



## Effects of Explicit Meta-discourse Markers Instruction on Iranian high school students' Persuasive Writing and the study of their Attitude towards Teaching Academic Writing with Online Modality

Mozhdeh Tahmasbi<sup>1</sup>, Majid Fatahipour\*<sup>2</sup>, Neda Gharagozloo<sup>1</sup>,

<sup>1</sup> Department of English, Varamin-Pishva Branch, Islamic Azad University, Varamin, Iran.

<sup>2</sup> Department of English, Parand Branch, Islamic Azad University, Parand, Iran.

Email: tahmasbi1359@yahoo.com

Email: dr.gh3327@yahoo.com

\*Corresponding Author's Email: majifata@yahoo.com

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### ABSTRACT

*Persuasive writing is considered a complex genre for EFL learners to master and yet vital for academic arguments. As meta-discourse markers are recognizable and familiar devices to persuade, the purpose of this study was to investigate the effects of explicit online instruction on Iranian high school students' persuasive writing. The participants were high school students, homogenously divided into two groups: experimental (n=40) and control (n=40). An official e-platform used in Iranian state-run schools was used for online instruction. The participants received different passages containing meta-discourse markers in a writing class with the regular schedule. The teacher assigned the experimental group to notice and discuss the markers in small groups. Then, a passage-related topic was assigned and the learners wrote a persuasive essay in each session. For the control group, the same procedure was adopted except for the explicit focus on meta-discourse markers. Finally, a writing test demonstrated the significant effect of explicit instruction on persuasive writing of high school students, through statistical analysis explaining participants' attitudes and high frequency of interactive type meta-discourse markers. Students' attitudes were also examined through interviews. Pedagogical implications are suggested to include an explicit focus on meta-discourse markers in writing courses.*

**KEYWORDS:** Attitude; E-Platforms; High school students; Meta-discourse Markers; Persuasive Writing

### INTRODUCTION

Explicit instruction is when the teacher provides a direct explanation of a particular topic/material, as Archer and Hughes (2011) have pointed out, explicit teaching utilizes a directness of approach to teaching, and student support for learning, through both direct feedback on students' work and making sure they fully understand the intended points of the lesson. In explicit meta-discourse instruction, teachers provide direct explanations of meta-discourse markers (Taguchi, 2015) and go beyond examples. One of its advantages is assisting learners in making informed pragmatic choices (Bardovi-Harlig & Mahan-Taylor, 2003). Teaching English writing to L2 learners in non-English speaking countries is considered as a challenging work. This skill was neglected for many years since various recent methods of language teaching such as communicative-based approaches mainly focused on speaking skill (Taguchi, 2015). In recent decades, however, attention shifted to writing as new technologies in the era of globalization and the emergence of the pandemic paved the way for the evolution of educational systems towards online modes, where writing skills gained a unique place and their unparalleled productive potential played a significant role in academic contexts.



Attitude is considered to be one of the major psychological factors that have direct role in learning a second or a foreign language (Baker, 1992; Knouse et al. 2021). When learners have positive attitudes towards learning content, the process of learning will become easy for them and in contrast, having negative attitudes leads learners towards inhibition (Knouse et al. 2021). Language learners' attitude can be defined as a set of feelings regarding language use and its role in a community (Knouse et al. 2021). In this regard, Gardner (2010) points out that attitude is seen as an evaluative reaction to some conditions and it is mainly based on beliefs of people concerning the referents. It is assumed that having a positive attitude towards L2 learners and their native speakers can boost learning which leads to effective outcomes.

Based on a statistical survey in the USA, as of 2018, more than 95% of teenagers had smartphones and they had access to the internet regardless of their gender, race and nationality (Anderson & Jiang, 2018). This trend is expected everywhere. Since the current study was conducted at a peak time during coronavirus pandemic, all schools were closed and the classes were administered in a centralized manner through a state-run application, locally called 'Shad'. It is an official e-platform for holding online and offline classes, while a forum is available for use to ensure continuing dialogue between students and teachers. Based on an official announcement, about 14 million students across Iran have used this application for taking part in school classes.

A perspective explaining how and where learning can take place is introduced by Vygotsky (1978), as 'sociocultural' theory, based on which, learning can happen as a result of the integration of discourse and interaction with people as a dynamic activity system, and learning inside the process of participation. As such, learning need not be measured by comparing pretest and posttest, but rather by investigating discourse processes of students as it is modified over time to align with community purposes/values. Since employing social media in educational settings has become much more common since after the outbreak of the pandemic, educational systems all over the world decided to conduct online classes using the potential of digital applications. In Iran, Shad social network was used as an officially-mandated tool for schools directly administered by the Ministry of Education.

Writing is regarded as one of the most crucial productive language skill since it plays a significant role in any academic context. In this regard, Klimova (2013) noted that writing assists users of language to express their personalities and to boost thinking skill as well as expand rational reasoning. It also suggests them the chance to show on their opinions and evaluate again them. With respect to language teaching, writing plays a critical role since developing this skill incorporates the knowledge and practice in the other three skills consist of listening, reading and speaking (Pourmadnia, et al. 2021). Persuasive writing merits special attention in academic contexts. In this regard, Novero (2015) pointed out that persuasive writing refers to one's ability to elaborate his ideas and thoughts by arguing one's point of view in a logical way. Moreover, persuasive writing should be presented in a way to convince someone to accept one's opinions or to do something. Since persuasive writings are regarded as high-level skills, EFL learners need to be more proficient in writing and being able to write well.

As a matter of fact, many EFL learners have difficulty with writing skills and they have more problems with persuasive writing since they are high level skills. Besides, many methods and approaches that are used for teaching this genre of writing were not successful based on the best knowledge of the researcher. That is why the need for more empirical studies in this regard is touchable. Given these two problems, it can be suggested that the employment of meta-discourse markers instruction can lead to the improvement of persuasive writing among EFL learners. Employing meta-discourse markers can foster writing of EFL learners because it can make the process of writing more concrete and manageable. Meta-discourse not only can assist EFL learners to producing organized and coherent texts but also assists them in expressing their attitudes with respect to the text and convince the reader in respect to their intended meaning (Fatahipour, et al. 2020).

Currently, digital social media and networks are seen as a critical feature of society, while their use reflects different values of the society and cultures in which people live. In summary, learning is seen as a social process that takes place in context. Learning takes place at a social level and in interaction, and continues until people acquire new knowledge and become confident in using it independently. Furthermore, the integration of CALL into educational settings has many advantages. It presents L2 learners with authentic materials and increases their



independent learning and motivation. Moreover, the use of CALL arguably leads the learners to higher-order thinking skills because the information is presented in a non-linear way and there are no barriers to learning. In this regard, Pennington (2004) noted that learning and teaching in writing classes using CALL can reinforce more communicative dynamic participation of learners compared to traditional classes. When students can use a network to communicate, their level of participation is increased and they have more opportunities to collaborate. In addition, networks can bring many different types of tools and data sources to users all over the world. Such potential of CALL and computer-based networks both increase learners' access to resources and add a new aspect to L2 writing classes (Zaghloul, 2020). Therefore, the purpose of this study was to investigate online meta-discourse markers instruction for high school students' persuasive writing.

### **REVIEW OF THE RELATED LITERATURE META-DISDISCOURSE MARKERS AND L2 WRITING**

Meta-discourse markers make connections between the writer and reader in academic writing through their meta-language elements that guide the relation between the receiver and the reader of the text. Meta-discourse markers make a difference to writers' mindfulness which is critical concurring to content structure (Crismore, 1982).

Persuasive writing is considered as a genre of expository writing and its objective is to convince the readers to agree with an opinion or convince them to do something (Bermúdez, 2021). In this regard, Biber (2006) notes that "the term genre has been utilized to refer to a culturally recognized message type with a conventional internal structure" (p. 6). Schulze (2013) pointed out that persuasive writing refers ability of one to elaborate his ideas and thoughts by arguing one's point of view in a logical way. Moreover, persuasive writing should be presented in a way to convince someone to accept one's opinions or to do something. Since persuasive writing is regarded as high-level skills, EFL learners need to be more proficient in writing to be able to write well. In another genre, Gholami, et al. (2014) investigated the misuse of meta-discourse markers, focusing on EFL learners' argumentative essays. They came to this conclusion because EFL learners often misuse meta-discourse, and it sticks in their minds. They also concluded that L2 learners with higher levels of proficiency use meta-discourse appropriately.

