

The Application of Group Dynamic Assessment to the Translation of Phrasal Verbs

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Abstract: Dynamic assessment (DA), as the integration of assessment and instruction, and applied translation studies, the applications of translation theories to the practice of translation, are within the same domain of applied linguistics. An important strand of research that will solidify a central place for DA is group dynamic assessment (G-DA) through which a group of students co-construct their development with the help of the teacher who mediates the students' performance. The present study aimed at examining the applicability of G-DA in the translation of phrasal verbs through mediation. In so doing, 30 students participated in this study based on convenient sampling. The materials used in the assessment sessions entailed 100 Phrasal Verbs taken from the Mosaic Series. The students worked on translation activities with the help the mediator providing them with hints and prompts instead of offering the accurate translation forthwith. The students were evaluated based on a test-intervene-retest format with respect to translations of phrasal verbs. The results obtained from Independent-sample t-test and One-way repeated measures ANOVA confirmed statistically significant effect of mediation in the translations of phrasal verbs. The inventory of mediational strategies helped to reveal the learners' common mistakes while translating the PVs. An implication of the study is for teachers to employ G-DA in the translation of proverbs, idioms, collocations and fixed expressions.

Keywords: Group dynamic assessment, mediation, phrasal verbs, translation practice

1. Introduction

Applied translation studies can benefit from other fields of study. Indeed, as commented by Spolsky (2008), scholars need to exceed beyond the scope of a single discipline in order to adopt an inter-disciplinary approach to scientific research. Professionals in translation studies have already worked on inter-disciplinary research and have taken their ideas from other fields such as philosophy (e.g., Benjamin, 1989), psychology (e.g., Giuseppe, 1981, Azizi & Modarresi, 2017; Modarresi, 2025) and sociology (e.g., Sechrest, Fay, & Zaidi, 1972). In this regard, Gile (2008, p. 1) developed the notion of "disciplinary immigrants" for professionals in translation studies that employ theories and principles from applied linguistics. In this regard, testing and assessment, as a subfield of applied linguistics, can be incorporated to applied translation studies by offering a new paradigm for assessing translation students in the classroom context.

There is no anonymous agreement on the definition of translation; however, one definition that seems more comprehensive has been suggested by Ghazala (1995) who defined translation as "all the processes and methods used to convey the meaning of the source language into the target language" (p. 1). However, the processes to convey such meaning is a bit difficult for phrasal verbs. Indeed, these rather fixed expressions should be rendered as a whole unit of translation since these structures cannot be transferred word for word. Hart (2009) argues that the phrasal verbs are similar to idioms since most

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of the times their constituents don't have their meaning as separate parts, and thus, they should be accounted as one unit of translation.

With respect to the changing nature of testing and assessment, the literature has witnessed a remarkable shift from a psychometric, atomistic, and positivistic language testing paradigm to an edumetric, anti-reductionist assessment paradigm in translation studies (Modarresi & Ghoreyshi, 2018). As pinpointed by Wolf, Bixby, Glenn and Gardner (1991), a testing culture mainly focuses on utilizing tests and examinations to specify achievements/grades; however, an assessment culture put emphasis on employing assessment techniques to develop instruction and endorse student learning. According to McNamara (1997), what is needed is a paradigm shift whereby instruction and assessment could be reintegrated as a single pedagogical activity.

Actually, as for the significance of the study, research into new assessment techniques is in its infancy in translation studies and there is a paucity of research in this regard (Modarresi et al., 2021). Although research on translation quality assessment (TQA) focuses on evaluating a translation work, Williams (2009) suggested that professional translators and trainee translators give more justification observing TQA. Indeed, TQA can be at the service of students' progress in translation skills instead of focusing on testing their progress. Davidson (2007) supported assessment *for* learning instead of assessment *of* learning. In assessment of learning, any score is a testing score, but in assessment for learning, any score is a learning score, that is, the ultimate aim of assessment is promoting learners' development. Assessment for learning is in line with new trends in assessment like DA which is grounded in Vygotsky's (1978) writings on the zone of proximal development (ZPD), the difference between what an individual can do independently and what they can do with assistance or mediation. Central to the ZPD, is the role of mediation, and DA, as an ontogenesis, emergentist and post-modernist trend in testing, integrates "two key elements of mediation and instruction into a unified activity to promote learner development" (Lantolf & Poehner, 2004, p. 50). New findings also show that translation equivalence is related to sense-induced emotions (Modarresi, 2021). Thus, the current study is an attempt to apply G-DA as a new version of DA for assessing translation of phrasal verbs by translation trainees.

