摘　　要

写作不仅是反映学习者语言综合运用能力的重要标志，也是评价其语言学习效果的关键指标。因此，它已成为二语习得研究领域的热点之一（王华，2011）。然而，对于二语学习者来说，写作作为一种产出性语言技能是一个极具挑战性的领域。与此同时，在我国长期以来教师评价占主导地位，难以提供个性化反馈。采用的传统的静态评估方法又往往采用单一机械的方式，过分强调结果，忽略了学生在写作过程中所经历和取得的进步（张艳红，2012）。因此，近年来动态评估被视为对静态评估有效补充，在二语教育领域引起广泛关注。自从 1983 年互动假说被提出以来，同伴互动已成为外语教学研究的热点。考虑到班级人数普遍较多，在教学过程中引入同伴干预也必将提高教学效果和效率。因此，本文的目的在于探究高中英语写作动态评估中不同水平同伴所进行的中介干预过程和效果之间的差异，以丰富现有二语写作动态评估研究。通过研究高水平同伴和中等水平同伴各自的干预过程及其结果，本研究旨在回答三个问题：

1. 在各自的干预过程中，中、高水平同伴与学习者讨论的内容有何异同？
2. 在各自的干预过程中，中、高水平同伴所采用的提示策略有何异同？
3. 中、高水平同伴的干预对学习者作文改进质量产生的影响有何异同？

本研究以浙江省某重点高中的一个高一班级为对象，根据成绩分别筛选出九名高、中、低水平学生，共计 27 人。每组包括一名高、中、低水平的学生，最终构成九组。其中，高、中水平学生被视为同伴干预者提供帮助，而低水平学生被视为需要帮助的学习者，实验过程中，由中、高水平同伴各自对低水平学习者的初稿进行干预，学习者先后完成修改稿、终稿。在前测、动态评估同伴干预、后测这三阶段的实验中，采用了多种研究工具，包括录音、文本转录、写作分析器以及 SPSS，旨在深入探究同伴动态评估的过程和结果。以下是主要结论：

（1）在干预过程中，中等水平的同伴主要关注语言运用、思想内容和写作规范方面的讨论话题，而很少涉及篇章结构。相比之下，高水平的同伴则更加重视语言运用、思想内容以及篇章结构这三个方面，并且与学习者讨论这些话题的数量也更多。此外，在思想内容和篇章结构方面，高水平同伴与学习者进行了更深入的探讨。

(2) 在干预过程中，高水平同伴使用的提示策略数量比中等水平同伴更多。两组干预者最常使用的策略是提示策略 5（即同伴提供正确模式的例子并解释原因），其次是提示策略 1（即同伴指出句子中可能有错误）和提示策略 2（即同伴指出错误）。而提示策略 3（即同伴提供元语言线索）和提示策略 4（即同伴否决学习者的错误尝试并鼓励他重新思考）则是最少被使用的。

(3) 经过干预，高水平同伴在词汇复杂度方面的表现更为显著。然而，在语法复杂度方面，两种干预影响甚微。但就准确度而言，这两种干预方法都表现出了极高的效果。至于流利度方面，虽然这两种干预方式都有一定积极作用，但其效果并不十分显著。总的来说，无论是高水平还是中等水平同伴的干预，对提升学习者作文总分都具有显著效果。

总的来说，高水平同伴在对学习者进行干预时更注重思想内容和篇章结构方面的话题，这有助于促进学习者的思维发展。此外，高水平同伴还更积极地运用提示策略来拓宽学习者的最近发展区，并且在词汇复杂度方面的干预效果尤为显著。然而，中等水平同伴也能够在某些方面进行有效干预，并具有自身独特优势。例如，在面对中等水平同伴的干预时，学习者更能够积极表达自己看法并提升沟通表达能力。因此，在干预过程中，无论是中、高水平同伴都各有亮点值得借鉴。

总之，本研究验证了在高中英语写作动态评估中采用不同水平的同伴充当中介人是可行且有效的。同时，比较并总结了不同水平同伴所进行的干预过程及其效果，为英语写作教学中动态评估和同伴干预提供了实验经验和借鉴意义。

关键词：英语写作教学；动态评估；同伴干预；中、高水平同伴

List of Abbreviations

L2:	Second Language
DA:	Dynamic Assessment
ZPD:	Zone of Proximal Development
SCT:	Social Cultural Theory
G-DA:	Group Dynamic Assessment
EFL:	English as a Foreign Language

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Chapter One Introduction

This thesis aims to delve into the comparison of peer mediation at varying levels in DA-based high school English writing. This chapter commences by presenting the research background, followed by introducing the purpose and significance of this study, and culminates with a comprehensive outline of the thesis structure.

