

Mediating Multilingual Immigrant Learners' L2 Writing Through Interactive Dynamic Assessment*

Çok Dilli Göçmen Öğrencilerin İkinci Dilde Yazma Becerilerinin İnteraktif Dinamik Değerlendirme ile Geliştirilmesi

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Received: 03 October 2021

Research Article

Accepted: 08 December 2021

ABSTRACT: Dynamic Assessment (DA) has lately taken the floor as an alternative by embedding instruction into assessment. Grounded in the dialogic teacher-learner interaction during an in tandem work, DA asserts that diagnosing the learners' matured abilities and needs, mediating them accordingly, and then observing their maturing abilities and microgenesis are crucial. This assertion paves the way to reveal each learner's Zone of Proximal Development (ZPD). Despite some influential studies on the use of DA in language education, more studies are warranted to explore the use of DA in different contexts and with different participants. Therefore, this case study recruited two multilingual immigrants/refugees who were underachievers in L2 writing classes. They were provided individual interactive DA for ten weeks, and the dialogic interactions between the teacher and the students were analyzed. Initial results revealed that the mediational moves mainly rested on teacher-agency, but over time more learner-agency-oriented mediational moves were also adopted. Furthermore, these students started to narrow the gap between themselves and their classmates. Lastly, a semi-structured interview was conducted to illustrate the participants' perspectives towards DA in the L2 writing context, and the related data revealed recurrent themes that had bidirectional relation with DA's theoretical premises.

Keywords: Dynamic assessment; L2 writing; multilingual immigrants/refugees.

ÖZ: Dinamik değerlendirme (DD) son zamanlarda değerlendirme sürecine öğretimi dahil eden bir alternatif olarak ortaya çıkmıştır. DD sırasında öğretmenler değerlendirme sürecine aktif olarak katılmakta, öğrencilerin değişen ihtiyaçlarını tespit etmekte, kişiye özel arbulucu yöntemler kullanmakta ve gelişimlerini takip etmektedirler. Öğretmen ve öğrencinin ortak çalışma ve karşılıklı diyalog sürecine odaklanan dinamik değerlendirme, öğrencilerin var olan yetenek ve ihtiyaçlarını teşhis etmenin, ihtiyaçlara göre öğretme sürecine arbuluculuk etmenin ve ardından öğrencilerin gelişimlerini gözlemlemenin önemini vurgulamaktadır. Bu yöntem her öğrencinin Yakınsal Gelişim Bölgesini (ZPD) ortaya çıkarmaktadır. Dinamik değerlendirmenin dil eğitiminde kullanımına dair bazı çalışmaların olmasında rağmen, DD'nin farklı bağlamlarda ve farklı katılımcılarla kullanımı araştırmak gerekmektedir. Bu nedenle, bu durum çalışmasına ikinci dilde yazma becerileri dersinde başarısız olan iki çok dilli göçmen/mülteci öğrenci dahil edilmiştir. On hafta boyunca bireysel interaktif DD seanslarına katılan öğrencilerin öğretmenleri ile olan diyalogları analiz edilmiştir. Sonuçlar, başlangıçta arbuluculuk hareketlerinin çoğunlukla öğretmen odaklı olduğunu, zamanla öğrenci odaklı arbuluculuk hareketlerinin benimsendiğini ortaya koymuştur. Ayrıca bu öğrenciler DD sayesinde sınıf arkadaşları ile aralarında var olan açığı kapatmaya başlamışlardır. Son olarak, ikinci dilde yazma bağlamında katılımcıların DD'ye bakış açılarını öğrenmek için yarı yapılandırılmış bir görüşme yapılmış ve ortaya çıkan temalar DD'nin teorik önermeleri ile çift yönlü bir ilişkisi olduğunu göstermiştir.

Anahtar kelimeler: Dinamik değerlendirme; ikinci dilde yazma; çok dilli göçmenler/mülteciler.

* This study is a part of doctoral thesis of the first author under the supervision of the second author at Hacettepe University.

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Citation Information

Özturan, T., & Uysal, H. H. (2022). Mediating multilingual immigrant learners' L2 writing through interactive dynamic assessment. *Kuramsal Eğitim Bilim Dergisi [Journal of Theoretical Educational Science]*, 15(2), 307-326.

This case study aimed to illustrate the process of mediating multilingual immigrants/refugees' L2 writing through individual interactive Dynamic Assessment (henceforth DA) and their perspectives towards employing DA in L2 writing classes. The fusion of instruction and assessment in a single activity is the hallmark of DA, and teachers actively intervene in the assessment process and work collaboratively with students. During this in tandem work, the teachers simultaneously instruct the students through graduated (from implicit to explicit) mediational prompts and assess their reciprocity acts (Poehner, 2008). Moreover, it differs from other assessment approaches since it is iterative, process-oriented, and systemic; and it includes teachers and students as active agents and requires dialogic interaction (Poehner, 2008; Poehner & van Compernelle, 2020; Shrestha, 2020). The theoretical underlying premises of DA relies on Vygotsky's Sociocultural Theory (SCT). The SCT moots that social interaction paves the way to foster individuals' cognitive development, and this developmental process cannot be pre-defined, but it is unique to each person. Therefore, exposure to mediation through interaction with the social world, such as peers, parents, and teachers, and the individuals' regulation of the mediation over time are salient to recognize their cognitive development and Zone of Proximal Development (the distance between what a person can achieve through assistance and what a person can achieve in the future without assistance (Vygotsky, 1978)).

