



Enhancing EFL Education: The Role of Metadiscourse in Language Assessment

Entika Fani Prastikawati¹, Moses Adeleke Adeoye^{2*} 

¹English Education Department, Universitas PGRI Semarang, Indonesia

²Educational Management, Faculty of Education, Al-Hikmah University Ilorin-Nigeria

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa dalam menulis dan berkomunikasi secara efektif dalam bahasa Inggris. Penelitian ini bertujuan untuk menganalisis pengaruh metadiscourse terhadap penilaian bahasa dalam konteks pendidikan EFL (English as a Foreign Language). Penelitian ini merupakan penelitian kualitatif. Subyek yang terlibat dalam penelitian ini adalah siswa yang belajar bahasa Inggris sebagai bahasa asing. Metode pengumpulan datanya melalui tinjauan literatur yang kuat untuk membangun pengetahuan dasar tentang metadiscourse dan signifikansinya dalam penilaian bahasa. Tinjauan ini juga mencakup karya penting tentang teori evaluasi bahasa metadiscourse dan penelitian yang menyelidiki hubungan antara metadiscourse dan kemahiran keterampilan berbahasa. Dengan menggunakan perspektif komparatif, analisis data dari penilaian bahasa memanfaatkan wawasan pass-linguistic dan pass-cultural untuk melengkapi pengetahuan metadiscourse dalam pendidikan EFL. Dengan menganalisis bagaimana metadiscourse beroperasi dalam bahasa dan konteks budaya tertentu, para peneliti menemukan pola yang tersebar luas selain variasi bahasa tertentu dalam penggunaan metadiscourse. Hasil penelitian menunjukkan bahwa metadiscourse berperan penting dalam membentuk kemampuan keterampilan berbahasa siswa, kompetensi wacana, dan efektivitas komunikatif universal. Kesimpulannya, mengintegrasikan metadiscourse dalam evaluasi bahasa memberikan harapan besar untuk meningkatkan pelatihan EFL dan mendorong konsekuensi bahasa yang lebih kuat.

ABSTRACT

This study was motivated by students' low ability to write and communicate effectively in English. This study aims to analyze the effect of metadiscourse on language assessment in the context of EFL (English as a Foreign Language) education. This study is a qualitative research. The subjects involved in the study were students learning English as a foreign language. The data collection method was through a robust literature review to establish basic knowledge of metadiscourse and its significance in language assessment. The review also included important works on metadiscourse language evaluation theory and research investigating the relationship between metadiscourse and language skills proficiency. Using a comparative perspective, the analysis of data from language assessment utilizes pass-linguistic and pass-cultural insights to complement the knowledge of metadiscourse in EFL education. By analyzing how metadiscourse operates in specific languages and cultural contexts, the researchers found widespread patterns in addition to particular language variations in the use of metadiscourse. The results showed that metadiscourse plays an important role in shaping students' language skills ability, discourse competence, and universal communicative effectiveness. In conclusion, integrating metadiscourse in language evaluation provides great hope for improving EFL training and promoting stronger language consequences.

1. INTRODUCTION

EFL (English as a Foreign Language) education is a program or learning system designed to teach English to individuals who do not have English as their native language. The program aims to improve English language skills, including speaking, listening, reading, and writing so that students can communicate internationally (Li & Liu, 2021; Ren, 2022). EFL (English as a Foreign Language) education has a very important role in the current era of globalization. English has become a global language in many fields, including business, technology, education, and intercultural communication (Takač, 2018; Tang, 2021). English proficiency opens up wider opportunities for individuals to access information, participate in international forums, and improve career prospects (Huang et al., 2023; Y., Huang, H., Wang J, 2020). In many countries, including Indonesia, EFL education is integrated into the school curriculum to ensure students can communicate in English early on. Thus, EFL education prepares the younger generation to

*Corresponding author.

