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A STUDY ON THE AFFECTION OF CONCURRENT GROUP DYNAMIC ASSESSMENT ON THE LEARNING OF CONGRUENT AND NON-CONGRUENT COLLOCATIONS AMONG IRANIAN INTERMEDIATE EFL LEARNERS

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ABSTRACT

Today, collocational knowledge is believed to serve an important role in learning and acquiring foreign and second language as part of the fact that collocation paves the way for less cognitive demands on L2 learners in terms of second language production and processing. The present study was intended to focus on how concurrent group dynamic assessment affected the learning of congruent and non-congruent collocations by Iranian Intermediate EFL learners. Participants of the study included 60 Intermediate language learners at Iranzamin Language Institute in Tehran, Iran within the age range of 18 to 24. Before and after receiving concurrent group dynamic assessment, students were tested on their knowledge of congruent collocations. The congruent collocation knowledge was measured using a researcher-made collocation test developed and validated through appealing to expert opinion. The statistical analyses included the use of paired samples t-test, Wilcoxon test, and Mann Whitney U test. The results indicated that concurrent group dynamic assessment was significantly effective in the learning of congruent and non-congruent collocations. However, it was found that there were significant differences between the learners' scores on congruent and non-congruent posttest revealing the scores of congruent collocations being higher than the non-congruent collocations test.

KEYWORDS

KEYWORDS: Concurrent dynamic assessment, Congruent, Non-congruent, Collocations, English as a foreign language (EFL)

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INTRODUCTION

Basically speaking, assessment can be noticed in all educational settings in general and the EFL contexts in particular. In the same vein, Beaumont, O'Doherty and Shannon (2011) argued that assessment has long been considered as a factor that accelerates improvement both in teaching and learning. Similarly, Taras (2013) maintained that educational assessment is considered as the most essential component in the learning process. In fact, many scholars (e.g., Christopher, 2015; Yilmaz, 2016) in the field of education in general and ELT contexts (e.g., Anton 2009; Barzegar & Azarizad, 2014; Poehner, 2009; Zoghi & Malheer, 2013) believe that assessment plays a key role in stimulating the learning process and contributing to higher gains of language knowledge.

Dynamic assessment has been developed as an alternative to 'static' types of assessment, namely, standardized tests. According to Haywood (1992b, p. 233), "Dynamic assessment is a subset of the more generic concept of interactive assessment". He further suggested that "It might be useful to characterize as interactive any approach to psychological or psycho-educational assessment in which the examiner is inserted into an active relationship with a subject and does more than give instructions, pose questions, and record responses".

The definition given by Lantolf and Poehner (2004) of dynamic assessment views it as an approach taken by the teacher to combine assessment and instruction within a continuous single activity with the aim of enhancing the students' development, using effective forms of mediation that takes into account their abilities.

One type of group dynamic assessment is concurrent assessment in which the teacher starts the interaction with one particular group member. According to Poehner, (2009) the main challenge regarding DA research is that how DA can be used in the context of classroom where the interactions between teacher and learners involve a range of ZPDs. In line with Vygotskian approach, when it relies on classroom assessment, the interactions between peers and more significant others influence the performance of individuals. (Poehner, 2009; Shabani, Khatib & Ebadi, 2010).

Basically speaking, language learners most often encounter new vocabulary items while learning L2. Thus, vocabulary learning is considered as one of the most important language components (Gass & Selinker, 2001; Schmitt, 2002). In the same vein, Nation (2001) argues that vocabulary acquisition impacts the process of learning language and enormously improves communication. Lexical items can be divided into different categories and subcategories including nouns, verbs, adjectives, adverbs and also expressions containing several words such as idioms, fixed expressions, and collocations (Moon, 1997; Wray, 2002).





Palmer (1933) used the term “collocation” for the first time in his discussion concerning the language learning. Later, Firth (1957) applied it to the field of theoretical linguistics. Since then, various theoretical frameworks have been proposed to define and explain collocation. Thus, collocation defies a precise and agreed-on definition.

As Benson (1997) explains, “In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions. Such groups of words are called fixed combinations or collocations” (p. 9). Collocations are combinations of words with a syntactic function as constituents of sentences, such as prepositional phrases (Howarth, 1998). Collocations are the lexical items that co-occur naturally with deliberate frequency and usually are prefabricated (Lewis, 2000).

