

The Effects of Interactionist Versus Interventionist Dynamic Assessment Models on Vocabulary Learning of Iranian EFL Learners with Different Cultural Dimensions: A Mixed-methods Study

Abstract

Article Type:

Original Research

Authors:

Leila Babapour Azam¹

Fatemeh Mirzapour²

ORCID: [0009-0008-2894-7243](https://orcid.org/0009-0008-2894-7243)

Ali Asghar Yousefi Azarfam³

ORCID: [0000-0001-9153-171X](https://orcid.org/0000-0001-9153-171X)

Article History:

Received: 2025.08.21

Accepted: 2025.11.28

Published: 2025.12.15

Dynamic Assessment (DA) is the integration of assessment and training into a single, continuous activity. This combination enhances linguistic skills by providing targeted mediation to students' needs and abilities. This mixed-methods study aimed to investigate the contribution of the two approaches of DA, namely interactionist and interventionist, to vocabulary learning among Iranian EFL learners with diverse cultural backgrounds, with a focus on learners' attitudes. To meet the objectives, 90 male and female students aged 15-18, at the intermediate level from two language schools in Sarab, Iran, were recruited through convenience sampling. Oxford Quick Placement Test, Vocabulary Knowledge Scale, Vocabulary Test, Cultural Dimension Questionnaire, and recorded instructional sessions were used to gather the required data. The analysis of the quantitative data revealed that students in the interactionist individualism/collectivism group scored significantly higher on the vocabulary posttest than students with other cultural orientations within the same group and students in the interventionist group. Inductive thematic analysis of the qualitative data revealed that the influences of both approaches differed in terms of the degree of negotiated mediations, the development of different learning strategies, and the promotion of different preparation orientations. The findings of the study have some pedagogical implications.

Key Words: Cultural Orientations, Interactionist Dynamic Assessment, Interventionist Dynamic Assessment, Sociocultural Theory, Vocabulary Learning

1. Department of English, Sara.C., Islamic Azad University, Sarab, Iran. Email: leila.babapourazam@iau.ir

2. Department of English, Sou.C., Islamic Azad University, Soufian, Iran (Corresponding Author). Email: fatemehmirzapour@iau.ir

3. Department of English, Sou.C., Islamic Azad University, Soufian, Iran. Email: aliayousefi@iau.ir

1. Introduction

Vocabulary is essential to language and crucial for language learners. Humans cannot express their intended meaning without words, which are the basic building blocks of a language, because they serve to identify things, behaviors, and ideas. The exceptional role that vocabulary knowledge plays in learning a second or foreign language (L2 or FL) has recently been recognized by theorists and researchers (Derakhshan & Janebi Enayat, 2020). As a result, a variety of methods, strategies, and activities have been introduced into the field to teach vocabulary (Vu & Peters, 2021).

The assessment of students' learning is a crucial part of education because it tries to show that the predetermined goals have been met (Levy-Feldman, 2025). Through assessment, the teaching and learning process can be examined, and any possible problems can then be addressed and a potential solution offered (Liu et al., 2024). Nevertheless, establishing the causes of students' learning problems and working on them might be a very complex task (Daniel et al., 2025). Static Assessment (SA), the most popular method of student evaluation, is typically done at the end of the learning process and separates testing from teaching. However, given the need to assess students' performance based on the entire learning process, Dynamic Assessment (DA) is recommended (Orhon & Mirici, 2023).

With the belief that teaching and assessment are inseparable, DA aims to alter traditional assessment. According to Nazari (2012), DA demonstrates how teaching and assessment are closely linked as a single activity. While DA can help differentiate students' performance based on what they are learning or what they can learn through interaction, SA represents what students have already learned (Tabatabaei & Bakhtiarvand, 2014).

An interactionist approach and an interventionist approach are the two primary schools of thought in DA introduced by Lantolf and Poehner (2004). The fundamental difference between these approaches lies in their mediation techniques. Lantolf and Poehner (2007) asserted that interactionist DA is intricately linked to Vygotsky's notion of cooperative dialogue, where mediation emerges through the interactive engagement between the teacher or assessor and the learner. The interactionist DA model primarily seeks to enhance learners' competencies without focusing on variables such as effort or time invested, nor does it define a specific achievement threshold. In contrast, Lantolf and Poehner (2011) indicated that interventionist DA is more closely associated with the psychometric principles of traditional assessment. This approach employs systematic assistance strategies to generate quantifiable outcomes suitable for both between-group and within-group comparisons. Unlike the interactionist model, interventionist DA treats

pre-planned mediations as indicators of the learning trajectory, thereby estimating the necessary effort and time required to attain a predetermined endpoint. In this instructional framework, mediation progresses from implicit to explicit forms to elicit accurate responses; when learners can't complete a task, the teacher provides targeted prompts to facilitate task accomplishment.

Sternberg and Grigorenko (2002) mentioned two formats for the interventionist approach: sandwich and cake. The interactionist format, also known as the train-within-test design, offers learners mediation in the form of prompts, hints, and instructions that are arranged either from general to specific or from the most implicit to the most explicit (Ebadi, & Yari, 2017). Vygotsky's emphasis on cooperative discourse serves as the foundation for interactionist DA. This approach facilitates interaction between moderators and students. Comparable to a sandwich, interventionist DA, or a test-train-test design, incorporates the intervention in a separate session between the pre- and post-assessment (Ahmadi Safa & Jafari, 2017).

Hofstede (1980) defined cultural dimensions as several important factors that influence language acquisition, including individualism versus collectivism, power distance, uncertainty avoidance, masculinity versus femininity, long-term orientation, and indulgence versus restraint. These dimensions have a significant impact on learners' attitudes toward language acquisition, preferred learning modalities, and their reactions to different pedagogical approaches. For instance, collectivist cultures are perceived as tightly integrated societies, whereas individualist cultures are described as loosely integrated societies (Liu, 2016). In individualist societies, everyone is expected to take responsibility for themselves and their family, whereas in collectivist societies, tradition and anything rooted in tradition are highly valued (Alqarni, 2023). Because of this, EFL students from collectivist cultures might prefer collaborative learning settings, while students from individualistic cultures might do better in more autonomous learning environments (Ghonsooly & Hassanzadeh, 2019). Hofstede's framework of cultural dimensions provides an in-depth approach for recognizing and managing cultural variations in diverse areas, such as education. Some studies have examined how certain cultural dimensions affect learning behaviors and styles. Alqarni (2022), in a detailed analysis, investigated the impact of Hofstede's dimensions on language acquisition in various cultural and educational contexts. The results showed that factors like power distance, individualism versus collectivism, uncertainty avoidance, and masculinity compared to femininity significantly influence learning preferences, engagement levels, and academic outcomes.

In order to effectively tailor vocabulary instruction to the diverse needs of EFL learners, it is imperative to acknowledge these cultural dimensions. Based on the above-mentioned issues,

this study attempted to enhance the current literature by investigating the impact of interactionist and interventionist dynamic assessment on vocabulary learning. Because learners' cultural orientations (e.g., individualism–collectivism, power distance, uncertainty avoidance) have been shown to influence their learning preferences, responsiveness to mediation, and classroom interaction styles, this study also investigated whether learners with different dominant cultural dimensions responded differently to each type of dynamic assessment. Through an analysis of the performance of EFL learners characterized by differing cultural dimensions, this research sought to uncover the intricacies of vocabulary learning and the influence of dynamic assessment within this process.

Based on the issues identified in previous research, the present study aimed to contribute to the literature by examining how two major models of dynamic assessment—interactionist and interventionist—affect EFL learners' vocabulary development. By integrating these two areas of inquiry, the study sought to provide a clearer understanding of how dynamic assessment works across diverse learner profiles and to identify which model is more effective for vocabulary learning within different cultural orientations.