E-mail addresses: princeadelekm@gmail.com (Entika Fani Prastikawati)

compete in the global market and adapt to dynamic changes in various sectors (Hakim, 2021; Pedler et al., 2020). Unfortunately, the expectations related to this learning are not optimal; based on the facts in the field, there are still various problems related to the implementation and effectiveness of EFL education. One of the main challenges is the need for more resources and competent teachers in many schools, especially in remote areas (Al-Wadi, 2020; Solis et al., 2022). In addition, teaching methods that lack variety and contextualization often make students feel bored and less motivated to learn English. Another area for improvement is the limited use of technology and interactive learning media, which can increase students' interest and understanding. Therefore, research focusing on strategies to improve EFL education is needed to overcome these problems so that English learning can be more effective and enjoyable for students (Shatri et al., 2021; The, 2023).

Based on these problems, a problem-solving solution is needed. One of them is by integrating metadiscourse into EFL education (Abusalim et al., 2022; Ädel, 2023). In the field of EFL education, the use of metadiscourse in language assessment can provide several benefits. First, it provides a window into students' language production strategies, allowing teachers to assess their ability to organize and combine thoughts coherently and cohesively (Carrió-Pastor, 2021; El-Dakhs, 2020). Moreover, metadiscourse can shed light on students' awareness of audience expectations, stylistic conventions, and rhetorical strategies employed in their language use (Gezegin & Melike, 2020; Kashiha & Marandi, 2019). Moreover, incorporating metadiscourse in language proficiency assessment is unlikely to foster the development of students' metalinguistic and metacognitive concentration. When students interact with metadiscursive indicators and evaluative language in writing and speaking responsibilities, they become more familiar with the nuances of language use, thereby improving their average language skills ability and communicative effectiveness (Hyland, 2019; Jenkins, J., Baker, W., & Dewey, 2018). This research is supported by previous relevant research on the use of metadiscourse.

The research stated that metadiscourse is important in signaling the author's mindset and stance on the statistics presented (Gezegin & Melike, 2020; Kashiha & Marandi, 2019). Other studies have shown that metadiscourse helps students understand text structure and the author's purpose, which contributes to improving reading and writing skills (Kaya & Sofu, 2020; Takač, 2018). In addition, some studies found that metadiscourse plays an important role in building relationships between writers and readers, which can increase students' motivation and participation in EFL classes (Huang et al., 2023; Y., Huang, H., Wang J, 2020). The novelty value of this research lies in its innovative approach that integrates metadiscourse as an evaluative tool in language assessment. This research not only explores how metadiscourse can be used to improve students' comprehension and communication skills in EFL contexts but also proposes a new assessment framework that is more holistic and context-based (K., Hyland, F, 2018; Xia, 2020). Based on this explanation, this study was conducted to analyze the effect of metadiscourse on language assessment in the context of EFL (English as a Foreign Language) education. This research is hoped to help understand and apply metadiscourse in EFL education and improve students' motivation and learning outcomes. Metadiscourse is expected to help students develop better language skills, improve their understanding of the material, and build confidence in using English.

2. METHODS

Qualitative This research is a qualitative study. The research methodology used in this study provides a comprehensive metadiscourse potential in language evaluation. This includes analyzing linguistic abilities that include indicators of hedging, booster, self-mentioning, and engagement, among others, to gain insight into how metadiscourse shapes communication and comprehension in an EFL context. The subjects involved in the study were students learning English as a foreign language. The data collection method was conducted through a robust literature review to establish a baseline knowledge of metadiscourse and its significance in language assessment. The review also included important works on metadiscourse language evaluation theory and research investigating the relationship between metadiscourse and language skills proficiency. Using a comparative perspective, the analysis of data from language assessment utilizes pass-linguistic and pass-cultural insights to complement the knowledge of metadiscourse in EFL education. By analyzing how metadiscourse operates in specific languages and cultural contexts, the researchers found widespread patterns in addition to particular language variations in the use of metadiscourse. By integrating insights from language pedagogy and evaluation ideas, the researchers underscore the relevance of metadiscourse in shaping language-study stories and improving evaluation practices in EFL settings.