According to Carter (1998), collocation is a group of words that recurrently appear in a language and “these patterns of co-occurrence can be grammatical in that they result primarily from syntactic dependencies or they can be lexical since semantic relationships are involved” (p. 51). In this regard, Nation (2001) declares that collocations are “closely structured groups whose parts frequently or uniquely occur together. We would also expect collocations to contain some elements of grammatical or lexical unpredictability or inflexibility” (p. 324).

Studies in second language acquisition of collocations reveal that learners’ first language plays an important role in their L2 collocation learning (e.g. Bisk-up, 1992; Boonyasquan, 2006; Fan, 2009; Koya, 2003). The reliance on L1 may reflect learners’ assumption that there is a one-to-one agreement between L1 and L2 collocational choices.

One of the possible ways which may help learners overcome the challenges posed in the process of learning collocations in other language skills might be the right assessment type provided for the learners. In this regard, dynamic assessment seems to promise fruitful results. According to Lidz and Gindis (2003), dynamic assessment points out a type of approach to finding out individual differences and their contributions to teaching and learning that ultimately leads to intervene on the heels of the assessment procedure. In the same vein, Haywood and Lidz (2007) assert that dynamic assessment is “an interactive approach to conducting assessments... that focuses on the ability of the learner to respond to intervention” (p. 1).

Knowledge of collocations can certainly help foreign language learners have a better performance in different skills and components of the language (Granger 1998; Lorenz, 1999).





LITERATURE REVIEW

Given the fact that non-congruent collocations, due to their nature, might bring about difficulties for EFL learners in what follows the problems of learners regarding learning collocations (Nesselhauf, 2003).

Some recent studies have dealt with the contribution of first language to EFL learners' acquisition of English collocations. The findings showed that L2 learners take advantage of their first language when they fall short of English word knowledge (Koprowski, 2005). Yet, other studies have indicated that learning congruent and non-congruent items are different (Nesselhauf, 2003). A review of literature reveals that collocations pose important challenges for learners even at the most advanced levels of proficiency (Granger 1998; Lorenz, 1999; Nesselhauf, 2003, 2005).

Anton (2009) carried a study where she also probed the usefulness of dynamic assessment with university students. To this end, she implemented dynamic assessment with third year Spanish majors on the speaking and writing sections of a diagnostic test. The findings of the study revealed that dynamic assessment led to a deeper grasping of learners' abilities.

Rahimi and Momeni (2011) examined the impact of the instruction of collocations on English language proficiency with sixty students using a pretest-posttest quasi-experimental design. The participants in control group were instructed the new words in isolation, using translation and definition; however, in the case of experimental group, the students were taught vocabulary by being provided with collocations of a particular words. Based on the statistical analyses, the participants in the experimental group had a better performance than those in the control group on their posttests. This indicates that the instruction of collocations can enhance L2 learners' language proficiency.

Zaferanieh and Behrooznia (2011) conducted a study aimed at examining and comparing the effect of implicit and explicit instruction of collocation on the participants' learning. The findings showed that L2 learners' performance in the group who had been exposed to explicit instruction of collocations was meaningfully better than those who had been exposed to implicit instruction. Ashouri and Rahimi (2014) attempted to find out about the effect of corpus-based collocation on EFL learners' awareness and acquisition of collocation. Sixty EFL learners were selected randomly and were divided into experimental and control groups. This study implied that the direct instruction of corpus-based collocation can be a valuable alternative since the students in the experimental group were aware of the existence of collocations, using them and learning them properly.





Ashouri, Arjmandi and Rahimi (2014) studied the effect of corpus-based collocation teaching on Iranian EFL learners' writing ability. To this study, eighty four EFL learners were selected and divided into experimental and control group. The members in the control group were taught writing skill, using conventional methods whereas the students in the experimental group were exposed to corpus-based collocation instruction with a focus on writing essays. The results showed a significant difference between the mean scores of control and experimental groups with respect to writing elements. The findings revealed a significantly positive correlation between the students' application of various lexical collocations and their writing ability.