Similarly, Dastjerdi and Shirzad (2010) explored the effects of explicit instruction of meta-discourse markers on EFL learners' writing performance with different language proficiency. The outcomes of their study indicated that using explicit instruction of meta-discourse markers had significantly positive effect on EFL learners' writing performance. Results of using explicit instruction of meta-discourse markers were reported to be positive on the writing of intermediate EFL learners more than other language proficiency levels. In the same vein, Farhadi, et al. (2016) investigated the writing performance of Iranian EFL learners in the light of meta-discourse awareness. They found that meta-discourse marker instruction had a significant positive effect on EFL learners' writing skill. Similarly, Ahour and Entezari Maleki (2014) examined the effects of meta-discourse instruction on Iranian EFL learners' speaking ability. The statistical results of their study indicated that meta-discourse instruction had significant positive effect on speaking skill of EFL learners.

In this regard, there are also a few recent international studies that can shed light on the current study. Shafghat, et al. (2020) explored meta-discourse markers used in argumentative essays among Pakistani undergraduate learners, showing that meta-discourse devices are considered effective instruments in boosting EFL learners' writing skill. AbdelWahab (2020) has also examined employing interactional/interactive meta-discourse markers for improving the academic writing of EFL learners and concluded that using them had positive effects.

### **ONLINE LEARNING AND (ATTITUDES TOWARDS) L2 WRITING**

Beginning from general, Salajeghe and Hasani (2022) investigated the effect of technology and online learning on the writing achievement of EFL learners and their self-concept and found that employing online learning had significant positive effects on the writing achievement of L2 learners as well as their self-concept. More specifically, Fatehi Rad and Khadem Hosseini (2022) explored Shad social network and EFL learners' writing accuracy and complexity. The findings of their study showed that employment of Shad did not have any significant effects on perfection of the writing skill of students but regarding complexity, it had positive effect. In the same vein, Salem



(2019) examined the impacts of Webquests on reinforcing persuasive writing skills and online social presence and came to the conclusion that online-based learning can improve persuasive writing of language learners

The literature on attitude spans more than three decades. In the context of second or foreign language learning, attitude is a key personality factor that indirectly influences proficiency levels of learners achieved by L2 students. Early on, Baker (1992) pointed out that attitude is considered as related to perseverance and directions of people's behavior. More recently, more attention is paid to the role of attitude. Shin et al. (2021) inspected the impact of utilizing online language-support resources on L2 writing performance and indicated the positive effect and attitudes towards employing online language-support resources for teaching writing skill. One the one hand, attitudes to learning tools form the behavior of L2 learners and on the other hand, a positive correlation seems to abound between achievement and attitudes towards learning second language. Poole (2022) also maps out the attitudes of three teachers towards corpus-driven language learning and teaching while recognizing possible tensions in implementation.

A few years before the coronavirus pandemic outbreak, Geta and Olango (2016) has also explored the effect of blended learning on the writing skill of the L2 learners. Likewise, Carolan & Kyppö (2015) explored process writing method in an online environment, and their findings indicated that utilizing online settings can provide the chance to use strategies that can ultimately reinforce writing of their students. Amirsheibani and Iraj (2014) explored CALL and teaching writing. They elicited the attitudes of EFL teachers towards using CALL for teaching writing and concluded that using CALL is a game changer for L2 writing skills because of attitudinal changes and recommended its employment in a pedagogical setting. In an empirical study, Usta (2011) noted that attitudes of L2 learners concerning instructional program/tools is considered as an important factor in their failure and success.

#### **PURPOSE OF THE STUDY**

This study's aim is narrowed down to exploring the online meta-discourse markers instruction through 'Shad' application on only Iranian high school students' persuasive writing genre and also students' attitude concerning online meta-discourse markers instruction. To fulfil this aim, the following research question is suggested:

**RQ1:** Does online instruction of meta-discourse markers make a significant difference in Iranian high school student's performance in persuasive essays? And which meta-discourse markers are more frequent in their essays?

**RQ2:** What are the attitudes of Iranian high school students towards explicit teaching of meta-discourse markers and their online instruction?

#### **METHODOLOGY**

##### **CONTEXT AND PARTICIPANTS**

In the current study, a convergent parallel design was employed. The required data was collected and analyzed in two independent strands of quantitative and qualitative data in a single phase. The two types of data were equally emphasized and complemented each other to grasp a more complete understanding of the impact of explicit online instruction of meta-discourse markers on persuasive writing ability. In the quantitative strand, the researcher administered the writing test as the pretest and treatment was implemented for 12 weeks, then the writing posttest was administered. Simultaneously, after each session of treatment, the researchers interviewed some students about their attitude towards using online meta-discourse markers instruction in the writing classes. The obtained results were merged, compared, and interpreted to learn more about the influence of explicit instruction of meta-discourse markers on persuasive writing ability in an online environment. The researcher selected Eighty out of 118 high school female students, studying in a high school in Khuzestan, Iran, initially as the research sample of this study. For homogenizing the participants, OPT (2018) was administered. Those students whose score fell one standard deviation above and below the mean were accepted as the research sample. Given the results of this test, only 80 high school students were included confidentially as the research sample. The participants were aged between 16 and 18 years. Their mother tongue was Persian/ Arabic.



### **INSTRUMENTS**

For collecting the required data and answering appropriately to the research questions, four instruments were employed included (a) Oxford Placement Test (OPT), (b) PET topic-based composition writings and (c) writing scoring scheme and (d) Semi-Structured Interview Protocol for students.

#### **OXFORD PLACEMENT TEST**

This test includes 60 multiple-choice items that signify language proficiency level of L2 learners. This test evaluates grammar and vocabulary along with four language skills, and aims to recognize the productive and receptive knowledge of L2 learners in real context. Based on the scale of this test, the scores of the participants were charted between 30 and 47, which means they were regarded to be intermediate students. The researcher employed KR-21 for calculating the reliability of this test and it turned out to 0.89, amounting to a generally acceptable level.

#### **PET TOPIC-BASED COMPOSITION WRITINGS AS PRETEST AND POSTTEST**

Two topics were chosen from PET (Quintana, 2003) that was appropriate to intermediate learners. The participants of the both groups had to write persuasive essay about given topic. This test was seen as the pretest. After finishing the treatment, the researcher asked the participants to write persuasive essay about other topic. This test was the posttest. In both pretest and posttest, they had to write 250-300 words essay. Finally, two IELTS experts accepted the content validity of these writing topics.

#### **WRITING SCORING SCHEME**

In this study, writing tests were scored based on a scoring scheme developed by Wang and Liao (2008) in which there are 5 criteria including Focus, Organization, Elaboration/Support, Vocabulary, and Conventions, each including 5 item descriptors with results ranging from 1 (unsatisfactory) to 5 (outstanding). The scoring scheme was piloted on sample of 20 EFL high school students to assure its reliability. In fact, the reliability of the scoring scheme was estimated .84 using inter-rater reliability method. The two raters scored the writing papers, and the Pearson Correlation was conducted to calculate the Correlation Coefficient between the scores of the two raters.

#### **SEMI-STRUCTURED INTERVIEW PROTOCOL FOR LEARNERS**

The purpose of the qualitative section of the study was to explore and justified the outcomes achieved based on statistical test and to collect in-depth and firsthand detailed accounts of the attitudes of the students through the semi-structured interview. For doing this section, the researcher interviewed to 12 high school students who were members of the experimental group to explore their ideas toward online meta-discourse instruction through Shad. Content validity of interview protocol was approved through the review of the items of the interview by two TEFL experts who evaluated the questions in terms of comprehensibility, clarity, and relevance.

