VIBER AS AN ONLINE TOOL FOR EXAMINING THE GRAMMATICAL KNOWLEDGE OF EFL LEARNERS.

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ABSTRACT: *Presently, in the arena of dynamic assessment no one can deny the value of computers and web tools, which are the baseline of the Vygotsky's proximal development zone. The method of dynamic evaluation is a technique in which the evaluation and teaching go side by side. In current time use of Android phones, and android softwares have made rapid communication. one of the tools used for communication is Viber which is commonly used for text and calls online. The rationale of the current article is to view the outcome of Viber as an online dynamic assessment tool with respect to promote and support learners' knowledge of Direct and indirect speech. Since most of the EFL learners encounter difficulty in learning these features, the researcher has used this grammatical point for the study. 5 EFL learners who were quite weak in acquiring these specific features have been randomly taken as a participants of the research. After strenuous working of six hours along with the participants it was observed and noticed that Viber can be helpful in providing the environment in which people and learners can learn different features of grammar through interaction. During the interviews with the particiapants, it was also observed that this type of learning is a kind of motivational aspect for the learners as well*

INTRODUCTION

The notion of parting assessment and the teaching was originated years back. A researcher in [1] is of the view that the policymakers were adamant about this idea as they were of the view that such test will be valid and will be having reliability also, it is comprehensive covering masses. According to a Scholar in [2] dynamic assessment is taken as an integrated technique of teaching and assessment. The idea of the dynamic assessment comes from the Vygotsky's theory of Zone of Proximal Development (ZPD).Vygotksy is a theorist covering many areas of society and culture in relation with language. The ZPD refers to the zone where a child with the assistance of an adult can do action and can imitate the same action without the support of the adult. This article tries to find out the impact and affectivity of Viber to carry out the dynamic assessment in classrooms

Theoretical background of dynamic assessment

 The appearance of Vygotsky zone of proximal development different scholars made different theories and interpretations regarding the various models related to dynamic assessment. However, there are two models which are prominent namely and the interactionist and interventionist. Viewing the interventionist model which is pertinent to the psychometric method of assessment. in this method the sets of mediation are fixed where as in the integrationist model which is based upon the findings of Feuerstein's is alike Vygotsky's ZPD which is contrary to the interventionist model i.e thee experiences are mediated learning

An external factor as well as environment plays a pivotal role in development of children. A lot of criminals blame that they were ignored by their parents hence contributing chiefly to their present situation.

Recently, there is new method evolved named as computerized model of dynamic testing This particular model of Dynamic testing is relevant to the interventionist model of dynamic assessment, .. There is a group of prescribed, predetermined and graded prompts which are seen on the computer screen one by one. If the first prompt is not influential, the second and then third, fourth will come, but this process as as researcher in [5] 2005) is not a good

representative of Vygotsky's ZPD. Contrary to this view, the interactionist model of dynamic assessment concentrates on the role of interaction which occurs in the zone of proximal development. There are no graded prompts or hints. They are learners who help teacher how to direct and manage the mediation and interaction. The teacher is sensitive to the students' responses to the mediation/prompts.

Rapid growth in the area of software development and android technologies the nrw mobile phone applications and softwares have made things innovative . These different softwares made the communicative process of individuals' easier weather orally or textually. Viber which is quite a famous tool has been used in this study to view the effect of interactionist model of dynamic assessment on the students.

Practical studies

Multiple studies related to dynamic assessment's effect on different teaching environment are there. The dynamic assessment is a method of assessing students' performance while teachers are teaching them. This is normally done through the mixture of assessment and instruction simultaneously. There are different studies related to the effect of the dynamic assessment in the students' development of English interlanguage pragmatics. A scholar in [6] conducted a research to find out why EFL learners of English did not use the English conventional expression. He found out that recognition can affect the use of these orthodox expressions, but there are other factors that can also affect it i.e. the lack of familiarity with these expressions and social and pragmatics issues. Scholars in [7] tried to find whether the dynamic assessment effect the learners' acquisition of apology and request. Their quantitative research showed that with the help of dynamic assessment, the learners could acquire the discourse expressions of apology and request better than a static procedure of teaching. Vahid Merghati showed the effect of dynamic assessment on the acquisition of interlanguage pragmatics. He found that the DA could help learners to have a better performance on the use of language. The findings can also help English language teachers what items are useful to be chosen. A scholar in[7] wrote a book in which they indicated the advantages of the