The term Dynamic assessment was created by Vygotsky's colleague Luria in 1961 and is no longer a new approach to assessment. In fact, some of its current applications have been around for more than half a century (Haywood & Lidz, 2007). Dynamic assessment, by arguing that teaching and assessment should not be separated, disputes conventional views on the importance of these two elements. In fact, DA suggests that teaching and assessment should be fully integrated. This integration, which is embedded within the assessment procedure interprets individuals' abilities and leads them to higher levels of functioning (Lidz & Gindis, 2003).

RESEARCH QUESTIONS

The present study aimed at investigating the comparative effect of concurrent group dynamic assessment on learning congruent and non-congruent collocations among Iranian intermediate EFL learners. To this respect, the study seeks to find the answer of the following research questions.

Q1: Does concurrent group dynamic assessment have any significant impact on learning congruent and non-congruent collocations among Iranian intermediate EFL learners?

Q2: Is there any significant difference between the learners' achievement of congruent and non-congruent collocations in the group receiving concurrent group dynamic assessment?

Rresearch hypotheses

Based on the above-mentioned questions, the following null hypotheses were formulated:

Null hypothesis 1: Concurrent group dynamic assessment does not have any significant impact on learning congruent and non-concurrent collocations among Iranian intermediate EFL learners.

Null hypothesis 2: There is not any significant difference between the learners' achievement of congruent and non-congruent collocations in the group receiving concurrent group dynamic assessment.





METHODOLOGY

Participants

The initial participants of this study were 90 intermediate EFL learners selected based on convenient sampling due to availability and manageability reasons. The 90 participants were given a PET based on the results of which 60 learners whose scores fell within +/- one standard deviation were selected to make sure that the participants were homogeneous in terms of overall proficiency level. The participants of the study were all female learners within the age range of 18 to 24.

A panel of experts consisting of one Ph.D. holder in TEFL and another one in linguistics as well as translation studies was also requested to assist the researcher in choosing the congruent and non-congruent collocations for the purpose of this study.

Sampling method

The participants of this study were selected based on convenient non-random sampling.

Instrumentation

Preliminary English Test (PET)

A sample of Preliminary English Test (PET) was adopted from Preliminary English Test 5 of Cambridge ESOL Examinations published by Cambridge University Press (2008) in order to determine the learners' proficiency level. This was done to select a homogenous sample of participants. Three sections of PET were used in this research, which are shown in Table 1.

Table1: Different Sections of PET

Section 1	1 hour	Reading and Writing	5 Parts	35 Marks
Section 2	35 minutes	Listening	4 Parts	25 Marks
Section 3	10-12minutes	Speaking	4 parts	15 Marks
Total score:75				

In PET, section 1 is dedicated to evaluate reading and writing skills. This part consists of 35 questions that is presented in 5 parts. Part one consists of five multiple choice questions (five points) , part two presents five matching questions (five points) , part three, included 10 true/false questions (10 points) , part 4 entails five multiple questions (five points) , and part five is a cloze test which includes 10 multiple choice gaps (10 points). The reading section has a total score of 35.

Section 2 is related to listening and consists of four parts including part one which has seven multiple choice questions (seven points), part two includes six multiple choice questions (six





points), part three has six fill in the gap questions (six points) and part four consists of six yes/no questions (six points). The listening part therefore has 25 points overall.

The third section i.e. speaking section of PET consists of four parts. In the first part, the examiner introduces him / herself and asks the participants' name and personal information and asks them to spell their names. In part two, the examiner gives the participants a picture and asks them to talk about it together. In part three, each participant is given the chance to speak alone; the examiner provides the participant with a colored photograph taken from the mentioned book and asks the learner to talk about it. In part four, the examiner asks the participants to talk more about the photograph in part 3; for instance they are asked to state their opinion or to talk about something that had happened to them.

Congruent and non-congruent collocation test

To assess the learners' performance on congruent and non-congruent collocations a test containing 60 items was developed by the researcher. For every collocation, the learners were required to provide the meaning of that collocation and use it in one sentence. To assure the validity of the test, the initial items were chosen and revised by a Ph.D. holder in TEFL. Sixty collocations which could be translated word by word into Persian and were meaningful and sounded natural (congruent collocations) and those collocations which did not have translation equivalents in Persian and if translated into Persian word by word sounded unnatural (non-congruent collocations) were identified. To this end, 60 collocations were chosen for the intermediate level. As for the reliability index, the test was piloted and the scores gained were analyzed through test-retest procedure.

