

# **The Effect of Explicit Teaching of Metadiscourse Markers on Iranian EFL Learners' Oral Translation Ability**

Fatemeh Yousefi Kharraxi\*,

**This study was designed to investigate the effect of explicit teaching of metadiscourse markers on the interpreting ability of Iranian intermediate EFL learners. To this end, 34 students, 10 males and 24 females, studying at Payamenour University, Roudsar Branch, with the age range of 21 to 36, were selected many participants based on their performance on B.A. entrance exam. The purpose of the entrance exam was to homogenize the students based on their proficiency level. The participants were randomly assigned to experimental and control groups. Each group consisted of 17 participants. A pretest was administered to all the participants, and then the experimental group received some instruction on metadiscourse markers for 10 sessions while the control group received its normal classroom teaching programs. A posttest was then administered to both groups. Finally, it was revealed that the experimental group who received treatment on metadiscourse markers outperformed the control group in interpreting ability. Therefore, the results of this study confirmed that explicit teaching of metadiscourse markers can significantly improve the participants' interpreting ability. The results of this study have many advantages and implications for both EFL teachers and students, as well as useful findings for syllabus designers, materials and curriculum developers**

**Keywords : metadiscourse markers - interpreting ability- explicit teaching - EFL learners**

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