

National Conference on New Discourse Directions in
Language Teaching and Translation:
A Culture-Oriented Approach
April 28, 2016



Book of Abstracts

English Department
Faculty of Humanities

Islamic Azad University, Shahreza Branch

همایش ملی
روش های جدید گفتمان شناسی
در مسائل آموزش زبان و ترجمه با رویکرد فرهنگی
(۹ اردیبهشت ۱۳۹۵)

چکیده مقالات



دانشگاه آزاد اسلامی ، واحد شهرضا

Impact of Explicit Instruction of Metadiscourse Markers on Writing Performance: A Comparison of Two Groups of Iranian University Students

Hadi Salehi¹, Najmeh Hojaji²

^{1,2}English Department, Najafabad Branch, Islamic Azad University, Najafabad

Abstract

The present study aimed at examining the effect of explicit instruction of metadiscourse markers on writing performance between two groups of Iranian university students majoring in engineering and medical sciences at Isfahan University. To achieve this aim, 50 Iranian university students were asked to participate in the study. The participants were grouped into upper-intermediate and intermediate levels based on the results of Michigan Proficiency Test (MELAB 1992). After administering a pretest to assess their initial knowledge and metadiscourse markers, all the four groups (two intermediates and two upper-intermediates) were exposed to the same explicit instruction of metadiscourse markers in six sessions. Finally, the writing ability posttest was administered to check the participants' realization of metadiscourse markers after having been exposed to explicit instructions. The participants' scores on the pretest and posttest were compared to obtain the degree of improvement of each group. The findings have implications for EFL teachers in Iran.

Keywords: metadiscourse markers, explicit instruction, implicit instruction