With the evolving applied translation studies paradigm, there has been a transition in testing and assessment approaches. This shift has been from a reductionist, structuralism viewpoint towards an antireductionist, communicative language paradigm. Consequently, there has been a departure from the prevalent psychometric "testing culture" towards an isometric "assessment culture" (Inbar-Lourie, 2008a, p. 387). Indeed, whereas the testing culture is mainly related to 'assessment of learning' (Black et al., 2011) with a center of attention on grades and certification, the assessment culture is chiefly related to 'assessment for learning' with a focus on learning and development. That is, testing is at the service of learning development in an assessment culture.

However, the major problem lies in the fact that a close study of the literature in the field of translation reveals that the application of G-DA has not been touched by the professionals in translation studies. By establishing some good reasons for the application of G-DA programs in translation to teach PVs, the researchers set out to shed some light upon utilizing new ways of teaching translation courses. If research findings declare those who participate in G-DA programs learn better than those who do not, the results of the study would have instructive, testing, and materials development implications. Moreover, the assessment philosophy of the study can also be beneficial for test developers to arrange testing situations in a way that the learners will be tested so as to improve their problem-solving and self-discovery strategies in a relaxing atmosphere.

Point taken, the current study sheds new lights into the field of translation teaching and learning because translation techniques are interdependent to the translation quality so that research into the practical elements of assessment could help translation students to fortify their translation ability. Moreover, working with the students on these types of assessment yield fruitful results so that they could cope with the unpredictable situations to which they encounter in daily translation practice.

2. Literature Review

2.1 Dynamic Assessment

With some adaptations and following Ableeva's (2010) study, who conducted DA research on listening for a time period of 9 weeks, the design of the present study was characterized by an NDA (stands for non-dynamic assessment) elicitation stage immediately followed by a mediation process phase based on DA. However, unlike Ableeva's (2010) which followed a one to-one mediator-learner tutoring format, this study pursued Poehner's (2009) recently suggested group-based format of G-DA. The central difference between DA and static assessment derives from Vygotsky's (1987) theorizing in the ZPD that is based on a fundamentally different understanding of the future. In static assessment, actual development is sought rather than potential development. That is to say, static assessment is based on the past-to-present model of assessment, while DA is based on the present-to-future model of assessment (Valsiner, 2001). This new trend within psychological assessment suggests DA methods as complementary to mainstream assessment (Stiggins, 2005; Mehrani Rad et al., 2018).

In DA, the students benefit the interactions with the others. In other words, a child does not live in vacancy and needs to learn how to live among a group or in the society. Donato (1994) also, argues that learners constructed for each other a collective scaffold and during the interaction the learners were at the same time individually novices and collectively experts, sources of new orientations for each other, and guides throughout the problem-solving tasks. Modarrei and Jeddy (2018) found that DA is also related to intelligence. Furthermore, every one, more or less, has a kind of stress and anxiety while experiencing an assessment. This unease reduces their real capacity and ability. G-DA provides a situation in which learners feel relaxed without considering the pressure of anxiety of assessment. Accordingly, Lidz (1991) states that "DA is an approach that sounds so logical and convincing to practitioners that they often think they are already using it, when in fact they are not" (p. 3).

The experimental study conducted by Kozulin and Garb (2001) based on interventionist DA confirmed that DA was significantly effective in promoting learners reading comprehension skill. Moreover, Ableeva (2010) revealed that DA improved listening comprehension of students learning French as a foreign language in comparison to the traditional test of listening comprehension. Indeed, according to Haywood and Lidz (2007), DA "is no longer a new approach to psychological and educational assessment [as] some of its current applications have been around for more than a half century." (p. 2). However, browsing literature for researches done on DA, it is believed that despite the presence of a rich research literature reflecting more than 40 years of professional works in psychology and general education, DA in the context of applied linguistics is still productive of good ideas such as computerized DA (Modarresi & Alavi, 2014; Hosseini, & Modarresi, 2015). Although a considerable amount of literature has been published on the association between dynamic assessment and language proficiency and learner autonomy in language learning, relatively little has been carried out to investigate how dynamic assessment can be made related to translation ability.

2.2 Group Dynamic Assessment

The literature witnesses that G-DA, grounded in Vygotsky's (1978) socio-cultural theory (SCT), is believed to have the potential to provide a context for capturing a group of learners' ZPD (Poehner & Lantolf, 2010). Indeed, Poehner (2009) expanded DA model to new framework, known as G-DA, arguing that social mediation and interaction within the class context can be studied based on group interaction. SCT researchers believe that the mediator can negotiate simultaneously with a group of learners in co-constructing several ZPDs and progressing the entire group forward in their ZPD (Poehner & Lantolf, 2005; Poehner, 2009). Browsing the literature on G-DA, two works namely Donato's (1994) and Gibbons' (2003) were found. Since both studies involved a teacher mediating a group of learners' performance and co-constructing ZPDs with a number of students in the classroom context, they fit quite well with the interactionist principles of G-DA.