#### **PROCEDURE**

Eighty homogeneous high school students were selected from 118 high school students through OPT for their convenience. These participants were assigned in two groups of the experimental (N=40) and the control (n=40). The online meta-discourse writing instruction was seen as the treatment of the experimental group, and the participants of the control group kept on conventional way. Before starting the intervention, the researcher administered the writing test as the pretest. In this regard, the participants of both groups had to write a persuasive essay based on the given topic. They wrote 250 to 300 word essays. Two raters scored their writing according to a scoring scheme developed by Wang and Liao (2008). After homogenizing the participants and administering the pretest, the intervention was started. The criteria for the selection were the instances of the use provided in the Table presented by Hyland (2005).

For the purpose of online instruction, the researcher used 'Shad' digital tool which acts as an official social network for instruction at state schools. The instructor formed an online class. Then, there was a regular schedule for the students. They had to be online at certain time to receive the instructions. During each session, the participants of the experimental group received instruction along with passages which included target meta-discourse markers. The participants of this group read and discussed each of them with each other in small groups. Then, the teacher gave them a topic similar to the passage. They wrote persuasive essays and sent it to teacher through 'Shad' network. The



teacher read their writing and provided individual feedback to the students given the correctness of their instances through the same channel. This intervention lasted for twelve sessions, of 60 minutes each and the whole instruction spanned over six weeks.

In the control group, no direct mention of meta-discourse markers was made. In this group the same writing topics were provided. The instructor explained persuasive writing to the students of this group. During each session, they had to write an essay and teacher supervised them while the number of sessions and devoted time to writing in the control group were the same as the experimental group. Care was exercised as to ensure no differential instruction other than explicit teaching of meta-discourse be made.

A list of definitions and instances of English pragmatic meta-discourse markers was prepared for the participants of the experimental group. These meta-discourse markers were compared with those in the students' mother tongue. Once every three sessions, there was an evaluation of both groups. At the end, the persuasive writing posttest was conducted to see if the treatment had any significant effects on persuasive writing of high school students. Next, the scores of the students in the pretest and the posttest were compared. The final essays of students were analyzed for instances of using meta-discourse markers. Therefore, by frequency counts and text analysis of a corpus of 80 essays, the researcher came to investigate if online meta-discourse markers instruction had any effect on students' persuasive essay writing and to see in which genre, meta-discourse markers had a higher frequency.

### DATA ANALYSIS

Calculating the frequency of different types of meta-discourse markers was a quantitative measure used in this study, and the second one included the writing proficiency score. Pre-course composition writing test results indicated almost no significant differences between students of the experimental and control group on the pre-course survey. When the course finished, participants took the post-course composition writing test. The researcher used SPSS Software Version 25 to carry out quantitative analyses. Descriptive statistics presented frequency counts for different types of meta-discourse markers, and mean, median, mode, standard deviation, and standard error of means for writing scores. Two anonymous writing instructors with 10 plus years of teaching experience confirmed the content validity of the writing test.

### HOMOGENEITY RESULTS THROUGH OPT

To select homogeneous high school students participants, the researcher gave OPT to 118 high school students. The results gained on OPT are set forth in Table 1. According to Table 1, the mean, median and mode of the OPT scores before homogenizing were 33.28, 38, and 35 respectively. These central parameters are close to one another denoting that the OPT scores are normally distributed around the mean. Moreover, according to Table 1, the ratios of skewness and kurtosis over their respective standard errors are not beyond the ranges of +/- 1.96 showing that the OPT scores are normally distributed. Based on the results of OPT, those 80 students who scored were one standard deviation (SD= 7.38) plus and minus the mean (M = 38.28), scores between 31 and 46 were chosen as homogeneous high school student participants for the main study.

Table 1

*Descriptive Statistics for OPT before Homogenizing*

N	Mean	Median	Mode	SD	Skewness Ratio	Kurtosis Ratio
118	38.28	38.00	35	7.38	-.246	.830

Figure 1 below displays the distribution of the homogeneity test scores before homogenizing on a normal curve. As can be seen in the Histogram, most of the OPT scores are located around the mean in the center of the curve, and the



there are few minimum and maximum scores on the two sides of the curve forming a bell shape. That indicates the normal distribution of the scores.

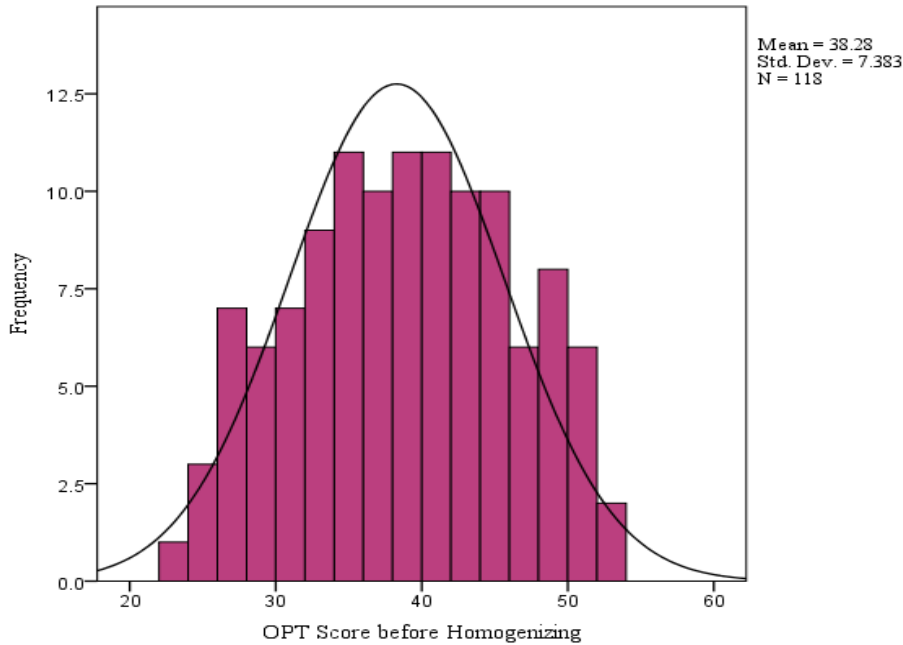


Figure 1 Histogram of normal distribution of OPT scores before homogenizing (n = 118)

Table 2 below represents the descriptive statistics for OPT score after homogenizing. As seen in Table 2, the mean, median and mode of the OPT scores after homogenizing were 38.55, 38.50, and 35 respectively. In addition, as evident from Table 2, the ratios of skewness and kurtosis over their respective standard errors are within the ranges of +/- 1.96 showing the normal distribution of the OPT scores.

Table 2

*Descriptive Statistics for OPT Score after Homogenizing*

N	Mean	Median	Mode	SD	Skewness Ratio	Kurtosis Ratio
80	38.55	38.50	35	4.47	-.053	-1.832

The distribution of the OPT scores before homogenizing was drawn on a normal curve (Figure 2). Like the Histogram in Figure 1, this Histogram indicates that most of the OPT scores are recorded around the mean in the center of the curve, and the there are few minimum and maximum scores on the two sides of the curve forming a bell shape. It reveals the normally distributed range of the scores.