2. Review of the Related Literature

2.1. DA and Theoretical Foundation

DA is grounded in Vygotsky's cultural-historical psychology, positing that training within ZPD facilitates development (Lantolf & Thorne, 2006). In applied linguistics and second language acquisition (SLA) research, Vygotskian cultural-historical theory is commonly referred to as sociocultural theory (SCT). This theory presents a paradigm for studying cognition that emphasizes the significance of social context. According to Lantolf and Pohner (2004, p. 1), “despite the label “sociocultural”, the theory is not a theory of the social or the cultural aspects of human existence....it is, rather, a theory of mind...that recognizes the central role that social relationships and culturally constructed artifacts play in organizing uniquely human forms of thinking”. The ZPD is Vygotsky's approach for comprehending the interplay between learning and development. It is intricately linked to two significant and interrelated concepts: mediation and internalization (Lantolf & Thorne, 2006). This theory posits that humanity is perpetually influenced by social practices, activities, and cultural objects; additionally, individuals may also be mediated when working alone (Lantolf & Thorne, 2004). Grounded in SCT, DA is a procedure wherein the assessor aids the examinee through intervention to enhance performance on specific items or

the whole test, typically involving the examiner's intention to evaluate the outcomes of the intervention. This approach may yield a final score that represents a gain score, indicating the difference between pre- and post-test scores, or it may simply reflect the post-test score (Sternberg & Grigorenko, 2002).

Two fundamental DA approaches are presented in the literature. The initial one is predominantly quantitative. Lantolf and Poehner (2004) referred to this approach as 'interventionist' DA. The mediator, in interventional approaches for DA, standardizes the mediation process to provide uniformity for all learners. The second approach which emphasizes education and learning rather than statistical measurement employs an interpretive approach for assessment. Lantolf and Poehner (2004) call this approach as 'interactionist' DA. The mediator, within interactionist approach to DA, engages with the learner and perpetually evaluates their existing developmental stage. This 'interaction' justifies the employment of the term 'dynamic' (Fulcher, 2010).

The interventionist DA employs standardized forms of assistance to achieve measurable outcomes, which facilitate comparisons of students' abilities pre- and post-intervention, and enable predictions regarding their future test performance. Scores are regarded as a measure of the assistance required for a learner to successfully attain a certain objective (Poehner, 2008), and as an "index of speed of learning" (Brown & Ferrara, 1985, p. 300). Sternberg and Grigorenko (2002) presented two interventionist DA procedures, termed the 'sandwich' and 'cake' approaches. The sandwich structure closely resembles a classic experimental research design by incorporating pretest, mediation, and post-test designs. This approach involves placing mediation or treatment like a sandwich between a pre-test and a post-test. The examinees' performances on the post-test and pre-test are compared to assess the degree of improvement (Poehner, 2005). In a layer-cake style, assessment incorporates the teacher's intervention during the test administration. In this style, if the examinee fails to answer an item correctly, the teacher intervenes and provides preselected and tailored hints to mediate the test taker's performance. Simultaneously, his learning capacity is assessed during the intervention procedure. Feedback is provided until the examinee completes the specified task (Poehner, 2008). Conversely, interactionist DA is grounded in Vygotsky's concepts regarding the significant function of collaborative dialogue. This approach ensures that support is entirely aligned with the learner's ZPD and may be discerned through the interaction between the learner and the mediator (Sternberg & Grigorenko, 2002). Interactionist DA focuses solely on the progression of an individual learner or a group of learners, rather than the preconceived outcomes of learning or the

effort required in this process (Poehner, 2005).

2.2. DA and Culture

Cultures are determined by structures of power, which affect both the roles of individuals as well as their relationships with one another. These roles and relationships have a significant role in educational contexts for L2 learners and EFL instructors (Liu, 2016). In the same vein, Breen (2001) argued that social relationships in the classroom help organize what is learned, how learning takes place, and what we achieve. According to Hofstede (1997), in communities with low power distance, everyone expects teachers to treat learners equally because the educational process is student-centered. However, education in societies with great power distances tends to be teacher-centered, because people expect teachers to outline the intellectual paths that learners should follow (Hofstede, 1997).

The concepts of collectivism and individualism have implications for classroom contexts. In a collectivist culture, learners are expected to be the recipients of knowledge from a more knowledgeable person (e.g., a teacher), while in individualist cultures, learners are seen as autonomous people having the right to explore and learn freely (Alqarni, 2022). Such orientations in collectivist cultures can contradict interactionist dynamic assessment which needs the active participation of learners in interaction and feedback processes. Learners with individualistic orientations may benefit from interactionist DA since learners are more ready for exploration and individual involvement (Liu, 2016).

Despite some studies (Bahramlou & Esmaeili, 2019; Ebadi & Yari, 2017, Ghonsooly & Hassanzadeh, 2019) examining vocabulary learning, and the recent emphasis on DA practices in educational contexts (Ghorbanian et al., 2024; Zarei & Shishegarha, 2024), to the best knowledge of the researchers, little attention has been paid to the effect of interactionist and interventionist DA on vocabulary learning considering cultural dimensions. The objective of this study was to examine the educational effects of interactionist and interventionist DA approaches on vocabulary learning among Iranian intermediate EFL learners with varying cultural orientations. To this end, the following research questions were proposed.

- **RQ1.** Do interactionist and interventionist DA have different effects on the vocabulary acquisition of Iranian intermediate EFL learners with different cultural dimensions?
- **RQ2.** How do Iranian intermediate EFL learners with different cultural dimensions react to interactionist and interventionist DA in their vocabulary learning process?

3. Method

3.1. Design

This study employed a concurrent mixed-method experimental design to address the main research questions. Riazi (2016) described this design as a methodology wherein researchers concurrently gather quantitative and qualitative data, subsequently integrating the two data types to interpret the overall findings, hence offering a more holistic understanding of the research problem than a standalone approach.

The quantitative phase of the study employed a pre-test, post-test comparison group quasi-experimental design. In the qualitative phase, data were gathered from the two experimental groups, interventionist and interactionist groups, during the treatment stage of the quantitative phase. All instructional sessions for participants were recorded, transcribed, and utilized as raw data for interpretative phenomenological analysis (IPA). Inductive thematic analysis was utilized to examine the dataset. According to Zhang and Wildemuth (2009), deductive analysis is intended to test theories or address questions created from theories or earlier empirical studies, but inductive analysis initiates the examination of topics and themes, in addition to the inferences drawn from them in the data.

This method was selected for its theoretical adaptability and ability to generate themes directly from participants' accounts, assuring that findings were rooted in lived experiences rather than predetermined categories (Smith et al., 2009). In other words, this method helped focus on how participants reacted and felt regarding their experiences of vocabulary learning through two types of dynamic assessments.

3.2. Participants

This mixed-methods study was carried out with the participation of 90 male and female students aged 15-18, at the intermediate level, from among 180 students. 40 of them were male learners, and 50 were female learners. These participants were selected through convenience non-random sampling from two language schools in Sarab, Iran. Homogeneity of the participants was established through Oxford Quick Placement Test (OQPT). The study considered participants whose scores fell between one standard deviation above and below the mean. All the participants were native speakers of the Azari language. Then, they were randomly assigned to two experimental groups (interactionist and interventionist groups, 45 participants in each group).

Regarding the ethical research protocol, all volunteers were informed of the aims and the

procedure of the study. Furthermore, participants were informed that they could leave the study at any time should they feel uncomfortable. The participants granted their written informed consent to the researchers at the beginning of the study and confirmed their voluntary participation. They were assured that their personal names would remain confidential and that their responses would be managed meticulously to preserve privacy. The intervention sessions were arranged based on the participants' availability and preferences to guarantee their comfort.