Design

The current study is quasi-experimental as the participants were selected based on convenient non-random sampling. More specifically, the design of the present study is comparative group pre-test post-test design. The purpose of the study is to determine the effect of dynamic assessment on the learning of congruent and non-congruent collocations.

Procedure

Pilot study

The congruent and non-congruent tests developed for the purpose of this study were piloted first to assure their appropriateness for the purpose of this study. Moreover, to make sure that the study was feasible, the researcher first piloted the concurrent test on some participants having the same characteristics of the participants of this study.





In order to establish the reliability of the both congruent and non-congruent collocation tests, test-retest procedure was employed on a sample of 30 language learners before starting the experimentation. The tests were administered twice to the pilot sample with time interval of one week in between and correlation coefficients between the two sets of scores were considered as the reliability indices of congruent and non-congruent collocation tests. Table 2 shows the results of Pearson correlation coefficient between the two administrations of the tests.

Table 2: Results of Pearson Correlation Coefficient between the two Administrations of the Collocation Tests in the Pilot Sample

		PilotCongruent2
Pilot Congruent	Pearson Correlation	.821**
	Sig. (2-tailed)	.000
	N	30
		Pilot Noncongruent2
Pilot Non-congruent	Pearson Correlation	.723**
	Sig. (2-tailed)	.000
	N	30

** . Correlation is significant at the 0.01 level (2-tailed).

Main study

In the present study the performance of the participants in terms of congruent and non-congruent collocations were operationalized based on the scores the participants gained on the collocation test devised for the purpose of this study. To this aim, the congruent and non-congruent tests developed and were piloted to assure their appropriateness for the purpose of this study. Firstly, 90 female intermediate learners were selected based on convenient sampling and given a PET Test. Following that, 60 students were selected as the participants of the study divided into two groups including those who were given non-congruent collocations and those who were given congruent collocations. To this respect, learners in one of the groups were given concurrent group dynamic assessment for congruent collocations while the other group got concurrent group dynamic assessment for non-concurrent collocation.

To conduct the study, the following steps were taken in both groups:

- *Initially, the exercises in the collocations in use book corresponding to the identified congruent and non-congruent collocations were given to the participants.
- *Having finished the exercises, the researcher put the learners in groups.
- *The learners were asked to check their answers in groups.
- *The groups were advised to work together and make sentences in which the collocations are used.





*Some individual students from the groups were asked to read out the sentences.

*If the sentence read was not correct, the teacher provided the selected learner with another sentence in which the collocation was used.

*If the learner could make another sentence, the researcher stopped here but if not the other steps were taken as follows.

*The teacher chose another group member and took steps.

*Following that, the teacher gave the second interactant a broader context in which the meaning of the collocation became clear.

*In case the second interactant could not manage to get the right meaning, the teacher gave a synonym of the collocation or an antonym and finally a definition.

*In case all the previous steps proved ineffective, the teacher gave the Persian meaning of the collocation and asked the learners to make sentences and also use a dictionary to come up with the right examples.

The treatment lasted for 10 sessions in both groups. After the treatment was over, both groups were given the post-test. The results of the post-test were analyzed to explore the null hypotheses.

Data analysis

To investigate the research questions, paired samples T-tests, Wilcoxon test, and Mann Whitney U test were used. It should be noted that Wilcoxon and Mann Whitney test were used since the collected data violated the normality assumptions required for parametric tests. The study also made use of descriptive statistics such as standard deviation and mean scores.

RESULTS AND DISCUSSION

The aim of the present study was to investigate how concurrent group dynamic assessment affected the learning of congruent and non-congruent collocations by Iranian Intermediate EFL learners. To conduct the study, 90 female language learners at intermediate level were selected based on their availability. They took the PET so that their PET scores could be used as a criteria to single out those participants who had the closet scores to the mean score. In other words, the attempt aimed at selecting only participants with homogenized. Table 3 shows the descriptive statistics of the 90 female language learners.