There are some influential studies conducted on the use of DA in different L2 settings (Alavi & Taghizadeh, 2014; Davin, 2013; Poehner & Infante, 2015; Poehner & Leontjev, 2018; Poehner & van Compernelle, 2020; Shabani, 2018; Shrestha, 2017, 2020; van Compernelle, 2016; Xian, 2020; Zhang & van Compernelle, 2016). For example, Birjandi and Ebadi (2012) explored two female university students' microgenetic development on the use of modals in L2 (English) writing tasks through individual online DA and revealed each learner's differential needs and progress and/or resistance to change in time. Ebadi and Rahimi (2019) further explored six female English as a Foreign Language learners' microgenetic development in academic writing skills and their transcendence abilities by online DA. They concluded that especially those students who needed more attention could benefit from the online synchronous DA sessions. Shrestha (2020) also illustrated the microgenetic development of advanced ESP (English for Specific Purposes) students' writing skills through online DA. Yet, there are still some gaps that need further investigation. First, the related studies mostly recruited advanced, high-intermediate, and intermediate level L2 learners, but illustrating the potential contribution of interactionist DA to beginner level and/or 'academically at-risk students' (Kozulin & Garb, 2002, p. 112) in the L2 writing context needs to be illustrated. Second, the influential studies were mostly relied on qualitative data as their focal points were the learners' microgenetic development. This study, on the other hand, aims to triangulate the data and reveal the students' transcendence abilities by analyzing the moment-to-moment analysis of the dialogic interaction between the teacher and the students and analyzing each student's writing test-scores in three different periods (pre-test, post-test, and delayed post-test). Lastly, exploration of the microgenetic growth (changes and development of the learners' abilities in doing the same or similar tasks in a period of time (Vygotsky, 1978)) of the multilingual immigrant/refugee students who are underachievers when compared to their classmates through DA and their perspectives towards adopting DA in the L2 writing classes has

not been included in the research. Driven by this gap, this case study recruited two multilingual immigrants/refugees who were underachievers and demonstrated in detail the mediational moves of DA sessions and the participants' emotions/perspectives on DA.

Vygotsky's Sociocultural Theory

Len Semenovich Vygotsky (1978), the Russian clinical psychologist, asserts that humans' cognitive abilities are not fixed and pre-defined traits, rather they can be developed through social interaction and environmental factors, which frames the Sociocultural Theory (SCT) (Lidz & Gindis, 2003). Accordingly, as people interact with parents, adults, teachers, and/or more able peers, they start to think and act in new ways since mediation is embedded in this social interaction. This interaction-based process is unique to each person and triggers each person's cognitive development differently (Ganem-Gutierrez & Gilmore, 2018; Poehner, 2008; Vygotsky, 1978).

Vygotsky (1978) mainly puts forward three main stages of human cognitive development: object-regulation, other-regulation, and self-regulation. First, people may rely on objects in their environments to activate their cognition and perception, and over time, they are mediated by other people through assistance and feedback. This mediation helps people govern their cognition, and in time as the amount of assistance and feedback goes down, they start to internalize the mediational moves and control their minds (Lantolf et al., 2015).

The shift from other regulation to self-regulation is a salient phase in the SCT as it is a sign of having intentional and volunteer control over cognition and formulating higher forms of cognition (Kozulin, 1998). In line with it, Vygotsky (1978) states inter-psychological plane/ social speech and intra-psychological plane/ private speech. Accordingly, the former refers to the social phase that leads to interaction and cooperation with others, and mediation is grounded in it. On the other hand, the latter refers to the mental phase during which humans might begin to act independently. When a person moves from social speech to private speech, it may indicate self-regulation and the internalization of mediational moves provided because private speech reveals valuable information about how a person governs their mind (Garbaj, 2018; Lantolf & Thorne, 2006). For example, Garbaj (2018) conducted a study with four L1 English speakers and seven proficient L2 English speakers. The participants' private speech was recorded when handling a non-technical problem. The data analysis yielded that those L2 English speakers did not turn to their L1 but used English in their private speech during the problem-solving task. As a result, the author asserted that L2 English speakers could regulate their minds in English since they could self-regulate.

Similarly, the Zone of Proximal Development (ZPD) is the hallmark of the SCT. Vygotsky (1978) describes it as the distance between what a person can do without assistance and what his/her potential to achieve during a tandem work with adults and/or more able peers and/or during an independent problem-solving task in the future. In this regard, the diagnosis of each person's matured abilities is an initial step, which is termed the Zone of Actual Development (ZAD) (Poehner, 2008). Then, the person's needs should be diagnosed, and mediation should be aligned with these needs through dialogic reciprocal interaction. During the interaction, observing and prognosis of the person's responsiveness to the mediational moves and their social and private speech

reveal maturing abilities to the proximal next level (Poehner, 2008; Vygotsky, 1978). And the distance between matured and maturing abilities displays the person's ZPD.

People of the same or close ages may share the same ZAD, which may not yield a full and clear picture of their cognition (Poehner & Lantolf, 2005). Instead, observing their responsiveness to the mediational moves and assistance on the plane of interaction and analyzing their microgenetic development in the same or similar problem-solving tasks can shed light precisely on their cognitive growth (Poehner et al., 2015; Vygotsky, 1978) as each person has different ZPD and learning potential (Kozulin & Levi, 2018). In his writing, Vygotsky (1978) exemplified it with two children who were at the same age and whose matured abilities (ZAD) were the same, but once the children were presented problem-solving tasks beyond their ZAD, they reacted in different ways: While one child could absorb the mediational moves provided, which perpetuated self-regulation in time, another child could not achieve the same thing. This showed that the first child had a larger ZPD than the second one, even though they had the same ZAD. Therefore, he moots that the diagnosis of the people's microgenetic growth in time and their ZPD is more precious than what they have already learned.

Although Vygotsky did not propose anything directly germane to language education and assessment, Frawley and Lantolf (1985) and Aljaafreh and Lantolf (1994) were pioneers who ignited the genesis of adopting the SCT in language education. Then, Poehner (2005) conducted groundbreaking research by focusing on the theoretical premises of the SCT, such as the learner's ZPD, mediation, and microgenetic growth, in a language assessment setting. Since then, Dynamic Assessment has moved to the fore.

