NURTURING INTERLANGUAGE PRAGMATIC COMPETENCE THROUGH DYNAMIC ASSESSMENT

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Abstract

This study investigates the impact of peer-Dynamic Assessment (peer-DA) on the development of interlanguage pragmatic (ILP) competence among Indonesian EFL learners. While pragmatic competence is crucial for appropriate language use, systematic assessment approaches remain limited in the Indonesian EFL context, particularly regarding the integration of instruction and assessment. Through a true experimental design, 43 upper-intermediate EFL learners were randomly assigned to experimental (n=22) and control (n=21) groups. The experimental group received peer-DA instruction emphasizing collaborative scaffolding and reciprocal mediation, while the control group received traditional non-DA instruction. Data collection utilized the Key English Test (KET) for homogenization and dual multiple-choice ILP assessments for pre-and post-testing. Statistical analysis through independent samples t-tests revealed no significant differences between groups in pre-test scores (t(35)=2.92, p>.05). However, post-test results demonstrated significantly higher ILP competence in the experimental group (M=14.79, SD=3.14) compared to the control group (M=8.11, SD=2.78; t(35)=4.47, p<.05). According to that result, the experimental group scored significantly higher on ILP competence (mean of 14.79) compared to the control group (mean of 8.11), with a relatively low variability in both groups, as indicated by the standard deviations. These findings suggest that peer-DA effectively enhances Indonesian EFL learners' pragmatic competence, offering valuable implications for integrating assessment and instruction in EFL pragmatic development.

Keywords: *Interlanguage pragmatic competence; peer-dynamic assessment; EFL learners.*

INTRODUCTION

Over recent decades, fundamental concepts, perspectives, and methodologies in second language (L2) assessment have undergone significant transformation, precipitated by the evolving relationship between pedagogical practice and evaluative methods. Alavi et al. (2020) note that historically, assessment was predominantly conducted through proficiency testing, which employed general ability constructs largely disconnected from curricular objectives. Contemporary L2 practitioners are encouraged to implement diverse assessment methodologies to enhance and reinforce L2 learners' acquisition processes. In response to this paradigmatic shift, Dynamic Assessment (DA) has emerged as a significant theoretical and practical framework (Lantolf & Poehner, 2011). As a novel approach to L2 assessment, DA represents an interactive evaluative methodology that emphasizes the synthesis of instruction and assessment, specifically designed to facilitate the development of L2 learners' emerging linguistic competencies (Kazemi et al., 2020).

Dynamic Assessment is fundamentally grounded in the Zone of Proximal Development (ZPD), a cornerstone concept within Vygotsky's Sociocultural Theory (SCT) of learning. According to Vygotsky's theoretical framework, the ZPD represents the cognitive distance between an individual's independent performance capacity and their potential performance level when supported through guidance from more competent interlocutors. This theoretical construct conceptualizes development as the interval between a learner's current developmental stage and their prospective developmental level, which becomes accessible through strategically mediated assistance from educators and capable peers (Azizi & Namaziandost, 2023). This theoretical foundation has given rise to various methodological approaches in the literature, including DA, Group-Dynamic Assessment, and peer-Dynamic Assessment (Lantolf & Poehner, 2011).

Furthermore, DA primarily emphasizes dialogic interactions between a teacher and an individual learner to address specific learning challenges. Group Dynamic Assessment (Group-DA), however, extends this approach by encompassing the collective Zone of Proximal Development (ZPD) of the entire group, rather than focusing solely on the ZPD of a single learner. According Bashiri & Ebadi (2023), group-DA empowers group members to engage collaboratively in tasks they might not be able to complete independently. In this context, teachers are responsible for providing mediation that addresses the shared needs and deficiencies of the group as a whole (Azizi & Namaziandost, 2023). Conversely, in Peer Dynamic Assessment (peer-DA), mediation occurs through peer-to-peer interaction rather than teacher-led guidance (Rezai et al., 2022). Through learner-learner interactions, peer-DA seeks to elevate performance by offering mediation that is both responsive to each learner's needs and consistent with the ZPD of L2 learners (Davin, 2013). This approach fosters a co-constructive learning environment in which peers, rather than teachers, support one another's development of targeted knowledge and skills.

