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Research Paper

Dynamic Assessment of Translation Quality: A New Approach to Translator Development

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Abstract

As English translation ability is a process and cannot be developed overnight, it needs continuous control of teachers at its initial stages. Thus, the researchers decided to explore the impact of dynamic assessment on Iranian English Translation students' translation quality. The study was performed on 49 male and female English Translation students from two intact classes at *Islamic Azad University – Tabriz Branch, Tabriz, Iran*. On a random basis, one of the classes was taken as the control and the other as the experimental group. The participants in both groups took the translation pre-test and translated texts from English into Farsi. During instructional sessions, the control group was taught based on traditional methods whereas the experimental group was taught and assessed according to the principles of DA. At last, the post-test was administered in both groups. Analysis of Covariance was run on the collected data, the results of which revealed a significant difference between the groups and the experimental group, who experienced DA, outperformed the control group. The findings of the study could prove useful for translation teachers, students, textbook designers, and material developers in paving the way for the development of skillful and independent translators.

Keywords: Dynamic Assessment, Translation Quality, Translator

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1. Introduction

The importance of translation becomes more highlighted with the development of multilingual societies and the revelation of a globalized world. Translation turns to be a necessary skill for both daily communications and international transactions. In this regard, the necessity for training proficient translators becomes more evident than any time. Hence, besides translator training institutes, universities have also established an independent major called 'translation studies' in B.A, M.A., and Ph.D. degrees or at least integrated some translation courses to the syllabus of English Language Teaching and English Literature majors. The main purpose of this major and the related courses is to nurture or foster students' translation skills and strategies in order that they gain the necessary competencies for producing high-quality translations both as a part of their educational program and a future professional practice. Therefore, there is an acute need for the clarification of the concepts of teaching, learning, and assessment processes and schemes in translation pedagogy.

Robinson (2012) asserts that translation means differently for different groups of people. For those who are not translators, it means a text whereas for those who are translators it means an activity. In other words, not only the final product of translation is important, the process of translating is also worthy of consideration at least for student translators. On the other hand, the act of translation not only refers to transforming written symbols at the surface level, but also considers an in-depth exploration of cultural connotation behind these symbols (Newmark, 1991). Thus, this inherent nature of translation must be emphasized when educating qualified translators in order that they understand the connotations in interwoven words. They should also acquire the ability to accurately reproduce the meaning in the target language.

However, the students may have problems in translating from English to Farsi or the vice versa. Therefore, treating the students' problems and probable errors is important in translation classes. In traditional teacher-centered classes, the focus was only on the final product, which was not able to determine the reasons for the students' failures to develop qualified translations. This highlights the need to pay attention to the translation process in addition to the final product. This idea is consistent with Vygotsky's (1978) sociocultural theory, which proposes that understanding students' learning and development requires careful concentration on process rather than product. Vygotsky argues that human's mental functions could only be understood and explained through the study of process. Based on the sociocultural theory, the active collaboration with students could reveal the full range of their abilities (Rahimi et al., 2015).

Translation assessment can also be considered from product-oriented and process-oriented standpoints. While product-oriented assessment is normally linked with static summative assessments, process-oriented assessment is associated with DA bearing formative purposes. Static and summative tests examine the learners' present level of expertise and are unable to provide any evidence regarding the processes that may have or do not have impacts on the formation of such expertise (Poehner, 2008). Similarly, under the most optimistic conditions, they provide an incomplete view of the examinee's state. Poehner and Infante (2016) believe that static test scores do not provide any information about the functions that have not been completed yet but are in the process of completion.

Thus, to consider the process and product concurrently, the proponents of Vygotsky's sociocultural theory devised a number of approaches to unify instruction and assessment and called it DA. Poehner (2008) defined DA as understanding learners' abilities and supporting their development

simultaneously through mediation provided by the teacher. Lantolf and Poehner (2011) contended that within DA, learning and assessment are not seen as two separate processes, but as “two sides of the same coin” (p. 46). Through implementation of DA, the teacher gets involved in the testing process and plays an active role and either facilitates and mediates the problem, or intervenes and then reassesses the learners. Through tracking and supporting the learners’ progress during the course, DA considers previously achieved, currently developing, and potentially developable abilities of the learners (Lidz, 2014). According to Poehner (2008), consideration of the concept of Zone of Proximal Development (ZPD), developed by Vygotsky (1978), provides the possibility of evaluating students’ ability to acquire knowledge from the interaction with a skillful peer or teacher as the mediator and gain insights into their prospective evolvement.

