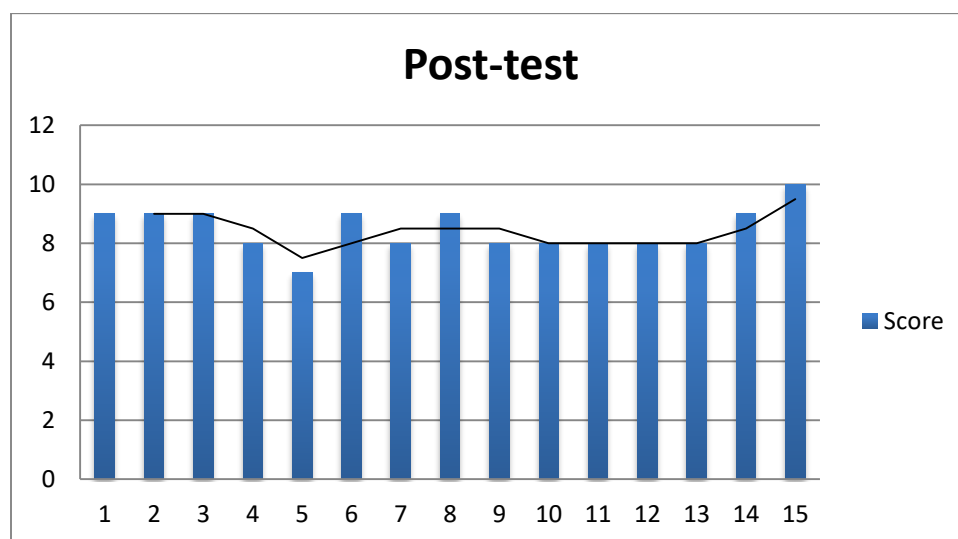
Before DA-MLE	
Observations	Score
1	7
2	8
3	8
4	5
5	5
6	6
7	7
8	9
9	6
10	5
11	4
12	5
13	6
14	7
15	9
<b>Average</b>	<b>6.5</b>



*Figure 11.* Pre-test scores

**Table 3***Test scores after applying*

After DA- MLE	
Observations	Score
1	9
2	9
3	9
4	8
5	7
6	9
7	8
8	9
9	8
10	8
11	8
12	8
13	8
14	9
15	10
<b>Average</b>	<b>8.5</b>

**Figure 12.** Post-test scores

The pre-test was applied on April 25<sup>th</sup> and the post test on June 25<sup>th</sup>, it means a two months period; in which the tests score average increased a 28%.

## CHAPTER IV

### 4. TESTING THE HYPOTHESIS

#### 4.1. Graphical presentation of results

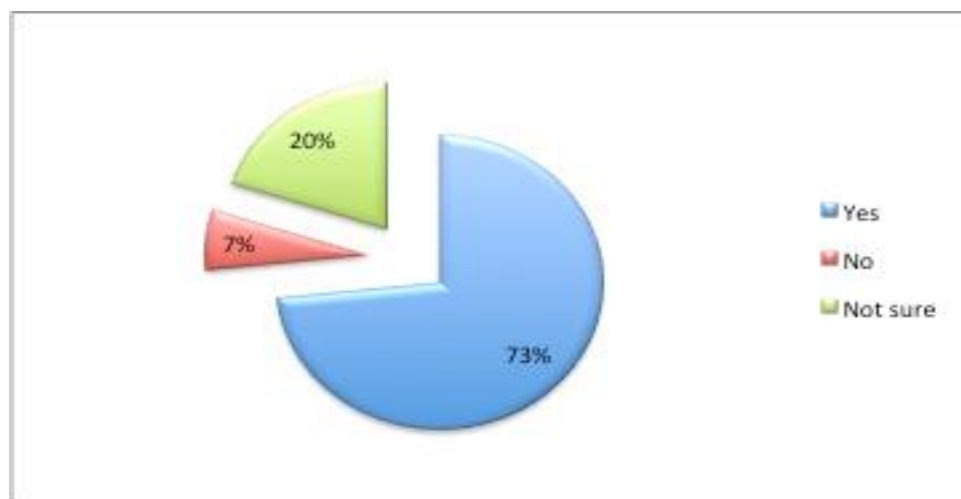
##### 4.1.1. Survey to the students

The survey applied to the 15 students showed the following results:

**Table 4**

*Improvement of the knowledge of the English language*

Yes	No	Not sure	Total
11	1	3	15

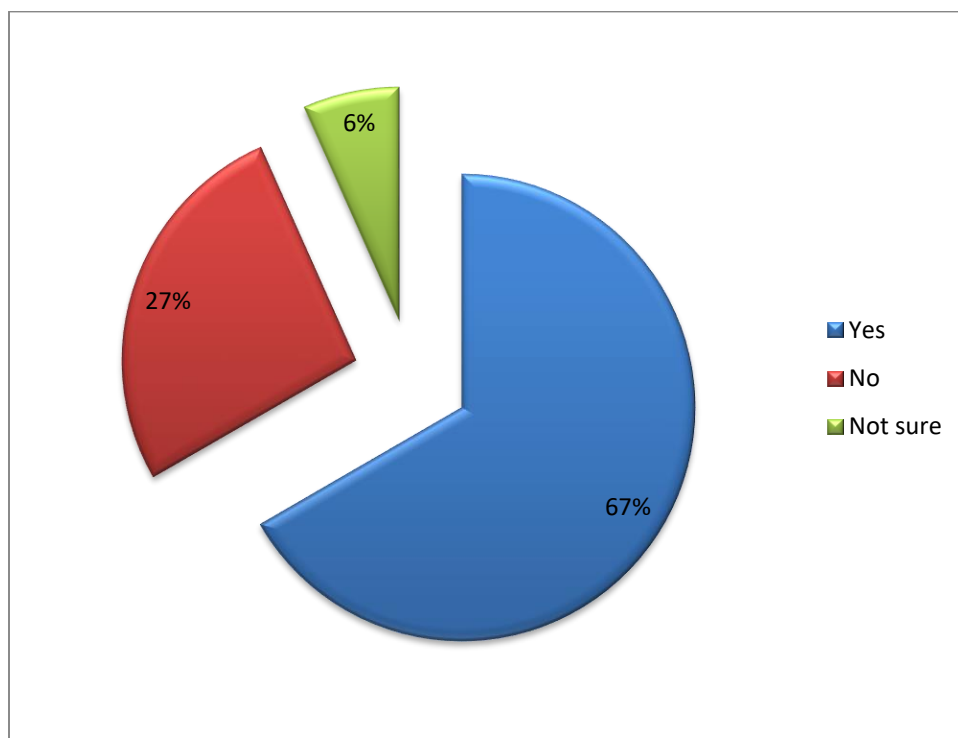


**Figure 13.** Improvement of the knowledge of the English language

Figure 11, shows that 73% of the students feel that they have improved their knowledge of the English language, 20% are not sure and 7% do not have the perception of achieving an improvement.