Within the Indonesian educational context, the assessment of English as a Foreign Language (EFL) learners' proficiency predominantly focuses on discrete language skills and linguistic components. Despite the widely acknowledged significance of pragmatic competence (PC) in facilitating appropriate language use within communicative contexts, there has been a notable absence of systematic attempts by L2 practitioners to either develop PC-specific assessments or incorporate dedicated PC components within existing language tests (Dörfler et al., 2009). This persistent oversight may be attributed to the inherent complexity and methodological challenges associated with assessing PC, particularly when compared to the relatively straightforward evaluation of grammatical or lexical competence (Farnsworth, 2018). Furthermore, a significant theoretical challenge emerges from the prevailing perception that PC instruction and assessment constitute distinct pedagogical domains, which resist integration into a cohesive instructional framework (Rahayu et al., 2021). Consequently, as Ishihara & Chiba (2014), observe, the field lacks consensus regarding optimal methodologies for both the instruction and assessment of pragmatic competence.

Given the fundamental importance of interlanguage pragmatic (ILP) competence for English as a Foreign Language (EFL) learners and the current absence of an integrated approach to its instruction and assessment, peer-Dynamic Assessment (peer-DA) emerges as a potentially viable methodological framework to address this pedagogical gap. To address this empirical void, the present study seeks to investigate the impact of peer-DA on the development of ILP competence among Indonesian EFL learners. This investigation aims to elucidate the potential utility of peer-DA as an instructional and assessment tool for facilitating Indonesian upper-intermediate EFL learners' mastery of ILP features.

Peer Dynamic Assessment

Dynamic Assessment is fundamentally grounded in Vygotsky' Sociocultural Theory (SCT). SCT proposes that cognitive development occurs through social interaction within culturally-specific communities, wherein mental processes are mediated by communal values and practices. Vygotsky postulates that developmental and learning processes are inextricably linked to their sociocultural contexts, emphasizing the primacy of social over individual learning mechanisms (Choraih et al., 2017). The theoretical framework of SCT is predicated upon two fundamental tenets: the social nature of learning, transcending purely cognitive or biological processes, and the mediated character of human learning processes. This theoretical orientation maintains that human cognitive development is substantially influenced by cultural artifacts, social activities, and conceptual frameworks (Lantolf & Poehner, 2011). The transformation of concepts proceeds from the interpsychological plane (social domain) to the intrapsychological plane (individual cognition) through social interaction (Hemmati et al., 2022). Within this theoretical framework, Lantolf & Poehner (2011) posits that appropriate mediational support enables second language learners to demonstrate capabilities beyond their independent performance capacity. Such mediational interventions significantly enhance second language acquisition outcomes Lantolf & Poehner (2011). In peer-mediated Dynamic Assessment, scaffolded support is provided through peer interaction rather than instructor intervention. Specifically, learners collaborate on linguistic tasks, with peers offering graduated assistance aligned with the proximal development zone of their counterparts (Rezai et al., 2022; Merghati & Ahangari, 2015). Consistent with Kozulin & Garb (2002) theoretical framework, learners' responses to peer mediation serve as indicators of emerging capabilities. This approach facilitates comprehensive assessment of both fully developed and emergent linguistic competencies for both instructors and peers.

Interlanguage Pragmatic Competence

Interlanguage pragmatic competence (ILP) constitutes another critical variable examined in this investigation. The construct of pragmatic competence encompasses the capacity to effectively communicate and interpret meaning within social interactions (Taguchi, 2011). In their seminal work, Alavi & Norouzi (2020) conceptualize ILP as the investigation of non-native speakers' comprehension and production of speech acts in a second language (L2), alongside their developmental

trajectory in perceiving and executing communicative actions in the target language. The theoretical framework of ILP encompasses two fundamental constructs: interlanguage and pragmatics (Choraih et al., 2017; Taguchi, 2011). The concept of interlanguage, first posited by Bashiri & Ebadi (2023), denotes L2 learners' systematic knowledge of the target language across various developmental stages. This linguistic system exhibits characteristics of both the first language (L1) and L2 while maintaining its unique structural properties (Farnsworth, 2018). Several scholars (Ishihara & Chiba, 2014; Khoshsima & Talati-Baghsiahi, 2016) metaphorically conceptualize interlanguage as an intermediate linguistic state between L1 and L2, as suggested by the prefix "inter." The pragmatic component of ILP addresses language utilization within contextual parameters, specifically examining how contextual factors contribute to meaning construction (Tsutagawa, 2013). Taguchi (2011) further elaborates that pragmatic competence constitutes the ability to execute linguistic functions appropriately within specific contextual frameworks.