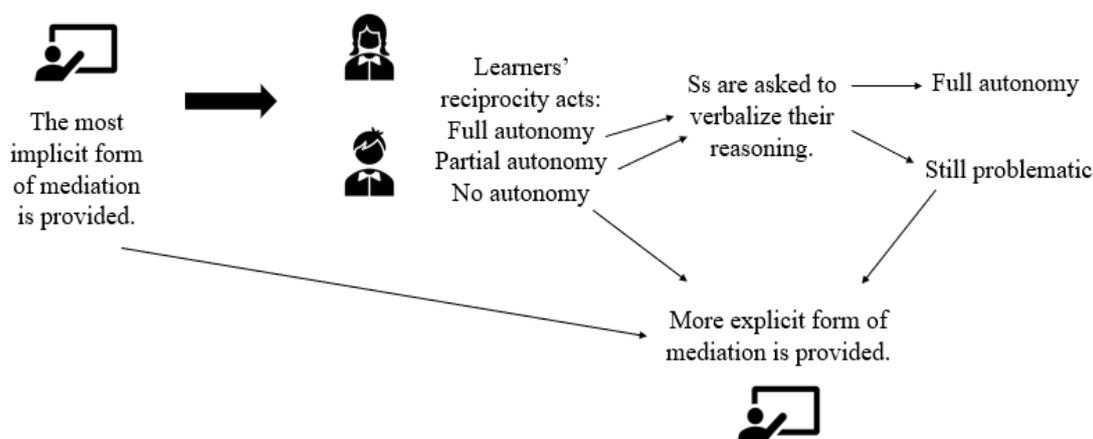
Dynamic Assessment

Dynamic Assessment is a learning-centered approach and has recently appeared as an alternative to traditional assessment methods (Poehner, 2008; Poehner & Lantolf, 2005). Grounded in the theoretical premises of Vygotsky's SCT (1978), DA merges assessment and instruction in a single activity (Poehner, 2008; Poehner & Infante, 2016; Poehner & Lantolf, 2005).

DA moots that initially, the learner's matured abilities and needs should be assessed and diagnosed by the teacher, and the teacher actively intervenes in this assessment process. Then, socio-cultural theory-oriented feedback and instruction that are germane to the learner's ever-shifting needs are provided through the dialogic reciprocal interaction. This process mainly covers mediational moves based on the implicit-explicit continuum by the teacher. Simultaneously, the teacher observes and analyzes the learner's reciprocity acts towards the mediational moves provided, encourages the learner to verbalize the reasoning for their answers to see how s/he governs L2 in their mind, and tracks each learner's microgenetic development over time. Both teachers and learners are active agents in the collaborative work to reconstruct the learner's ZPD for an unmediated performance in the future (Davin, 2016; Poehner, 2008; Poehner & Infante, 2016; Poehner & Wang, 2020; Shrestha, 2020). Overall, the underlying premises of DA, such as mediation and dialogic reciprocal interaction, can unpack 'the assessment of thinking, perception of learning, and problem-solving by an active teaching process aimed at modifying cognitive functioning' (Haywood & Tzuriel, 2002, p. 41).

As the core term of DA, mediation encompasses using both physical (e.g., online tools and visual aids) and symbolic (e.g., leading questions, verbal cues, explanations, etc.) tools during an in tandem work between the teacher and the learner/s (Davin, 2016; Ganem-Gutierrez & Gilmore, 2018; Lantolf, 2000; Lantolf & Thorne, 2006; Lantolf et al., 2015; Poehner & Infante, 2016). These mediational moves are always graduated from implicit to explicit continuum. For example, as an initial step, the teacher provides the most implicit mediational move and then observes the learner's reciprocity act whether s/he shows full autonomy (e.g., self-correction), partial autonomy (e.g., asking for help, asking for cues, self-correction with hesitation) or no response. In the case of full-autonomy or partial autonomy, the learner is encouraged to verbalize the reasoning for their answer to unveil the inner cognitive mechanism, matured abilities, and maturing abilities. If the learner self-regulates, no more subsequent mediational moves are needed. However, in case of the lack of self-regulation, the subsequent mediational moves become more explicit based on the learner's needs. This dialogic reciprocal teacher-learner interaction goes on in many turns (Aljaafreh & Lantolf, 1994; Poehner, 2008; Poehner & Infante, 2019). The graduated nature of mediational moves is a landmark in DA; however, they can be either pre-defined (interventionist DA) or decided during the dialogic interaction by the mediator/teacher according to the learner's needs and reciprocity acts (interactionist DA) (Poehner, 2008). Both types of DA are driven by the need to unpack the extent of each learner's potential to achieve without mediation and assistance through the analysis of improved accuracy in revision and transfer tasks and the change in the mediational move's types and frequencies, which is connected to the learner's ZPD (Poehner & Infante, 2017; Poehner & Lantolf, 2005; Storch, 2018; Tzuril & Shamir, 2002).

Figure 1

The Flow of Dialogic Interaction in DA

In brief, DA differs from conventional assessment approaches as it is a systematic and iterative process, driven by the dialogic interaction during which both teachers and learners are active agents; and it does not divide the learners as a failure and successful but proposes that everyone can succeed at a different rate and in different ways. Moreover, the microgenetic growth of the learners and the level of their shifts from other regulation to self-regulation are milestones to reveal their ZPD (Poehner, 2008; Poehner & van Compernelle, 2020; Shrestha, 2020). In this regard, these

theoretical underpinnings of DA can offer a fair assessment process not to leave the students who are tested in their L2, less proficient in L2, and/or at-risk in schooling behind (Lantolf & Poehner, 2013).

