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The Effect of Group Dynamic Assessment on EFL Learners' Writing of Religious Texts

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Abstract

This study aimed to investigate the effect of group dynamic assessment (GDA) on writing of religious texts among Iranian EFL learners. For this aim, the researcher selected 60 EFL learners as the research sample. They were member of eight intact classes. The researchers assigned the classes randomly into two groups .Before, starting the intervention, the writing test was administered as the pretest. The intervention was lasted for ten sessions. In each session, 30-minute was devoted to practicing writing. The topics of writing were based on Nahjul Balagha stories. In the experimental group, the students had to works in groups and then they had to read their writing and graduated feedback was given to them. In the control group, teacher practiced based on conventional method. After finishing the intervention, the writing test as the posttest was administered. The outcome of the study indicated that the participants of the experimental group outperformed in writing religious texts. The results of this study can be effective for language teachers, EFL learners and syllabus designers.

Key words: Group Dynamic Assessment (GDA), writing, religious texts, Nahjul Balagha, EFL learners