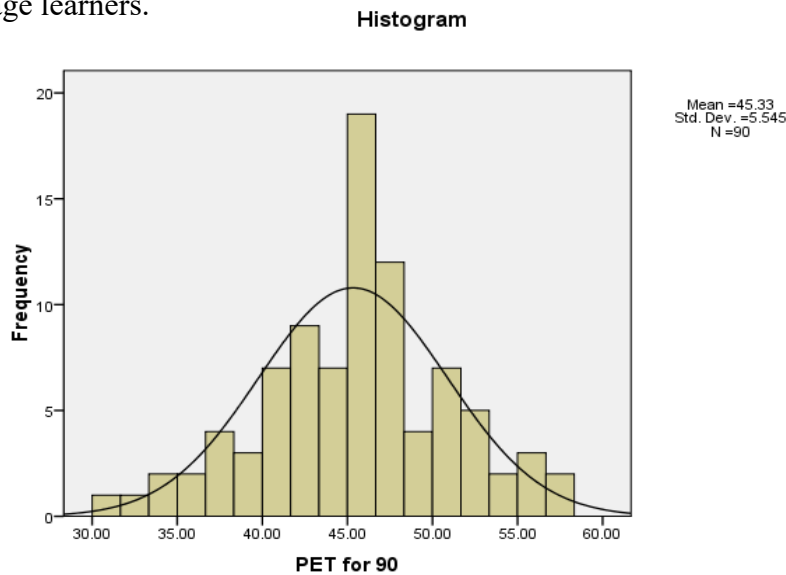




Table 3: Descriptive Statistics of the 90 Female Language Learners

	N	Minimum	Maximum	Mean	Std. Deviation
PET for 90	90	31.00	58.00	45.3333	5.54451
Valid N (listwise)	90				

Table 1 illustrates the distribution of PET scores of all the 90 students. It shows that students had a mean score of 45.33 (SD=5.54) on PET. Thus, it shows the descriptive statistics of the 90 female language learners.



As seen in Figure 1 the distribution of PET score is close to normal distribution which means that mean score can be a good indicator of central point of distribution. To choose those students with homogenized language proficiency, those students whose PET scores fell within the range of mean score ± 1 SD were extracted from the pool of 90 language learners. Table 4 shows the descriptive statistics of those students with scores between mean score ± 1 SD.

Table 4: Descriptive Statistics of those Students with Scores between Mean Score ± 1 SD.

	N	Minimum	Maximum	Mean	Std. Deviation
PET for 60	60	40.00	50.00	45.0833	2.59916
Valid N (listwise)	60				





According to Table 2 the mean score of students is now 45.08 (SD=2.59). Mean score of the students has not changed from that of initial pool of students but SD have almost half reduced which is an indication more homogenized PET scores.

In order to decide which kinds of statistics (parametric vs. non-parametric) to be used in the study, it was needed to check certain qualities of the data. Due to the fact that raw data were related to scores obtained through administering the collocation test, the data were of interval type. Therefore, it was also necessary to check the normal distribution of data too. To this end, Kolmogorov Smirnov test of normality was run the data of the all groups of the study. Table 5 shows the results of Kolmogorov Smirnov test of normality.

Table 5: Results of Kolmogorov Smirnov Test of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pretest congruent concurrent	.095	30	.200*
Pretest non-congruent concurrent	.096	30	.200*
Pretest congruent and non-congruent concurrent	.102	30	.200*
Posttest congruent concurrent	.113	30	.200*
Posttest non-congruent concurrent	.165	30	.036
Posttest congruent and non-congruent concurrent	.140	30	.139

As seen in Table 5 all the data of the current study are normally distributed and have significant levels greater than the confidence interval of 0.05 except the data related to data of pretest on non-congruent collocation and posttest on non-congruent collocation in concurrent dynamic assessment group. Therefore, the statistical analyses for those data sets with normally distribution were parametric and statistical analyses for those data without normal distribution were non-parametric.

In order to answer the first research question pertinent to the affection of concurrent group dynamic assessment on learning congruent and non-congruent collocations by Iranian intermediate EFL learners, the students' test scores on congruent and non-congruent collocation test before and after receiving concurrent group dynamic assessment were compared. Tables 6 and 5 show the descriptive statistics of student on congruent collocation test before and after treatment.