**Table 5***Feeling comfortable with the MLE*

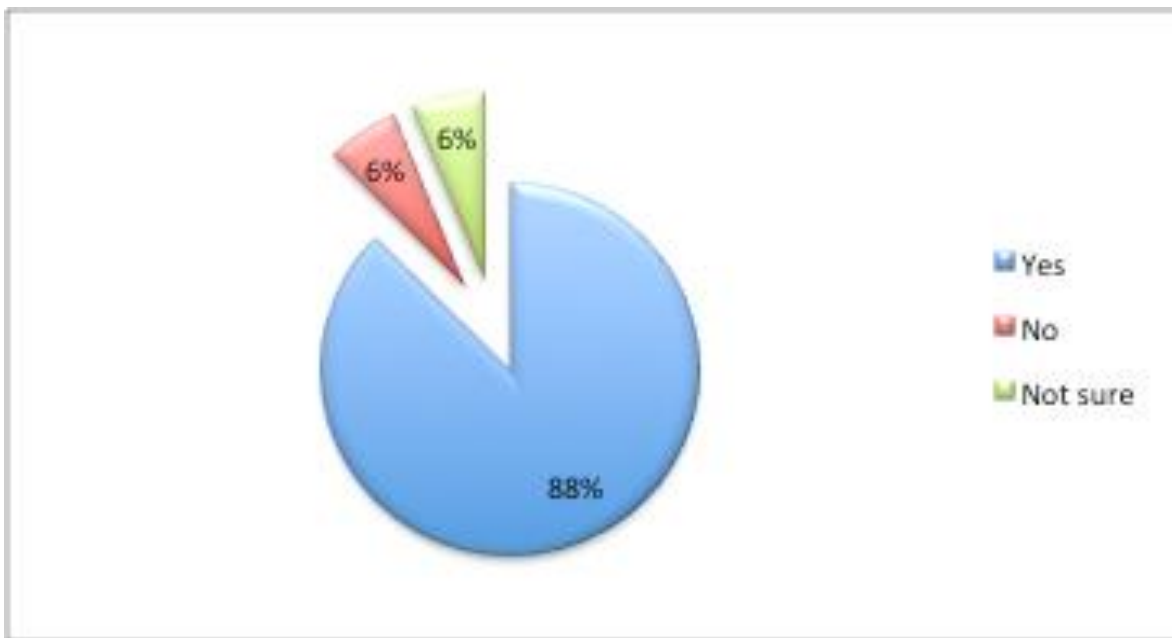
Yes	No	Not sure	Total
11	1	3	15

**Figure 14.** Feeling comfortable with the MLE

According to figure, 67% participants felt comfortable reviewing the topics with mediated assistance of the teacher, to 27% did not like the experience and 6% were not sure.

**Table 6***Did the teacher explain the topics clearly?*

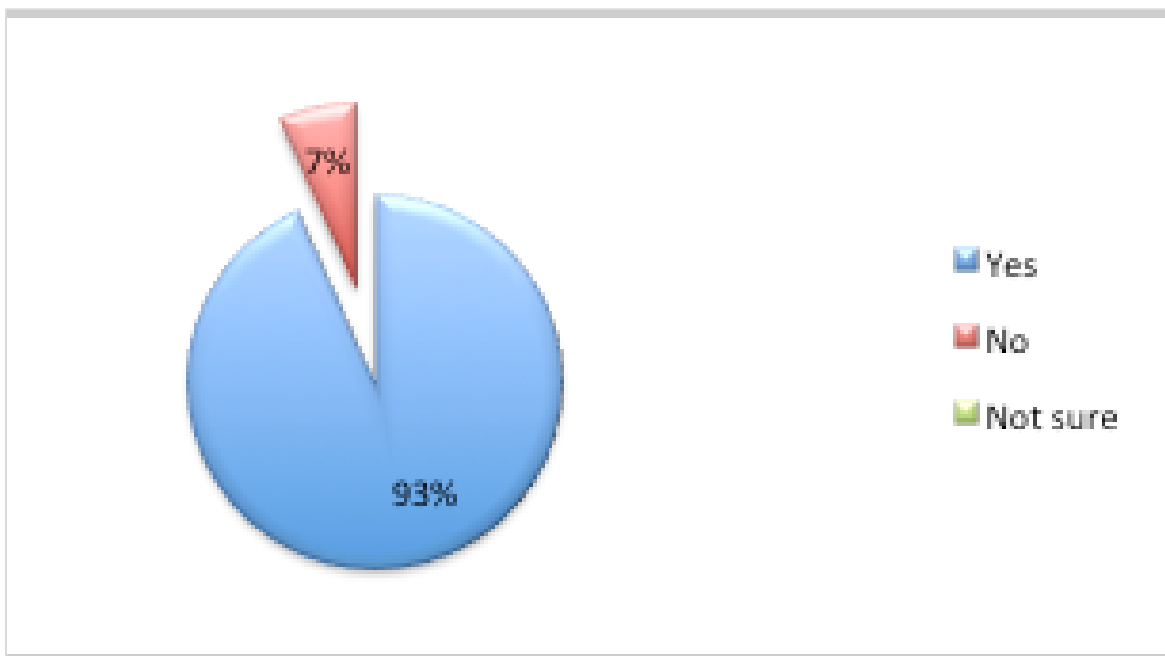
Yes	No	Not sure	Total
13	1	1	15

**Figure 15.** Explanation of the topics

According to the table, 88% of the participants think that the teacher explained the topics clearly, 12% are not sure or are not satisfied with the explanation provided by the mediator.