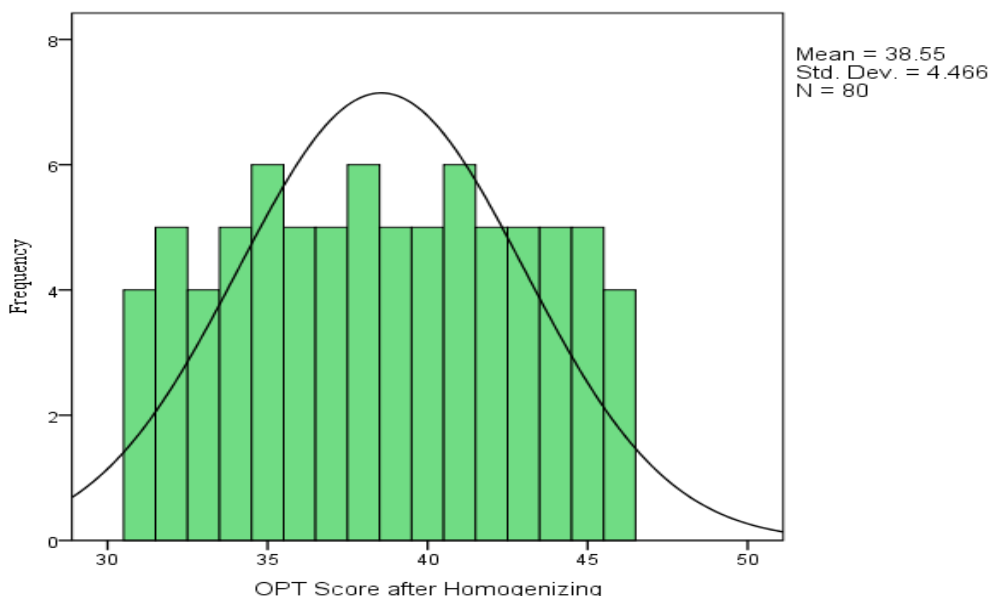


Figure 2 Histogram of OPT scores after homogenizing (n = 80)

An independent samples t-test was used to confirm the homogeneity of the experimental and control group’ OPT proficiency scores, with parametric analysis (independent samples t-test) as four assumptions of interval data, independence of subjects, normality and homogeneity of variances were met (Field, 2009). Table 3 indicates that the ratios of skewness and kurtosis over their respective standard errors for the two group’ OPT scores are within the ranges of +/- 1.96 denoting that the OPT scores of the two groups did not violate the normality assumption. Moreover, Table 3 shows that the mean score of the experimental (M = 38.68, SD = 4.72) and control groups (M = 38.43, SD = 4.24) are close to each other.

Table 3

Descriptive Statistics of the Two Group’ OPT Scores

Group	N	Mean	SD	SEM	Skewness Ratio	Kurtosis Ratio
Experimental	40	38.68	4.725	.747	-.137	-1.395
Control	40	38.43	4.248	.672	-.010	-1.710

In Table 4, the hypothesis of equal variances was met since the significance value associated with Levene’s Test (.33) exceeded .05. Additionally, independent samples t-test detected no statistically significant difference in the proficiency measures for the experimental and control groups ( $t_{(78)} = .25, p > .05$ ). As a result, the students in the experimental and control groups were homogeneous in terms of English language proficiency.





Table 4  
*Independent Samples T-test for the Two Group' OPT Scores*

Levene's Test for Variances			T-test for Means			
			T	Df	Sig. (2-tailed)	Mean Diff.
	F	Sig.				
Equal variances assumed	.977	.326	.249	78	.804	.250
Equal variances not assumed			.249	77.132	.804	.250

#### **ADDRESSING THE FIRST RESEARCH QUESTION**

Analysis of covariance was conducted to examine if online meta-discourse marker instruction had significant effect on high school students' persuasive writing. Agreeing to Pallant (2013), ANCOVA is utilized when we have a two or more-groups pre-test/post-test design (e.g., comparing the impact of different interventions, taking before and after measures for each group). The scores on the pre-test are managed as a covariate to control for pre-existing differences between the groups. ANCOVA expect that the following assumptions are met: no impact of treatment on covariate measurement, reliability of covariates, no strong correlations among covariates, linear relationship between dependent variable and covariate, equality of error variances, normality, and homogeneity of regression slopes. As the covariates were measured earlier to the treatment, they might not be affected by the treatment. Hence, this assumption was met. Furthermore, there was only one covariate in each ANCOVA analysis. Therefore, the suspicion of correlation among covariates was not appropriate.

Pearson product-moment correlation was checked to test the assumption of the reliability of covariates. Results indicated reliable measurement ( $r = .845$ , inter-rater reliability). The suspicions of linearity of the relationship between dependent variable and the covariate, and the homogeneity of regression slopes were also checked. Figure 3 tests the linearity assumption, which assumes that the relationship between the dependent variable (post-test persuasive writing) and the covariate (pre-test persuasive writing) is a linear one, concluded from the straight lines in the scatterplot.

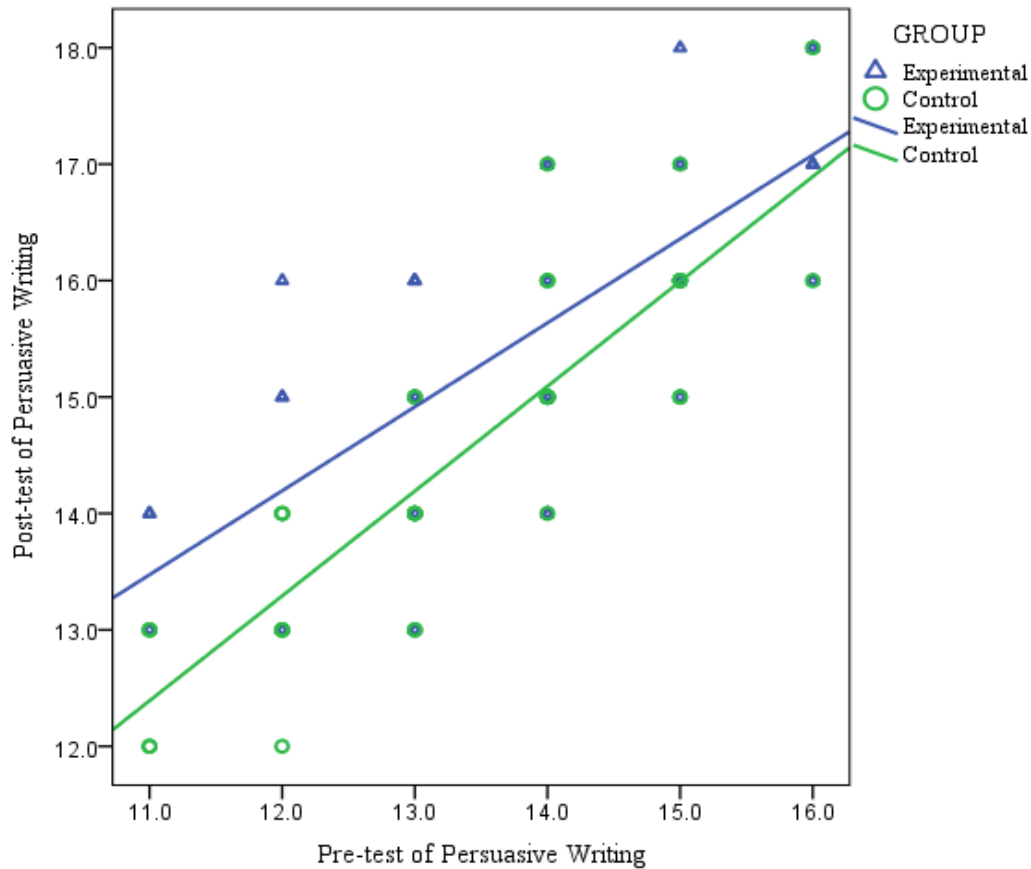


Figure 3 Scatter plot of pre-test and post-test of persuasive writing

As displayed in Table 5, the significant value associated with Levene’s test (.10) was higher than the selected significant level (.05) and so the homogeneity of variance assumption was met for persuasive writing scores in the two groups.

Table 5

*Levene's Test of Equality of Error Variances for Persuasive Writing Scores by Group*

Levene Statistic	df1	df2	Sig.
3.492	1	58	.102

The two groups’ skewness and kurtosis and their ratios over the standard errors for persuasive writing scores on both pre- and post-test are summarized in Table 6. As Field (2009) explains, the ratios of skewness and kurtosis over their respective standard errors are comparable to standardized scores (z-scores) that can be compared against the critical values of +/- 1.96 at .05 levels. As all ratios were within the ranges of +/- 1.96, it was inferred that the assumption of normality was not violated.