3. RESULT AND DISCUSSION

Results

The results of this study are presented qualitatively through explanations in several sections. The first explanation is related to the integration of metadiscourse in EFL (English as a Foreign Language) language assessment. Integrating metadiscourse in EFL (English as a Foreign Language) language assessment provides several significant benefits to the learning and assessment process. Metadiscourse helps create clearer and more structured communication, allowing students to understand and organize information more effectively. Using metadiscourse, students can develop critical and analytical thinking skills, as they are encouraged to think about how information is presented and related to each other. In addition, metadiscourse allows teachers to provide more detailed and constructive feedback, helping students understand their weaknesses and strengths in language use. Furthermore, metadiscourse also has specific benefits in language assessment. By using elements of metadiscourse, such as text organization, transition marking, and management of interpersonal relationships, assessors can more easily identify aspects that affect the quality of students' communication. This helps in assessing not only grammar and vocabulary but also coherence, cohesion, and clarity of argument. Metadiscourse helps students construct stronger and more structured arguments so that they can display their language skills more comprehensively and convincingly in assessment tasks.

However, despite its many benefits, the integration of metadiscourse in language assessment also faces several challenges and considerations. One of the main challenges is the varying levels of understanding and use of metadiscourse among students. Some students may need more guidance and practice to master this concept. In addition, assessors must have sufficient knowledge and skills in metadiscourse to provide effective and appropriate feedback. Many teachers may need to improve their understanding of the concept of metadiscourse and its importance in acquiring language knowledge. Therefore, efforts should be made to offer comprehensive education and resources to assist teachers in understanding various metadiscursive documents and abilities and techniques to assess and comment on students' metadiscursive competence. Many strategies can be implemented to assist teachers and optimize evaluation methods to deal with the challenges associated with integrating metadiscourse in language assessment. Investing in comprehensive education and expert development tasks for teachers is essential to equip them with the knowledge and aptitude necessary to incorporate metadiscourse in language assessment effectively. Teachers can prepare students to successfully engage with metadiscourse in evaluation tasks by including explicit training on metadiscourse in language classes.

Discussion

The benefits of Metadata Integration in Language Assessment are diverse. Incorporating metadiscourse in speaking and writing tests offers holistic method of evaluating language talent (Al-Subhi, 2022; El-Dakhs, 2020). When assessing speaking competencies, using metadiscourse indicators can offer valuable insights right into a learner's ability to structure and prepare their oral discourse, as well as deliver their supposed which means with clarity and coherence. Similarly, in writing assessments, the presence of metadiscourse signals the author's recognition of the communicative motive and their capability to interact with the reader via the powerful use of language assets (Alghazo et al., 2021; Hyland, 2019). Integrating metadiscourse in talking tests involves comparing students' ability to use discourse indicators, together with "alternatively," "in conclusion," or "moreover," to signal transitions, emphasize key points, and specify their stance or mindset closer to the topic. Assessors can examine how effectively students hire metadiscourse to guide their listeners through the speech, hold coherence, and demonstrate their communicative competence (Blume, 2020; Cabrera-Solano, 2020). Furthermore, the usage of metadiscourse can also display students' consciousness of pragmatic conventions and their ability to evolve their language to match distinctive communicative contexts.

Regarding the benefits of Metadiscourse in Language Assessment, the use of metadiscourse reflects beginners' attention to rhetorical conventions and their capacity to structure discourse well (Carver, 2020; Gezezin & Melike, 2020). Assessors can gauge how novices sign coherence, emphasize key points and guide the reader or listener through their arguments or narratives. Metadiscourse indicators also display beginners' information on pragmatic standards and their capability to manage interpersonal relationships via language (Castillo-Cuesta, 2020; Ren, 2022). For example, the usage of engagement indicators (e.g., "I consider," "In my opinion") demonstrates the rookies' trying to establish rapport and negotiate that means with their audience. Effective use of transitional expressions and discourse organizers contributes to the overall coherence and concord of textual content or speech (Abusalim et al., 2022; Ghufroon & Ermawati, 2018). Assessors can examine how newcomers connect ideas, shape their arguments, and maintain a cohesive discourse flow. Metadiscourse presents insights into inexperienced

persons' vital thinking abilities as they specific attitudes, ideals, and opinions inside their discourse (Hyland, 2019; Jassim & Dzakiria, 2019). Assessors can take a look at how rookies justify their claims, qualify their statements, and engage in essential mirrored images via metadiscourse indicators. Metadiscourse gives insights into a student's attention to the rhetorical organization of texts, their grasp of cohesive devices, and their capability to explicit attitudes, reality, and assessment (Carrió-Pastor, 2021; Kharis et al., 2020). By incorporating metadiscourse analysis into language assessment, teachers can benefit from a more complete knowledge of learners' language proficiency and their aptitude for carrying out significant discourse (Kaya & Sofu, 2020; Tang, 2021). The integration of metadiscourse in language assessment represents a full-size development inside the assessment of language talent within the realm of EFL education (Solis et al., 2022; The, 2023). By incorporating metadiscourse evaluation into assessment practices, teachers can advantage of comprehensive information on students' communicative abilities, foster metalinguistic recognition, and align language assessment with the needs of worldwide communication.