Despite the importance of phrasal verbs and the difficulties they might produce in translating from English language into Persian language, not much work has been done in this field. One existing work on the translation of phrasal verbs into Persian language, relates to the investigation of translation of phrasal verbs in the novel “*the Lord of the Flies*” by Hosseini (2006). To the best knowledge of the researchers, the latest study done on G-DA was by Alavi, Kiavanpanah and Shabani in 2010. In this research, they attempted to investigate the applicability of G-DA in identifying the mediational strategies offered by a mediator during his G-DA interactions with a group of L2 learners in the context of listening. Whereas the relationship between translation equivalence and translation quality assessment has already been investigated, the present study offers some important insights into the literature because the attention to the interplay between G-DA and translation practice would provide translation teachers with valuable sources of information based on which they can create the most favorable translation equivalence in their classes for the students to participate and become engaged in accomplishing the translation tasks. Therefore, taken the recent upsurge of publications on empirical research into translation and interpreting processes (e.g., PACTE, 2005; Campbell & Wakim, 2007), it seems that the G-DA-translating bond can be regarded as a more novel strand of research in translation practice. Indeed, it is most plausible that various factors may emerge when professionals in translation use their experiences and their analytic minds to reflect on translation equivalence while working on translation tasks.

2.3 Theoretical Framework of the Study

The present study followed the guidelines developed by Ableeva (2010) for implementing mediational strategies based on DA with some adaptation in this study. The strategies included: 1) Confirming/rejecting response, 2) asking the words, 3) repeating the erroneous guess with a questioning tone, 4) offering contextual reminders, 5) using synonyms and antonyms, and 6) translation. G-DA is a clear and carefully developed system of assessment for learning which emphasizes formative uses. The teacher engages students with thinking about their learning during the assessment process. Since G-DA requires that the teacher intervene during translation practice in order to scaffold and support his or her students in creating their translations, and to challenge them to reach a higher-level performance, the researchers aimed to provide answers for the following two questions:

1. *Is there any significant difference between translation trainings of PVs in conventional mode and in G-DA mode?*
2. *Is there a significant change in students' translations of PVs over the three times period of group mediation?*

3. Methodology

The present study, as a quasi-experimental design, used a quantitative paradigm (Dornyei, 2007). Quantitative data were collected using treatment phase.

3.1 Participants

Initially, a pool of 37 (females: $n=21$, 56.8%; males: $n=16$, 43.2%; Mean age=17.32 SD=1.54) intermediate students participated based on convenience sampling from Sina English Institute in Shirvan city, located in the northeast of Iran. Their English experiences, besides their school years during middle and high school, included attending English classes for about 10 terms at the same English Institute. However, initially, the scores obtained from Oxford placement test (OPT) defined the participants' homogeneity. The researchers only included the students whose scores on the OPTs were at intermediate level. Out of 37 participants, the frequency of the participants whose scores were between 15 and 29 was 30 (females: $n=17$, 56.7.9%; males: $n=13$, 43.3%; Mean age=17.12 SD=1.13) that comprised the target sample. Moreover, it is worth mentioning that one of the researchers had been teaching English to these population for five successive years before conducting this research, and he knew it clearly that the participants, who were divided into two groups including the control group and

the experimental group, were equal in many aspects. Furthermore, the mere randomization would take care of any possible minor differences among the groups. The participants were going to be taught by the researchers throughout a ten-session period but just the experimental group received the G-DA treatments.

3.2 Instruments

The first instrument used to assess the overall language knowledge of the participants was OPT, a language proficiency test consisting of 60 multiple-choice vocabulary and grammar items. The scoring criteria categorized the test takers into four levels of English language proficiency: elementary (1-14), pre-intermediate (15-29), intermediate (30-44), and upper intermediate (45-50).

Following this, three instruments were used in this research, including a pre-test (20 PVs), class quizzes (60 PVs), and a post-test (20 PVs). As for the material of the instrumentation, 100 English phrasal verbs were selected from *the Mosaic books (1-4)* written by Wegmann and Kenzevic (2002). The reason for choosing these series was that the PVs available in these books were found common in daily conversations (Wegmann & Kenzevic, 2002). Moreover, these series have already been worked with the students in their previous terms as outside reading comprehension so that the students were familiar with the materials and they could now focus on the translation practice. 100 PVs of four types suggested by Bakshi (2010) were randomly selected. The justification for the number of PVs is that within the time assigned for this research, the teacher could work just on the mentioned numbers of PVs. Moreover, this number was adequately sufficient for conducting further statistical analyses (Dörnyei, 2007). These types were as follows:

Type1: Verb + particle 'intransitive phrasal verbs'

Type2: Verb + particle + object 'Optionally separable phrasal verbs'

Type3: Verb + particle + object inseparable phrasal verbs

Type4: Verb + particle + preposition

Each type contained 25 PVs divided as bellow:

-20 PVs (5 PVs from each type) were randomly selected for the pre-test.