Dynamic Assessment in L2 Writing and with Multilingual/ Immigrants

The growing body of research was conducted about adopting DA in an L2 writing context, such as DA's impact on learners' development in terms of L2 Spanish grammar (Davin, 2013), L2 French grammar (Poehner & van Compernelle, 2020; van Compernelle, 2016), L2 Chinese grammar (Zhang & van Compernelle, 2016), and English derivational suffixes (Poehner & Leontjev, 2018). In their studies, Poehner and Infante (2015) also focused on grammar, English-tense aspect system; however, they did not explore learner development on this specific grammar content, but they introduced a new instruction program, such as Systemic Theoretical Instruction in L2 writing. Further studies (Alavi & Taghizadeh, 2014; Xian, 2020) employed interventionist DA to unfold its effect on EFL writing; yet this paper mainly dealt with interactionist DA as it might suit well to diagnose each learner's ever-shifting needs and ZPD (Davin, 2016).

Some influential studies provided initial insights into interactionist DA in the L2 writing context. For example, Shrestha and Coffin (2012) explored online interactionist DA with the students in an academic writing class, and the researchers put forward DA, a learning-oriented assessment approach, as a better alternative for fostering the students' academic writing skills. Rahimi et al. (2015) conducted a qualitative case study to explore the mediating effect of interactionist DA on L2 writing, and the analysis of dialogic interactions revealed the diagnostic and progressive impact on advanced EFL learners' writing. Shrestha (2017, 2020) also explored the impact of DA on the transfer of genre and conceptual knowledge of business studies students in an academic writing context; and the data gathered from written assignments, interviews, and business studies tutors indicated that DA might be a powerful tool to transfer the knowledge in new assessment contexts. Shabani (2018) compared Group DA (GDA) with a control group by mixed-method research and reported that GDA contributed to L2 writing and perpetuated its improvement.

Furthermore, he emphasized core differences between GDA and individual DA formats. Poehner et al. (2018) reported process writing entailing individual, peer, and group DA context with three advanced Japanese language learners. Then Infante and Poehner (2019) merged DA and Mediated Learning Experience in a project to assist the learners with improving in English-tense aspect system in an L2 writing program. Advanced, low-intermediate, and intermediate-level English language learners were recruited into the study for six weeks. The data provided insights into their emerging differential needs and improvement over time through the mediational moves provided by the teacher; however, the dialogic teacher-learner interaction was merely based on the English tense-aspect system, which made it hard to illustrate a thorough analysis and improvement of the learners in L2 writing. Beck et al. (2020) focused on three teachers' dialogic assessments with ten students in different school settings and uncovered the teachers' differential moves according to the students' changing needs in writing. Although the researchers proposed dialogic writing assessment, whose roots relied on DA, as a better alternative to improve the students' writing skills, they failed to reveal

the participant students' progress in time. Peterson et al. (2021) carried out a study with kindergarten and grade one children. They reported the participants' emerging writing abilities and the interaction between the children and the adults during individual DA sessions. The data underpinned the pedagogical aspect of DA, and the researchers mentioned that initially, the mediational moves were mainly based on modeling by the teacher/ mediator. However, the moves were gradually changed over time into asking questions to promote writing, which was a sign of the participants' potential to learn and improve in time.

Another application of DA rests on 'transculturality', which means moving to a different cultural setting (Haywood & Tzuriel, 2002, p. 46) and 'academically at-risk students' (Kozulin & Garb, 2002, p. 112). The learners may show low cognitive performance caused by either of these reasons. In some cases, on the other hand, immigrants, especially refugees, may experience both. In that case, DA can present showcases to diagnose each learner's cognitive performance and growth by eliminating 'cultural, motivational, and situational factors' (Tzuriel & Kaufman, 1999, p. 360). In line with it, previous research recognized that DA provided valuable information about EFL learners' (including immigrant students) potential to learn beyond their current knowledge of vocabulary and the ability of L2 text comprehension (Kozulin & Garb, 2002).

Notwithstanding these influential studies, there are some gaps and suggestions that merit further research. First, these studies mostly failed to track the long-term effect of interactionist DA and to present quantitative data to triangulate results. In this regard, this study aims to fill the gap by adding the participants' writing test scores in three different periods (pre-test, post-test, and delayed post-test) to the moment-to-moment analysis of their dialogic interaction with the teacher, which is supposed to illustrate the learners' transcendence abilities. Second, despite the growing interest in merging assessment and instruction in a single activity, its praxis in various settings remains an issue (Poehner & Inbar-Lourie, 2020). For example, advanced, high-intermediate, and intermediate level L2 learners were mainly recruited for the studies. By contrast, illustrating the potential contribution of interactionist DA to beginner level and/or 'academically at-risk students' (Kozulin & Garb, 2002, p. 112) in the L2 writing context is an underestimated strand. Third, in some cases, multilingual immigrants, especially refugees, may not have sufficient and equal learning opportunities like their peers; therefore, instead of measuring their emerged knowledge through static tests, assessing their cognitive development over time through DA may provide a critical, salient, and a fair perspective. However, to our knowledge, there are almost no studies to date that have rested on multilingual immigrants/ refugees. Fourth, emotion is acknowledged as the driving force behind cognition, which mediates people's performance (Feuerstein et al., 2010; Poehner & Swain, 2016). Therefore, investigating the learners' perspectives towards an affective engagement with DA is salient but an underestimated strand. Two recent studies presented the teachers' positive perspectives towards employing learning-oriented assessment in ELT MA Classes (Leung, 2020) and towards adopting DA in high schools by Colombian teachers (Davin & Herazo, 2020). One recent study yielded three academic writing students' positive perspectives on DA. Yet further data in different settings to shed light on the learners' engagement with DA are warranted. Heeding these gaps and suggestions, the following research questions guide this study:

1. What types of mediational moves commonly lead the multilingual immigrants/refugees to improve L2 writing during DA sessions?
2. What are the participants' perspectives on using DA in an L2 writing setting?

