

The Effect of Daynamic Assessment on Iranian Efl Learner's Use of Discourse Markers in Their Writing

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ABSTRACT

This study investigates the impact of Daynamic Assessment on Iranian EFL Learner's use of discourse markers in their writing. The participants of the study were 60 undergraduate students , who were learning English at the Zabansara institute of Marand. For eliciting the necessary data, participants were given a pretest of writing ability to check their initial knowledge about using of discourse markers in their writing. We divided participants to two groups, control and experimental . The experimental group were then exposed to explicit instruction of discourse markers by Daynamic Assessment approach , for six successive sessions. The control group received no instruction. Finally, a post test was administered to them for measuring their writing ability with discourse markers in focus. The findings indicated generally that explicit instruction of discourse markers by Daynamic Assessment approach significantly improves EFL Learner's use of discourse markers in their writing. These findings call practitioners to pay more attention to discourse markers in their writing , which their using of discourse markers and their writing ability developed by explicit instruction of discourse markers through DA approach.