-60 PVs (15 PVs from each type) were randomly selected to be given to the students as class quizzes during ten sessions and were practiced in class through G-DA process.

-20 PVs were randomly selected to be given to the students as the post-test at the end of the course.

The pre-test and post-test had roughly equal degrees of difficulty. The readability levels of the texts as measured by Gunning fog formula for pretest and posttest were 11.32 and 12.42, respectively, which are regarded as good indices for junior high school students (Gunning, 1952). The reliability estimates of both pretest and post-test, as calculated by Cronbach's Alpha, were acceptable ($r=.73$ & $.71$, respectively), based on the results obtained from the pilot study.

3.3 Procedure and Data Analysis

The study followed the interactionist approach to carry out the research. The researchers used the simple random sampling technique to assign the participants into two groups. The control group included 15 students and the experimental group included 15 students. The sample size in the experimental group was acceptable since in G-DA the research work needs the face-to-face interaction between the teacher and the students.

Prior to the treatment phase, the researcher, who was one of the researchers of the current study, administered the pre-test of translation which was a kind of static test (without any hints from the teacher) to both groups. Following this, the control group just took part in translation training class, but the experimental group profited both translation training class for 10 sessions, and the G-DA treatment (20 minutes for each session). It is worth mentioning here that the teacher taught English to the participants of two groups with the same method; therefore, this obviated all the doubts about the different methodology used for these two groups. Having taught for twenty minutes, the researchers administered a translation quiz including eight underlined phrasal verbs to the students, and after a few

minutes, their translations were collected. Since this research took ten sessions, ten quizzes following interpretations and the G-DA process were given to them.

Afterwards, the teacher dealt with those PVs which had been translated wrongly by all the students or some of them. First of all, the teacher read the first sentence containing the phrasal verb and made one of the students to say the translation. Before accepting or rejecting the answer, he asked the other students to take part in class participations by raising their hands. Actually, this phase was very crucial in G-DA because the teacher gained two aims; involving the students in discussion and finding the correct translation by the students.

To persuade the students to be more active in class, they were told that their active presence and contributions, however minimal, in the class were of vital importance to their learning and that their silence would be interpreted as an inability to understand the discussion. Then upon the students' failure, the teacher intervened and offered his leading questions, prompts, hints and explanations to mediate in their understanding of the PV and, in this way, he uncovered their potential levels of development. Figure 1 summarizes the process of this section:

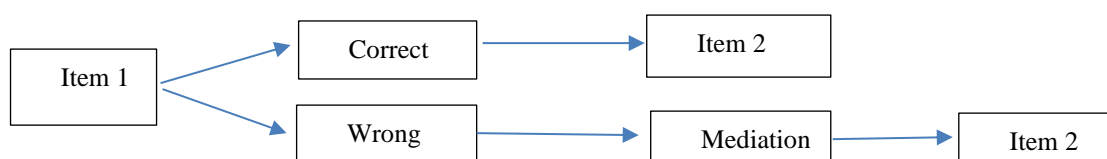


Figure 1. DA treatment

Then, if the answer was correct, the teacher accepted it by praising the students, and if not, he asked the other students about the correct answer. When all the students failed, he used his own hints through G-DA programs to guide them to achieve the answer. Finally, the assessment of the students' performances was made with reference to the quality of their answers, and if the class as a whole was not able to arrive at the correct answer, their performance was interpreted as a failure. The mediational strategies used by the teacher during the G-DA process were detected after the analysis of the teacher's interactions with the entire class. The frequency and types of mediational strategies (implicit/explicit) offered by the teacher (mediator) across the assessment sessions revealed the students' improved abilities and their intellectual functioning.

The students took part in translation teaching classes every other day for 10 sessions. In order to diagnose the learners' independence translation ability and their probable difficulties, a quiz was given at the beginning of each session which was NDA. To seek both teaching and assessment simultaneously and also to address the learners' recurring problems, an enrichment teaching program lasting for about 20 minutes was offered at the beginning of each session. Then, 8 English phrasal verbs (two from each type) embedded in one or two sentences were given to the students during 10 sessions.