Various approaches to DA have been proposed by scholars across different disciplines. However, in the domain of second/foreign language learning (ESL/EFL), the suggested approaches have two main features in common: (1) mediation of learners' learning by their teachers by means of providing graduated and contingent prompts, and (2) following learners’ answers to the provided prompts and making decisions about future instruction by the teachers (Davin et al., 2016).

A glimpse in the literature indicates that the implementation of DA in translation classes has been rarely researched, if we do not want to claim that it is not implemented at all. It means that the literature lacks studies conjoining DA-oriented mediations to the development of translation skills. The dearth of research in this domain inspired the researcher to conduct the present study with two purposes in mind: (1) to fill the extant gap in the literature, and (2) to open new horizons in the realm of process-oriented

translation teaching and testing. To fulfill these objectives, the following research question was posed:

Is there any significant difference between the effects of dynamic and non-dynamic assessment on the students' translation quality?

2. Literature Review

2.1 Dynamic assessment

DA as a combined method for both teaching and testing gains its theoretical bases from Vygotsky's (1978) concept of ZPD. Vygotsky (1978) defines the difference between a learners' actual independent achievement and his level of performance after receiving tailored assistance. In other words, the ZPD reveals abilities that have not yet fully matured and operations that are going to be internalized in the future. In this way, the ZPD offers a moving goal for teaching. Instruction under the framework of ZPD is beyond a person's current level of development and that is directed to appearing abilities may maximally affect and lead development (Davín, 2013). The ZPD is revealed by collaboration of learners with experienced peers or teachers. In this collaborative performance, the teacher (i.e., mediator) offers different forms of mediation and it is responded by the learners in the form of acceptance, rejection, or modification (Ableeva, 2010). Analyzing learners' responses to the mediation can provide the mediator with information of great worth concerning the learners' abilities comprising those which are not entirely matured but lie within learners' ZPD (Lantolf & Poehner, 2011).

Therefore, DA, considering the learners' ZPD, aims at optimizing their learning processes through providing prompts and scaffolding (Lidz, 2014). DA came out as a way to recognize and foster students' developing cognitive functions by giving them necessary instructions while assessing them (Kozulin, 2013). According to Murphy (2011), DA is a method for evaluating

learners' hidden potential or retained capacity in a flexible, diagnostic, process-directed, involved, and adaptable way in which helping or directing through acquisition of cognitive skills is of central significance. The aims of DA, according to Hidri (2019), are to provide a reliable judgment of ability, to gauge learners' new abilities, and to develop mental competence, in comparison to traditional summative / static assessment processes.

As one of the key concepts in the realm of DA, mediation in sociocultural theory refers to collaborating with the learner to push him/her to take the command of his or her learning and taking advantage of gradual and least possible assistance (Rassaei, 2017). Lantolf and Aljaafreh (1995) maintain that mediation in DA should bear two significant characteristics: (1) the teacher's help should gradually shift from implicit to explicit and (2) be contingent, that is, it should be provided upon the needs of the learners and stopped when there is no need for it. Hence, graduated prompting approach is proper to predict the learners' potential in a test session and is more applicable to those learners who regularly need help to reveal what they have the knowledge and what they have the ability to do.

Although DA has its roots in educational psychology and intelligence testing, L2 researchers, through taking an assistance-oriented approach to ZPD (Lantolf & Poehner, 2014), adjusted DA to language testing and development. Accordingly, different studies have considered distinctive forms of DA to firmly assist language learners acquire different aspects of the second language. To mention a few, Lu and Hu (2018) studied the effect of DA on young foreign language learners' phonological awareness and found that the learners' performance on phonological awareness fostered through application of DA but not in the static assessment. Sahragard and Heidari (2014) addressed the implementation of DA on gifted learners and explored how much help is needed for them. They concluded that the target level of

mediation in DA should be assisting the gifted learners to trigger their critical thinking. In another study, Rassaei (2017) compared the effects of dynamic and non-dynamic corrective feedback on the learning of wh-questions by EFL learners and found that dynamic feedback had more essential impacts than non-dynamic feedback.