3.3. Instruments and Materials

3.3.1. Oxford Quick Placement Test (OQPT)

The first instrument used in the current study was OQPT. It was administered to help the researchers select homogenous participants out of 180 students. According to this test, the students whose scores fell between one standard deviation above and below the mean were determined as intermediate and were considered the target participants of the study. This test consisted of 60 objective items (vocabulary, grammar, and reading comprehension), and its reliability reached 0.90 (Geranpayeh, 2003), and $\alpha=0.80$ in the current study, which indicates an acceptable level of reliability.

3.3.2. Vocabulary Knowledge Scale (VKS)

Paribakht and Wesche (1993) proposed five levels or stages in the acquisition of individual words in their vocabulary knowledge scale (VKS). The VKS scale rating varies from total unfamiliarity through the recognition of the word and some idea of its meaning to the ability to use the word with grammatical and semantic accuracy in a sentence. These five levels include:

1. I do not remember having seen this word before.
2. I have seen this word before, but I do not know what it means.
3. I have seen this word before, and I think it means (synonym or antonym).
4. I know this word. It means (synonym or antonym).
5. I can use this word in a sentence.....

VKS served as a criterion for selecting vocabulary items that students were unfamiliar with. Consequently, students were provided with 100 vocabulary items selected from ten units of Vocabulary in Use and were asked to assign numbers 1, 2, 3, 4, or 5 to these items. The five criteria of VKS were translated into Persian to reduce ambiguity in this context. Subsequently, the researchers picked 40 vocabulary items for the study based on the students' scores. The vocabulary items were those that the students assigned ratings of 1 or 2 on the VKS. The included vocabulary items were those with which the students had the least familiarity, as indicated by the

first two levels of the VKS scale: “1. I do not remember having seen this word before” and “2. I have seen this word before, but I do not know what it means.”

3.3.3. Vocabulary Test

To test the vocabulary knowledge of the participants after the treatment, a vocabulary test devised by the researchers was used. For this purpose, 40 vocabulary items rated 1 or 2 by participants based on VKS were included in the test. The following procedures were taken to ensure the validity and reliability of the test.

After constructing the test, it was checked by a panel of experts for its content validity. To this end, a group of English teachers with an MA and a PhD in TEFL, and at least 18 years of teaching experience, reviewed the test items and made changes to improve clarity, simplicity, and representativeness. As a result, it was proved that the test had construct validity.

Moreover, to ensure the reliability of the test, test-retest procedures were implemented. To this end, the test was administered twice to the intermediate students with a time interval of 15 days. Next, a Pearson correlation formula was employed to analyze the scores. The results indicated a satisfactory reliability index of 0.82. Moreover, the internal consistency of the test was confirmed by employing the Kuder-Richardson Formula 20 test. This test was employed to check the internal consistency of instruments with dichotomous choices. The results showed the reliability index of 0.86, which is an acceptable level (See Appendix A).

3.3.4. Cultural Dimensions Questionnaire:

The cultural dimension questionnaire developed by Saboori et al. (2015) was used in the present study. It had 26 items on a 4-point Likert scale, which measured 6 dimensions of culture consisting of:

- Power distance (Items: 8, 12, 14, 15)
- Individualism/ collectivism (Items: 3, 9, 13, 16, 17)
- Masculinity/ femininity (Items: 10, 19, 23, 24, 25)
- Uncertainty avoidance (Items: 2, 5, 6, 26)
- Long/short term orientation (Items: 1, 4, 7, 11)
- Indulgence/ restraint (Items: 18, 20, 21, 22)

This instrument has an acceptable level of validity and reliability and its reliability index has been reported to be 0.79 (Saboori et al., 2015). This questionnaire was administered to the participants, and the learners' scores for each component were rank-ordered. Next, following the descriptive midpoint approach commonly used in cultural dimension research conducted by

Ghonsooly and Hassanzadeh (2019), the learners whose scores were above 10, 12, 12, 10, 10 and 10 for the dimensions Power distance, Individualism/ collectivism, Masculinity/ femininity, Uncertainty avoidance, Long/short term orientation, Indulgence/ restraint respectively, were regarded to be oriented towards that dimension more (See Appendix B).

3.3.5. Vocabulary in Use

Vocabulary in Use, published by Cambridge University Press and authored by Michael McCarthy and Felicity O'Dell (2017), is designed to enhance vocabulary knowledge in English. It was used as the teaching material during the intervention. Units 1–10 of the book were covered. The books focus not only on individual words but also on phrases and collocations, aiding learners in grasping complex concepts such as the differences in usage among similar terms. Each unit introduces over 3,000 new words and expressions, providing clear contexts and examples to support learning. These books are suitable for both classroom use and self-study, helping users build confidence alongside their vocabulary skills.

3.4. Procedure

After selecting homogenized learners in terms of language proficiency through a non-random convenience sampling technique, they were randomly assigned to two groups (45 participants in each). The interactionist dynamic assessment was used in one experimental group, while the interventionist dynamic assessment was used in the other. Then, the cultural dimension questionnaire developed by Saboori et al. (2015) was given to the participants to determine their cultural orientations. The researcher asked the participants to fill out the questionnaire within 40 minutes carefully.

After identifying the cultural orientations of the students, the VKS suggested by Wesche and Paribakht (1993) was used, and the learners in all groups were asked to rate the vocabulary items in 100 vocabulary list based on the scale. Then, 40 vocabulary items were selected by the teacher researchers. Vocabulary items were those that the participants rated 1 or 2 on the VKS; 1 means "I do not remember having seen this word before" and 2 means "I have seen this word before, but I do not know what it means". Ten sessions were determined to teach these 40 selected words to all students in two experimental groups during the treatment period. These vocabulary items were taught to them using the *Vocabulary in Use* book.

Experimental Group One: Mediations in the interactionist group

The interactionist mediations were not pre-constructed but emerged from a thorough analysis of the mediator's collaborative dialogues with each learner during every session. The mediations were designed following Aljaafreh and Lantolf's (1994) Regulatory Scale. The fundamental principle of the regulatory scale is contingency, signifying that support is provided based on learners' needs and is progressively modified according to their answers. Nevertheless, the interactionist DA's defining feature creates flexible foundations for successful learner development. Hence, the instructor did not regard the Regulatory Scale as specific and prescriptive rules or standards. The primary objective was to gradually diminish teacher intervention as students developed greater independence. The interactionist interventions fulfilled two objectives: firstly, to address the learners' challenges, and secondly, to assess the participants' perception of the mediations' efficacy. The following excerpt illustrates the interactionist mediation provided to the student during the dialogue with the teacher in the interactionist group.

1. The Initial Hypothesis and Diagnostic Probe

- **Teacher:** "Ali, you underlined 'prevalent' in this sentence: 'Cell phones have become truly common in our society.' What do you think it means here?"
- **Student:** "Hmm, I'm not sure. Maybe it means... important?" (Ali's initial hypothesis shows he's trying to infer, but lacks the necessary tools.)

2. First Level of Mediation (Contextual Hint):

- **Teacher:** "Okay, let's look at the context again. 'Cell phones have become truly prevalent in our society.' What do you know about cell phones today?"
- **Student:** "Everyone has them. They are everywhere."
- **Teacher:** "Excellent! So, if cell phones are 'everywhere,' what might 'prevalent' mean in this context?"
- **Student:** "Oh! Maybe it means 'everywhere'?" (Ali makes a stronger connection, but still needs help.)

3. Second Level of Mediation (Semantic Scaffolding):

- **Teacher:** "That's very close! Can you think of another word that means 'present everywhere' or 'found everywhere'?"

- **Student:** "Like... common? Or widespread?" (Ali offers synonyms, demonstrating a deeper grasp of the concept.)

