



## The Effect of Teaching-based Assessment on the EFL learners' Acquisition of English Articles

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### Abstract

The aim of the present article is to investigate whether dynamic assessment can increase the pre-intermediate EFL learners' oral use of English articles. The study used a quantitative method of data collection, a quasi-experimental research methodology. 30 pre-intermediate students were regarded as the participants of the study. They were selected through an English speaking test, focusing on English articles, through which the learners were homogenized. 15 learners were assigned to the experimental group and the remaining 15 were assigned to the control group. The learners in the experimental group were taught English articles, for ten sessions, through interventionist dynamic assessment while the learners in the control group were instructed through the use of a traditional method. After that, the teachers took the speaking proficiency test once more at the end of the course to see the students' development. Finally, analyzing the quantitative data gathered through T-tests, the researcher found that with the help of Interventionist Dynamic Assessment, the learners could use more correct forms of the articles in their speech. In conclusion, the method can effectively increase the learners' use of English articles and EFL instructors and researchers have to pay attention to this method in their class. **Keywords:** dynamic Assessment, interventionist, ZPD, English articles