Method

Participants

This study was a part of a larger project that 47 tertiary-level EFL learners were recruited, and two students in this group were multilingual refugee learners. One of them was Nancy (pseudonym), who originally came from Syria and moved to Turkey in 2013 as a refugee. She was an Arabic native speaker, and her second language was Kurdish. She could also use the Turkish language near-native-like. Nancy mentioned that because of the war in her home country, she could not attend school regularly and could not take English language courses in a formal school setting. However, she said that she worked in a tourist office in a big city where she learned English in her daily life after she had moved to Turkey. When the data were collected, she had great difficulty in writing in English. The second multilingual immigrant learner was Sandra (pseudonym), who was a Meskhetian Turk. She was a native Turkish speaker, and her second languages were Russian and Ukrainian. She moved to Turkey as a refugee in 2016, and she stated that she did not take any English language courses in a formal school setting in Ukraine before either. She also had great difficulty in writing in English and in understanding the English language when the data were collected.

At the beginning of the semester during which the data were collected, all participants in the original larger project, including Nancy and Sandra, took a pre-writing test at B1 level to pinpoint their English language level in writing. The mean score for the pre-test was calculated as 51 out of 100, and the scores of Nancy and Sandra were lower than the mean score: They got 24 and 19 out of 100, respectively, which displayed that both were behind their peers.

Data Collection Procedure and Instruments

This case study utilized both qualitative and quantitative data, and the data were collected during eleven weeks using audio recordings of one-on-one interactive DA sessions and semi-structured interviews. Before collecting the data, ethical permission was assured. Initially, the students were informed about the aim of the study and the importance of being a volunteer. Then, the students started to take their regular courses, including the *Writing Skills* course taught five hours weekly. The course was mainly introduced and practiced five genres: description, compare/contrast, problem/solution, narration, and argumentative writing. Two weeks were allotted to each genre; and during that period, the teacher introduced a genre in the class, presented examples, and revised the related vocabularies, phrases, grammar topics given in the coursebook. Afterward, the students were assigned to write a new text related to the week's genre and topic. Also, for this study, one-on-one interactive DA was adopted; hence, the teacher announced an appointment list for each student to see them outside the class. Accordingly, the teacher (mediator) and the learner worked in tandem on the learner's written text outside the class. During these DA sessions, the dialogic interaction between the teacher and the learner was at the forefront as it could unpack the

underlying problems, ever-shifting needs, matured and maturing abilities of each learner in L2 writing through the mediational moves that were not planned before but tailored to each learner's responsiveness to the mediational move provided. Furthermore, the moment-to-moment micro-genetic analysis of DA sessions was supplemented by semi-structured interviews to reveal the participants' attitudes towards adopting one-on-one interactive DA in L2 writing courses. Lastly, the participants' scores in the pre-test (before DA sessions), post-test (after DA sessions), and delayed post-test (eight weeks after the post-test) were also used to provide further insight into their progress or regression over time.

Data Analysis

How the participants were cognitively engaged with DA could be analyzed through their verbal responses to the mediational moves provided and tailored to their needs by the teacher during the dialogic reciprocal teacher-learner interaction. In this regard, DA sessions' audio recordings were transcribed in Transana (3.32), and the mediational moves by the teacher and the learners' responsiveness to them were coded. In addition, the frequencies of emergent mediational moves and the learners' responsiveness towards them were presented to track each learner's progress and/or regression over time. The learners' test scores were also provided to triangulate the data. For this study, TEEP (Test in English for educational purposes attribute writing scales) by Weir (1990) was adopted to grade the papers analytically. Accordingly, each paper's qualities in rhetorical (organization, coherence, and cohesion) and linguistic (grammar, vocabulary choice, spelling, and punctuation) dimensions were checked by two different raters. Then, the interrater reliability coefficient was calculated by using the Kappa test, and the reliability coefficient values revealed consistencies (Blerkom, 2009) between the raters (Kappa=.76, $p<.05$ for the pre-test, Kappa=.83, $p<.05$ for the post-test, and Kappa=.82, $p<.05$ for the delayed post-test). Moreover, the participants' opinions and perspectives on DA could be revealed through their verbal responses to the interview questions. Therefore, the audio recordings of semi-structured interviews were transcribed, translated into English, and coded by three different lecturers. Intercoder reliability coefficient was also checked to ensure consistency between the coders, and a strong reliability coefficient value (0.83) was found (O'Connor & Joffe, 2020). In what follows, the related data will be yielded.

Ethical Procedures

The researcher applied for permission to collect data, Hacettepe University Institute of Educational Sciences approved it (numbered 51944218-300/00000660158, dated 09.07.2019). Also, Erzinan University Faculty of Education approved the data collection procedure (numbered 31609083-804.01-E.45919 dated 27.09.2019).