1.1 Background of the Study

Writing plays a crucial role in Chinese high school English education, yet the current writing class follows a traditional model. A recent small-scale questionnaire (Shen Yang, 2018) on the teaching and assessment methods used in L2 writing classes revealed that static assessment - based solely on in-class writing exams - remains the primary approach for evaluating students' writing skills. Furthermore, nearly half of all students surveyed felt that teacher-based feedback was prioritized over group activities such as peer mediation. As a result, the current English writing class tends to underestimate the ever-evolving nature of language exchange between educators and students. In contrast to the static assessment model, where assessors strive for neutrality and detachment in Chinese English writing classrooms, dynamic assessment - based on Vygotsky's sociocultural theory - seeks to facilitate students' learning potential by actively mediating. This approach can be implemented in L2 writing classes to more effectively diagnose and improve students' writing abilities.

Dynamic Assessment (DA) has garnered significant attention from researchers across multiple disciplines since the 1960s, and it was introduced in China during the 1990s. Despite numerous discussions on DA implementation in education and linguistics abroad, there is a relatively limited number of empirical or practical studies conducted within the context of Chinese EFL learning.

In the context of Chinese EFL, the DA approach has been primarily explored in theory, with only a handful of studies aimed at implementing interventionist DA in teaching. The interventionist approach, with its emphasis on standardized and unchanging mediation, may fall short in fully evaluating students' potential learning

ability. From a Vygotskian perspective, assessors should instead offer dynamic mediation around the zone of proximal development (ZPD) to better understand their capabilities. In contrast, interactionist DA takes a more Vygotskian approach by emphasizing constant assessment and instruction to promote learners' development.

When it comes to the skilled mediator in the highly effective DA program, most research has centered on the expert-novice model where teachers are the primary source of mediation. Nevertheless, scant attention has been given to peer mediation, let alone mediation among peers at varying levels. Taking into account the fact that English writing classes in Chinese high schools are usually composed of more than forty students, incorporating peer sources can significantly alleviate teachers' workload and enhance students' learning outcomes more efficiently.

1.2 Purpose and Significance of the Study

Amidst the DA process, mediators can offer prompt and efficacious mediation strategies to diagnose and enhance learners' ZPD. Therefore, this study aims to delve into the contrast between peer interventions at varying levels in high school English writing based on DA. This will be achieved by analyzing the mediation process and effect of both high-level peers and mid-level peers while also investigating the aftermath of DA implementation.

The significance of this study lies in its exploration of the potential for utilizing peers at varying levels as mediators during dynamic assessment. Peer dynamic assessment, which differs greatly from static assessment, offers learners not only knowledge but also valuable friendships through interaction with their peers. This approach boasts an advantage over traditional writing classrooms where teachers are the sole source of mediation. Additionally, by classifying peers into different levels, this research expands upon the field of "peer mediation". If two groups of peers can be effectively trained to serve as sources of mediation, it could have a profound impact on high school writing education by reducing teacher burden and providing students with more effective and diverse forms of support.

Given the novelty and innovation of the current DA implementation in high

school English writing classrooms, coupled with limited empirical studies conducted thus far, this study holds immense potential to offer valuable insights for future research endeavors. It can brilliantly shed light on the implementation of DA-based peer mediation to enhance English writing skills.

1.3 Structure of the Thesis

This thesis is a comprehensive work that comprises five chapters. It commences with a captivating introduction to the present study, paving the way for an extensive and thorough exploration of the literature review, research design, as well as the results and discussions of this groundbreaking research. Finally, it culminates in a conclusion of the study.

The first chapter is divided into three distinct and engaging parts: research background, purpose and significance, as well as layout of the thesis. Each part provides valuable insights into this fascinating topic.

In chapter two, the author delves deeper into dynamic assessment. Then explore the differences between intervention and feedback before reviewing empirical studies on group DA and peer DA. Finally, we discuss areas where further research is needed.

Chapter three outlines the research design. Here is a brief introduction to the research questions along with details about participants and procedures for data collection and analysis.

The fourth chapter delves into data analysis and discussions from both qualitative and quantitative perspectives. In order to address these three research inquiries, this section presents findings from two angles: firstly, it explores the mediation process of peers at different levels during DA sessions, including mediational topics and strategies; secondly, it examines the impact of peer mediation on writing before and after DA implementation.