Empirical Related Studies

An examination of the extant literature reveals numerous empirical investigations exploring the efficacy of diverse Dynamic Assessment (DA) approaches in second language acquisition. While space constraints preclude an exhaustive review, several seminal studies warrant examination to establish the theoretical foundation for the present investigation. Alavi & Norouzi (2020) investigated the impact of Group Dynamic Assessment (G-DA) on Iranian English as Foreign Language (EFL) learners' listening comprehension abilities. Their findings demonstrated the efficacy of collective scaffolding in enhancing listening comprehension skills, with both primary and secondary participants deriving benefits from these interactive processes. In a subsequent investigation, Malmir (2020) conducted a comparative analysis of interventionist and interactionist DA methodologies, examining their effectiveness in developing oral narrative performance and mitigating anxiety among Iranian EFL learners. Utilizing the Foreign Language Classroom Anxiety Scale (Ajideh & Nourdad, 2012) and narrative speaking assessments in a pre-test/post-test design, their research demonstrated significant improvements in oral performance and substantial anxiety reduction across both experimental conditions. Furthermore, Tzuriel & Shamir, (2002) examined the effectiveness of computerized group dynamic assessment (C-G-DA) through specialized software applications in enhancing L2 reading comprehension. Their findings indicated positive outcomes associated with C-G-DA implementation. Additionally, Wang (2010) conducted a comparative analysis of three assessment modalities—interventionist dynamic assessment, cumulative G-DA, and non-DA—in developing narrative paragraph writing skills among Iranian EFL learners. Their research concluded that cumulative G-DA demonstrated superior efficacy in improving grammatical accuracy in narrative composition.

Further empirical investigation by Moradian et al. (2019) examined the efficacy of concurrent Group Dynamic Assessment (G-DA) on English as Foreign Language

(EFL) learners' pragmatic competence, specifically focusing on request and refusal speech acts. Their experimental design contrasted G-DA-based instruction incorporating contingent mediations with traditional direct feedback methodology that did not account for learners' Zones of Proximal Development (ZPDs). Statistical analyses revealed superior performance among G-DA participants in post-test measurements. In a parallel investigation, Ali et al. (2019) evaluated the effectiveness of interventionist computerized Dynamic Assessment through the implementation of specialized web-based software—Computerized Dynamic Assessment of Speech Acts, Routines, and Implicatures (CDASRI)—on second language pragmatic comprehension. Their findings demonstrated significant enhancement in pragmatic comprehension following computerized-DA instruction. Moreover, their research highlighted differential responsiveness to mediational strategies, attributable to variations in individual learners' ZPDs.

Critical analysis of the extant literature reveals a significant research gap: the absence of empirical investigations examining the impact of peer-Dynamic Assessment on developing Indonesian EFL learners' interlanguage pragmatic competence. The present study aims to address this lacuna by quantitatively investigating the efficacy of peer-DA in enhancing Indonesian EFL learners' interlanguage pragmatic competence. To this end, the following research question guides this investigation: "What is the impact of peer-dynamic assessment on the development of Indonesian EFL learners' interlanguage pragmatic competence?"