4. Third Level of Mediation (Consolidation & Application):

- **Teacher:** "Those are great synonyms! So, 'prevalent' means something present, appearing, or found everywhere. Now, can you use 'prevalent' in a new sentence, perhaps about something else that is prevalent in your life?"
- **Student:** "Okay... Uhm, fast food restaurants are quite prevalent in my city." (Ali successfully applies the word in a novel context, showing genuine understanding and ability to produce.)

Experimental Group Two: Mediations in the interventionist group

The second experimental group was the interventionist DA. After completing the vocabulary teaching in each session, the teacher began to mediate the learners within 60 minutes in this group. The teacher used the graduated prompt model of the interventionist approach. Mediation in this group followed Brown's Graduated Prompt Model (1987). It provided mediation in the form of predefined prompts that were ordered from the implicit to the most explicit. The prompts were also provided based on the information generated by an individual, and the number and type of the prompts in the sequence were presented in a ramification sequence.

The taxonomy of the Graduated Prompt Model for the Intervention Program was as follows:

1. Request for reading the stem or looking at the picture carefully.
2. Request for verification (Are you sure it is the correct answer?).
3. Asking the participants to guess the meaning of the word from the context.
4. Specify the word family to which the unknown word belongs or introduce another known word(s) from that word family.
5. Introducing synonym(s) or antonym(s).
6. Using flash cards.
7. Reading aloud the stem or offering the Persian translation of the stem.
8. Providing the correct response (if the 7 previous stages could not lead the learners to the correct answer).
9. Explaining the word.

The mediation started with the implicit prompts (asking the person to read the stem attentively) and ended with the most explicit prompts (giving the right answer). The mediator employed several mediation strategies during interventionist treatment sessions through a dialogic interaction with the participants to enhance their understanding of unknown vocabulary items. For example:

Introducing synonym(s) or antonym(s). This kind of mediation was employed when the word in question was abstract. The mediator gave the participants a synonym, an antonym, or both to assist them in discovering the right word. The following excerpt illustrates such a situation.

“The movie was so tedious that many people left before it ended.”

Student: “Does tedious mean exciting?”

Teacher: “Not quite. Think about how people felt when they left the movie early—were they bored or thrilled?”

Student: “They were bored, maybe tired of it.”

Teacher: “Good! So, if tedious makes people bored, what’s another word that means almost the same?”

Student: “Maybe boring or dull?”

Teacher: “Exactly. Tedious means dull. The opposite would be interesting or exciting.

Can you make your own sentence with tedious?”

Student: “Doing the same homework every day is really tedious.”

After the ten sessions were completed, the researchers administered a vocabulary test one week later to assess the participants’ vocabulary knowledge. For this purpose, 40 vocabulary items that the participants had previously rated as 1 or 2 on the VKS were included in the test.

4. Results

4.1. Quantitative Results

The normality of the present data was assessed by examining the skewness and kurtosis indices (Table 1). Skewness indices reflect the symmetry of the distribution, while kurtosis indices indicate the peakedness of the data curve. In an ideal normal distribution, both values would be zero.

Table 1.*Skewness and Kurtosis Indices of Normality*

Group	CD		N	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
Interactionist	Individualism/collectivism	OPT	6	.994	.845	-1.461	1.741
		Posttest	6	-.562	.845	.246	1.741
	Power distance	OPT	9	.233	.717	.032	1.400
		Posttest	9	1.040	.717	.750	1.400
	Masculinity/ femininity	OPT	7	-1.113	.794	.076	1.587
		Posttest	7	-.823	.794	1.377	1.587
	Uncertainty avoidance	OPT	8	-.598	.752	-.410	1.481
		Posttest	8	.608	.752	-.003	1.481
	Long-short term orientation	OPT	8	-.191	.752	-.438	1.481
		Posttest	8	-.145	.752	-.978	1.481
	Indulgence restraint	OPT	7	.535	.794	-1.481	1.587
		Posttest	7	.190	.794	-.215	1.587
Interventionist	Individualism/collectivism	OPT	7	.872	.794	-.862	1.587
		Posttest	7	-.138	.794	-1.102	1.587
	Power distance	OPT	6	-.472	.845	-1.586	1.741
		Posttest	6	-.780	.845	.682	1.741
	Masculinity/ femininity	OPT	6	-.254	.845	-1.828	1.741
		Posttest	6	.075	.845	-1.550	1.741
	Uncertainty avoidance	OPT	8	1.153	.752	.378	1.481
		Posttest	8	.000	.752	-.700	1.481
	Long-short term orientation	OPT	8	.531	.752	-.600	1.481
		Posttest	8	.627	.752	-.859	1.481
	Indulgence restraint	OPT	10	.989	.687	.615	1.334
		Posttest	10	.347	.687	.062	1.334

As seen in the table, the observed skewness and kurtosis values fell within the conventional ± 2 benchmark, suggesting no substantial departure from normality.

Homogenizing Groups on the Oxford Placement Test

A two-way ANOVA was conducted to compare the mean OPT scores of the interactionist and interventionist groups across six cultural dimension categories, to determine whether the groups were homogeneous in terms of general language proficiency before the main study. Before presenting the results, it should be noted that the assumption of homogeneity of variances was examined using Levene's test. The non-significant result of Levene's test ($F_{(17, 117)}=0.760$, $p > .05$) (Table 2) indicated that the variances across the groups were homogeneous on the OPT test.

Table 2.*Test of Homogeneity of Variances of Oxford Placement Test by Groups*

		Levene Statistic	df1	df2	Sig.
OPT	Based on Mean	1.990	17	117	.017
	Based on Median	.760	17	117	.735
	Based on Median and with adjusted df	.760	17	62.832	.730
	Based on the trimmed mean	1.826	17	117	.032

Table 3 shows the two groups' means on the OPT test. The results showed that the interactionist (M=36.59, SE=4.38), and interventionist (M=36.67, SE=4.41) groups had almost the same means on the OPT test.

Table 3.*Descriptive Statistics of Oxford Placement Test by Groups*

Group	Mean	SD	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Interactionist	36.590	4.38	.653	35.297	37.883
Interventionist	36.678	4.41	.658	35.375	37.981

Table 4 shows the results of the Two-way ANOVA. The results ($F_{(2, 117)}=1.54$, $p > .05$, $\eta^2=0.026$, representing a weak effect size) indicated that there were no significant differences between the two groups' means on the OPT test. That is to say, interactionist and interventionist groups were homogeneous in terms of their general language proficiency before the administration of the treatments.

Table 4.*Two-Way ANOVA of Oxford Placement Test by Groups by Cultural Dimensions*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	58.395	2	29.198	1.547	.217	.026
CD	71.002	5	14.200	.753	.586	.031
Group * CD	571.388	10	57.139	3.028	.002	.206
Error	2207.707	117	18.869			
Total	188917.000	135				

Note. CD stands for Cultural Dimensions.

Table 5 shows the mean scores of the six cultural dimension groups on the OPT test. The results showed that individualism/collectivism (M=37.38, SD=4.35), power distance (M=37.35, SD=4.42), masculinity/femininity (M=33.88, SD=4.35), uncertainty/avoidance (M=36.06,

SD=4.35), long-short term orientation (M=38.33, SD=4.35), and indulgence restraint (M=36.62, SD=4.39) groups had almost the same means on the OPT test.

Table 5.

Descriptive Statistics of the Oxford Placement Test by Cultural Dimensions

CD	Mean	SD	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individualism/collectivism	37.381	4.35	.999	35.402	39.360
Power distance	37.352	4.42	.903	35.564	39.140
Masculinity/ femininity	36.881	4.35	.999	34.902	38.860
Uncertainty avoidance	36.060	4.35	.908	34.262	37.857
Long-short-term orientation	38.333	4.35	.887	36.577	40.089
Indulgence restraint	36.621	4.39	.861	34.915	38.327

To answer the first research question of whether there was any significant difference between interactionist and interventionist DA in terms of their effects on vocabulary learning of EFL learners with different cultural dimensions, an independent-samples *t*-test was conducted to compare the overall mean scores of the two groups on the posttest of vocabulary. Table 6 presents the descriptive statistics for both groups on the posttest of vocabulary. The findings revealed that the interactionist group (M=28.09, SD=4.89) had a higher mean than the interventionist group (M=18.16, SD=4.87) on the posttest of vocabulary.