The final chapter offers an overview of principal discoveries made in this study. It also highlights pedagogical implications for high school writing instruction while acknowledging limitations of the study. Excitingly, suggestions for future research are presented to pave the way for more profound exploration in this field.

Chapter Two Literature Review

This chapter takes a retrospective glance at the notion of 'zone of proximal development' and 'dynamic assessment' right from the outset. It then delves into an in-depth analysis of empirical studies on dynamic assessment, providing valuable insights. Finally, it concludes with a brief comment on the preceding research studies.

2.1 Dynamic Assessment

In this section, Dynamic Assessment (hereafter DA) is reviewed from two distinct perspectives. Firstly, the definitions of DA are explored. Secondly, an introduction is provided on the empirical studies conducted on interventionist and interactionist approaches in relation to DA.

2.1.1 Definition of DA

According to Lantolf's (2009) research, the concept of 'dynamic assessment' as a pedagogical tool for ZPD was first introduced in English by Vygotsky's associate, Luria (1961). During a special session titled "Study of the Abnormal Child," Luria highlighted challenges faced by Soviet psychologists and educators while identifying children with learning disabilities. He used the term 'dynamic' to differentiate between assessment techniques that fully utilized the learner's ZPD from those that did not. Interestingly, he preceded all dynamic assessment work and proposed pre-test - mediation phase - post-test methodologies along with transfer tasks (Poehner 2005).

Haywood and Lidz (2007:42) define dynamic assessment as "an interactive approach to conducting assessments within psychology, language or education that focuses on the ability of learners to respond to intervention." Similarly, Sternberg and Grigorenko (2002:35) describe DA as a testing method that "takes into account the results of an intervention" where examiners teach examinees how to perform better on individual items or tests.

However, these definitions lack theoretical underpinnings for various DA methods. Thus this study adopts SCT-oriented DA definition directly from Vygotsky's theory which incorporates fundamental aspects such as ZPD and mediation.

Dynamic assessment is a powerful tool seamlessly integrating assessment and instruction promoting learners' development through appropriate forms of mediation tailored to their abilities. Essentially it assesses while promoting development taking into account individuals' or groups' zone of proximal development (Lantolf & Poehner 2004:50). By adopting this definition SCT-oriented DA is refined on conceptual and theoretical bases encompassing fundamental aspects including but not limited to ZPD, development and mediation.

2.1.2 Models of DA

DA, which originated in the 1930s, saw a surge of specialized studies from the 1960s to the 1980s. By the 1990s, DA had reached its pinnacle with an array of distinct models stemming from various scholars' beliefs and perspectives. Broadly speaking, there are two main models: interventionist DA and interactionist DA.

a. Interventionist DA

In 1974, Budoff proposed the Learning Potential Assessment Model which utilizes a "test-train-test" pattern to evaluate the abilities of educable children with mental deficiencies. The pre-test and post-test are conducted using a modified version of traditional standard tests that participants complete by themselves. The difference between their scores is considered their learning potential score, which then categorizes them into high scores group, gainers group, or non-gainers group. High scores group refers to those who excel in both tests; gainers group includes those who show significant improvement after mediation; while non-gainers group pertains to individuals who exhibit no noticeable progress even after instruction mediation. This model involves continuous assessment where instructors mediate during teaching and testing stages to help learners apply effective cognition strategies, rules, and behaviors for better learning outcomes. Additionally, tasks become more complex and abstract as learners progress through different levels in order to enhance transferability and utilization ability of acquired knowledge and skills.

Drawing on Vygotsky's (1978) ZPD concept, Campione and Brown (1987) developed the Graduated Prompting Assessment Model. This model employs a "testing-learning-transfer-test" approach to evaluate children's learning and transfer

abilities in a highly effective manner. The mediation process involves providing predetermined hints that gradually lead children towards problem-solving independence. As soon as they reach this level of proficiency, the mediator ceases to provide assistance. Unlike traditional methods that measure improvement as an indicator of progress, this model focuses on the number of mediation provided by the mediator as an index for measuring ZPD development. It is widely acknowledged that learners with more advanced ZPDs benefit from fewer hints while those with less-developed ones require more support from their mediators.