Table 6: Descriptive Statistics of Student on Congruent Collocation Test before and after Treatment

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest congruent concurrent	27.9333	30	5.02362	.91718
	Posttest congruent concurrent	39.6667	30	5.82701	1.06386

Based on pretest and posttest results, the group receiving concurrent group dynamic assessment had a mean score of 27.93 (SD=5.02) in pretest and a mean score of 39.66 (SD=5.82) in posttest.

Table 7: Descriptive Statistics of Student on Non-congruent Collocation Test before and after Treatment

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest non-congruent concurrent	20.4000	30	5.46840	.99839
	Posttest non-congruent concurrent	32.4667	30	5.95809	1.08779

Based on pretest and posttest results, the group receiving concurrent group dynamic assessment had a mean score of 20.40 (SD=5.46) in pretest and a mean score of 32.46 (SD=5.95) in posttest. To determine if the difference in mean scores is significant or not, paired samples t-test was run on the pretest and posttest scores. Table 8 shows the result of paired samples t-test between congruent collocation pretest and posttest in concurrent group dynamic assessment.

Table 8: the result of Paired Samples t-test between Congruent Collocation Pretest and Posttest in Concurrent Group Dynamic Assessment

		Paired Differences						Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		Df
					Lower	Upper			
Pair 1	Pretest congruent concurrent - Posttest congruent concurrent	-1.17333E1	6.14162	1.12130	-14.02665	-9.44001	-10.464	29	.000

Based on the results of paired samples t-test it was found that there was a significant difference between pretest and posttest scores (T=10.46, P=0.00). Therefore, concurrent group dynamic assessment had positive effect on learning congruent collocations by Iranian intermediate EFL learners.

To determine if the difference in mean scores is significant or not, Wilcoxon test was run on the pretest and posttest scores due to the fact that posttest scores were not normally distributed. Table





9 shows the result of Wilcoxon test between non-congruent collocation pretest and posttest in concurrent group dynamic assessment.

Table 9: Result of Wilcoxon Test between Non-congruent Collocation Pretest and Posttest in Concurrent Group Dynamic Assessment

		N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
Posttest non-congruent concurrent - Pretest non-congruent concurrent	Negative Ranks	0 ^a	.00	.00	-4.821 ^a	.000
	Positive Ranks	30 ^b	15.50	465.00		
	Ties	0 ^c				
	Total	30				

Based on the results of Wilcoxon test, it was found that there was a significant difference between pretest and posttest scores (Z=4.82, P=0.00). Therefore, concurrent group dynamic assessment had positive effect on learning non-congruent collocations by Iranian intermediate EFL learners.

To answer the second research question related to any significant differences between the effects of concurrent group dynamic assessment on learning congruent and non-congruent collocations, students' scores on congruent and non-congruent collocation tests after receiving concurrent group dynamic assessment were compared. Table 10 shows the results of comparison between congruent and non-congruent collocation test scores after treatment.

Table 10: Comparison between Congruent and Non-congruent Collocation Test Scores after Treatment

	N	Mean	Std. Deviation	Minimum	Maximum
Posttest congruent concurrent	30	39.6667	5.82701	28.00	50.00
Posttest non-congruent concurrent	30	32.4667	5.95809	22.00	46.00

Based on comparison between posttest scores, students had a mean score of 39.66 (SD=5.82) in congruent collocation test and a mean score of 32.46 (SD=5.95) in non-congruent collocation test. Due to the fact that non-congruent collocation posttest scores were not normally distributed and scores were related to the same group, Wilcoxon test was run on the test scores to find any possible significant difference between the congruent and non-congruent collocation test scores after treatment. Table 9 shows the results of Wilcoxon test.





Table 11: Results of Wilcoxon test between the Congruent and Non-congruent Collocation Test Scores after Concurrent Group Dynamic Assessment

			N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
Posttest concurrent congruent - Posttest concurrent congruent	Negative Ranks		23 ^a	14.07	323.50	-3.768 ^a	.000
	Positive Ranks		3 ^b	9.17	27.50		
	Ties		4 ^c				
	Total		30				

Based on the results of Wilcoxon test, it was found that there was a significant difference between the posttest scores ($Z=3.76$, $P=0.00$). Therefore, concurrent group dynamic assessment had significantly more positive effect on learning congruent collocations.