While metadiscourse plays an essential role in shaping a powerful communicate, its integration into language assessment poses potential challenges that want to be addressed to fully understand its blessings. One of the number one challenges in integrating metadiscourse in language evaluation lies in the development of evaluation equipment that should capture and evaluate students' use of metadiscourse (Solis et al., 2022; The, 2023). Another challenge relates to the education and professional improvement of language teachers in successfully integrating metadiscourse into their assessment practices. Many teachers may have confined familiarity with the concept of metadiscourse and its importance in language gaining knowledge (Blume, 2020; Kaya & Sofu, 2020). Therefore, efforts ought to be made to offer complete education and resources to assist teachers in understanding the various paperwork and capabilities of metadiscourse, as well as techniques for assessing and imparting remarks on students' metadiscursive competencies. Additionally, ongoing guidance and expert improvement possibilities should be provided to make sure that teachers feel assured and competent in incorporating metadiscourse into their assessment practices (Pedler et al., 2020; Shatri et al., 2021). To deal with the challenges associated with integrating metadiscourse in language assessment, numerous strategies can be applied to assist teachers and optimize the evaluation method. Investing in comprehensive education and expert development tasks for teachers is crucial to equip them with the know-how and talents important to efficaciously combine metadiscourse in language assessment (Ghufron & Ermawati, 2018; The, 2023). Training programs can be cognizant of raising awareness of metadiscursive capabilities, presenting practical hints for evaluation, and fostering shared information on assessment criteria among teachers. By incorporating explicit training on metadiscourse in language classes, teachers can prepare students for successful engagement with metadiscourse in evaluation tasks (Hakim, 2021; Pedler et al., 2020).

The results of this study are in line with several previous studies. The first is related to research highlighting the importance of metadiscourse in learning English as a foreign language (EFL). The research shows that using metadiscourse, such as transitions, reinforcement, and explanation, can help improve students' understanding and engagement in language learning (Al-Subhi, 2022; Xia, 2020). Furthermore, research shows that metadiscourse helps students understand text structure and the author's purpose, which contributes to improving reading and writing skills (Kaya & Sofu, 2020; Takač, 2018). In addition, the results of this study are also in line with research that found that metadiscourse plays an important role in building relationships between writers and readers, which can increase students' motivation and participation in EFL classes (Huang et al., 2023; Y., Huang, H., Wang J, 2020). Thus, the application of metadiscourse in language assessment improves students' comprehension of the text and provides an effective tool for teachers to assess students' language proficiency more comprehensively. This study has the advantage of providing new insights into the importance of metadiscourse in English as a foreign language (EFL) learning and how it can improve language assessment (Li & Liu, 2021; Takač, 2018). This study implies that it can help language teachers understand and implement effective metadiscourse strategies to enhance students' language proficiency. However, this study also has shortcomings, such as the need for more generalizability of the results due to the sample that may be limited to a particular context. Suggestions for future research include expanding the scope of the study by involving more schools and diverse student backgrounds and mining the long-term impact of implementing metadiscourse in language assessment.

4. CONCLUSION

Based on the study's results, metadiscourse plays an important role in shaping students' language skills ability, discourse competence, and universal communicative effectiveness. By equipping beginners with tools to navigate and structure their language use, metadiscourse empowers them to express their

ideas more clearly and coherently. Moreover, the ability to strengthen language judgment through the combination of metadiscourse is considerable. This research has implications for providing a more comprehensive understanding of learners' language abilities. Moreover, by raising awareness of metadiscourse and its pedagogical implications, teachers can create more inclusive and effective learning environments for EFL students, ultimately contributing to the advancement of language education on a global scale.

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