Table 6.

Descriptive Statistics for the Overall Posttest of Vocabulary by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Interactionist	45	28.09	4.898	.730
	Interventionist	45	18.16	4.871	.726

Table 7 outlines the results of the independent-samples *t*-test. Before interpreting these findings, it is important to note that the assumption of normality and homogeneity of variances was upheld for the posttest of vocabulary. As shown in Table 7, the non-significant results of Levene's Test ($F_{(0.137)}, p > .05$) confirmed that both groups had similar variances in their posttest of vocabulary. Consequently, the first row of Table 7, "Equal variances assumed," was reported.

The independent-samples *t*-test results ($t(88)=9.64, p < .05$, Cohen's $d=4.88$, indicating a large effect size) demonstrated that a significant difference existed between the two groups' mean scores on the posttest of vocabulary. Therefore, it can be concluded that the interactionist group had a significantly higher mean than the interventionist group

on the posttest of vocabulary. Thus, the null-hypothesis that “there was no significant difference between interactionist dynamic assessment and interventionist dynamic assessment in terms of their effects on vocabulary learning of EFL learners,” was rejected. Figure 1 shows the two groups’ mean scores on the posttest of vocabulary.

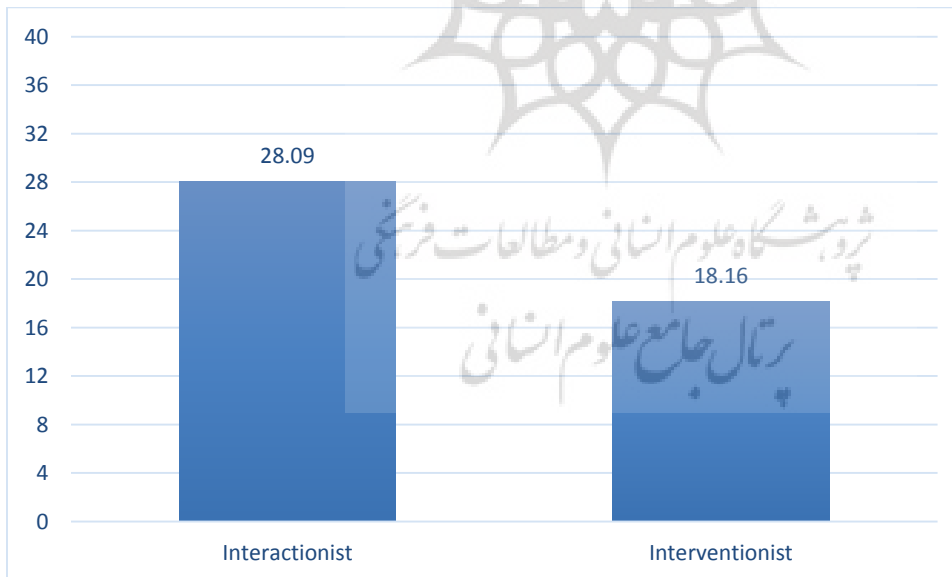
Table 7.

Independent Samples Test for the Overall Posttest of Vocabulary by Groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.137	.712	9.646	88	.000	9.933	1.030	7.887	11.980
Equal variances not assumed			9.646	87.997	.000	9.933	1.030	7.887	11.980

Figure 1.

Mean Scores for the Overall Posttest of Vocabulary by Groups



Moreover, Two-Way ANOVA plus Simple Effect Analysis was run to compare the two groups, i.e., interactionist and interventionist dynamic assessment groups’ performance, considering each of the six cultural dimensions. Simple Effect Analysis, as noted by Field (2024), enabled the researcher to compare the six cultural dimensions across the two groups, two by two.

Before discussing the results, the main results of Two-Way ANOVA will be reported (Table 9). The results indicated that there was a significant difference between the interactionist and interventionist groups' overall means on posttest of vocabulary ($F_{(1, 78)}=182.13$, $p < .05$, $\eta^2=.700$, indicating a large effect size).

Table 8.

Tests of Between-Subjects Effects for Posttest of Vocabulary by Groups by Cultural Dimensions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Group	2040.907	1	2040.907	182.137	.000	.700
CD	1178.295	5	235.659	21.031	.000	.574
Group * CD	32.983	5	6.597	.589	.709	.036
Error	874.015	78	11.205			
Total	52437.000	90				

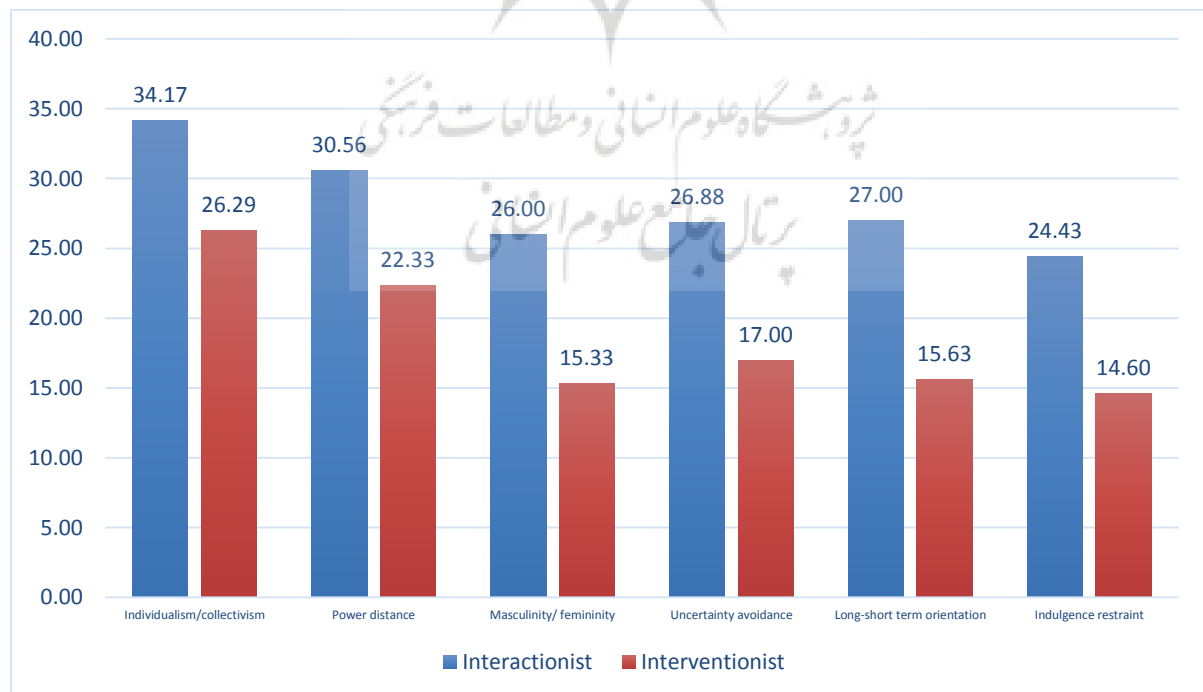
There were significant differences among the six cultural dimensions disregarding groups ($F_{(5, 78)}=21.03$, $p < .05$, $\eta^2=.574$, indicating a large effect size); and finally, there was not any significant interaction between group and cultural dimensions ($F_{(5, 78)}=.589$, $p > .05$, $\eta^2=.038$, indicating a weak effect size).