Table 6

*Skewness and Kurtosis Indices of Normality for Persuasive Writing Scores*

Test	Group	Skewness Statistic	Std. Error	Skewness Ratio	Kurtosis Statistic	Std. Error	Kurtosis Ratio
Pre-test	Exp.	-.356	.427	-.834	-1.038	.833	-1.246
	Cont.	-.544	.427	-1.274	-.137	.833	-.164
Post-test	Exp.	-.593	.427	-1.389	.277	.833	.333
	Cont.	.167	.427	.391	-.458	.833	-.550

Homogeneity of regression slopes is the next assumption. According to the results presented in Table 7, it was found that the significance level of the interaction (Group \* Pre-test) between group and the pre-test of total persuasive writing was above .05 ( $F_{(1, 76)} = 1.60, p > .05$ ) and, thus, not statistically significant. This means that the pre-test and post-test of persuasive writing scores in the two groups fulfill the assumption of homogeneity of regression slopes.

Table 7

*Homogeneity of Regression Slopes for Persuasive Writing Scores*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	128.796	3	42.932	59.136	.000	.700
Intercept	10.025	1	10.025	13.809	.000	.154
Group * Pre-test	1.162	1	1.162	1.600	.210	.021
Error	55.176	76	.726			
Total	18834.750	80				
Corrected Total	183.972	79				

The research of this study was convinced to perform one-way ANCOVA as all required assumptions were met. Table 8 provides the descriptive statistics including the number of students, mean, standard deviation, and standard error of means for the persuasive writing scores in the experimental and control groups. As manifested in Table 8, the mean of persuasive writing in the experimental group ( $M = 14.02, SD = 1.45$ ), and control group ( $M = 13.65, SD = 1.37$ ) are close to each other on the pre-test; however, the mean of persuasive writing in the experimental group ( $M = 15.72, SD = 1.48$ ) is much greater than the mean of the control group ( $M = 14.81, SD = 1.44$ ) on the post-test. Note that two raters marked the essays and the average of the two raters' score was computed and utilized within the fundamental examination.



Table 8

*Descriptive Statistics of Persuasive Writing Scores on Pre-test and Post-test by Group (Average of the Two Raters)*

Test	Group	N	Mean	SD	SEM
Pre-test	Experimental	40	14.02	1.45	.229
	Control	40	13.65	1.37	.217
Post-test	Experimental	40	15.72	1.48	.234
	Control	40	14.81	1.44	.228

A Line Chart (Figure 4) was prepared to display the results of both pre-test and post-test for the two groups in terms of persuasive writing. The Line Chart shows that the means of persuasive writing in the experimental and control groups are much closer to each other on the pre-test than on the post-test, where the mean of persuasive writing for the experimental group is substantially higher than that of the control group.

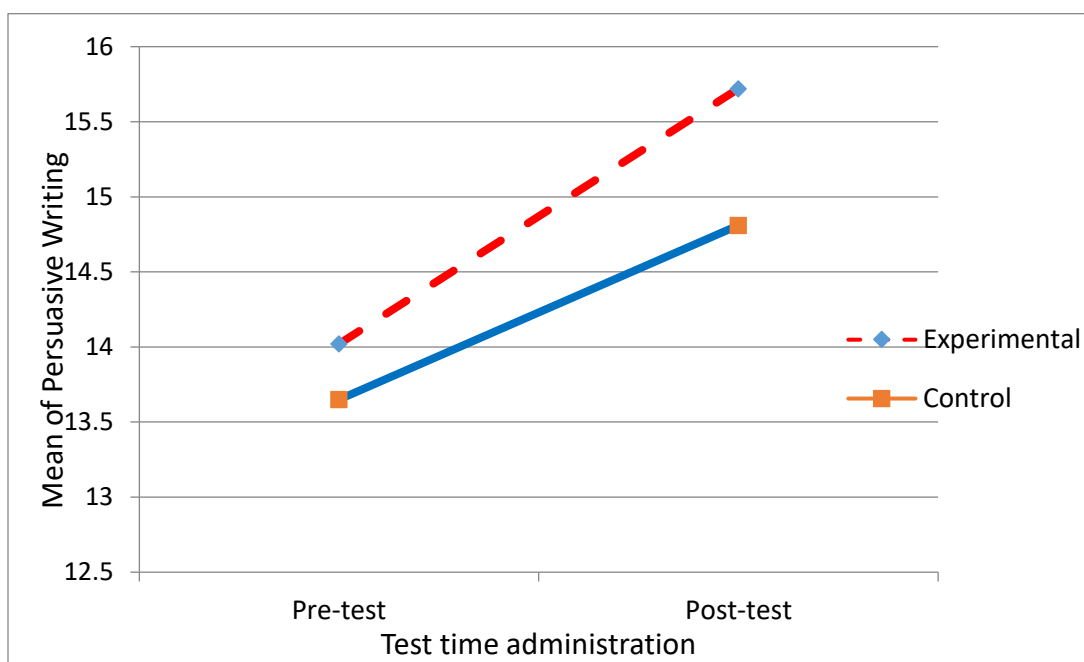


Figure 4 Line chart for two groups' means of persuasive writing (pre-test & post-test)

The comes about of ANCOVA are given in Table 9. After adjusting for the persuasive writing scores on the pre-test, there was a significant difference among the persuasive writing means of the two bunches on the post-test ( $F_{(1, 77)} = 9.53, p = .004, \text{partial eta squared} = .11$ ); accordingly, the researcher could reject the null hypothesis that reads, 'Online meta-discourse marker instruction has no significant effect high school students' persuasive writing'. Table



9 indicates that there was a strong relationship between the pre-intervention and post-intervention scores on the persuasive writing ( $F_{(1, 77)} = 151.68, p < .05$ ). This implies that the persuasive writing scores obtained on the pre-test affect the persuasive writing scores gained on the post-test. Moreover, Table 9 indicates that the partial eta squared (effect size) value is .66.

Table 9  
*Tests of Between-Subjects Effects for Persuasive Writing*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	127.635	2	63.817	87.224	.000	.694	
Intercept	10.317	1	10.317	14.101	.000	.155	
Pre-test	110.982	1	110.982	151.685	.000	.663	
Group	6.973	1	6.973	9.530	.004	.110	
Error	56.337	77	.732				
Total	18834.750	80					
Corrected Total	183.972	79					

Furthermore, the frequencies of interactive meta-discourse markers used in the totality (40 essays) of persuasive writings in the experimental group were counted before and after online meta-discourse markers instruction; the results of which are displayed in Table 10 and Figure 5.

Table 10  
*Frequencies of Interactive Meta-discourse Markers before and after online Meta-discourse Instruction in Persuasive Writing*

Test time	Type of Interactive Meta-discourse Markers								Total
	Code glosses	Endophoric	Evidential	Frame markers (sequencing)	Frame markers (lable stages)	Frame markers (announce goals)	Frame markers (shift topic)	Transition markers	
Pre-test	30	0	0	10	6	0	18	364	428
Post-test	85	8	0	67	23	0	25	483	691
Total	115	8	0	77	29	0	43	847	1119
Gain rate	2.8	8.0	0	6.7	3.8	0	1.4	1.3	1.6



According to the results shown in Table 10 and Figure 5, the incidence of all six types of interactive meta-discourse markers has improved from the pre-test to the post-test. The most substantial increase from the pre-test ( $f = 1$ ) to the post-test ( $f = 31$ ) was recorded for the “Endophoric” type with the gain rate of 8 times, followed by Frame markers “(sequencing)” (5.4 times), “Frame markers (sequencing)” (6.7 times), “Frame markers (table stages)” (3.8 times), “Code glosses” (2.8 times), “Frame markers (shift topic)” (1.4 times), and then “Transition markers” (1.34 times). Besides, the results showed that “Evidential” and “Frame markers (announce goals)” were not used at all on both pre-test and post-test.

Generally, Table 10 and Figure 5 indicate that the occurrence of the whole interactive meta-discourse markers improved considerably from the pre-test ( $f = 428$ ) to the post-test ( $f = 691$ ) with the gain rate of 1.6 times.