**Table 7***Improvement of the test score*

Yes	No	Not sure	Total
14	1	0	15

**Figure 16.** Improvement of the test score

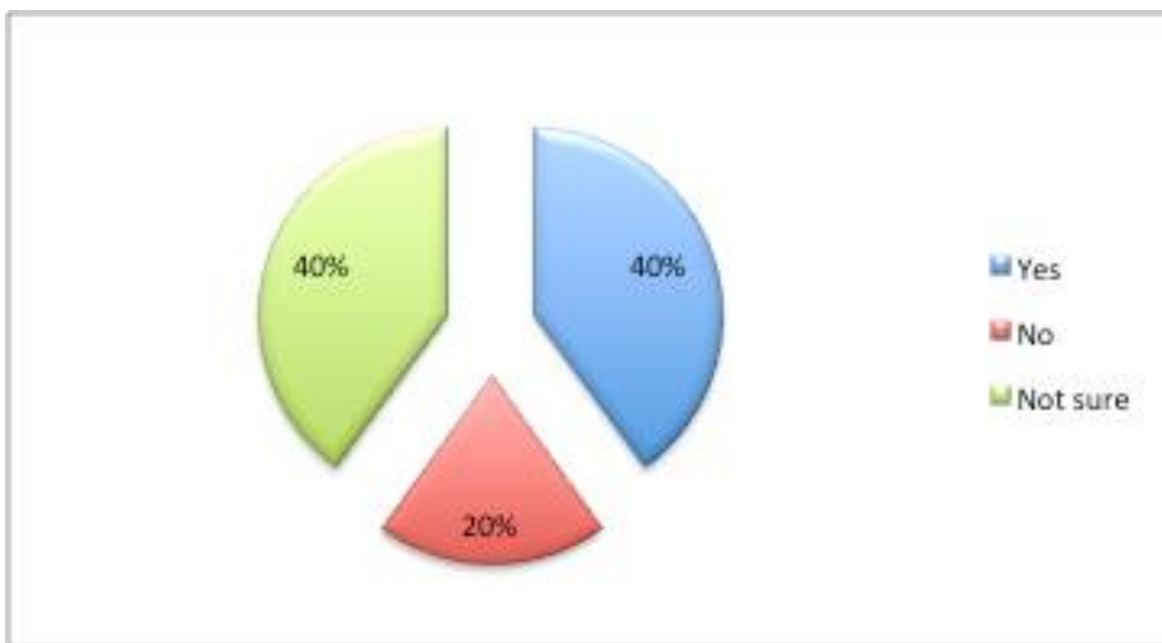
A total of 93% participants improved their score comparing the pre-test with the second one. This result confirms that the use of the Dynamic Assessment through a Mediated Learning Experience boosted the grades and improved the knowledge of the students.



**Table 8**

*Preference for the use of the Dynamic Assessment in other subject areas*

Yes	No	Not sure	Total
6	3	6	15



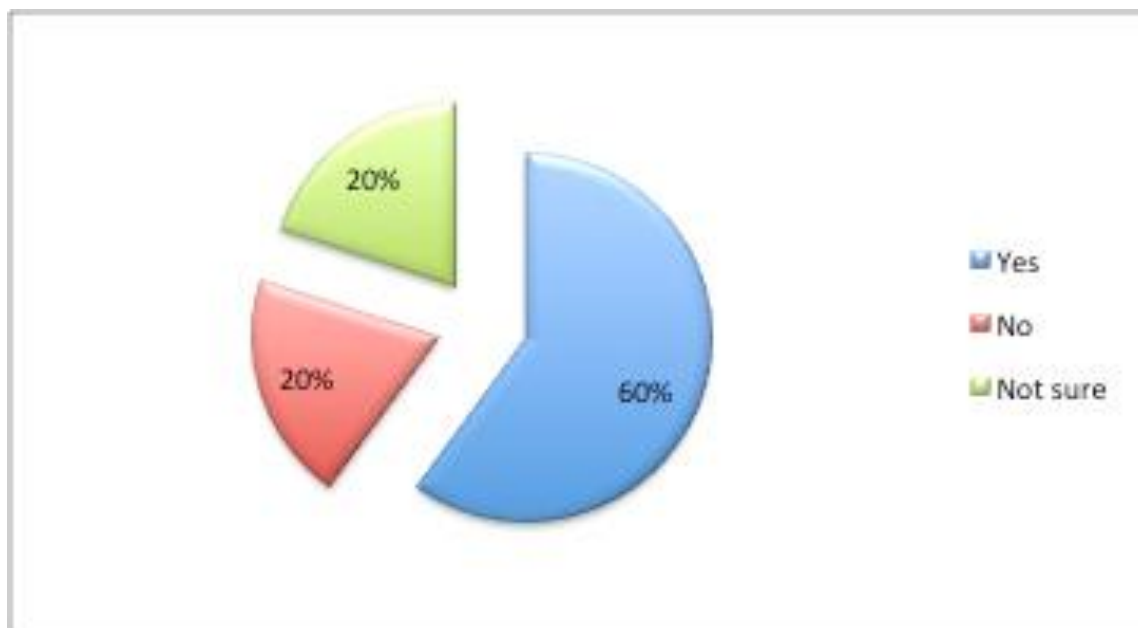
**Figure 17.** Preference for the use of the Dynamic Assessment in other subject areas

The figure shows that only 40% of the students would like to use this methodology in other subject areas, 60% are not sure or don't want it. It is important to emphasize that despite the fact that the students had scheduled meetings with the mediator-teacher, they probably were not aware that the teacher was using a different methodology.