2.2 Alternative assessment in translation testing

In fact, the traditional summative or static assessment (i.e., evaluating just a final product), which is mostly used in universities and other institutes, is not so much reliable in terms of providing adequate data regarding students' translation competence (Townsend et al., 1997). In the field of translation studies, methods specifically designed to assess the translation students' competence are rare. Most of the methods are designed to assess the final product of translation (Kupsch-Losereit, 1985) or for more general evaluation (Lowe, 1987). This type of assessment only offers information about the translators' performance in a special matter, but does not give any insight into the process of translation. It means that the assessor or teacher cannot become aware of the existing problems, the implemented strategies to resolve them, and even the translators' implicit cognizance of translation (Hurtado Albir & Olalla-Soler, 2016).

The shortcomings of summative assessment triggered the need to give new definition to the concept of assessment in the field of translator training. This redefinition was done to give greater importance to assessment as a tool for promoting learning. Therefore, new approaches to assessment (i.e., alternative assessment) emerged. Alternative assessment inspires learners to be accountable for their own learning and enhances their consciousness regarding their own learning tendencies (Crick, & Yu, 2008). Scholars have implemented various types of alternative assessment in translation studies among which are portfolio assessment (e.g., Galan-Manas, 2016) and

formative assessment (e.g., Han, 2019). Such approaches to alternative assessment focus on the process at hand and attempt to solve the trainee translators' probable problems. However, DA, which has already been applied to different areas of second language learning other than translation, provides mediation from an experienced peer or mentor and help students during the learning process to extend beyond their present capabilities.

3.1.4 Reflection and professional development

Nowadays, it is generally accepted that reflection is a crucial part of TEPs throughout the world (Farrell, 2018) since it heightens teachers' awareness of teaching and facilitates deeper knowledge. This also helps teachers to think about their teaching and make better decisions. Therefore, any educational system must foster teachers' higher-order thinking skills (Namaziandost et al., 2022). This concept was given priority in Coskun and Daloglu's (2010) study on the evaluation of TEPs conducted in Turkey, which found that student teachers were encouraged to reflect on their teaching experiences and receive feedback from their peers.

Action research was also noted as another technique for teachers to reflect on their teaching since it can assist them in exploring their teaching methods, thinking critically about them, and attempting to improve their methods in order to better meet their students' needs (Dehghan & Sahragard, 2015). However, it appears that the matter of reflection was not considered in some programs. According to the study by Tajik et al. (2019), the teachers at private language institutes claimed that the TTCs they participated in could not help them reflect on their performance. They mentioned that teachers' thinking was disregarded and they were assigned recipes to imitate in their classrooms.

2.3 Empirical Studies on DA

Prior to the present study, different researchers had considered the effect of dynamic assessment on various aspects of language learning. In an experimental study, Etemadi and Abbasian (2023) attempted to determine the efficacy of the interventionist DA modalities (i.e., authoritative and facilitative) in helping a sample of 120 advanced Iranian EFL learners develop their writing revision types. For diagnostic and achievement purposes, they produced sample essays, but in the interim, each experimental group received a set of DA-focused interventions, while the control group received the standard non-dynamic mainstream of writing revision types. For these purposes, parametric statistical analyses (MANOVA and one-way ANOVA) produced some intriguing results: Significant differences were found among the three groups in favor of DA interventions, in the facilitative DA modality compared to the authoritative DA modality, in Addition, Deletion, and Substitution, and in Permutation, but not between the control group and the experimental groups.

Ebadi et al.'s (2021) study sought to examine the impact of DA training on the mediational actions of student mediators during a writing accuracy task in small groups in an EFL classroom. This research employed a multiple case study design. Five students participated in DA training, which included exposure to a big classroom DA by a teacher mediator, fundamental theoretical foundations of DA, and simulated DA practice and debate. Video recordings of Group Dynamic Assessment sessions and DA training workshops were used to gather data. Stimulated recall was additionally used to assist student mediators in considering the interactions. Data analysis involved language-related episodes. The results indicated that DA training led to qualitative and quantitative adjustments in the mediational movements of student mediators, which calls for the inclusion of small group DA as a

crucial complement to large classroom DA and learner-centered methods of instruction and evaluation in the EFL classrooms.