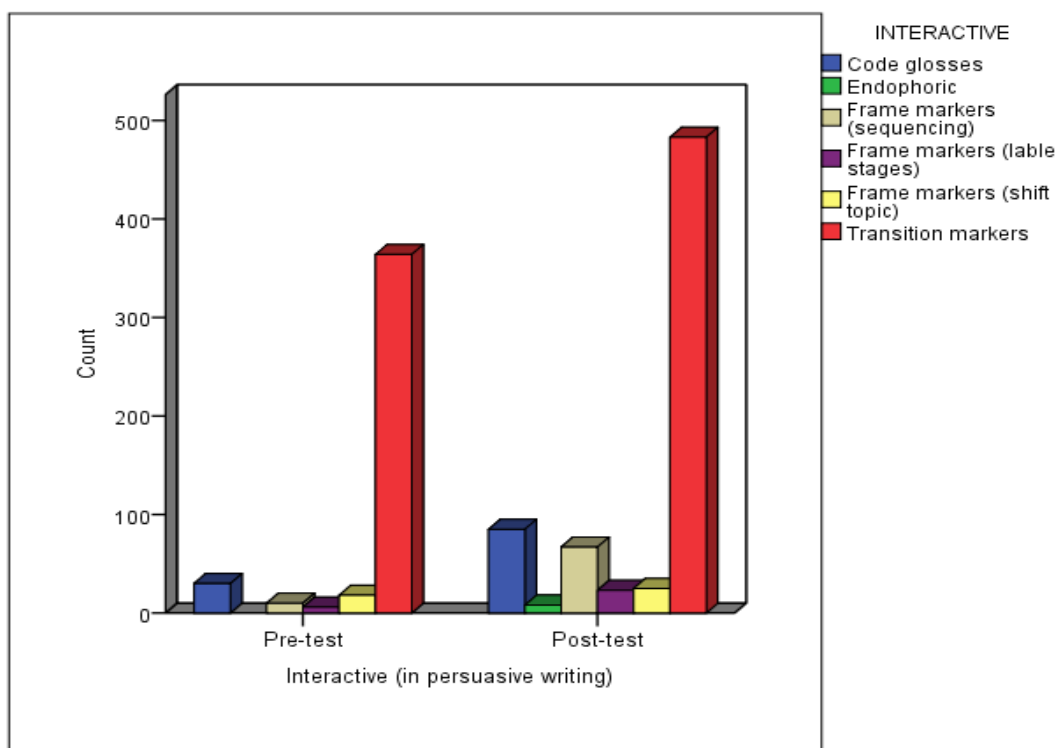


Figure 5 Bar graph for frequencies of interactive meta-discourse markers on the pre-test and posttest in the persuasive writing

In addition, the frequencies of interactional meta-discourse markers employed (in 40 persuasive writings essays) by the experimental group were computed before and after online meta-discourse markers instruction; the results of which are included in Table 11 and Figure 6.



Table 11

*Frequencies of Interactional Meta-discourse Markers before and after Online Meta-discourse Instruction in Persuasive Writing*

Test time	Type of Interactional Meta-discourse Markers					Total
	Attitude markers	Boosters	Self-mention	Hedges	Engagement markers	
Pre-test	9	4	129	20	81	243
Post-test	61	50	186	61	88	446
Total	70	54	315	81	169	689
Gain rate	6.8	12.5	1.4	3.1	1.1	1.8

As depicted in Table 11 and Figure 6, the use of all five types of interactional meta-discourse markers in the persuasive writing has grown from the pre-test to the post-test. The most noticeable growth from the pre-test ( $f = 4$ ) to the post-test ( $f = 50$ ) was detected for the “Boosters” type with the gain rate of 12.5 times, followed by “Attitude markers” (6.8 times), “Hedges” (3.1 times), “Self-mention” (1.4 times), and then “Engagement markers” (1.1 times). In general, as it's observable in Table 11, the use of the whole interactional meta-discourse markers improved considerably from the pre-test ( $f = 243$ ) to the post-test ( $f = 446$ ) in the persuasive writing with the gain rate of 1.18 times.

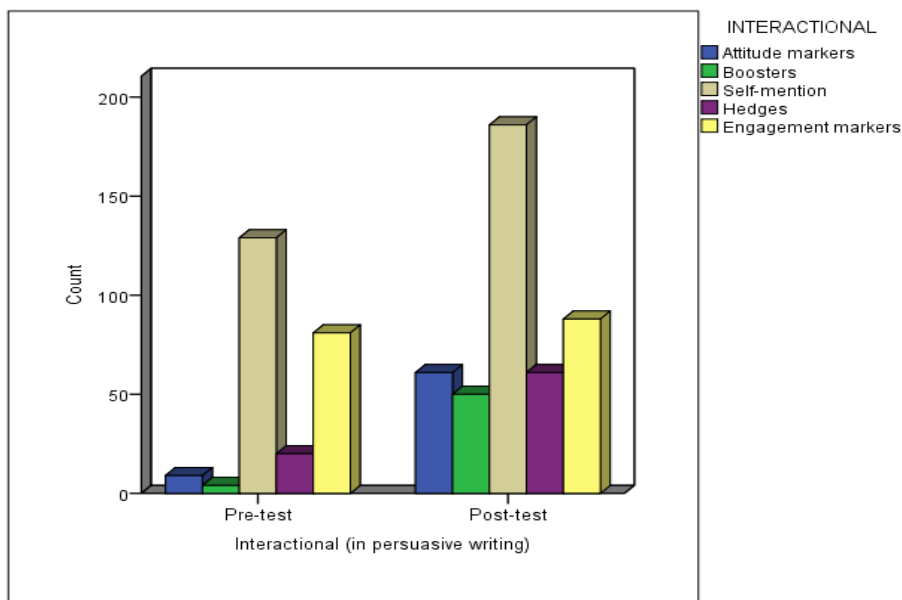


Figure 6 Bar graph for frequencies of interactional meta-discourse markers before and after Online meta-discourse instruction in persuasive writing

As a final point, the results showed that the use of interactional meta-discourse markers from the pre-test to the post-test (gain rate = 1.8 times) raised more starkly than the interactive ones (gain rate = 1.6 times) in the persuasive writing.



### ADDRESSING THE SECOND RESEARCH QUESTION

To deal with exploring the attitude high school students towards using online meta-discourse markers instruction in writing classes, 12 students participated in the semi-structured interview. At first, the recorded interviews for each individual were transcribed, coded, analyzed and categorized into larger concepts and meaningful reformulations to arrive at broader themes for addressing the second research question in two steps. 211 significant statements were adopted out of verbatim transcripts. Examples of significant statements with their reformulated meanings are provided in Table 4.12. As shown in examples, each statement on the left is categorized under a theme or formulated meaning in the right column, indicative of the first step.

Table 4.12

*Selected Examples of Significant Statements with their Formulated Meanings (Learner Attitude)*

Significant Statement	Reformulated Meaning
Using learning online, I don't have to waste time to commute to the institute for class, get stocked in traffic, feel stressful to be on time. I like to participate in online classes for these reasons and to increase my digital and computer literacy due to being have to listen to the teacher, doing homework, and interact with the classmates.	I'm interested in online classes due to the advantages and benefits over face-to-face classes.
2) Before this course I didn't know the importance of meta-discourse markers in writing more comprehensibly and interactively, So I rarely would use them in my essays, however, from now on I am attentive and informed of them and will not forget to apply them in all my writings such as letter writing, homework writing, composition, test, etc.	I am now aware and informed of the function and the way to use meta-discourse markers in writing compositions.
3) I think, it's better to have these meta-discourse markers organized, explained, and taught in the textbooks in a separate part like grammar so that the teachers have to teach them, prepare exercises, and put scores for them since some teachers might forget to teach them but, in this way, they will be covered by all the English teachers, and the student have to learn them.	Meta-discourse markers are teachable and learnable both explicitly and implicitly.
4) As far as I'm concerned, I haven't seen any apparent part, question, or criteria in the writing tests until now. Before this course, no teacher has said that meta-discourse markers are important and increase coherence in writing, carrying especial score. Therefore, the teachers don't focus and spend time on it.	Assigning considerable point to writing and coherence by using meta-discourse markers affects teaching and learning it.

To arrive at the final themes, formulated meanings were examined to gain larger categories signifying the main problems, as the second step represented in Table 4.13.





