

METADISCOURSE AS A LINGUISTIC PHENOMENON IN EFL ACADEMIC WRITING

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Abstract. *The present study explores metadiscourse as a crucial linguistic phenomenon in academic writing for EFL learners. The main focus of the research includes the theoretical foundations, objectives, and classifications of metadiscourse markers in scholarly communication. Particular attention is given to Hyland's interpersonal model of metadiscourse, which differentiates between interactive and interactional resources. This article discusses the role of metadiscourse in organizing discourse, guiding readers, and expressing the writer's stance within academic writing. The research also highlights the significance of metadiscourse in EFL contexts, as students often face challenges with the conventions of academic writing. The findings indicate that metadiscourse significantly enhances the coherence, reader engagement, and rhetorical effectiveness of academic writing.*

Keywords: *metadiscourse, academic discourse, EFL writing, discourse analysis, interaction, coherence, Hyland's model.*

Metadiscourse is regarded as a fundamental concept in the study of academic writing and discourse analysis within modern linguistics. Academic writing involves more than just the presentation of factual information, as authors frequently connect with readers through various linguistic techniques. These linguistic elements are referred to as metadiscourse markers. The term "metadiscourse" was introduced by Harris in 1959, and scholars such as Vande Kopple, Crismore, Mauranen, and Hyland have further developed the concept. Currently, metadiscourse is widely investigated in fields like applied linguistics, pragmatics, corpus linguistics, and academic discourse.

Hyland (2005) defined metadiscourse as self-reflective language that serves to organize discourse and facilitate the negotiation of interactional meanings between writers and readers. This definition represents one of the most significant interpretations of metadiscourse. Hyland claims that academic writing is fundamentally an interactive process in which authors try to lead readers through arguments and build discourse credibility.

Interactive and interactional resources represent the two primary categories into which Hyland classified metadiscourse. Interactive elements aid in organizing information and improving the coherence of conversations. These include code glosses, evidentials, endophoric markers, frame markers, and transitions. On the other hand, interactional resources express the author's viewpoint and involve readers in a dialogue. Examples of these markers include hedges, boosters, attitude markers, engagement markers, and self-mentions.

In academic writing, a logical sequence, coherence, and effective communication are essential, making metadiscourse particularly important. By employing metadiscourse markers, writers create connections between ideas and help readers understand the structure of arguments. Additionally, metadiscourse enables authors to express confidence, caution, judgment, and a personal stance towards the subject matter being discussed.

Metadiscourse is especially crucial in EFL academic settings since non-native English writers often struggle with academic discourse guidelines. Many EFL students place more emphasis on grammar and vocabulary than on the rhetorical and interpersonal aspects of writing. As a result, their academic writing may lack coherence, reader engagement, and persuasiveness.

Corpus linguistics has become more significant as a methodological tool in metadiscourse research because it enables the systematic examination of actual language use. Through corpus analysis, researchers can ascertain the communicative functions and frequency patterns of metadiscourse indicators in academic speech.

The current study advances metadiscourse research by examining the theoretical foundations and communicative functions of metadiscourse in EFL academic writing. Gaining an understanding of metadiscourse is crucial for enhancing academic writing proficiency and cultivating successful communication abilities in higher education settings.

Metadiscourse is an essential component of academic discourse because it enables writers to organize information, guide readers, and foster interpersonal interaction within texts. According to modern metadiscourse theory, particularly Hyland's interpersonal model, academic writing is not just informational but also communicative and rhetorical.

The investigation shows that interactive and interactional metadiscourse resources significantly improve academic writing's coherence, clarity, and reader engagement. By understanding metadiscourse functions, students may be able to improve the quality and effectiveness of their academic texts in EFL contexts.

All things considered, metadiscourse remains an important area of research for discourse analysis and academic writing. Further corpus-based studies could improve our understanding of rhetorical devices in academic communication and writer-reader interaction.

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