METHODOLOGY

This investigation employed a quantitative research methodology, specifically implementing a true experimental design. The study was conducted at Universitas PGRI Semarang, Indonesia. The sample population comprised 43 upper-intermediate learners, selected from a larger cohort of 62 students through stratified sampling based on Key English Test (KET) scores, specifically targeting participants whose scores fell within one standard deviation above and below the mean. Through randomized assignment, participants were distributed into two conditions: an experimental group (n = 22) and a control group (n = 21). The demographic composition of the sample represented diverse socioeconomic backgrounds, with participants ranging in age from 17 to 28 years. Notably, all participants were voluntary enrollees in English as a Foreign Language courses. Voluntary participation is essential in research as it ensures that individuals take part willingly, without coercion or pressure, which upholds the ethical principle of respect for autonomy. It is closely tied to informed consent, where participants are fully aware of the study's purpose, procedures, risks, and benefits before agreeing to participate. This transparency builds trust and promotes ethical practices. Additionally, voluntary participation enhances the validity of research findings, as participants are more likely to engage honestly and actively when they choose to participate freely. It also protects participants from potential harm, as they can assess whether the study aligns with their values or circumstances.

The instructional program was implemented over an eight-week semester, with bi-weekly sessions of 90 minutes duration, incorporating comprehensive instruction across all four language modalities (reading, writing, speaking, and listening). In accordance with ethical research protocols, informed consent was obtained from all participants through documentation provided in Bahasa Indonesia. The voluntary nature of participation was emphasized, with explicit acknowledgment of participants' right to withdraw from the study at any point. Confidentiality assurances were provided regarding performance data, and participants were guaranteed access to the study's findings. This helps build trust and encourages honest participation, as individuals feel their privacy is respected. Additionally, guaranteeing participants access to the study's findings ensures transparency and fulfills an ethical obligation to share the results with those who contributed. This demonstrates respect for participants and reinforces their role as valuable contributors to the research process. The treatment implementation for both experimental and control conditions was conducted by the primary researcher, who possessed extensive expertise in peer-dynamic assessment principles and procedures, as evidenced by multiple peer-reviewed publications in this domain.

The research instrumentation comprised three primary components: the Key English Test (KET), dual multiple-choice Interlanguage Pragmatic (ILP) assessments, and a speech act conversation compilation. For participant homogenization purposes, sections 1 through 7 of the KET encompassing 50 items, were administered. The assessment structure was systematically organized as follows: Section one incorporated five matching-format items; section two presented five three-option multiple-choice items requiring appropriate sentence completion; section three consisted of ten conversation-based items; section four comprised a reading passage with seven corresponding multiple-choice questions; section five presented a cloze passage requiring selection from three-option multiple-choice items; sections six and seven focused on productive skills assessment.

Specifically, section six contained five items providing initial letter prompts for target vocabulary (occupational terminology), requiring participants to complete job-related descriptions. Section seven presented ten gap-filling items within a postcard format, requiring single-word completions based on participants' lexical knowledge. The oral component was excluded from administration due to logistical constraints.

While KET has demonstrated widespread application across diverse English as a EFL contexts globally, the utilization of a subset necessitated additional psychometric evaluation. Reliability assessment was conducted through administration to 30 upper-intermediate EFL learners, yielding a Kuder-Richardson Formula 21 (KR-21) coefficient of 0.87, which met acceptable reliability thresholds for the study's objectives. Validity assessment was conducted through expert review, with two experienced EFL practitioners confirming adequate face and content validity of the modified instrument.

Another assessment instrument consisted of two multiple-choice Interlanguage Pragmatics (ILP) tests, which were previously developed and validated by Tajedin and Malmir (2014). The original ILP tests evaluating English speech acts comprised 35 items, which were strategically distributed into pre-test (n = 17) and post-test (n = 18) instruments by the researcher. These ILP assessments encompassed the five most frequently occurring speech acts: requests, apologies, refusals, complaints, and compliments, presenting scenarios that ranged across a formality spectrum from highly informal to extremely formal contexts. Each assessment item presented a specific speech act scenario followed by three response options, with the optimal choice incorporating both pragmalinguistic/lexico-grammatical elements and sociopragmatic dimensions appropriate to the contextual parameters.

In developing these instruments, Tajeddin & Malmir (2015) utilized diverse pedagogical resources, including contemporary conversational textbooks. Their initial instrument consisted of 50 items; however, following rigorous reliability testing through Cronbach's Alpha (0.82) and validity assessment through expert evaluation (specifically, two Applied Linguistics professors examining face and content validity) across two pilot studies, the final instrument was refined to 35 items.