However, the application of dynamic assessment for the purpose of improving students' translation quality has not yet illuminated. Hence, filling the mentioned gap in the literature is the innovative aspect of the present study.

3. Method

3.1 Participants

The sample selected for the study included 60 male and female English Translation students attending two intact classes at *Islamic Azad University – Tabriz Branch*. Because the homogeneity of the participants is crucial in experimental studies, the researchers checked the participants' average scores in the previous semesters and decided to exclude 11 students whose scores did not fall in the range of one standard deviation (SD) below and above the average score. Those students were not informed regarding their exclusion and received the related instructions. However, their scores in the pre- and post-tests were not considered in the statistical analyses and interpretation of the findings. Accordingly, one of the groups included 25 and the other 24 students.

3.2 Instruments

To collect the data required for the study, the researchers applied two different translation tests, one before and the other after the instructional sessions as well as a rubric to achieve objectivity as far as possible:

1. *Pre- and Post-tests*: the researchers constructed two tests to measure the participants' translation ability. Each test included two passages selected from a book edited by Peter Taylor (1973) entitled *Modern Short Stories for Students of English* published by Oxford University Press. The participants were supposed to translate the texts from

English into Farsi. The translations were scored out of 100 by two independent raters. To ensure that the pre- and post-tests were parallel, the researchers calculated the readabilities of the texts using Gunning's (1952) FOG Readability Formula. The results returned readability indices of 8.61 and 8.33 for the texts in the pre-test and 8.42 and 8.50 for the texts in the post-test. According to Gunning (1952), the ideal score for readability with the FOG index is between 7 and 9. Anything above 12 is too hard for most people to read.

2. *Translation Assessment Rubric (TAR)*: the rubric developed by Khanmohammad and Osanloo (2009) was used to score the participants' performances. This rubric considers different aspects of translation including Accuracy (30%), Finding Equivalents (25%), Register and Target Culture (20%), Grammar and Source Text Style (15%), and Shifts, Omissions, Additions, and Inventing Equivalents (10%).

3.3 Procedure

The first step involved checking the students' qualifications to participate in the study, based on average scores of their translation courses in the previous semester. After excluding the unqualified students, one of the groups was taken as the Control Group (CG) and the other as the Experimental Group (EG). The number of the participants was 25 in the CG and 24 in the EG. Both groups took the pre-test, during which they translated two texts from English into Farsi. Then, the instructional sessions started and the groups were taught the same materials during the same hours of instruction, which lasted ten sessions and was held once a week.

In the CG, the teacher followed the traditional product-oriented approach in which the translation course mainly focuses on providing practice for

producing qualified products (i.e., non-dynamic assessment). It means that, in each session, students were given a text to translate from English into Farsi. At the end of that session, the teacher collected the papers to read and evaluate them at home for the next session. In this group, the students' errors and problems were treated after evaluation of their translation products and no attention was paid to translation process. The students' translation products were evaluated in terms of their accuracy, selection of appropriate equivalents, appropriate transferring of the text register and culture into the target text, grammar and the style of source text, proper application of shifts, omissions, additions, and fabricating equivalents.

In the EG, the participants translated the same texts. However, the difference was in the inclusion of mediation and discussion about their translations during performing the tasks. Interaction between the teacher and the learners was done in this group and the learners received mediation on the basis of interactionist approach to DA (i.e., an interactive and qualitative approach to assessment rather than a scripted and quantitative approach). With the assumption that separation of instruction and assessment in DA is impossible, the teacher gave the students hints, feedback or explicit explanations when necessary for improving translation quality.

With the complex tasks, the teacher translated some sections of the text and the students produced only bits of sentences. With such wearisome and simplistic performance, the teacher involved the learners by promoting their ability to notice things. To be more exact, with the help of leading questions, suggestions, and examples regarding accuracy, register and culture transference, grammar points, shifts, omissions, additions, etc. that ranged from implicit to more explicit ones, teacher directed the learners toward producing correct and proper translation.

