The Knowledge of Metadiscourse Markers and Their Impact on the Quality of Translation

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It is a commonly held belief that discovery the meaning of text is a central issue in translation process and the quality of the translated work. Metadiscourse is one aspect of discourse which is crucial in the relation that sender and receiver of a massage established. The current study was an attempt to investigate the impact of explicit instruction of metadiscourse markers on translation quality. For this purpose, 50 students majoring in English Translation at the University of Isfahan were randomly selected. To elicit relevant data, the participants were given a pretest of translation ability to check their initial knowledge and on the use of metadiscourse markers. Then, in according to their education (M.A. or B.A. students) they were assigned into 2 groups, 25 each. Both groups were exposed to explicit instruction of metadiscourse markers for five successive sessions. At the end of the treatment, a posttest measuring the translation ability of both groups on metadiscourse markers was administrated. This test consisted of relevant paragraphs with scientific theme. The findings revealed that the explicit instruction of metadiscourse markers significantly improves EFL learners’ translation ability. These findings help practitioners to pay more serious attention to metadiscourse markers specially in making EFL curricula. Moreover, they emphasize the reinforcement of metadiscourse markers through explicit instruction in EFL courses for the improvement of the learners’ translation ability.