**Table 9**

*Motivation to learn more about the English language because of the use of the Dynamic Assessment (MLE)*

Yes	No	Not sure	Total
9	3	3	15



**Figure 18.** Motivation to learn more about the English language because of the use of the Dynamic Assessment (MLE)

An average of 60% of the participants were motivated to learn more about the English language because of the use of the Dynamic Assessment (MLE), 40% were not sure or took the methodology as part of their academic curriculum.

### 4.1.2. Survey to the teacher

**Table 10**

*Survey to the teacher*

	Yes	No	Not all the students
1. Have the use of the MLE proposed by the Dynamic Assessment corrected and eliminating cognitive inefficiencies?	x		
2. Have the use of the MLE proposed by the Dynamic Assessment improved the abilities of the students?	x		
3. Have the use of the MLE proposed by the Dynamic Assessment developed intrinsic motivation to the students?			X
4. Have the use of the MLE proposed by the Dynamic Assessment developed a need of reflective thinking?			X
5. Have the use of the MLE proposed by the Dynamic Assessment developed a disposition for conceptual thinking?			X
6. Have the use of the MLE proposed by the Dynamic Assessment developed active learners?	x		

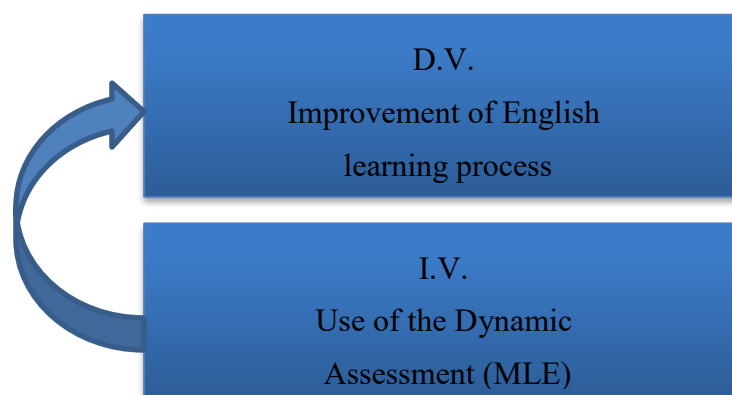
The observer-teacher found that the use of the MLE proposed by the Dynamic Assessment corrected and eliminating cognitive inefficiencies, improved the abilities of the students, developed intrinsic motivation in most to the students and created active learners. In the other hand, the researcher noticed that not all of the students developed a need of reflective thinking or disposition for conceptual thinking.

### 4.1.3. Hypothesis

H1: The application of the Dynamic Assessment to the eighth basic year of Unidad Educativa El Camino influences the process of learning English.

H1<sub>0</sub>: The application of the Dynamic Assessment to the eighth basic year of Unidad Educativa El Camino does not influence the process of learning English.

#### 4.1.4. Variables



*Figure 19.* Variables

#### 4.1.5. Descriptive statistics

**Table 11**

*Descriptive statistics*

	N	Min	Max	Mean	Std. Deviation
Process of learning English	15	4.00	9.00	6.4667	1.55226
Application of the Dynamic Assessment (MLE)	15	7.00	10.00	8.4667	.74322
N	15				

Descriptive statistics show a minimum score of 4 before the application of the Dynamic Assessment, with the MLE that minimum increased to 7 points. The mean goes from approximately

6.5 to approximately 8.5. It means a positive influence of the Dynamic Assessment on the process of learning English.

