Promoting FFL Students' Conceptual Development (Awareness, Volition, and Systematicity) through Dynamic Assessment of Phrasal Verbs

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## Abstract

Established on the basis of Vygotsky's notion of ZPD, dynamic assessment (DA) has become a growing trend in language education. However, little attention has been paid to learners' conceptual development (awareness, volition, and systematicity) and their ability to generalize an instructed concept to a new context. To this aim, the interactionist model of DA was implemented to develop EFL learners' phrasal verbs (PVs). Furthermore, the students' performance in the follow-up stage was scrutinized to explore the students' awareness, volition, and systematicity of concept in a new context. Participants were 30 intermediate high school female students who were randomly assigned into two groups. The experimental group (*N*=15) received DA treatment, and the control group (*N*=15) received traditional P-P-P treatment. Both groups went through three stages; pretest, instruction, and posttest. Two weeks later, the DA group participated in the follow-up stage. Results of the analysis of the data, using a *t-*test, showed that the DA group outperformed the control group. The micro-genetic analyses of teacher-student interactions, in the instruction stage, confirmed that the DA group benefited from the instruction and reached independent functioning. However, the analyses of DA group' independent verbalization on new tasks on the follow-up stage, revealed that they were not able to show the evidence of conceptual development in the new context. In conclusion, it seems that the DA mediation supported student's independent functioning, however, it failed to support their development of awareness, volition, and systematicity. These findings are discussed and implications are offered.

**Keywords***: zone of proximal development (ZPD), dynamic assessment, conceptual development, phrasal verbs*