

# EXPLORING THE RESEARCH LANDSCAPE AND TRENDS OF DYNAMIC ASSESSMENT IN SECOND LANGUAGE EDUCATION: A BIBLIOMETRIC ANALYSIS



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## DYNAMIC ASSESSMENT (DA)



An approach that supports learners' emerging potential by providing **graduated feedback (mediation)** aligned with their **Zone of Proximal Development (ZPD)** during assessment.

## EVIDENCE BASE

229

A comprehensive review of 229 studies from **three decades** of global research (1994–2023).

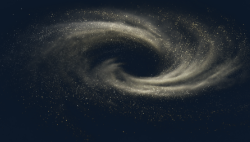
The Emerging Period  
(1994-2010)



The Developing Period  
(2011-2017)



The Burgeoning Period  
(2018-2023)



Recent trends highlight **technology-driven hybrid DA approaches** in EFL contexts, as well as greater focus on L2 teachers' DA experiences and the enhancement of learners' language **output skills** for in L2 classroom settings.

## Research Epicenters



L2 DA has remained a promising and expanding area of research worldwide, with the **U.S., Iran and China** being the most productive countries in terms of publication volume and citation count.

## AI FRONTIERS



Research on **AI-assisted tools** like ChatGPT and other chatbots is **currently sparse**.

## How Can I Use the Findings?

### Unlock Hidden Potential

DA research offers a **more precise understanding of learners' developmental potential** than standardised assessments, supporting more tailored instructional planning.

### Integrate Assessment & Pedagogy

Teachers can become better informed about DA, common implementation approaches, and how to **integrate it into assessment and pedagogical practice**.

### Reflect and Experiment with Tech

Reflect on your DA experiences and **explore the potential of technological tools**, including AI, for diagnosing and promoting L2 performance.