#### 4.1.6. Correlations

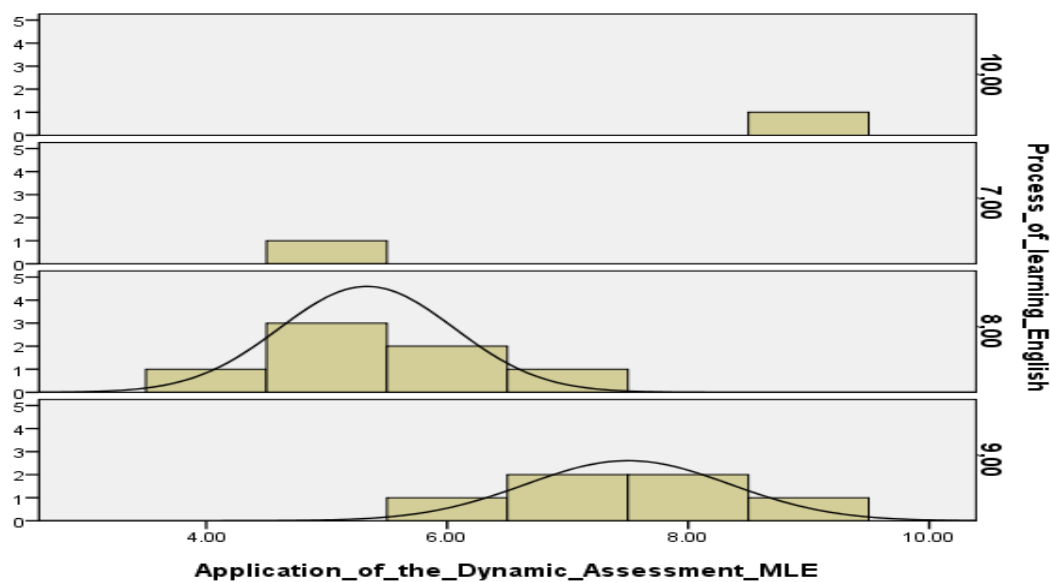
**Table 12**

*Correlations*

		Application of the Dynamic Assessment (MLE)	Process of learning English
Application of the Assessment (MLE)	Pearson Correlation	1	.788**
	Sig. (1-Tailed)		.000
	N	15	15
Process of learning English	Pearson Correlation	.788**	1
	Sig. (1-Tailed)	.000	
	N	15	15

Hypothesis 1, states that there is a significant relationship between the application of the Dynamic Assessment (MLE) and the process of learning English. The results (.788) show that there is a strong positive influence. Therefore, H1 is supported and H1o is denied.

#### 4.1.7. Histograms



*Figure 20.* Histogram

Histogram supports Hypothesis 1 and denies the null hypothesis; standardized errors are normally distributed, showing a strong relationship between variables.

#### 4.2. Conclusions

- The study found that the application of the Dynamic Assessment to the eighth basic year of Unidad Educativa El Camino improves the process of learning English.
- Comparing the initial test applied on April 25 and the second one on June 25, tests score average increased 28%. Therefore, mediation was successful.
- Through a survey applied to the students, the research found that 73% of the students experienced that they have improved their knowledge of the English language, 67%

participants felt comfortable reviewing the topics with mediated assistance of the teacher, and a total of 93% participants improved their score comparing tests; this results confirm that the use of the Dynamic Assessment (MLE) boosted the grades and improved the knowledge of the learners. An average of 60% of the students felt motivated to learn more about the English language because of the use of the Dynamic Assessment (MLE). The observer found that despite the fact that not all of the students developed a need of reflective thinking or disposition for conceptual thinking, the use of the methodology corrected and eliminated cognitive inefficiencies, improving the abilities of the students and developing intrinsic motivation.

#### **4.3. Recommendations**

- The implementation of the Dynamic Assessment through a mediated learning experience is recommended in order to improve learning results.
- The development of a schedule of activities is recommended in order to simplify the application of the methodology and the teaching process.
- The creation of a program of training including workshops and seminars in order to introduce teachers with the Dynamic Assessment (MLE) methodology.

## **CHAPTER V**

### **5. PROPOSAL**

TO INTRODUCE THE USE OF THE DYNAMIC ASSESSMENT (MLE) AT UNIDAD EDUCATIVA EL CAMINO ON THE TEACHERS IN ORDER TO IMPROVE THE LEARNING EXPERIENCE OF THE ENGLISH LANGUAGE OF THE STUDENTS OF THE EIGHTH BASIC YEAR.

#### **5.1. Objectives**

##### **5.1.1. General Objective**

- To set up the Dynamic Assessment at “Unidad Educativa el Camino” on the teachers in order to improve the learning experience of the English language of the students of the eighth basic year.