In DA meetings, the mediator (teacher) gave a series of prompts that varied according to how well the student translator responded to the mediation. Despite the possibility that other students in the group were actively listening to and benefiting from the interactions between the mediator and the translator, prompts became more and more explicit until the translator formed the answer properly. The mediator offered the translator a chance to rectify the mistake after giving each prompt. He then continued to prompt before pausing and waiting for the student to make the correction. If the student failed to integrate the mediator's feedback and could not come up with the right response, the student mediator would provide the answer.

When the treatment finished, the post-test which was parallel to the pre-test in terms length and readability of the texts was given to all participants and the results were analyzed using appropriate statistical analyses to answer the research question. For this purpose, the participants' works were scored based on TAR by two independent raters and the scores given by them were combined and divided by two to calculate the mean score. The mean score was taken as the participants' score in each test.

3.4 Design

The study involved control and experimental groups in any of which pre-test and post-test were conducted. The quantitative study was performed in *quasi-experimental* design due to the lack of randomization in the selection of the participants and assignment of them into the groups. The use of DA was the independent variable, the effect of which on the participants' translation ability as the dependent variable was investigated.

4. Results

This section displays the detailed results of data analysis. At first, the descriptive statistics regarding pre- and post-tests are presented. Then, the

results regarding the research question which were obtained using ANCOVA are reported.

4.1 Descriptive statistics regarding the participants' scores

Table 1 presents the participants' translation pre- and post-test scores' descriptive statistics in the CG and EG.

Table 1

The Results of the Participants' Scores in the CG and EG

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test in CG	25	52	76	62.56	6.62
Post-Test in CG	25	60	76	68.16	5.47
Pre-Test in EG	24	48	72	61.00	6.80
Post-Test in EG	24	68	100	83.00	7.85

As Table 1 indicates, the participants' pre-test mean score in the CG was 62.56 with the SD of 6.62 whereas their post-test mean score was 68.16 with the SD of 5.47. The table also displays that in the EG the pre-test mean score was 61.00 with the SD of 6.80 and the post-test mean score was 83.00 with the SD of 7.85.

4.2 Results regarding the research question

To answer the research question, the researchers had to run Analysis of Covariance (ANCOVA) on the collected data. Since the groups were two intact university classes, difference in the pre-tests of the two groups is possible. Therefore, the researchers decided to run ANCOVA as it adjusts such differences in the process of statistical analysis (Dornyei, 2007). In order that ANCOVA can be run, a number of assumptions had to be met. The first assumption was the normal distribution of the data. To check whether the data were normally distributed, the researchers ran One-Sample Kolmogorov-Smirnov Test on pre- and post-test scores of the two groups, the results of which are shown in Table 2.

Table 2.

One Sample Kolmogorov-Smirnov Test for Scores in the Groups

		Pre-Test in CG	Pre-Test in EG	Post-Test in CG	Post-Test in EG
N		25	24	25	24
Normal Parameters ^{a,,b}	Mean	62.56	61.00	68.16	83.00
	Std. Deviation	6.62	6.80	5.47	7.85
Most Differences	Extreme Absolute	.15	.15	.15	.15
	Positive	.12	.14	.15	.15
	Negative	-.15	-.15	-.13	-.15
Kolmogorov-Smirnov Z		.15	.15	.15	.15
Asymp. Sig. (2-tailed)		.18c	.19c	.14c	.14c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

As Table 2 displays, the p-values for pre- and post-test scores of the two groups are higher than 0.05; therefore, the data are normally distributed and the first assumption to run ANCOVA was met.

The second assumption to run ANCOVA is that error variances between groups should not be significantly different. The researcher checked this assumption using Levene's test, the results of which are displayed in Table 3.

Table 3.

Levene's Test of Equality of Error Variances in Translation Tests

F	df1	df2	Sig.
2.79	1	47	.22

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Writing Pre-Test + Groups

Table 3 reveals that error variances of the scores in the two groups are not significantly different since the p-value was higher than the level of significance selected for the present study ($\alpha=0.05$). Thus, the second assumption was also met ($F_{1,47} = 2.79, p = 0.22 > 0.05$).