During this period, the learners did not receive any hints from the researcher, and they worked individually. It took about 5 minutes, and then the researcher collected all the translations. At last, he analyzed them to find out who failed in finding the equivalence for PVs and how they had done on each PV. While valuing the translations, the researcher asked the subjects of experimental group to review the materials taught at the beginning of the class. Having valued their translations, the researcher filled in Table 1 below. By looking at this table, the teacher could make decisions such as which strategies would apply in dynamic process and which PV needed more attention. In other words, the PVs were divided into three groups; 1) those which had been translated correctly by all the students, 2) the PVs which had not been translated by anyone and, 3) the PVs which had been translated correctly just by some students. This period was followed by a DA program; here the researcher was both an instructor and a mediator and gave necessary hints to the subjects.

The PVs in group 1 were not discussed in the second program (dynamic process) because the students did not have any problems with them. The PVs in type 2 were discussed again through interactions while using helpful clues and hints, and finally, the PVs in type 3 were asked just from those students who had failed in their translations. On the third case, those students who had done successfully were asked not to expose the translation directly, but just give hints in order to have more

interactions with all the students. Also, during the period of assessment, the subjects were not allowed to use a dictionary.

Each assessment session was characterized by two phases, a non-dynamic or individual stage which aimed at identifying the students' ZAD or current status and a DA interaction process. This approach is quite in line with Poehner's (2005) suggestion that for a DA procedure there is no need to administer the non-dynamic test separately since the DA procedure has the dual function of detecting the students' Zone of Actual Development (ZAD) and ZPD. Thus, the first session didn't have any re-test and it was just as: Quiz Mediation, and from the second session to the tenth session, the procedure was agreeable with Lidz's (1991) description of DA which was a test-intervene-retest format and for this research it was as: Quiz Mediation Retest.

To be more specific, since G-DA is closely related to teaching methodology, the mediator promoted prompt-based teaching strategy as opposed to spoon-feeding education so that the mediator did not teach from A to Z through which the appropriate equivalence was typically expected to offer by the teacher; rather he provided the students with prompts who supervised, monitored, and moved from the most implicit to the most explicit hints. In addition, more than just giving the hints was the quality of the hints provided by the teacher. Providing the most effective hints or prompts is a creative, and, therefore, challenging task. Based on the teacher's moment-to-moment experience, a good hint led the students to the desired equivalence more efficiently.

In order to reassess or retest the verbs which were not translated by the students, they were added to the quiz of the next session. Since the number of these verbs was changeable between 1 and 3, the number of PVs in all quizzes was not the same. The last phase of this research was the administration of the post-test. After the tenth session, the post-test, including 20 randomly-selected PVs, was administered to the students.

The researchers performed statistical methods, including both descriptive and inferential statistics, to accomplish the research objectives of the study. First, running independent sample *t*-test, they determined the significant difference between translation trainings of PVs in conventional mode and in G-DA mode. They compared the scores of pre-test and post-test were compared to see if there was any significant difference between the scores of these two tests or not. Following this, they used one-way ANOVA to determine the extent to which there was a significant change in students' translations of PVs over the three times period of group mediation.

4. Results

4.1 Translation Training of PVs

As for the first research question of the study regarding whether there was any significant difference between translation trainings of PVs in conventional mode and in G-DA mode, initially, a pre-test was administered to the students, and Independent-sample *t*-test was run.

Table 1. Descriptive statistics for pre-test scores

Group	Mean	Standard Deviation
Control Group	12.80	1.47
Experimental Group	14.70	1.25

As shown in Table 1, the descriptive statistics for the two groups showed that the control group had a mean score of 12.80 with a standard deviation of 1.47, while the experimental group had a mean score of 14.70 with a standard deviation of 1.25.

Table 2. Results of *t*-test for pre-test scores

	df	t	Sig (two-tailed)
Pre-test	28	1.47	0.15

As shown in Table 2, the results demonstrated that there was no statistical difference between the groups, $t_{(28)} = 1.47$, $p = 0.15 > .05$. Therefore, it was concluded that there was no statistical difference between the experimental and control groups' pre-test scores. Following the treatment phase, the mean scores of the post-tests of both comparison and experimental groups were compared after providing mediation in the form of G-DA.

Table 3. Descriptive statistics for post-test scores

Group	Mean	Standard Deviation
Control Group	14.70	1.26
Experimental Group	17.50	1.13

As shown in Table 3, the descriptive statistics for the two groups showed that the control group had a mean score of 14.70 with a standard deviation of 1.26, while the experimental group had a mean score of 17.50 with a standard deviation of 1.13.