The data collection process followed a systematic protocol. Initially, participant selection was conducted through convenience sampling methodology. To establish homogeneity among participants, the Key English Test (KET) was administered, and individuals whose scores fell within one standard deviation (±1 SD) from the mean were selected for participation in the main study. Subsequently, participants were randomly allocated into experimental (n=22) and control (n=21) groups. A pre-test was administered to assess participants' baseline Interlanguage Pragmatic (ILP) competence prior to intervention implementation. The experimental group received instruction based on peer-Dynamic Assessment (peer-DA) principles. The intervention commenced with comprehensive instructor-led training on peer interaction protocols and scaffolding techniques, emphasizing contingent and congruent mediation strategies. To ensure participants' thorough comprehension of peer-DA methodology, the instructor conducted three practical demonstrations, illustrating appropriate implementation of graduated, dialogic, and contingent mediation techniques.

Following confirmation of participants' understanding, the systematic intervention proceeded. Each instructional session began with the instructor's explication of conversational contexts and pertinent speech acts. After directing learners' attention to embedded speech acts and verifying comprehension through written demonstration, participants were organized into dyads for detailed conversation construction. Within these collaborative units, participants engaged in reciprocal mediation, jointly scaffolding appropriate speech act usage and addressing any pragmatic inadequacies. Throughout the intervention, the instructor maintained active supervision, monitoring adherence to peer-DA principles and procedures. All peer interactions were documented through audio recording for subsequent analysis. In contrast, the control

group received instruction through a non-DA approach, characterized by immediate instructor correction of inappropriate speech act usage. Upon completion of the interventions, post-test measurements were conducted to evaluate participants' ILP development.

Finally, the statistical analysis of the collected data was conducted utilizing Statistical Package for Social Sciences (SPSS) version 22. Preliminary analyses encompassed descriptive statistics, specifically means (M) and standard deviations (SD), which were computed for both experimental and control groups. To determine the statistical significance of between-group differences, independent samples t-tests were performed, comparing the mean scores of the experimental and control groups on both pre-test and post-test measures. This analytical approach enabled a robust examination of the intervention's effectiveness through comparative statistical analysis.

RESULT AND DISCUSSION

Result

The current investigation examined the potential impact of peer-Dynamic Assessment (peer-DA) on the development of Interlanguage Pragmatic (ILP) competence among Indonesian English as a Foreign Language (EFL) learners. This investigation necessitated a comparative analysis of participants' performance on ILP competence measures across both pre-test and post-test conditions for control and experimental groups. Prior to conducting independent samples t-tests, preliminary analyses were performed to ensure compliance with fundamental statistical assumptions. The assumption of homogeneity of variances was evaluated using Levene's test, which yielded results ($F_{(2,35)} = 3.781$, $p > .05$) for the pre-test and ($F_{(2,35)} = 4.305$, $p > .05$) for the post-test, confirming that this assumption was satisfied. Additionally, the normality assumption was assessed through the Kolmogorov-Smirnov test, which demonstrated significance values (0.25) exceeding the critical threshold (0.05), thereby confirming normal distribution of the data. Given the satisfaction of these statistical prerequisites, the researchers proceeded with independent samples t-tests for the main analysis.

Table.1. Result of Pre-test and Post-test of Interlanguage Pragmatic Competence

Name of Group	Test	N	M	STD
Exp.Group	Pre-test	22	8.23	2.60
Cont.Group		21	7.15	2.15
Exp.Group	Post-test	22	14.79	3.14
Cont.Group		21	8.11	2.78

Statistical analyses revealed notable differences in Interlanguage Pragmatic (ILP) competence measurements. A marked distinction was observed in the experimental group's performance between pre-test (M = 8.23, SD = 2.60) and post-test (M = 14.79, SD = 3.14) conditions. Furthermore, comparative analysis of post-test performance

demonstrated substantial variation between the experimental group (M = 14.79, SD = 3.14) and control group (M = 8.11, SD = 2.78). To determine the statistical significance of these observed differences between groups, two independent-samples t-tests were conducted, with the comprehensive results presented in Table 2.