##### **5.1.2. Specific Objective**

- To share the methodology within the teachers at Unidad Educativa el Camino.
- To design a schedule of activities in order to apply the teaching process.
- To develop of a program of training including workshops and seminars in order to introduce to the teachers with the Dynamic Assessment (MLE) methodology.
- To evaluate and control the process.



### 5.1.3. Action Plan

**Table 13**

*Action Plan*

	<b>Activity</b>	<b>Evaluation criteria</b>	<b>Time</b>	<b>Responsible</b>	<b>Participants</b>
<b>A1</b>	Introduction of the methodology to the teachers	Number of participants (teachers)	One week	Academic Director	Instructor/ 5 Teachers
<b>A2</b>	Design of a schedule of activities	Schedule of activities	One week	Academic Director Area Directors	5 Teachers
<b>A3</b>	Development of a training program to introduce teachers with the Dynamic Assessment (MLE) methodology.	Workshops Seminars	Three months	Academic Director Area Directors	5 Teachers
<b>A4</b>	To evaluate and control	Grades and skills	2 quimesters	Academic Director Area Directors	Instructor/ 5 Teachers

### 5.1.4. Introduction of the methodology to the teachers

The introduction of the Dynamic Assessment (MLE) methodology includes the following items:

- Application of a pre test.
- Mediated Learning Experience, which aims to:
  - Correct and eliminate cognitive inefficiencies.
  - Improve the abilities of the students.
  - Develop intrinsic motivation.
  - Create a need of reflective thinking.
  - Develop a disposition for conceptual thinking.
  - Create active learners.
  - Application of a post test.

This activity will be performed through the application of seminars and workshops described in the following items.

#### 5.1.5. Establishment of a schedule of activities

**Table 14**

*Schedule of activities*

	1st Quimester		2nd Quimester	
	First Half	Second Half	First Half	Second Half
Pre Test	X		X	
MLE*	X	X	X	X
Post Test		X		X

\*MLE: Every student will have a scheduled one hour session per week.

#### 5.1.6. Training program

The training will be periodic during the whole year and directed to the introduction of the methodology. It will have periods of evaluation corresponding to every area, aiming to facilitate the teachers its application. The teachers will assist to workshops and seminars according to the following schedule:

**Table 15**

*Schedule of activities*

	1st Quimester				2nd Quimester			
	First Half		Second Half		First Half		Second Half	
	Seminar	Workshop	Seminar	Workshop	Seminar	Workshop	Seminar	Workshop
Introduction	X				X			
Implementation	X	X			X	X		
Control		X		X		X		X

- **Duration:**

- **Seminar:** Two hours
- **Workshop:** Three hours

**Goals of the seminar:**

The seminar is directed to introduce teachers to the Dynamic Assessment Methodology clarifying topics included in the mediated learning experience, aiming to train the teacher-mediator to:

- Correct and eliminate cognitive inefficiencies.
- Improve the abilities of the students.
- Develop intrinsic motivation.
- Create a need of reflective thinking.
- Develop a disposition for conceptual thinking.
- Create active learners.

**Goals of the workshop:**

The workshop is a participatory activity focused on:

- The improvement of the learning-teaching process.
- Conflict resolution (during mediation some students may not feel comfortable with the review of their mistakes).
- Clarification of topics related to the methodology.

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## GLOSARY

**Acquire, acquisition:** The process of —picking up a language or elements of a language. They are contrasted with learn and learning.

**Application:** The act of putting to a special use or purpose, the application of common sense to a problem.

**Dynamic assessment:** (DA) is a method of conducting a language assessment which seeks to identify the skills that an individual child possesses as well as their learning potential.

**Interactive Learning:** is a pedagogical approach that incorporates social networking and urban computing into course design and delivery.

**Learn, learning:** We use these both in the ordinary, everyday way and, often, in the Krashenian sense of somehow getting to ‘know the rules’, a conscious knowledge about grammar.

**Learning activity:** Learning activities are ones in which students are learning rules, they are making a conscious attempt to internalize them, or they are focusing on the form of the message rather than the message itself. Whenever a student is producing language while focusing on correctness, s/he is engaged in a learning activity.

**M.L.E.-** is defined as a quality of interaction between the organism and its environment. This quality is ensured by the interpositions of an initiated, intentional human being who mediates the stimuli impinging on the organism.

**Motivation:** is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function.