Table 9 shows the results of the Simple Effect Analysis: the interactionist individualism/collectivism group ($M=34.17$) significantly outperformed the interventionist individualism/collectivism group ($M=26.29$) on the posttest of vocabulary ($MD=7.88$, $p < .05$). The interactionist power distance group ($M=30.56$) significantly outperformed the interventionist power distance group ($M=22.33$) on posttest of vocabulary ($MD=8.22$, $p < .05$). The interactionist masculinity/femininity group ($M=26.00$) significantly outperformed the interventionist masculinity/femininity group ($M=15.33$) on posttest of vocabulary ($MD=10.66$, $p < .05$). The interactionist uncertainty avoidance group ($M=26.88$) significantly outperformed the interventionist uncertainty avoidance group ($M=17.00$) on posttest of vocabulary ($MD=9.87$, $p < .05$). The interactionist long-short term orientation group ($M=27.00$) significantly outperformed the interventionist long-short term orientation group ($M=15.63$) on the posttest of vocabulary ($MD=11.37$, $p < .05$); and finally, the interactionist indulgence restraint group ($M=24.43$) significantly outperformed the interventionist indulgence restraint group ($M=14.60$) on the posttest of vocabulary ($MD=9.82$, $p < .05$). Figure 2 shows the two groups' means across six cultural dimensions.

Table 9.*Simple Effect Analysis for Posttest of Vocabulary by Groups by Cultural Dimensions*

CD	Group	Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
						Lower Bound	Upper Bound
Individualism/ collectivism	Interactionist	Interventionist	7.881*	1.862	.000	4.173	11.589
	Interventionist	Interactionist	-7.881*	1.862	.000	-11.589	-4.173
Power distance	Interactionist	Interventionist	8.222*	1.764	.000	4.710	11.735
	Interventionist	Interactionist	-8.222*	1.764	.000	-11.735	-4.710
Masculinity/ femininity	Interactionist	Interventionist	10.667*	1.862	.000	6.959	14.374
	Interventionist	Interactionist	-10.667*	1.862	.000	-14.374	-6.959
Uncertainty avoidance	Interactionist	Interventionist	9.875*	1.674	.000	6.543	13.207
	Interventionist	Interactionist	-9.875*	1.674	.000	-13.207	-6.543
Long-short term orientation	Interactionist	Interventionist	11.375*	1.674	.000	8.043	14.707
	Interventionist	Interactionist	-11.375*	1.674	.000	-14.707	-8.043
Indulgence restraint	Interactionist	Interventionist	9.829*	1.650	.000	6.544	13.113
	Interventionist	Interactionist	-9.829*	1.650	.000	-13.113	-6.544

*The mean difference is significant at the .05 level.

Figure 2.*Mean Scores for Overall Posttest of Vocabulary by Groups by Cultural Dimensions*

4.2. Qualitative Results

In the qualitative phase, data were gathered from the two experimental groups, interventionist and interactionist groups, during the treatment stage of the quantitative phase. All instructional sessions for participants were recorded, transcribed, and utilized as raw data for qualitative analysis. Inductive thematic analysis was utilized to examine the dataset. This method was selected for its theoretical adaptability and ability to generate themes directly from participants' accounts, assuring that findings are rooted in lived experiences rather than predetermined categories (Smith, 2019). In other words, this method helped focus on how participants see and feel regarding their experiences of vocabulary learning through two types of dynamic assessments.

Findings regarding how Iranian EFL learners felt about the effects of DA models on their vocabulary learning are outlined in this section. The different individual themes derived from the data were categorized into three main themes: (a) the degree of negotiated mediations, (b) developing different learning strategies, and (c) promoting different preparation orientations.

4.2.1. The Degree of Negotiated Mediations

Students' cognitive and emotional involvement differed considerably between the two DA models. In interactionist DA, learners demonstrated a sense of active engagement and shared responsibility in the learning process, and the negotiation between mediator and learner was clearly deeper. For instance, the teacher asked, "What do you think it means here?" when a student came across the term "unique" in a reading assignment. "Not common... maybe special," the student responded after pausing. "Yes, good!" was the mediator's response. Is it similar to "normal" or "rare"? "Not normal," the student promptly answered. "Oh, so unique means very special, not just different," the teacher continued, smiling. Students frequently asked questions or repeated prompts to clarify their thinking. "Can I ask what kind of person gives money to poor people?" a student asked after being asked to guess what the word "generous" meant. "Then generous is kind?" the student concluded after the teacher nodded. Her tone conveyed not just recall but also confidence and discovery.

On the other hand, interventionist DA adhered to a predetermined series of prompts, such as "Is it a noun or an adjective?" and "What is a synonym for 'affluent'?" Even while some students answered rapidly, their verbalizations were shorter, and fewer demonstrated a sense of ownership over meaning-making. When asked to define affluent, one student did not say anything until the third prompt: "It means rich, right?" His tone ended with a rise — a question, not a statement —

suggesting doubt and reliance on the teacher. After being told that "ample means enough or more than enough," another student merely repeated, "Ample=enough," and continued without providing any additional elaboration.

These patterns show that whereas many students in interventionist DA appeared to passively wait for the "correct" prompt, suggesting a more one-sided, teacher-driven experience, students in interactionist DA felt heard and active in solving their own difficulties.

4.2.2. Developing Different Learning Strategies

Students' strategies for dealing with unfamiliar vocabulary also varied between the two models, as seen by their spontaneous language during activities. Students regularly used self-questioning and contextual guessing in interactionist DA. A student pointed to the sentence, "He visits his grandparents frequently," when asked about frequently. "Hmm", she remarked. It means... several times? Like, often? "Is that right?" she asked the teacher after that. This demonstrates metacognitive awareness -she identified and deduced meaning from context, and verified her hypothesis. In an attempt to comprehend the term "enormous", another student remarked, "Big... very big? Like, huge? "Wait — in the sentence: 'an enormous mistake,' he continued. A big mistake, but worse? Important mistake? His verbalization demonstrated strategic thinking by breaking down the sentence, connecting it to significant previous knowledge, and refining his understanding.

Such self-initiated strategies were uncommon in interventionist DA. Rather, students relied on translation or often clear clues. One student hesitated before responding, "It's wealthy." Like, rich person. Context was not used in any way. Another said "Ample" in response to the question "Think of a synonym for 'plentiful,'" but remained silent when asked, "How did you know?" Later in the lesson, one student admitted, "I just wait for the clue... then I remember." This indicates a preference for cue-based recall over active problem-solving.

Thus, although interventionist DA promoted prompt-driven retrieval and limited spontaneous strategy use, interactionist DA seemed to elicit and reinforce a wider range of learning strategies, such as inference, self-monitoring, and word analysis.

4.2.3. Promoting Different Preparation Orientations

The two DA models also influenced how students handled learning vocabulary beyond the session. During interactionist sessions, students reviewed vocabulary on their own, discussed meanings with classmates, and asked questions before being prompted. One student asked his partner after learning the term 'fundamental'; "That means highly important, right? For example,

water is fundamental for life; we cannot survive without it. He demonstrated deeper conceptual engagement and intrinsic motivation by using the phrase beyond the task. After learning 'common and uncommon', another student started identifying vocabulary cards with "common?" or "uncommon?"—a behavior that the teacher did not model. "Because some words are rare... better to know," she responded when asked why. Her behavior demonstrated a growth mindset, viewing vocabulary learning as a skill to acquire rather than merely data to commit to memory.

On the other hand, students displayed less spontaneous initiative both during and after interventionist sessions. Anticipating the next prompt or memorizing definitions were the main methods of preparation. 'Ample=plenty, Affluent=rich' were repeated by one student as they went over the flashcards. He had trouble using the words in a sentence. "When I see the hint, I know what the word means, but alone, I forget," remarked another. This shows that while interventional DA is systematic, a diagnostic approach, and was useful for identifying errors, it did not necessarily transfer confidence or independence in vocabulary use. Additionally, students in interventionist DA were more likely to avoid risk. They either inquired, "What's the next hint?" or remained silent when they weren't sure, instead of guessing. Even wrong guesses were made with more assurance during interactionist sessions. For example, one person asked, "Is 'generous' like... friendly?" and smiled when corrected, demonstrating comfort with making mistakes as a necessary part of learning.