Table 4. Results of t-test for post-test scores

	df	t	Sig (two-tailed)
Post-test	28	6.01	0.00

As shown in Table 4, the results obtained from Independent-sample t-test confirmed that there was a statistically significant difference between groups [$t_{(28)} = 6.01$, $p < .05$]. The effect size calculated manually was small, following the guidelines by Cohen (1988): 0.01= small effect, 0.06 = moderate effect, and 0.14= large effect". The experimental group outperformed the control group. Actually, G-DA included 10 tables for 10 sessions. In each table, the horizontal numbers (1-10) stood for the number of the students. These numbers were fixed for the learners during the whole time of research in which (+) referred to the correct translation and (-) means the wrong translation. A sample of PVs worked during the treatment phase is presented below.

1. The plane will take off two hours late.
2. I find it difficult to get by in London.
3. I came across some nice restaurants in London.
4. He turned off the TV and went to bed.
5. My sister takes after my mother.
6. I'm looking for my credit card. Have you seen it?
7. I'm looking forward to the holidays.
8. Do you get on with your neighbors?

After collecting the students' papers, they were asked not to talk to each other about the answers and just review the previous materials taught in class. The researcher filled in Table 5 in order to decide about giving students the helpful hints to guide them during the DA process. For the ease of reading and reflecting for readers, the Persian equivalences are translated back into the original language.

Table 5. An Excerpt of translations suggested by the students

No	PV	Persian translations	Back translation	1	2	3	4	5	6	7	8	9	10
1	Take off	بلند شدن	become airborne	+	+	+	+	+	+	+	+	+	+
2	Get by	چرخیدن	walk around	-	-	-	-	-	-	-	-	-	-
3	Come across	عبور کردن	cross	-	-	+	-	-	-	-	-	-	-
4	Turn off	خاموش کردن	Stop the operation of sth	+	+	+	+	+	+	+	+	+	+
5	Take after	شبیه بودن	resemble a person	+	+	+	+	+	+	+	+	+	+
6	Look for	دنبال چیزی گشتن	search for something	+	+	+	+	+	+	+	+	+	+
7	Look forward to	به جلو نگاه کردن	look ahead	-	+	-	+	+	+	+	-	+	-
8	Get on with	همراه شدن	accompany	+	-	+	-	+	+	+	-	+	+

By analyzing Table 5, the following results were deduced: *Take off*, *Turn off*, *Take after*, and *Look for*: All of the students translated these PVS correctly because of their commonality and frequency of use by English users. *Get by* (live): Since 'by' means 'near and around', the students

translated it as چرخیدن 'which means 'walk around'. 'Put up' (arrange): The students paid attention to separate components and translated these parts separately mentioning that 'put up' means 'برپا کردن' or 'establish and it showed that some of them were very careful about the difference between 'put on' 'پوشیدن' and 'put up'. It seemed that they did not pinpoint the context at all. 'Look forward to' (wait for) 'Get on with' (get along with), which are three-word verbs, and some of the students failed to guess their meanings so they translated them word for word as 'به جلو نگاه کردن' for 'look forward to' or they translated some parts of it as 'همراه شدن' for 'get on with'.

Based on the information in Table 5, the students did not have any problems regarding translating the PVS: 'Take off', 'Turn off', 'Take after', and 'Look for' as these expressions were translated correctly. For other PVs, the researcher started the G-DA program. An example of that is given below: *Come across*. All of the students have misunderstood its meaning; one reason was that they had translated the meanings of the two parts differently, 'come' (آمدن) and they became confused between 'across' and 'cross', translating 'across' as a verb 'عبور کردن'. Now what the researcher employed G-DA to clarify the meaning of 'come across' and then work on its translation:

T: "I got very surprised yesterday."

S4: "Why?"

T: "I wanted to call one of my old friends, but I had lost his phone number."

S2: "And what happened then?"

T: "While looking for a book in the bookcase, I came across his number."

S3: "Does 'come across' means یافتن? (find?)

T: Good! But not exactly. It means to find by chance. Clear?

S1: So it means تصادفی یافتن? (finding accidentally?)

T: Very good. Can you think of a better translation?

S3: How about برخوردن? (meeting accidentally?)

T: That's it. Great!

4.2 Changes in Students' Translations of PVs

As mentioned earlier, while applying G-DA programs, the experimental group was given three time-tests in sessions two, six, and 10. A one-way repeated measures ANOVA was conducted to compare scores on the DA at mediation 1, mediation 2 and mediation 3. The means and standard deviations are presented in Table 6.

Table 6. Descriptive statistics during the treatment

Mediation	Mean	Std. Deviation
Mediation (Time 1)	12.10	1.19
Mediation (Time 2)	13.30	0.94
Mediation (Time 3)	18.10	1.59

As shown in Table 2, the mean score of the students in mediation time (1) was 12.10, in mediation time (2) it was 13.30 and in mediation time (3) it was 18.10. The scores increased during the treatment.