DA as an instrument to see whether it could help learners' acquisition of interlanguage pragmatics such as apology and complaint. They found that the DA can significantly influence learners' acquisition of pragmatic features. A researcher in[8] studied the impact of living in a foreign country on the pragmatic development of apology and request speech acts. With the help of the quantitative method he used in his research, he found when one stayed for a long time in a foreign country; he/she could acquire these speech acts beneficently. Zoghi (2013) investigated the effect of the dynamic assessment on the students' intrinsic motivation. He wanted to know whether the dynamic assessment could promote students' intrinsic motivation. He found that the experimental group had a better outcome than the control group. As it was previously said, the effectiveness of dynamic assessment has been shown in language learning and teaching and area. The aforesaid examples and studies point to this point. As you can see there is no much studies regarding the interactionist dynamic assessment and all above studies have used the sandwich format of dynamic assessment. The computerized dynamic assessment studies have applied a procedure which is more like to the psychometric view of teaching in which there is a set of fixed mediation.

Since there is no study regarding the interactionist model of dynamic assessment and all studies have used the interventionist model of dynamic assessment, this study can be claimed that is significant because it uses Viber as an interactionist dynamic assessment tool to see the effect of it on the students' learning of direct and indirect speech.

METHODOLOGY
Participant
The methodology of the current study, five EFL were taken who were meager and weak in the specific feature of grammar i.e. direct andc indirect speech. To narrow down the canvas only male students of Intermediate from a randomly selected college of Lahore were taken. All of them were selected doing a random sampling method. Then in the next stage all these 5 students were added individually on viber and the researchers started interactring and communicating with them on viber separately
Data collection
For data Collection structured interviews were conducted to see the perception of the students about the dynamic model of assessment thourgh the use of Viber.
Procedure
The researcher chose five learners who were at the intermediate level of English proficiency. All of them were the male students studying in a college in lahore. The researcher selected them through a stratified way of sampling. He found them weak in learning the grammatical aspects. The teacher assessed the learners dynamically for a period of three sessions; each session lasted one and half hour. As it was previously said, the focus of study in the article was direct/indirect speech. The interaction between the teacher and the learners was through the use of Viber. The teacher started the lesson by asking the learner to perform a task individually. Whenever there was something wrong with the students' productions, the teacher mediates in their

performances by typing in the message part of the Viber application and used prompts and hints to help the students recognize their mistakes and then correct them. He told the learners to make some sentences in which the indirect speech was used. The observation was used during the course to see the students' reactions and responses to the dynamic assessment. After the course, the researcher conducted a structured interview to see the students' perceptions of the dynamic assessment procedure. A table was designed for the demonstration of the learners' ideas.

RESULTS
The data was collected through the researcher's observation of the subsequent sessions. He himself worked as the mediator in the study. As it was previously stated, there were used two instruments in the research one of which was the researcher's observation during the course and the other one was the interview which was conducted to see the learners' perceptions about the course. First, it will be said how the data was provided through the observation and then it will be demonstrate what the learners' attitudes had about the course. The following excerpt is the data which has been provided during the researcher's observation of subsequent sessions. The mediator asked one of the learners to make a sentence about the things his mother asked when he arrived at home yesterday. He must have written the sentence in the message segment in the Viber and send it to the teacher. Then, the interaction between them started by which the teacher simultaneously assessed and taught the learners. The following interaction indicates the quality of the interaction between the teacher and the learner to make a ZPD together. The difference between this interaction and the interaction in the interventionist view is that in this interaction, there are no fixed or predetermined and graduated prompts/mediations. The types of mediation are chosen by the mediator through the responses the learner gives to his prompt. Therefore, both the teacher and the learner are active participants. In the following extract, the letter M refers to the mediator/teacher and the letter L stands for the learner.
L: My mother asked me to where be the bag.
M: could you take a look at the sentence and correct it if it is wrong? L: Hmm….. I can't find…
M: Don't you think there is the wrong with the sentence?
L: My mother asks me ……………..
M: no, it is right. The tense is right. There is the wrong with the first part of the sentence.
L: My mother asked me. Is it "to"? Asked…..
M: you are near the point. What is the form of proposition in the reported question?
L: we should add an object pronoun before the verb "ask" and "to".
M: yes. But not here. You can see there is "where" after the object pronoun. What do you think right now?
L: We don't need "to". Is it right?
M: Yes. You are completely right. We don't need to use "to" before the Why-question marks. So that could you type it again?
L: My mother asked me where the bag was.
M: yes. The first part is right. But what about the second part? Is there anything wrong with the sentence?