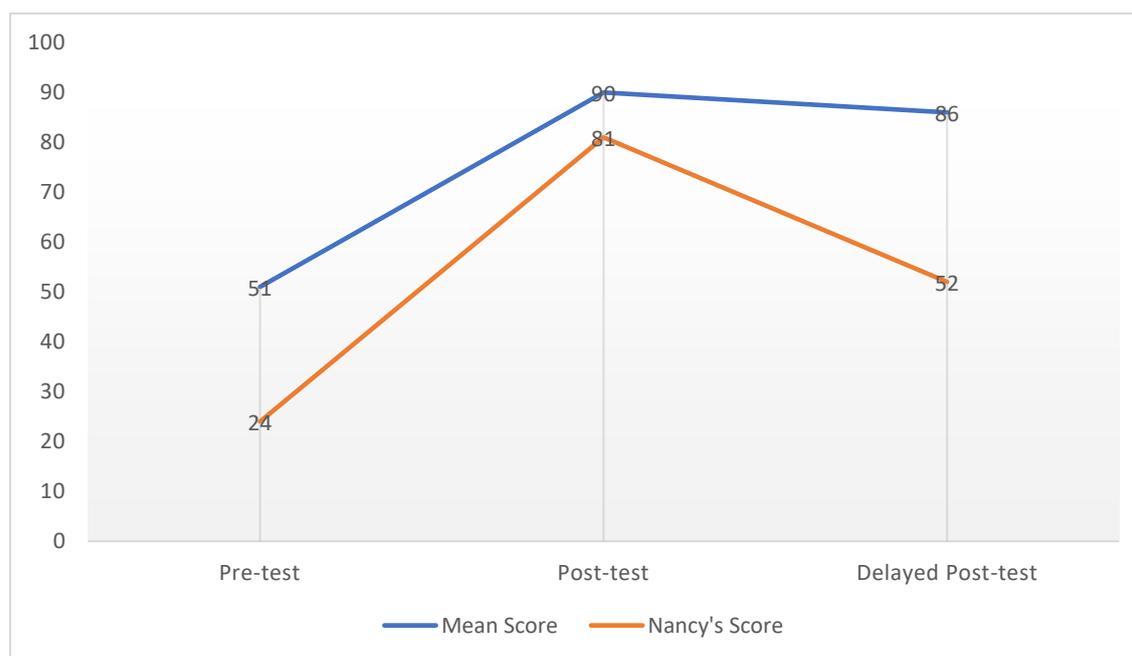
Results

Case 1: Nancy

Initially, to provide the general picture of Nancy's improvement in L2 writing, the following figure presented and compared her test scores with her classmates' mean scores in three writing tests. An overview of the data yielded that Nancy was behind her peers before the individual interactive DA: She got 24 out of 100, while the mean score

of the group was 51 out of 100 in the pre-test. Then, the whole group, including Nancy, was provided one-on-one interactive DA for ten weeks. When the sessions were over, the post-test was carried out. Nancy got 81 out of 100, and the group's mean score was 90 out of 100. She seemed to benefit from DA sessions, improve her L2 writing, and bridge the gap between herself and her peers. Eight weeks after the post-test, the participants took the delayed post-test, which aimed to display their transcendence abilities. During these eight weeks, the participants were not provided any instruction and DA sessions. Even though Nancy got lower (52 out of 100) than her post-test score (81 out of 100), she could transfer some knowledge and abilities as her delayed post-test score was higher than her pre-test score. However, she was still behind her classmates in terms of transcendence abilities (the delayed post-test scores: Nancy, 52; Mean Score, 86), although she could bridge the gap between herself and the classmates right after the DA sessions. What stands out in this data is that DA may step stone for the development of multilingual immigrants/refugees who are left behind their classmates and who are underachievers.

Figure 2
Nancy's Test Scores



Turning now to the dialogic interaction, the moment-to-moment analysis of individual interactive DA sessions would reveal Nancy's mediational moves for and reciprocity acts. Although DA lasted for ten weeks, the first- and tenth weeks data were coded and presented in the following table to display Nancy's microgenetic growth. It is also worth mentioning that the mediational moves were based on the implicit-explicit continuum; however, when Nancy failed to provide any responsiveness to a mediational move, it was not included in the coding. And emergent mediational moves in the first week (DA 1) mainly relied on teacher-agency, explicit ones. It is clear from the table that Nancy could mostly self-correct the error/s upon a variety of mediational moves, such as explicit ones (*explanation in English and providing examples, metalinguistic*

cues, offering possible solutions, asking for alternative answers, providing for alternative answers, providing the specific location of the error, and providing the nature of errors, and more implicit ones (asking for revising and underlining the sentence with error/s).

On the other hand, the emergent mediational moves coded from the tenth week's data yielded that Nancy mostly benefitted from the most implicit form of mediational moves, *underlining the sentence with error/s*, and she could again self-correct the error/s. The results reflected that Nancy could succeed in gaining from the mediational moves as the nature of them shifted from explicit/teacher-agency-based ones to more implicit/learner-agency-based ones over time. In this regard, it might be possible to suggest employing DA in the L2 writing classes since both writing test scores and dialogic interaction analysis converged into triangulating the data to illustrate the multilingual immigrant/refugee's improvement in the L2 writing context.

Table 1

The Mediational Moves for and Responsiveness of Nancy

	Mediational Moves	DA 1 <i>f</i>	DA 10 <i>F</i>	Reciprocity Acts	DA 1 <i>f</i>	DA 10 <i>f</i>
Teacher-agency based/Explicit	Explanation in English and providing examples	1	2	Request for explanation in Turkish	1	1
Teacher-agency based/Explicit	Metalinguistic clues	2		Request to identify the nature of error/s	1	
Teacher-agency based/Explicit	Offering possible solutions	1		Awareness of the error but no self-correction	1	1
Teacher-agency based/Explicit	Asking for alternative answers	1		Self-correction	6	4
Teacher-agency based/Explicit	Providing the specific location of the error	1	1			
Teacher-agency based/Explicit	Providing the nature of errors	1				
Learner-agency based/Implicit	Asking for revising	1				
Learner-agency based/Implicit	Underlining the sentence with error/s	1	4			

Lastly, the semi-structured interview mainly relied on the participants' perspectives on adopting DA in L2 writing classes, such as the advantages and disadvantages of employing one-on-one interactive DA. Furthermore, they were free to share their further comments and suggestions. Nancy was satisfied with participating in the study, and the emergent themes coded from her responses mostly illustrated two themes, such as *the opportunity of individualized learning space* and *increased control/knowledge on L2 writing*. She kept mentioning that she failed to catch the classes during class hours, so she valued the individual DA sessions much since she could learn many things and track her development in L2 writing over time. She reported her perspectives by saying:

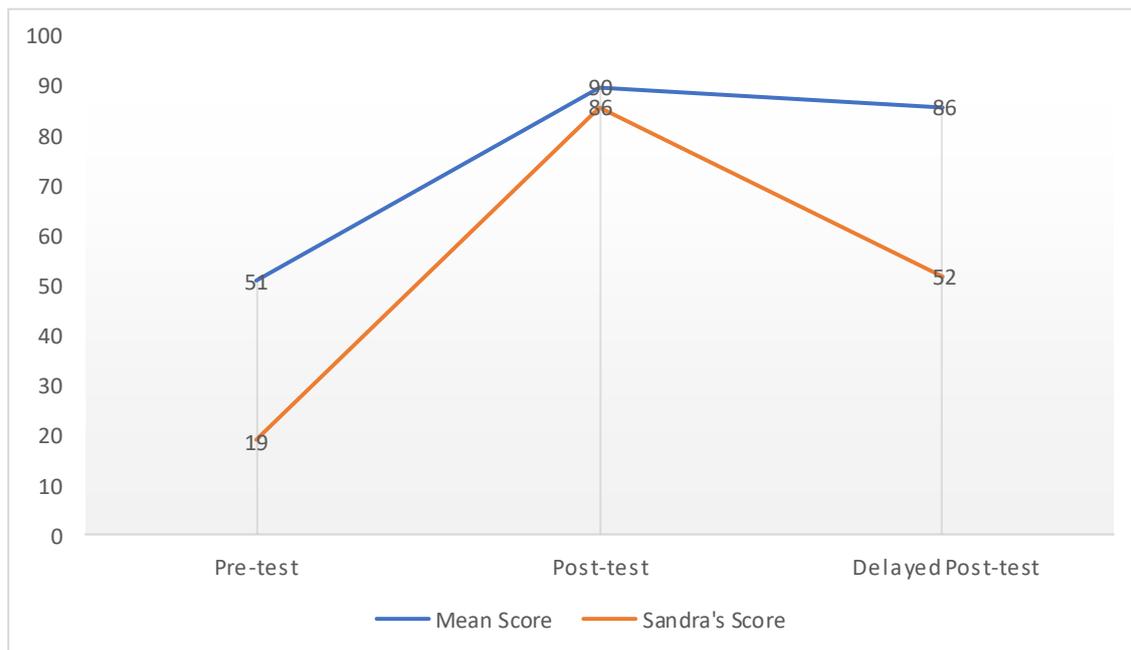
“It was the time that I could learn and improve myself. Working individually with you was very productive to see my mistakes. It was especially good for me since I did not know anything; I was bad at grammar, spelling, punctuation, and other things. Also, I could not understand everything during class hours. The sessions helped me improve not only on correct language use but also on effective writing.” (Nancy – pseudonym)

Overall, the results are encouraging since both writing test scores and dialogic interactional analysis during DA sessions overlapped and showed Nancy's improvement over time. Furthermore, she expressed her positive perspectives on DA, which was germane to the theoretical premises of DA.

Case 2: Sandra

Like Nancy, Sandra experienced progression and backtracking over time according to the writing test scores. The following graph yielded both Sandra's scores and her classmates' mean scores; and accordingly, Sandra was behind her classmates before the individual interactive DA as well: She got 19 out of 100 whilst the mean score was 51 out of 100. Afterward, Sandra and her classmates were provided one-on-one interactive DA for ten weeks, and then the post-test was administered. Sandra achieved to get 86 out of 100, and the group's mean score was 90 out of 100. These scores provided insights into Sandra's progression in ten weeks through DA. She could narrow the gap between herself and her classmates like Nancy. However, when the delayed post-test was carried out eight weeks after the post-test, Sandra got lower (52 out of 100) than her post-test score but higher than her pre-test score. The related scores yield that DA might be a good alternative to trigger the progression of multilingual immigrants, especially those who are underachievers and behind their classmates, but it is somewhat surprising that their transcendence abilities can still be behind their peers.

Figure 3
Sandra's Test Scores



To unpack the dialogic reciprocal interaction between Sandra and her teacher during the DA sessions, the following table presented emerging mediational moves for Sandra, and her reciprocity acts towards them. The related data were taken from the first- and tenth weeks DA sessions to reveal Sandra's improvement over time. Also, the mediational moves were coded only when she could provide any reciprocity acts. According to the analysis, it is clear that Sandra merely relied on teacher-agency oriented/explicit mediational moves in the first DA session, and in some cases, the teacher provided explanation in Turkish, related examples, and correct answers. Then, when she had similar errors, she could self-correct them upon offering possible solutions and providing the specific location of the error. This might indicate the microgenetic development of Sandra. In the tenth week, Sandra was mostly keen on learning-agency-oriented/implicit mediational moves. The teacher underlined the sentences with errors two times, and Sandra could find the errors and correct them. However, when she was provided with the exact location of the error, she failed to correct it. Moreover, what stood out in this data was that Sandra required more mediation in the first week than the tenth week, which could be another indicator of her microgenetic development in time.

Table 2
The Mediational Moves for and Responsiveness of Sandra

	Mediational Moves	DA 1 <i>f</i>	DA 10 <i>f</i>	Reciprocity Acts	DA 1 <i>f</i>	DA 10 <i>f</i>
Teacher-agency based/Explicit	Providing correct answer	4		Asking for collaboration	1	
Teacher-agency	Explanation	1		Request for	1	

based/Explicit	in Turkish and providing examples			explanation in Turkish		
Teacher-agency based/Explicit	Offering possible solutions	1		Providing correct answers by hesitating	1	
Teacher-agency based/Explicit	Providing the specific location of error	4	1	Self-correction	4	2
Learner-agency based/Implicit	Underlining the sentence with error/s		2			

Sandra also replied to the semi-structured interview questions and expressed her further comments on the use of one-on-one DA in the L2 writing classes, and the data revealed two broad emergent themes: *Motivational aspects* and *DA as a learning tool*. First, Sandra reported that she was a shy student, so she abstained from asking questions and joining the lessons. She also felt that she was not successful like her classmates. These factors initially demotivated her to follow the lessons. The recurrent theme, *motivational aspects*, could be indicated with these words:

“I was very timid. I mean, in general, I am very timid. Also, my classmates were more successful. I could not even understand my teachers and the lessons. Therefore, I was shy to ask questions or ask for repetitions, not only in the writing skills course but also in all courses. However, when I started participating in the DA sessions, I could feel your support and guidance. You cared for us. And a few weeks later, I realized that I got excited to get ready for L2 writing lessons and DA sessions.” (Sandra – pseudonym)

In line with the *motivational aspects*, another recurrent theme was *DA as a learning tool*. As she learned many things during DA sessions, Sandra stated that she got motivated towards writing. In DA sessions, she reported her thoughts by saying, “I learned so many things, such as grammar, spelling, vocabulary use, and many more” (Sandra – pseudonym).