Table 4.13

*Example of Four Theme Clusters with their Associated Formulated Meanings (Learner Attitude)*

Formulated Meaning	Theme Cluster
1) I'm interested in online classes due to the advantages and benefits over face-to-face classes.	Interest in online learning
2) I am aware and informed of the function and the way to use meta-discourse markers in writing compositions.	Raising Linguistic awareness on meta-discourse markers
3) Meta-discourse markers are teachable and learnable both explicitly and implicitly.	Pedagogical value of meta-discourse markers
4) Assigning considerable point to writing and coherence by using meta-discourse markers affects teaching and learning it.	Wash-back effect

### INTEREST IN ONLINE LEARNING

Interest in online learning writing was one of the main themes emerged from analyzing the qualitative data. Majority of the high school students confessed that they favored learning to write in online class. In fact, they pointed out the advantages of online learning course over face-to-face ones. In fact, they prioritized saving time and money for not commuting to the institute; saving and documenting the online classes for further times using laptop or cellphone; personalizing the lesson and class by adjusting the speed, loudness, quality, and interaction; having a self and comfortable place at home or office by having a nice furniture, table, light, silence, eating, drinking, smoking, lying, seating, walking, etc. comfortable in one's own place to learn online, avoiding contagious diseases of other classmates in the classroom; flexibility of the online class by in stopping the lesson, going back and forth to review and see other necessary parts, downloading the related contents and homework for further study and exercise. Unlike these positive points for learning writing in online classes, some of the interviewees enumerated some demerits and problems for online classes such as effective communication in face-to-face interaction, instant feedback provided by the teacher, richer understanding and learning via physical and gestural contact, avoid cheating, active participation, etc. However, these advantages for physical classes were mentioned by a small number of the participants and they, on the whole, prioritized and expressed their satisfaction with the online learning writing skill.

For example, one of the student interviewees commented:

*Using learning online, I don't have to waste time to commute to the institute for class, get stocked in traffic, feel stressful to be on time. therefore, I like to participate in online classes for these reasons and to increase my digital and computer literacy due to being have to listen to the teacher, doing homework, and interact with the classmates. S6*

Another learner reflected:

*I have a nice laptop and cellphone to be used in online learning. For example, the institute in which I have studied English doesn't have a TV to watch the video files of the book. Usually, the speaker doesn't have good quality and it makes noise. There isn't a computer for each person in the class so that we can connect the internet and search the related contents for the lessons. S10*

And, finally, the following excerpt related to healthiness was taken from the comments of one of the interviewees:

*The English classes are small and there are many students in the class with a close distance from each other. There isn't a good ventilation system to have fresh air. We may get sick when only one person is sick. I remember that last semester I caught a bad cold and I was sure that it was because of a classmate that seated beside me who was actually ill. I don't know why she took part in the class while she coughed and sniffed a lot. I think that they don't want to lose the class and lessons so they have to attend the class. S1*



### RAISING LINGUISTIC AWARENESS ON META-DISOURSE

Most of the participating learners emphasized the importance of raising awareness of them as well as the teachers on meta-discourse markers and the way should be taught in language classrooms. The comes about appeared that both noticing (language awareness) and output-based application (presentation and practice) have clear impact on learning meta-discourse markers. Similarly, students' awareness towards these pragmatic items and their pragmatic functions should be increased so that the learners be informed on the real functions of meta-discourse markers in both writing and speaking interaction. In addition, the learner interviewees noted that teachers should teach meta-discourse markers explicitly so as to raise learners' awareness of the function of discourse markers in writing coherently and interactively.

The student interviewees agreed that linguistic awareness about meta-discourse markers should be developed and the language learners should be competent in these markers to expand their writing skills. These comes about infer that the students have positive attitudes towards learning them in language classrooms. Be that as it may, they have uncertain attitudes towards whether to leave the idea of learning meta-discourse markers in the future on their own to the teachers. They are also not clear around the level that the they ought to able to utilize them as native speakers do. The language learners agree on the promotion of meta-discourse markers for both receptive and productive purposes from the pre-intermediate and intermediate levels of English proficiency. For instance, one of the participating interviewees commented:

*Before this course I didn't know the importance of meta-discourse markers in writing more comprehensibly and interactively, So I rarely would use them in my essays, however, from now on I am attentive and informed of them and will not forget to apply them in all my writings such as letter writing, homework writing, composition, test, etc. S12*

Another participating learner commented:

*When our instructor informed us that using meta-discourse markers make the writing more coherent and comprehensible and coherent, and the teacher or examiner assigns some parts of the scores into using these meta-discourse markers in the essay, I started to be cautious to them, learn them and employ them in my composition writing. S3*

Finally, another participant uttered:

*Before this class, when I read texts I didn't pay attention to the meta-discourse markers at all, but now, I notice them and while reading, I think that the writer of the passage is nice in English since he or she has used them skillfully. Then I learn and try to use them in my writing. S2*

### PEDAGOGICAL VALUE OF META-DISOURSE MARKERS

Pedagogic values of meta-discourse markers turned out to be another major category emerged through analyzing the qualitative data. The results indicated that Iranian high school students had positive perceptions toward the pedagogic values of meta-discourse markers after taking this writing course. The pedagogical implications may be categorized as implicit or explicit instruction, inductive or deductive system, noticing application or output-based application. They believe that without meta-discourse markers, the writing would become incomprehensible and dull. By learning and using them in the writing, the students will become more competent and comprehensible writers, thus meta-discourse markers are teachable and worthy. The participants believed that meta-discourse markers can be taught explicitly to the beginner and elementary students since it cannot be expected from them to understand meta-discourse markers indirectly due to their low proficiency level whereas the intermediate and advanced learners can be taught indirectly and implicitly. To quote some samples, one of the learner interviewees uttered:



*In my opinion, this class was effective since before, I didn't know about meta-discourse markers, I seldom use them in my writing. But, when our teacher, in this class explained them directly, and we did the related exercises, I started to understand them and apply them while writing. S10*

One of the participating learners noted:

*I think, it's better to have these meta-discourse markers organized, explained, and taught in the textbooks in a separate part like grammar so that the teachers have to teach them, prepare exercises, and put scores for them since some teachers might forget to teach them but, in this way, they will be covered by all the English teachers, and the student have to learn them. S7*

And finally, another interviewee expressed:

*I believe that for the children, starters, beginners, and elementary classes, the best way to learn meta-discourse markers is for the teacher to explain and focus on them directly, practice them, make tangible examples, and ask questions. But, for the adults and upper-level classes, the teacher can teach them in an indirect way. S1*

### WASH-BACK EFFECT OF TEACHING WRITING

Another main theme emerged from the qualitative data concerned wash back effect. The 'Washback' or 'backwash' effect of testing refers to a well-documented academic phenomenon common to almost all institutional learning processes. Gates (1995) has defined the washback effect concisely as: 'the influence of testing on teaching and learning'. In fact, the Iranian high school students expressed that there are no explicit, obvious criteria in the writing scales concerning meta-discourse markers. Consequently, the language teachers as well as the learners might not prioritize and emphasize teaching and learning meta-discourse markers. There are the coherence criteria in the analytical writing scales, however, there is no obvious representation of the use of meta-discourse markers. As a matter of fact, the evaluation is an important phase for the learners as well as teachers in the pedagogical institutions and most decisions are made as the results of the evaluations.

Textbooks are not excepted from this rule. Material designers, also, follow and comply with the assessment policy in terms of syllabus design, content coverage and forms. That's why textbooks lack space and content for the presentation of meta-discourse markers, and the teachers will not be compulsory to spend time to instruct them. Let's review some pertinent quotations in this regard.