As the third assumption, the dependent variable and covariate should not have different correlation indices in all groups of the study. This assumption was checked by running homogeneity of regression analysis and its results are shown in Table 4.

Table 4.
Homogeneity of Regression

Dependent Variable: Post-Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3922.14a	3	1307.38	64.66	.00
Intercept	462.23	1	462.23	22.86	.00
Groups	2.49	1	2.49	.12	.73
Pre-Test	1204.62	1	1204.62	59.58	.00
Groups * Pre-Test	19.15	1	19.15	.95	.34
Error	909.86	45	20.22		
Total	283616.00	49			
Corrected Total	4832.00	48			

a. R Squared = .81 (Adjusted R Squared = .80)

As displayed in Table 4, the p-value is 0.34 which is higher than 0.05; hence, the interaction of the relationships between pre-test and post-test in the groups is not significant and the third assumption was also fulfilled. Figure 1 displays this strong linear relationship between covariates and dependent variables as well as the lack of any significant interaction between them.

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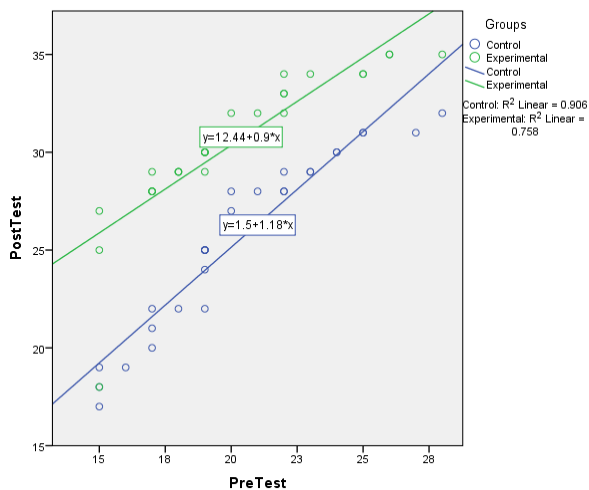


Figure 1. Linear Relationship between Pre- and Post-test in the Groups

After ensuring that the necessary assumptions for running ANCOVA had been met, the researchers ran this analysis, the results of which are presented in Table 5.

Table 5.

Analysis of Covariance (ANCOVA)

Dependent Variable: Post-Test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3902.99a	2	1951.50	96.63	.00	.81
Intercept	458.98	1	458.98	22.73	.00	.33
Pre-Test	1206.35	1	1206.35	59.73	.00	.56
Groups	3098.06	1	3098.06	153.40	.00	.77
Error	929.01	46	20.20			
Total	283616.00	49				
Corrected Total	4832.00	48				

a. R Squared = .81 (Adjusted R Squared = .80)

In Table 5, the 4th row displays the main effect of the instructional methods on the participants' translation ability. After adjusting the probable differences in the pre-test scores, a significant difference in the performance of the two groups was found ($F(1,46) = 153.40$, $p < 0.05$, partial $\eta^2 = 0.77$). Thus, the null hypothesis was rejected. However, to determine which type of assessment was the most effective one in terms of its effect on the participants' translation ability, the estimated marginal means of the scores in the two groups were compared. Table 6 presents the estimated marginal means of the groups.

Table 6.

Estimated Marginal Means of Translation Test Scores

Groups	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
CG	67.58a	.90	65.77	69.40
EG	83.60a	.92	81.75	85.45

As can be observed in Table 6, the estimated marginal mean of the EG was higher than that of the CG ($83.60 > 67.58$) and this indicates that the use of DA was more effective than the use of non-dynamic, traditional assessment methods in the participants' translation ability.

5. Discussion

This study investigated the effect of DA on improving the translation quality of students majoring in English translation. The findings indicated that through being exposed to DA the translation quality of the participants had a significant progress in comparison to their counterparts, who were instructed and assessed through traditional static methods. The effectiveness of DA can be explained by its potential to supply students with proper amount of assistance needed to acquire self-regulated skills in translation. It means that translation teachers by implementing DA provide necessary mediation fitted to their ZPD. The findings are consistent with Vygotsky's (1987) idea that such mediation reduces the learners' reliance on the mediator

and makes them independent. As noted by Feuerstein (1988), humans are open structures and their cognitive abilities can be fostered in different ways, based on receiving high-quality and appropriate forms of interaction and instruction. In the present study, the teacher, relying on the students' cognitive abilities and their potential to be developed, targeted the students' ZPD using mediation in a cooperative and equal way on their translation errors or failures, which led to successful results.

