**The Effect of Dynamic Assessment on EFL Learners’ Performance on Selective and Productive Listening Tasks**

Ghazaleh Zandi

ELT Department, Karaj Branch, Islamic Azad University, Karaj, Iran

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Kobra Tavassoli

ELT Department, Karaj Branch, Islamic Azad University, Karaj, Iran

**Abstract**

As a challenging skill for EFL teachers and learners, various aspects of listening comprehension have been studied during the past years. In line with this, the present study aimed at investigating the effect of dynamic assessment, as an innovative type of assessment, on EFL learners’ performance on selective and productive listening tasks. To begin with, to check the proficiency level of the students, a Nelson proficiency test was administered to 90 EFL learners in 4 intact classes. Sixty students whose scores were in the acceptable range were selected and divided into control and dynamic assessment groups. A modified KET listening test (2015) with selective and productive tasks was used as the pretest. Next, the learners in the dynamic group received the treatment by participating in four listening tests in the form of test-mediation-retest. In the control group, the learners performed various tasks after each listening following the routine of EFL classes. At the end of the study, another modified KET listening test (2014) with selective and productive tasks was administered as the posttest to investigate the differences between the two groups from pretest to posttest. Finally, two repeated-measures two-way ANOVAs and a MANOVA were run. The findings showed that dynamic assessment had a positive and significant effect on the learners’ performance on both selective ad productive listening tasks. The results of this study can be useful for EFL teachers by helping them to find the main problematic areas of their students and overcoming with those problems successfully.

***Keywords***: *Assessment; Dynamic Assessment; Listening Comprehension; Productive Tasks; Selective Tasks*