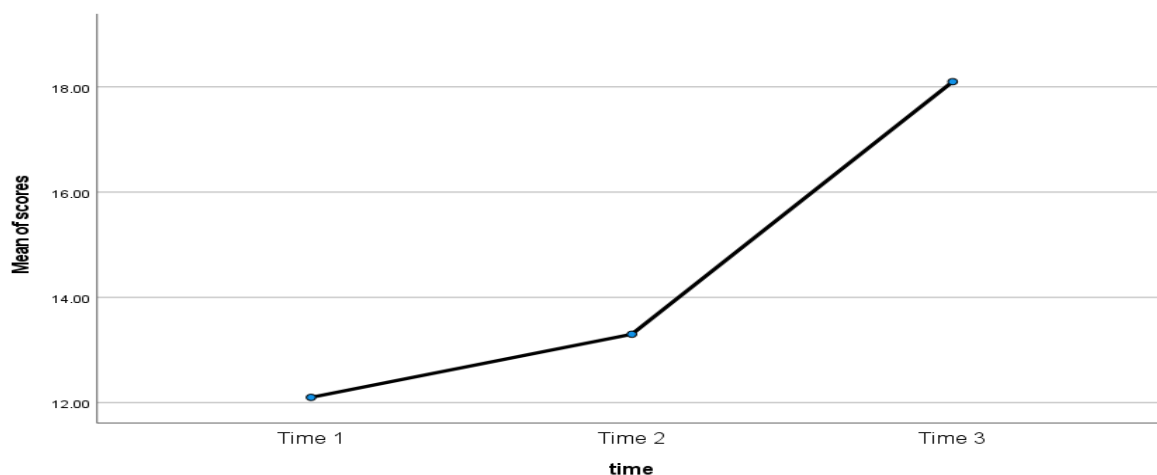


Figure 2. Visual representation of students' progress during the time

As displayed in Figure 2, the plot provided an easy way to compare the mean scores for the three-time tests, indicating that scores obtained from mediation in time 1 recorded the lowest scores while mediation in time 3 recorded the highest scores.

Table 7. Results of ANOVA test

Test	Value	F	Sig.	Partial Eta Squared
Wilks' Lambda	0.97	131.12	0.00	0.97

As displayed in Table 7, there was a significant effect for mediation [Wilks' Lambda=.030, $F_{(2, 8)} = 131.12$, $p < .05$]. The p value was less than .05; therefore, it can be concluded that there was a statistically significant effect of mediation. This suggests that there was a change in mediated scores across the three different time periods; Students improved significantly in their translations after each time-set. Having found a statistically significant difference between the three sets of scores, the researchers assessed the effect size of this result. The value in Partial Eta squared, given in the Multivariate Tests output box, was .97. Using the commonly used guidelines proposed by Cohen (1988) (.01=small, .06=moderate, .14=large effect), this result suggested a very large effect size.

4.3 Discussion of the Findings

The results of the present study revealed that G-DA improved the translation ability of the students in translation of PVs from English language into Persian language. The experimental group which was exposed to G-DA outperformed the control group. The results of the study also revealed that the most frequent strategies used during the G-DA programs included: 1) Offering contextual reminders, 2) Repeating the erroneous guess with a questioning tone, 3) Using synonyms and antonyms, 4) Confirming/rejecting response, 5) Translation, and 6) Asking the words. While applying the G-DA programs, the researchers witnessed some changes in students' behaviors. Moreover, the results showed that there was statistically significant change in the students' scores over the three times of group mediation, and this shows that G-DA can be effective in even less than 10 sessions due to the fact that the teacher who act as scaffolding provides hints, prompts and leading questions. Although it takes time, it has more positive effect on the students' development. Actually, the more the students exert effort and involve themselves in the learning tasks, the better they can retain the materials (Alipoor & Modarresi, 2024; Modarrei & Nezakatgoo, 2024).

The results of the present study are in line with the results of the previous research corroborating the observation that mediation in the forms of hints and leading questions improves learners' language skills and learning potential (Kozulin & Garb, 2002; Poehner, 2007). The results of the study are in line with the previous study by Jalilzadeh et al. (2020) who concluded that providing students with hints can improve their academic achievement. Likewise, in this study, the performance of the students increased significantly from the non-mediated test to the mediated test on translation of PVs. The results of the study are also aligning with the study carried out by Alavi, Kaivanpanah, and Shabani (2011) who

confirmed the effectiveness of G-DA instruction on the co-construction of knowledge among students. Moreover, their study approved the feasibility of G-DA in identifying the mediational strategies provided by a mediator during his G-DA interactions with a group of L2 learners. Finally, the results of the study are in agreement with those of Pishghadam and Barabadi (2012) and Poehner and Lantolf (2013) who carried out their DA research on language skills and came to the conclusion that the students' scores were progressed from the static test to the dynamic test. Finally, the results of the study are in agreement with the study carried out by Rouhani and Modarresi (2023) who found that hint-based instruction can improve translation of literary texts.