Poehner (2008) contends that mediation within DA should provide appropriate strategies for students and give them insights regarding the key points of the task. Lantolf and Poehner (2014) maintain that in contrast to task-specific assistance, which can be directed at students to perform a certain task prosperously, as what has been done in the control group of the present study, the sociocultural concept of mediation focuses on learner development and attempts to transfer the burden of work and its responsibility to the learners. The transcendence of the DA group in the post-test, which was held in the form of independent translation without any mediation of help of the teacher, can also be justified by Lantolf and Poehner's assertion. Since during mediation the teacher provided the students with strategies to cope with their problems on accuracy, register and culture transference, grammatical points, shifts, omissions, additions, etc., they probably have applied them in their following translations and the final exam independently and in the absence of teacher assistance.

Although, to the knowledge of the researchers, there is no research exploring the effect of DA on the translation quality of students majoring in English translation, several studies have investigated its effect on different areas of second/foreign language learning such as reading comprehension (Ajideh & Nourdad, 2012; Naeini & Duvall, 2012), listening comprehension (Ableeva, 2010), writing performance (Hidri, 2019; Saadi & Razmjoo, 2017),

phonological awareness (Lu & Hu, 2018), discursal and pragmatic features like request and apology (Shahsavari et al., 2018; Tajeddin & Tayebipour, 2012), to name a few. Almost all of the mentioned studies, except the study by Hidri (2019), indicated results similar to the findings of present study and confirmed the constructive effect of DA on the development of the intended skills or sub-skills of language.

Furthermore, traditional methods of teaching and assessment in translation classes may not be advantageous to all learners since they provide a similar type of feedback for all of them and do not consider individual students' emerging abilities, i.e., ZPD (Poehner & Lantolf, 2010). Hence, the learners treated by such methods will not receive appropriate amount of mediation and will be under- or over-assisted (Rassaei, 2014), which may be another justification for the findings of the study.

6. Conclusion

The present study considered the effect of DA on the English translation students' translation quality. To fulfill this aim, a research question was posed and a sample of students majoring in English Translation, including two intact classes, was selected and considered as control and experimental groups. The results indicated that the participants in the experimental group, whose instruction and assessment was based on DA, outperformed the participants in the control group, who were instructed and assessed based on traditional and non-dynamic methods.

The conclusion that can be drawn from the findings of the study is that traditional methods of teaching and evaluating translation students underestimate their level of functioning. On the other hand, DA through taking advantage of assessment in favor of instruction provides both an accurate measure of the learners' current abilities and a chance for deciding on what materials may be appropriate for their future instructional programs.

Moreover, the instruction to use different strategies led to the development of autonomous translators. Hence, the tedious traditional learning environment can be changed to interactive ones through effective use of DA in translation classes. This can support students' learning through promoting their personal understanding when they experience a prosperous and pleasant learning situation in the classroom.

These positive and hopeful findings can be implemented by teachers and learners as well as others who are involved in teaching translation courses. DA can reveal learning potential profile of learners and broaden the teachers' knowledge about the students' capabilities. Different instructional information such as communication preference – verbal or nonverbal, type or number of strategies generated and used by students, and their risk-taking abilities can be considered as fundamental distinctive information for curriculum development purposes. Of course, in DA-based methodology there is not a strictly pre-planned curriculum and the process of instruction determines what should be taught in the next stage. In addition, on the basis of the results of this study, material designers can be justified to include materials that can be assessed dynamically in their future books. There is an acute need for modification of syllabus designers' traditional views toward development of curricula for translation course.

During the study, it was attempted to add support and various standpoints to the relevant literature on this issue. However, the researchers were faced with some limitations. As an example, the limited number of students taking part in this study and how much this sample may represent the characteristics of the whole population may be a factor influencing the generalizability of the findings. As a result, replication of the study on a sample with a larger number of translation students as a representative of Iranian English Translation students may provide more generalizable results.

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