The statistical analysis presented in Table 2 revealed distinct patterns across testing conditions. Analysis of the Interlanguage Pragmatic (ILP) competence pre-test results (t (35) = 2.92, p > .05) demonstrated no statistically significant difference between experimental and control groups, indicating initial equivalence in ILP competence. However, post-test analysis yielded markedly different results (t (35) = 4.47, p < .05), establishing a statistically significant difference between the groups' ILP competence gains. This divergence in post-test performance substantiates a differential impact of the intervention on participants' ILP development.

Table.2. Result of Interlanguage Pragmatic's Independent t-test

Test			Levene's test		t-test			
			F	Sig.	t	df	Sig (2-tailed)	MD
Inter-language Pragmatic Competence	Pre-test	EVA	3.68	.211	2.92	35	.92	0.73
		EVnotA			2.92	33.35	.12	0.73
	Post-test	EVA	4.42	.341	4.47	35	.00	6.67
		EVnotA			4.47	33.35	.00	6.67

*EVA= Equal variances assumed , EVnotA= Equal variances not assumed , MD= Mean Difference

Finally, this marked improvement in ILP competence among participants exposed to peer-DA suggests that collaborative, scaffolded learning environments facilitate more effective pragmatic development in EFL contexts. These findings underscore the pedagogical value of incorporating peer-DA strategies in language instruction, particularly for enhancing learners' pragmatic competence.

Discussion

The empirical findings demonstrated a significant enhancement in Indonesian EFL learners' Interlanguage Pragmatic (ILP) competence following peer-Dynamic Assessment (peer-DA) mediation interventions. This increase in ILP competence indicates that peer-DA may offer an effective framework for addressing specific learner needs in pragmatic understanding and language use. Peer-DA, a collaborative assessment approach where learners assess and support each other's understanding, seems to provide an enriching context where learners can develop their pragmatic skills in a supportive and interactive environment. By working with peers, learners gain the

opportunity to clarify misunderstandings, practice pragmatic language use, and refine their skills with immediate feedback, contributing to their linguistic and pragmatic growth.

These results align with the theoretical frameworks proposed by Lantolf and Poehner (2005), who emphasized the effectiveness of contingent and graduated mediation within Dynamic Assessment (DA) approaches in supporting learner progression through their Zones of Proximal Development (ZPDs). According to these scholars, DA interventions are most beneficial when they are tailored to individual learner needs, adapting in real-time to each learner's level of understanding and responding to their developmental requirements (Wang, 2010). The findings suggest that peer-DA mirrors these principles, as the mediation provided by peers can be naturally adjusted to address the specific gaps and strengths in each learner's ILP skills, allowing them to make more significant and individualized progress.

The observable effectiveness of peer-DA in enhancing ILP competence further substantiates Lantolf & Poehner (2011) assertion that congruent and progressive mediation within learners' ZPDs can substantially foster emergent linguistic abilities. This suggests that mediation approaches that adapt to learners' current proficiency levels, providing support that evolves as learners grow, can be particularly beneficial in language acquisition contexts. In peer-DA, learners receive scaffolded assistance from their peers, who are often at a similar level but may excel in certain areas, thus offering relevant insights and guidance (Ali et al., 2019; Khoshsima & Talati-Baghsiahi, 2016). This tailored approach seems to align closely with the learners' ZPD, which may accelerate the development of linguistic abilities necessary for effective communication in a second language.

These findings corroborate existing research in the field (Alavi & Norouzi, 2020; Rezai, 2022), which consistently demonstrated positive outcomes from DA implementation in second language acquisition. Notably, studies by (Tsutagawa, 2013; Vahid et al., 2015) indicated superior performance among groups instructed through DA methods compared to those using alternative instructional approaches. The alignment between this study's findings and prior research underscores the general efficacy of DA methods, particularly when structured in a way that leverages peer interaction. Together, these studies reinforce the value of DA approaches in language learning, showcasing how mediation strategies effectively support learner development in complex areas such as pragmatic competence.