In the preliminary assessment, the evaluator would employ conventional standardized tests to gauge an individual's starting point. Subsequently, during the learning phase, participants engage in exercises akin to those in the initial evaluation while receiving specific cues from the assessor based on their performance. The mediation process involves a series of predetermined hints provided to learners until they solve a question. Once solved, new forms of questions are presented and the number of hints required is recorded as an index of learning and transfer ability that also reflects efficiency. In the transfer stage, subjects take exams without mediation to evaluate their ability to apply internalized strategies in different situations after completing stage two. Campione and Brown categorized transfer ability into three types: near transfer ability for solving similar problems independently; far transfer ability for solving related problems independently; and very far transfer ability for solving more complex but related problems independently. Finally, during the final test, subjects receive assistance while taking exams to further evaluate their learning and transfer abilities.

b. Interactionist DA

In 1979, Feuerstein proposed that mediation teaching is essential for cognitive development and introduced the Learning Potential Assessment Device (LPAD), which applies his Cognitive Structural Plasticity Theory. This widely recognized assessment model is considered the epitome of embodying the essence of DA, thanks to its comprehensive approach. LPAD follows a "pre-test - mediation - post-test" model with fifteen sub-tests, where unstandardized forms of mediation are negotiated

with individual responses. The testing results focus on an individual's learning or behavioral climax as an index of potential rather than norm comparisons among peers. While LPAD imposes high requirements on subjects and provides significant information for future teaching methods, it also has limitations due to its flexible mediation approach leading to low examiner reliability. Some researchers argue that test results reflect assessors' characteristics rather than those of the subjects themselves (Tzuriel & Samuels, 2000). Nonetheless, Feuerstein's theory and practice have had a profound impact worldwide and remain a landmark in DA studies.

Feuerstein skillfully utilized the Instrumental Enrichment Programme, which is based on ZPD and aligns with this LPAD. This all-encompassing Programme comprises of two distinct components: a set of fourteen meticulously crafted teaching materials as the primary tool, and a teaching project that is founded on MLE principles that spans over two years to complete. The Programme employs a "one-to-one" mediation model aimed at developing general cognitive skills necessary for learning. Its primary objective is to identify and rectify deficiencies in basic thinking skills, thereby enabling individuals to learn how to learn effectively. The Programme caters to both cognitively challenged individuals and common learners alike. Nevertheless, it is worth noting that there are certain constraints to consider, including the lack of correlation between the teaching project and school courses, resulting in limited application of specialized cognitive skills by teachers.

2.1.3 Relevant Studies on DA

a. Studies of DA Abroad

The extensive research on DA can be traced back to the 1930s, with specialized studies emerging in the 1960s and 1970s. The pinnacle of these studies was reached in the 1990s, led by notable figures such as Feuerstein, Budoff, Campione, Brown, and Lidz. While initially rooted in psychology and pedagogy fields, DA theory is now being applied to foreign language teaching.

In a fascinating study conducted by Ajideh and Nourdad (2012), the impact of dynamic assessment (DA) versus non-dynamic assessment (NDA) on English reading proficiency was explored among Iranian learners who have English as their second

language. Results showed that those who underwent DA made greater progress than their NDA counterparts. This study provides evidence for the positive impact of DA on learners' reading abilities and its potential for improving overall proficiency levels.

In the year 2013, Ghahremani and Azarizad embarked on a study that delved into the effects of DA on EFL Process Writing: Content and Organization. The primary objective of their research was to introduce an uncomplicated process and framework for teaching English writing to Iranian EFL intermediate learners based on the principle of DA. Throughout the course of their investigation, teacher-student interaction and collaborative work were employed to propel students' future progress through their ZPD. The procedure entailed three distinct phases: topic selection, idea generation and structuring, as well as reviewing. Remarkably, results indicated that language teaching methods founded on DA not only stimulated students' interest in writing but also enhanced their ability - this holds significant implications that can contribute immensely towards enlightenment in EFL writing.

Similarly, in 2014 Zoghi and Malmeer studied the effects of DA with different age groups regarding grammar performance. This study explored an interactionist model of DA on Iranian EFL adult and teenage learners' grammar skills. Both teenage and adult groups underwent an interactionist approach using DA; however, results showed distinct differences between pretest/post-test mean scores for each group's grammar test performance. It was concluded that adults benefited more from DA than teenagers due to their maturer cognitive function - thus indicating better learning abilities among adults compared to teenagers.

In their 2016 study, Azarian, Nourdad and Nouri aimed to investigate the effects of DA on enhancing the language proficiency of Iranian elementary EFL students. The control group received instruction in Top NOTCH-FUNDAMENTALSA using standard classroom methods until the post-test. Conversely, the experimental group was taught with a technique based on DA. Following treatment, a post-test was administered to both groups to assess whether DA had improved overall language attainment. The results revealed significant disparities between the two groups' performance, with the experimental group surpassing their counterparts in terms of

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