5. Conclusion and Implications

Major conclusions can be drawn from the present study. The study demonstrated that some students, who didn't take part in class participations at the very first sessions, became very active, and the teacher observed that their social interaction with the teacher and their classmates increased. Students learnt to translate the PVs based on the context sentence, not separate from the text. The students were no longer waiting for the teacher to provide them with the correct translation forthwith, but they tried to find the most appropriate translations themselves with the mediation offered by the teacher. The students who had improved to some extent wanted to be better in the next quizzes or tests. In fact, based on the expectancy of success, they didn't want to backward and it ended in their extra attempt and as the data of post-test showed they had a great success.

As far as translating English phrasal verbs into Persian language was concerned, the results of this study also revealed some general points as follows: *First*, when a verb had several particles or prepositions, the students usually had problems with their translations and in most cases had translated it wrongly. *Second*, when a PV was very usual in daily usage, while translating; the students didn't pay attention to its context and tried to translate it as a fixed word. In some cases, their translations were wrong, though. *Third*, in PVs (types 1, 2, 3) when the students didn't know the exact translation of these verbs they tried to translate the verb or the particle separately in order to make a meaningful sentence based on the context. *Fourth*, PVs type 4 were the most problematic group for students to translate. One reason was that since these verbs were made of three parts, the students were confused with the most important part for translation and they had a variety of translations for these verbs. *Fifth*, maintaining all linguistic properties of them is difficult including syntactic, semantic, stylistic, and pragmatic features; nevertheless, generally, in any sort of translation, the loss or gain of meaning is inevitable (Newmark, 1988) so that the change in linguistic properties is unavoidable. This issue is align with the theoretical position suggested by Snell-Hornby (1988) who maintains that it is not possible to keep the exact equivalence between any two languages because there exist a plenty of linguistic and non-linguistic differences with respect to the grammar and the number of words. More importantly, the differentiation between the two cultures and how speech communities use language could impinge on the translation methods and its results. *Sixth*, it is not occasionally reasonable to render English phrasal verbs into Farsi translations; that is, most phrasal verbs are rendered into longer stretches of words and they do not imply the same meaning in Farsi as they do in English.

In sum, as for the first time the relationship between G-DA and translation practice is examined, the study could shed the light to the neglected aspect of Vygotsky's (1986) ZPD, which is the influence of mediation in the process of translation. Providing translation students with the accurate translation in the class without activating their potentiality would be parallel with spoon-feeding education or teaching from A to Z that would not enhance students' problem-solving techniques. Providing students with hints and leading questions, however, would involve them in challenging tasks and help them become autonomous in their translation practice. The researchers concluded that writing creative hints to work with translation students while doing translation tasks highlights the role of "development-oriented pedagogy" (Poehner & Lantolf, 2013, p. 15) as opposed to spoon-feeding education or teaching from A to Z. With the rapid expansion of internet-based applications in education (Abbasian & Modarresi, 2022), the use of G-DA can be integrated into virtual classes.

There are some implications that can be derived from this research. The findings of this study can be useful in the fields of translation studies. Translation teachers should pay attention to students'

psychological and social factors while teaching translation tasks (Ghasemzadeh & Modarresi, 2014). The use of G-DA in translation teaching can be of great value. It helps both the teacher and the students to have an effective teaching and learning. Moreover, with regard to the research findings, the G-DA has a significant effect on the students' behaviors and in fact, provides a friendly environment for them to express their ideas without suffering too much anxiety. Furthermore, learners are at different ZPD, so G-DA can provide a situation for students to receive the helpful hints and prompts accordingly and without being disappointed of failing, can compensate their weak points and even try to change them into positives ones. Finally, G-DA could be integrated into existing translation curricula by including leading questions while students are involved in the process of translation and it could be adapted for online learning environments by designing computerized assessment translation tests through which if a student gives a wrong answer to an item, the software provides him or her with more explicit hints until he or she get to the right answer in the final hint.

Although this study suggests some informative insights, it has a number of limitations too. First, care should be taken in terms of the external generalizability of the findings since the sample is not representative of all translation students. Moreover, more longitudinal research with longer duration can investigate the extent to which G-DA can boost translation performance. Finally, we are in the rather early steps of experimentally examining the role of G-DA in the Iranian context so that more research is needed to establish its validity and approve the effectiveness of such activities in the context of university, taking emotional factors such stroke and energy into account (Khorsand & Modarresi, 2023).

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