Discussion

The present study aimed at investigating how concurrent group dynamic assessment affect learning of congruent and non-congruent collocations among Iranian EFL learners. The study adopted pretest posttest design and EFL learners were checked for congruent and non-congruent collocation knowledge before and after receiving treatment. The results of data analyses within groups indicated that concurrent group dynamic assessment were effective in enhancing EFL learners' collocation.

Based on the results, it can be maintained that the effectiveness of concurrent dynamic assessment is attributable to the common core of the assessment, which is dynamic assessment. Accordingly, the present study adds to previous studies (Zoghi & Malheer, 2013; Barzegar & Azarizad, 2014; Anton, 2003) on the effectiveness of dynamic assessment in language learning. In line with current study the study by Hessamy and Ghaderib (2014) on the role of dynamic assessment on the learning of vocabulary by Iranian EFL learners showed that dynamic assessment significantly affected the vocabulary knowledge of Iranian EFL learners. Their study followed a pretest posttest one control group design in which experimental group received mediation procedure drawn on dynamic assessment and the control group just received regular instruction. After the treatment period, experimental group achieved a significant gain in the knowledge of vocabulary when compared to control group.

It can also be stated that dynamic assessment and its emphasis on interaction may have contributed to learners' involvement and consequently more willingness to sustain their studies. To support this argument, the study by Zoghi and Malheer (2013) is helpful. Findings of the study by Zoghi and Malheer (2013) indicated positive effect of dynamic assessment on the





learners' motivation. The aim of their study was to understand if there is a significant difference in students' intrinsic motivation while a dynamic assessment procedure is implemented.

In addition to empirical studies supporting the findings of the present study, theoretical explanations are also conducive in interpreting the results of the current study. For instance, dynamic assessment was built on the principal of ZPD which pushes the learners in a progressive manner from their current status of development to the next stage of development. Moreover, this progression is supported by the help of more knowledgeable person like instructor which gives the learners support and trust to move forward. In addition, interaction is another factor salient in the dynamic assessment which was also emphasized in the current study too. All these theoretical explanations drawn from Vygotsky's ZPD and his sociocultural theory give credence to the validity and justifiability of the findings of the present study.

The study also showed that concurrent group dynamic assessment was more effective on learning of congruent collocations. This finding is not unexpected as learning of non-congruent collocations are more challenging for foreign language learners. This is because non-congruent collocations do not have direct equivalent in the first language of the learners and negative transfer may contribute to the challenge of learning them. Nesselhauf (2003) argues that L1 transfer has been claimed to take place at various levels of linguistic aspect including phonological, syntactical, lexical, and grammatical levels. He further maintains that, despite the fact that when the issue of transfer in language learning is raised, it evokes mainly phonological transfer to phonological level, transfer of vocabulary and collocations appear to be one of the main contributors to poor proficiency of L2 learners.

CONCLUSION

Based on the results of statistical analyses, it was found that concurrent group dynamic assessment contribute more effectively to learning congruent collocations compared to non-congruent collocations. Based on the results of the study it can be concluded that concurrent group dynamic assessment can be positively used to teach both congruent and non-congruent collocations to EFL learners. There are numerous empirical studies and also theoretical explanations supporting the benefits of dynamic assessment in education.

The findings of the study have several implications for the Iranian ELT stakeholders as well as EFL learners. To this aim, some of the important ones are pointed out here:

Regarding language teachers, it is suggested that they need to be aware of the various kinds of collocations and the way they are challenging for learning by EFL learners. Language teachers need to know the principals of dynamic assessment and various kinds of them. In the same vein,





language teachers need to know how concurrent dynamic assessment contribute to learning of congruent and non-congruent collocations.

On the other hand, EEL learners need to know the positive effects of dynamic assessment and in this way they will possibly display more willingness when such procedure is used in the classroom. They can also be given awareness in terms of the significant role of dynamic assessment in learning collocations and thus the learners will be able to learn this important language component.

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