One of the learners said:

*As far as I'm concerned, I haven't seen any apparent part, question, or criteria in the writing tests until now. Before this course, no teacher has said that meta-discourse markers are important and increase coherence in writing, carrying especial score. Therefore, the teachers don't focus and spend time on it. S5*

Likewise, another one pointed out:

*In our English final exams, writing does not receive enough score in comparison with other skills like reading, speaking, and listening. In fact, a large amount of class time is devoted to these skills, and when teaching and assessing writing, almost nothing is worked on using meta-discourse markers. S4*

And finally, another interviewee noted:

*I think many students like to achieve good scores in the final exams, so grades are important to them, and when the teacher focus much on good use of meta-discourse markers in writing, he or she will assign some score for it. Therefore, we try to learn and memorize them. S7*



## DISCUSSION

As for the theoretical background, in second language pedagogical settings, genre-based instruction is recognized as an effective way to assist L2 teachers in presenting targeted instruction for satisfying the writing needs of L2 learners (Tardy, 2011). A genre-based approach is suitable for developing L2 learners' writing skills because it can provide L2 learners with the social aspects of writing, where they are seen as a tool that enables L2 learners to make meaning for the intended audiences in an appropriate context. Therefore, genre-based writing can be used to sensitize L2 learners to the purpose, audience and context of writing and to help them find out how the language features and structures can also support the process of making meaning. A Vygotskian sociocultural theory is relevant for interpreting the results since the reason genre-based approaches have concentrated on socio-cultural concerns lies in an understanding of language as a resource in which meaning are being constructed in a social environment (Edelsky, 2006). Genre-based language approach for L2 writing attracted considerable interest from language instructors who are looking for an appropriate framework to boost the development of the discourse competence (Biber, 2006). In this way, genre can be viewed as a resource for meaning instead of a system of rules, based on which L2 teachers could follow a genre-based theory for developing the writing skill of L2 learners. The present study confirms the findings of Schulze (2013) who explained that persuasive writing is to elaborate ideas and thoughts by arguing one's point of view in a logical way, in an attempt to finally convince someone to accept one's opinions or to take an action. Since persuasive writing is regarded as a high-level skill, EFL learners need to master it through practice.

Since the study was conducted to examine the effects of online meta-discourse markers teaching on persuasive writing in Iranian high school students and found a significant impact on Iranian high school students in persuasive writing, it confirms results of several related studies. Literature (e.g., Fatahipour et al. 2020; Bermúdez, 2021) in general confirmed that the meta-discourse markers teaching are shown to have a significant positive impact on persuasive writing in Iranian high school students. In this study, statistical procedures like ANCOVA delved deeper and found that participants in the experimental group used more interactive meta-discourse markers such as frame markers, transitions, code glosses and evidential than interactional meta-discourse markers such as boosters, hedges and engagement markers. Furthermore, transition markers have been used with greater frequency than different interactive meta-discourse markers in each pretests and posttests. Opening more avenues for further research, it was found in this particular study that the most frequent transition markers was 'AND' in both pre-test and post-test. Surprisingly, no evidential meta-discourse markers were used in either the pre-test or the post-test. In persuasive writing essays, the analysis showed that self-mentions meta-discourse markers were used more frequently than others in both pretest and posttest and the most frequently self-mentions meta-discourse markers was 'WE' in both pretest and posttest, while the more complex 'boosters' were used the least interactional meta-discourse markers. The reason is understandable since the simpler and more readily available elements were used more often than the more complex meta-discourse markers. Further interpretations can be discussed if future research focuses on the types of meta-discourse markers.

Back to literature, the findings of the following studies are confirmed when comparing with the results of the current study. With a different audience, Bermúdez (2021) have also found problem-based implications of teaching persuasive writing, and this study also showed it as a complex genre. Shafghat et al.'s (2020) findings can be aligned to the findings of the current study, in that employing discourse devices can reinforce writing of L2 learners. Also in line with this study is perhaps AbdelWahab (2020) who found that interactive/interactional meta-discourse markers can be utilized for enhancing academic writing of EFL learners and by extension to various genres such as persuasive writing. Related to the findings of this study, Salem's (2019) examination of persuasive writing skills and online social presence concurs on the issue that online-based learning can improve persuasive writing of language learners. Similarly, Farhadi et al. (2016) who examined the writing performance of Iranian EFL learners in the light of meta-discourse awareness came to a conclusion which is also in line with the findings of the current study, since they concluded that the implementation of meta-discourse markers instruction significantly improved EFL learners' writing skill.



Similar to the findings of the current study, Ahour and Entezari Maleki (2014) found that meta-discourse instruction had significant positive effect on [speaking] skill of EFL learners. Since writing and speaking are both productive skills, these two studies can be considered as confirmatory. The outcomes of this study can also be a continuation of the findings in studies conducted just before the pandemic, such as Geta and Olango (2016) who investigated the possible effect of blended learning on the writing skill of the L2 learners and pinpointed a positive effect of such environments on the writing skill of EFL learners. Another study by Carolan & Kyppö (2015) examined process writing method in an online environment, and this study is extending their findings to a new level. Regarding attitudes, the results of this study further confirm the findings of Amirsheibani and Irají (2014) who explained the positive attitudes of teachers towards CALL in general. In line with the findings of this study, in their study, Fatehi Rad and Khadem Hosseini (2022) examined Shad social network and EFL learners' writing accuracy and complexity. Their outcomes also showed that employment of Shad did not have any significant effects on perfection of the writing skill of students but in regard to complexity, it had positive effect.

The results of the current study were also consistent with the findings of Salajeghe and Hasani's (2022) study, highlighting the various effects of technology and online learning on EFL learners' writing and self-concept. In line with the findings of our study, they concluded that the use of technology per se could significantly improve EFL learners' writing skills and self-concept. Usta's (2011) findings are also in line with the focus of this study, that attitude sometimes defines the difference between the perception of failure and success. In line with the findings of this study, My, et al. (2022) also found that online learning had significant positive effects on L2 learners' attitude, motivation and anxiety. Finally, the results of this study can further confirm what Shin et al. (2021) recommended regarding the use of online language support resources for teaching the writing skills. The impact of explicit instruction of meta-discourse markers on EFL learners' writing performance, as previously reported by Dastjerdi and Shirzad (2010), is also confirmed here. Findings of Poole (2022) also attest to the generally positive attitudes of teachers. Last but not the least, in line with Gholami et al. (2014), it is recommended that care should be taken not to misuse meta-discourse. As a final note, it is worth noting that heed need to be taken in using the persuasive devices (personal communication with Olivier Corneille) as overuse or misuse of persuasive devices can limit or stifle discussion or can be misleading and confusing and possibly affect the novelty of research.

### **CONCLUSION AND IMPLICATIONS**

EFL learners challenge with persuasive writing as a high level skill, coupled with the dearth of empirical studies in this regard was the impetus behind this study and results showed that employing meta-discourse markers fostered this genre of writing by making its process more concrete and organized for EFL learners. The current study came to two main conclusions. The first conclusion was that online meta-discourse markers instruction could be successful in appropriate EFL contexts such as those of this study. In other word, direct online meta-discourse instruction could be integrated with success in EFL majors' curricula, since writing is regarded as a productive skill. As all students need to master the writing skill and convey the key concepts of their majors, meta-discourse plays a significant role in persuading the audience of their writing. The second conclusion of this study is that some markers are more frequently-used than other markers in persuasive writing which needs further research attention. In the current study, interactive meta-discourse markers such as frame markers, transitions, code glosses and evidentials were consistently used more often than interactional meta-discourse markers such as boosters, hedges and engagement markers.

The third conclusion was that most of high school students showed positive attitudes towards utilizing online meta-discourse instruction. They believed that this kind of learning can change boring atmosphere of the class to an exciting one and it assisted them to master their writing skills. Since positive attitudes is important for better outcome and performance, it is recommended to foster process of online learning the to facilitate it. This links to the pedagogical implications, especially for EFL teachers, EFL learners, for syllabus designers and material developers, to consider online instruction such as a way to assist L2 scholars, teachers and learners in raising awareness of



important language elements such as meta-discourse instruction and persuasive writing particularly concerned in this study. The current study also may be useful to teacher trainers since they can inform teachers of the critical role of meta-discourse instruction on boosting persuasive writing of students. Syllabus designers and materials developers are recommended to free up some time in the schedule for teachers to explicitly focus on elements that they deem to be crucial for the development of the learners. L2 learners are encouraged to familiarize themselves with meta-discourse markers and their vital use to have a coherent and cohesive piece of writing, as well as a more general ongoing curiosity for awareness-raising to less pronounced elements of language in formal courses.

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