L: hmm. I don't think so. Maybe.

M: take a look at the verb

L: should it be changed to "is"? No, its tense must be in past. It is correct.

M: yes. The time of the sentence must be in past. Do you remember the relationship of verb and its complement in these sentences?

L: Yes. Yes. Yes the place of the verb and the object. They should be reversed.

M: yes. You are completely right. The verb and the object pronoun should be reversed. Could you type the sentence again?

L: My mother asked me where the chair was.

M: any other mistakes?

L: No. No.

Both laugh.

As you can see with the help of Viber and the use of interactionist model of dynamic assessment, the learners can learn the grammatical points in a meaningfully interactive way. Contrary to the interventionist model which is as the same as the traditional assessment because of fixed set of interventions, the interactionist model of the dynamic assessment which was performed through Viber application in the study with the focus on the learners' responses to the mediation can improve students' learning of indirect speech. As you can see the mediator's mediation to the learners' responses are completely spontaneous. This model is a perfect representative of Vygotsky's zone of proximal development

To see the effectiveness of the dynamic assessment more and gain a great understanding of students' attitudes toward its interactionist model through the use of Viber, the researcher designed an interview. The researcher individually asked some prewritten questions to the students. The following extractions are what the researcher interpreted from learners' responses to the instructed interview.

Student 1

It was good. I think we participate in a problem-solving game. The conversation with the teacher helped me a lot especially when it was combined with Viber, because I use Viber a lot. I also understood that it can be used for improving my English.

Student 2

Whenever I made errors, teacher's mediations made me curious to correct myself. It was an exciting experience.

Student 3

It was good, but it takes a great quantity of time for me to type and write. Unfortunately, I am weak in typing. If I were strong in typing, it could help me more.

Student 4 Everything was perfect. Our teacher selected a good method of teaching. I was very relaxed and excited.

Student 5

It was very fantastic. I felt as if I was playing a game.

With the help of interview, it can be easily observed that using Viber as a dynamic assessment tool can provide a motivating condition for the learners who are weak in learning indirect speech.

As it is clear, most of the learners have positive views toward the use of this method. The findings are in line with the discovered information in the aforesaid articles. The students'

learning has been enhanced through the use of the dynamic assessment.

CONCLUSION

This article focuses upon a new aspect of teaching through mobile softwares which is a rare sight in the Pakistani educational scenario. In Pakistani context the Mobile assisted language learning and mobile softwares are quite a new phenomenon Teaching with orthodox methods are a common practice here and virtual class rooms are a surprising aspect when I comes to Pakistani students and teachers. The researchers were of the view that as there are a lot of Pakistani people who are using mobile phones for common use, fun, entertainment etc, so it would be interesting to view the aspect of teaching through mobile and mobile software In this article, the attempts have been made to see the effect of Viber as a dynamic assessment tool on the learners' development in learning indirect speech. Indirect and direct speech has always been a problem for ESL learners of Pakistani . With the help of observation and interview, it was found that studentss who are reluctant to share their comments with the teacher. Shaky in replying to the questions in the class rooms are easy and comfortable when it comes to discussion and learning through v ber, as it provides them with the ease and level of confidence to easily communicate on Viber. SoViber can be a good online instrument for performing the DA. It can improve and accelerate the process of learning. The learning was also a motivating experience for the learners in such an environment There is no doubt that the world of computor and gadgtes has evoked the people unt activities which are not only interesting but there are also interetin in learning different languages.

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