Taken together, DA was a promising step to assist Sandra in the L2 writing because both her writing test scores and dialogic interactional analysis recounted her needs and shift from other-regulation to self-regulation. Moreover, she mentioned that DA was prominent to improve her motivation and create a learning space for her, through which she could undergo substantial changes in time.

Discussion and Conclusion

This study mainly grew out of the desire to enlighten the moment-to-moment dialogic interactional analysis between the teacher and the multilingual immigrant/refugee students. In line with it, the mediational moves by the teacher and the students’ reciprocity acts during the individual interactive DA sessions were coded and revealed. Accordingly, even though both students initially relied on teacher-agency-oriented mediational moves, the most explicit form amplified Sandra’s needs while Nancy was provided more implicit mediational moves. These differences confirm the

mounting evidence that moots the perfect fit of interactive DA to the learners' ever-shifting needs (Davin, 2016) since interactive DA aligns with each learner's needs in an ad hoc manner (Poehner, 2008). Also, the findings are associated with the assertion that each learner has different ZPD and learning potential (Kozulin & Levi, 2018).

Moreover, throughout the DA sessions that lasted for ten weeks, both Sandra and Nancy underwent substantial changes on the plane of interaction with the teacher: In the first week, tentative mediational moves mostly covered explicit forms; by contrast, in the tenth week, the dialogic reciprocal interaction subsumed implicit forms of mediational moves, which might display the students' viability in the L2 writing over time. This shift from other-regulation to self-regulation was experienced within ten-week, and during that interim period, the learners produced different written texts. Therefore, the shift might indicate not only the learners' different ZPD level but also their transcendence abilities. In this regard, DA is acknowledged as an alternative approach both to assess and to instruct the students in a fair and equal way since potential success in the future cannot be decided thoroughly by measuring the students' already matured skills and knowledge, especially when equal learning showcases are not supplied for all (Haywood & Tzuriel, 2002). Consistent with the literature, the findings of this study also confirm that the underachieving students, such as refugees who cannot have equal learning opportunities in schooling for some time with their peers, can deploy the mediational moves and bridge the gap between themselves and their peers. Furthermore, the salient strand of DA is transcendence, the ability to transfer emerging abilities to new contexts; hence, tracking learner development over time is important (Poehner & Lantolf, 2013). In line with it, the participants' development in this study also corroborates the findings of previous studies (Beck et al., 2020; Kozulin & Garb, 2002; Peterson et al., 2021; Rahimi et al., 2015; Shabani, 2018; Shrestha, 2017, 2020; Shrestha & Coffin, 2012).

In addition to the interactional analysis, the participants' writing test scores in three different periods indicated their improvement in L2 writing. Before DA sessions, their pre-test scores were behind the group's mean score; however, after ten-week during which they were provided individual interactive DA sessions, they could narrow the gap in the post-test. Then, no students participated in DA sessions and L2 writing classes during eight weeks. Upon this interim period, the delayed post-test was administered, and Nancy and Sandra were behind the group's mean score and their post-test scores even though their scores were higher than the pre-test scores. This finding is in line with Lantolf et al.'s assertion: Even though development in the learner ZPD is desired to shift from more explicit mediational moves to more implicit ones in time, sometimes it may regress to more explicit mediational moves and the learners may experience backtracking or regression in time (Lantolf et al., 2016).

Lastly, the findings germane to the learners' perspectives on employing DA in the L2 writing classes explicate that DA is compulsive for creating an individualized learning space and inclining motivation towards L2 writing. These results are in accord with a recent study (Shrestha, 2020) that has explored learners' perspectives on DA in an academic writing context and identified recurrent themes, such as *being more relaxed, helping the learners build their confidence in academic writing, personal interaction, graduated guidance questions helped the learners think, and a way of learning* (p. 226). Also, the findings seem to be consistent with another recent research

(Davin & Herazo, 2020) that has yielded teachers' perspectives towards using DA in EFL classes by classifying into as *changes to students*, such as *increased autonomy* and *decreased anxiety*, and *lingering challenges*, such as *class size and time* and *appropriate forms of meditation* (pp. 209-212). Taken together, the participants' perspectives towards adopting DA in L2 writing classes have bidirectional relation with DA's theoretical underlying premises.

The growing interest in embedding instruction into assessment has guided scholars to explore its praxis in situ, and DA, as an instruction-integrated assessment approach, has lately garnered increasing attention. The related DA studies have presented mounting evidence of its efficacy in the L2 writing setting. However, most of these studies have recruited advanced, high-intermediate, or intermediate students. Heeding this gap, this case study has provided deeper insights into the viability of multilingual immigrant/refugee students who are underachievers than their intermediate-level peers through one-on-one interactive DA. Furthermore, the participants seem to value the impact of DA on their L2 writing abilities. Therefore, DA can be adopted as an instruction and assessment approach for the students left behind their peers. Notwithstanding, there were merely two participants in this research, so more multilingual immigrant/refugee participants from different socio-cultural backgrounds can be included in future studies. In this regard, the feasibility of providing fair assessment settings for all students can be illustrated from different perspectives.

Statement of Responsibility

Tuba Özturan; Conceptualization, Methodology, Formal Analysis, Investigation, Writing—Original Draft. Hacer Hande Uysal; Supervision, Writing – Review & Editing.

Conflicts of Interest

There no conflicts of interest in this study.

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