In brief, the students' opinions of the two DA models are evident in their verbal behavior and observed engagement throughout instructional sessions. They saw vocabulary learning as cooperative, significant, and empowering in interactionist DA; they actively employed strategies, negotiated meaning, and prepared with depth and curiosity. They frequently felt guided but passive in interventionist DA, relying on prompts rather than investigation and preparing for performance rather than understanding. These emotional and cognitive reactions, which are derived from their actual classroom experiences, clearly address the research question and correspond with the patterns found in the data.

5. Discussion

The results of Two-Way ANOVA and Simple Effect Analysis revealed that the interactionist individualism/collectivism group significantly outperformed the interventionist individualism/collectivism group on posttest of vocabulary. Both interactionist and interventionist DA approaches positively influenced vocabulary acquisition; however, the interactionist approach

demonstrated superior efficacy in enhancing learners' vocabulary learning compared to the interventionist approach. Interactionist DA adheres to Vygotsky's collaborative dialogue framework. In this DA model, assistance is generated through the interaction between the mediator and the student, and is therefore well attuned to the students' ZPD. Conversely, interventionist DA is more intimately linked to psychometric aspects of certain static assessment methods (Ahmadi Safa et al., 2015).

In relation to this feature of interventional DA, Luria (1961) contends that statistical methods, like as psychometric assessments, fail to provide a complete representation of students' potentials. He also asserts that, to acquire a comprehensive understanding of students' abilities, two critical pieces of information are essential: the students' performance with the mediator's support and the degree to which the learners can progress. Additionally, Luria (1961) suggested that "the most important problem is that we have to pay more attention not only to the diagnosis, but also to the prognosis of the developmental potential of the children" (p. 5).

Moreover, interventionist DA employs standardized administration protocols and support to produce scientific results that facilitate comparisons of various metrics both within and across groups, as well as to predict the students' performance in additional tasks (Lantol & Poehner, 2011). These considerations suggest that the interactionist DA is more aligned with the foundational principles of DA, rendering it more effective than the interventionist approach.

Ahmadi et al. (2017) affirmed the beneficial impact of DA on second language acquisition, noting that interactionist methodologies of DA are more efficacious than interventionist methodologies. One explanation for the findings pertains to the interactionist DA greater sensitivity to an individual's ZPD (Fulcher, 2010), which may render it a more effective framework for accounting for the psychological processes underlying learning and a powerful means for identifying appropriate forms of mediation and instruction (Poehner, 2008). Interactionist DA may aid teachers in providing students with suitable feedback and assist students in identifying the roots of their linguistic difficulties through meaning negotiation and mediation.

Furthermore, engaging the entire class as secondary interactants and conducting a series of one-on-one interactions, interactionist DA may enable students to obtain tailored and progressive instruction that precisely addresses their specific needs. The interactionist approaches to DA may be more clinical than psychometric, as a sequence of one-on-one interactions could provide teachers insights into psychological processes that are otherwise available solely through individual engagement. Consequently, it can be argued that both primary and secondary interactants may benefit from the advantageous role of interactionist DA.

Interventionist approaches to DA, conversely, seem to emphasize the psychometric characteristics of conventional assessment methods or static evaluation, perhaps lacking alignment with learners' ZPDs.

Regarding the effects of two types of DA, interactionist and interventionist, on Iranian EFL learners' vocabulary learning with different cultural orientations, the findings revealed that learners in the interactionist DA group with an individualism/collectivism cultural orientation significantly outperformed all learners in the other culturally oriented groups. The results of the present study can be explained in terms of the attributes of these cultural dimensions. The findings indicated that the collectivism/individualism dimension was primarily linked to DA and vocabulary learning. It means that DA exerted the most pronounced influence on learners with collectivist or individualist orientations. The pronounced impact of the collectivism/individualism dimension suggests that individualistic learners may derive the greatest advantages from dynamic assessment, whilst collectivist learners may gain the least from it.

In educational contexts, cultural values profoundly influence students' perceptions of learning, the methods by which it should occur, and the most effective teaching approaches. To put in other words, the objective of education is viewed distinctly in individualistic and collectivist societies. Individualistic cultures teach students coping with novel and unpredictable situations, whereas collectivist cultures aim to equip individuals to align with the collective values (Nelson & Shavitt, 2002). From an individualistic point of view, a primary objective of education is to cultivate independent, autonomous learners, with academic achievement is evaluated through individual assessments and individual grades. In collectivist classrooms, the objective is group success rather than individual achievement, leading students to depend on and assist one another.

Students in individual settings are urged to engage in their learning process, express their opinions, and challenge their teachers (Al-Issa, 2005). In individualist cultures, teaching is not only the delivery of knowledge to students; it involves the sharing and negotiation of knowledge. Teachers in these environments promote risk-taking, competition, and problem-solving. According to Triandis (1995), collectivist cultures perceive individuals as integral components of one or more groups, prioritizing the objectives of the collectives over personal ones. Students from collectivist societies perceive teachers as more knowledgeable, more competent, and responsible for all educational decisions. The failure of students is attributed to the teachers and their success is credited to the teachers too. In contrast to individualistic cultures, competition is discouraged, and education serves just as a means to attain prestige and an elevated social position within one's social group (Hofstede, 1986).

Regarding the qualitative findings, the highly negotiated mediation characteristic of interactionist DA prompted students to actively reformulate their vocabulary knowledge and engage in metacognitive processes. A richer semantic network for new words and more durable learning are the results of this deep processing, which is aided by the collaborative dialogue (Nation, 2013). Conversely, less negotiated, more directive mediation may result in shallower processing, where words are learned but may not be as thoroughly incorporated into the learner's preexisting lexical framework, even though it is effective for instant word recognition.

Moreover, the strategies that are encouraged have long-term effects on vocabulary autonomy. By encouraging metacognitive and contextual strategies, interactionist DA gives students skills they can use to deal with new vocabulary outside of assessment settings. This is in line with O'Malley and Chamot's (1994) Cognitive Academic Language Learning Approach (CALLA), which stresses the importance of teaching and practicing learning strategies. Learners gain more independence and strength as they learn new words. Interventionist DA can help students remember certain vocabulary words, but it might not help them become as strategically independent, which could mean they still need help from others. Finally, a learner's preparation orientation significantly influences the durability and depth of their learning. An intrinsic, growth-oriented mindset fostered by interactionist DA encourages not only the acquisition of individual words but also a lifelong passion for learning and a proactive approach towards language development. Learners take charge of their own vocabulary development. Interventionist DA can be very helpful for targeted remediation and building foundational knowledge, but it could also unintentionally limit the growth of this important internal drive and self-efficacy (Bandura, 1997) that is necessary for continued vocabulary development.

6. Conclusion

The findings of this study showed that both interactionist and interventionist DA methods improved students' vocabulary learning; however, the group using the interactionist method significantly outperformed the interventionist group. Particularly, the orientation towards individualism or collectivism resulted in the most significant impact, indicating that learners with individualistic dimensions gained more from the interactionist approach than those from collectivist backgrounds. These findings suggest that the focus of interactionist DA on negotiated mediation fits better with the autonomy-focused learning styles common in individualistic cultures. On the other hand, while interventionist DA is still helpful, it seems to be less sensitive to these cultural differences.