The findings of this study align with Sonnenburg-Winkler et al., (2020), who suggest that if L2 learners receive mediations specifically tailored to their unique challenges and needs, they can collaboratively develop the necessary knowledge and skills to effectively complete tasks. Furthermore, the results support the core principle of Vygotskian Sociocultural Theory (SCT), emphasizing that learning is fundamentally a social activity. This perspective implies that continuous learner interaction fosters the acquisition and internalization of linguistic knowledge (Lantolf & Poehner, 2011). Consistent with these findings, Moradian et al. (2019) similarly observed that

concurrent Group Dynamic Assessment (G-DA) facilitated the development of pragmatic features, such as requests and refusals, among EFL learners.

The findings of this study align with Ishihara & Chiba (2014), who suggest that if L2 learners receive mediations specifically tailored to their unique challenges and needs, they can collaboratively develop the necessary knowledge and skills to effectively complete tasks. Furthermore, the results support the core principle of Vygotskian Sociocultural Theory (SCT), emphasizing that learning is fundamentally a social activity. This perspective implies that continuous learner interaction fosters the acquisition and internalization of linguistic knowledge (Vahid et al., 2015). Consistent with these findings, Moradian et al. (2019) similarly observed that concurrent Group Dynamic Assessment (G-DA) facilitated the development of pragmatic features, such as requests and refusals, among EFL learners.

Finally, the findings of this study similarly reflect Moradian et al. (2019) perspective, suggesting that dialogic mediations provided by peers enable learners to effectively engage with interlanguage pragmatics (ILP) features, as these mediations are specifically adapted to their needs and goals. In other words, the results align with a fundamental tenet of Sociocultural Theory (SCT), which posits that knowledge co-construction must initially occur on a social level through dialogic interactions with knowledgeable peers before it can be internalized individually (van Compernolle, 2013). The study's findings also support Moradian's viewpoint, which asserts that collaborative peer interactions offer learners unique opportunities to access linguistic targets that might be less accessible in teacher-learner interactions. Additionally, the study's results resonate with Shahsavar (2020) argument that when learners encounter challenges and receive attentive monitoring and mediation from peers, they benefit from targeted support that reveals both their fully developed abilities and those still emerging.

CONCLUSION

As discussed previously, this study pursued a primary objective that is investigating the effect of peer-mediated Dynamic Assessment (peer-DA) on enhancing pragmatic competence (PC) among Indonesian EFL learners. The findings demonstrated a statistically significant difference between the experimental and control groups, particularly in terms of gains in interlanguage pragmatic (ILP) competence as evidenced by the post-test results. Additionally, microgenetic development analysis indicated that the graduated, contingent prompts provided in peer-DA led to substantial improvements in learners' ILP competence. Broadly, the study suggests that, when implemented effectively in large classroom settings, peer-DA—centered on delivering graduated, contingent support from implicit to explicit guidance—can significantly foster ILP competence among EFL learners.

Based on these findings, several pedagogical implications arise for relevant stakeholders. The study highlights that, by integrating instruction and assessment, peer-

DA offers EFL teachers a viable approach to cultivating ILP competence in large classes. Nevertheless, it is essential that teachers equip their students with adequate training on the principles and procedures of peer-DA, ensuring they understand how to implement it effectively. Furthermore, L2 learners themselves may benefit significantly from engaging with peer-DA in alignment with their specific learning contexts and objectives. Through this approach, peer-DA can establish a less intimidating and more enjoyable environment, one that encourages learners to authentically demonstrate their existing abilities while developing emerging skills. Rather than viewing learners who struggle with independent task completion as lacking cognitive ability, teachers can adopt a more constructive stance by providing targeted support through peer-DA to facilitate learning (Azizi & Namaziandost, 2023). Additionally, learners should be made aware of the potential consequences of selecting specific pragmatic features, even when these choices align with their personal learning goals, fostering greater awareness and intentionality in their language use.

In light of the limitations inherent in the current study, several recommendations for future research are proposed. The participant pool for this investigation was confined to English as a Foreign Language (EFL) learners enrolled in private institutions. To enhance the generalizability of the findings, it would be beneficial for subsequent studies to encompass a broader range of educational contexts, including elementary schools, high schools, and universities.

Moreover, while this study concentrated on the efficacy of peer-driven dynamic assessment (peer-DA) in enhancing individual learning processes (ILP), additional research is warranted to examine the impact of peer-DA on the development of discourse and strategic competence among second language (L2) learners, as well as its influence on various language skills.

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