The findings of this study indicate that Iranian EFL teachers may initially capitalize on learners' cultural orientations and DA in the context of vocabulary teaching. The teacher can transcend simple static testing and promote greater learning by providing appropriate mediation according to the needs of the learners. This interactive and dynamic approach to vocabulary learning will enhance efficiency in outcomes and ensure that learners own responsibility for their learning. Moreover, the study's findings suggest that language teachers should perform a comprehensive assessment of their students' ZPD. Therefore, they can identify more proficient learners and categorize their classes into distinct groups, assigning greater responsibilities to the more capable learners and designating them as group leaders. The group leaders can adopt the roles of mediators, subsequently offering support to their peers. By utilizing scaffolding provided by more competent peers, the ZPD of other learners may be broadened.

Material developers and syllabus designers may recognize the advantages of DA and learners' cultural orientations, ensuring that their textbooks are designed to facilitate the implementation of DA. Language teacher trainers may emphasize the integration of DA into their curriculum to adequately equip teachers for implementing DA, considering cultural orientations. Teachers should receive training on the integration of DA strategies into their instructional methodologies.

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Appendix A

A Sample of Vocabulary Test

Choose the correct answer.

1. Which phrase means the same as the words underlined? Prices have increased slowly.
A. risen gradually
B. dropped sharply
C. fallen slowly.
D. gone up sharply
2. Which phrase is not correct?
A. the worth of living
B. the cost of living
C. a good standard of living
3. Which of the following expressions is not informal or spoken English?
A. The flat is handy for shopping.
B. If you require further assistance, contact the manager.
C. Excuse me, where's the loo?
D. I reckon you'll get the job.
4. Fill the gap with the correct word. Where is the film?
A. about
B. set
C. take place
D. happening
5. Which sentence has the wrong verb?
A. Joe is making a lot of progress at school.
B. Please take a seat.
C. Can you make me a favour?
D. Kim is doing the shopping.
6. Complete the sentence with the correct word.
When you want to drive past a car in front of you, you should wait until it is safe to
A. park
B. pull out
C. overtake
D. brake
7. Which of these collocations is not correct?
A. a heavy traffic
B. hard work
C. a weak accent
D. a strong coffee
8. Fill the gap with the correct word. 'You can..... the file from the Internet.'
A. browse
B. download
C. collect
D. save
9. Which prefix makes the opposite of all these words: appear, like, honest, agree?
A. mis-
B. in-
C. dis-
D. un-
10. Fill the gap with the correct phrasal verb.
'What time does your alarm clock in the morning?'
A. go off
B. get through
C. go out
D. give up
11. Which noun forms an adjective with the suffix *-able*?
A. fashion
B. comfort
C. danger
D. correct
12. Which of these sentences is not correct?
A. I have too much homework.
B. Put your luggage under the seat.
C. I want to buy some new jeans.
D. I don't like modern furnitures
13. Choose the correct preposition for these verbs: apologize, apply, wait
A. for
B. on
C. to
D. from
14. What colour do you get when you mix together red and blue?
A. turquoise
B. beige
C. purple
D. grey
15. Which expression can you use as a reply to 'thank you'?

- A. Please
B. No problem
C. It doesn't matter
D. Sorry
16. Choose the correct preposition to fill the gap. 'The plane flew..... the Atlantic Ocean.'
A. along
B. above
C. over
17. Fill the gap with the correct word. 'Sam was in a car accident.'
A. wounded
B. injured
C. beaten up
D. shot
18. Which one is not a fruit?
A. pineapple
B. plum
C. broccoli
D. grapes
19. What does the idiom 'make up your mind' mean?
A. don't worry
B. no problem
C. decide
D. it's your decision
20. Which of the following does not make a fixed expression with 'by'?
A. accident
B. hand
C. my own
D. mistake
21. Which verb can be used with all these nouns?
A. find
B. catch
C. get
D. take
22. Finish the sentence with the correct phrase. 'The police have arrested a man and'
A. charged him with murder
B. broken the law
C. investigated a crime
D. proved he is guilty
23. Fill the gap with the correct word. "Don't eat too many cream cakes – they are very"
A. chilled
B. fattening
C. healthy
D. spicy
24. What does the word 'stuff' refer to in this sentence?
'Will you please pick up your stuff and put it in the washing basket?!'
A. rubbish
B. make-up
C. books
D. clothes
25. Which phrase can be used with all these nouns?
A. a packet of
B. a slice of
C. a piece of
D. a box of
26. Which noun forms an adjective with the suffix *-able*?
A. comfort
B. correct
C. danger
D. fashion
27. Which of these jobs is not a skilled manual job?
A. electrician
B. plumber
C. mechanic
D. pilot
28. Choose the correct phrase to complete the sentence. The food was
A. very delicious
B. a bit delicious
C. absolutely delicious
D. quite delicious
29. Which of the followings is not in an office?
A. chest of drawers
B. filing cabinet
C. wastepaper basket
D. photocopier
30. Which phrase has the wrong preposition?
A. for ages
B. at midnight
C. by 8 o'clock
D. during two hours
31. Fill the gap with the correct word. '.....I watered the plants, they didn't grow.'
A. however
B. also
C. although
D. in spite of
32. Which word means the same as 'the latest'.
A. the last
B. the oldest
C. the best
D. the newest

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33. Fill the gap with the correct word. 'The center of Rome is always.....with tourists at this time of year.'
- A. lively
B. busy
C. cosmopolitan
D. packed
34. Which word cannot be both a noun and a verb?
- A. kiss
B. rest
C. dream
D. meet
35. Which expression means 'be careful'?
- A. Do not disturb
B. Out of order
C. Mind the step
36. John broke his arm and went to the hospital. The underlined word is:
- A. a direct object
B. a personal pronoun
C. a transitive verb
D. an uncountable noun
37. Which of these expressions is the odd one out?
- A. I don't mind this film.
B. I quite like the film.
C. I can't stand this film.
D. I'm really into this film.
38. Which phrase means the same as the underlined phrase. 'There is an election every four years.'
- A. Elections are held
B. The election happens
C. An election is made
D. We are electing the president
39. Which of the following verbs is the odd one out?
- A. hit
B. throw
C. whistle
D. kick
40. Complete the definition with the correct word. 'A is when there is no rain for a long time.'
- A. famine
B. flood
C. drought
D. disaster



Appendix B

Cultural Dimensions Scale

To what extent do you agree with the following statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I maintain that traditions belong to the past and no longer need to be respected					
2. I often feel nervous or tense.					
3. A psychologically healthy person is supposed to have no dependence on his/her family					
4. It is important to me to have unchangeable beliefs and behaviors that do not depend on shifting circumstances.					
5. For a good class, there is no need for structured learning situations with precise objectives, detailed assignments, and strict timetables					
6. I prefer a predictable and routine life to a life with unpredictable events.					
7. In my personal life, thrift (not spending more than needed) is important.					
8. In my view, Children should be obedient toward and respect their parents					
9. For me, collective interests prevail over individual interests.					
10. Women are better teachers for young children than are men.					
11. Having long-term goals is of high importance to me, even at the price of present hardships.					
12. The authority of a father (teacher) should not fade away through his friendly relationship with his child (students)					
13. I believe marriage is a contract between families, not individuals.					
14. I treat my teachers with respect, even outside the school or university.					
15. My behavior toward others does not depend on their age or social status.					
16. In my opinion, children had better live with their parents until they get married.					
17. My family's opinion is very important to me in making an important decision in life					
18. In my life, having friends is not an important issue.					
19. In the family, the standard pattern is that the father earns and the mother cares					
20. All in all, my state of health is good these days.					
21. In my personal life, I keep some time free for fun.					
22. Taking all things together, I would say that I am a happy person.					
23. In my ideal job, the opportunity for advancement to higher-level jobs is more important than the job security.					
24. I care more about working with people who cooperate well with one another than about getting the recognition one deserves for doing a good job.					
25. In my ideal job, I prefer more leisure time over more money.					
26. When coming across a novel and unknown situation, I am more prudent than curious.					