



3rd Global Conference on Research in Social Sciences

24 - 26 October 2025

Oxford, United Kingdom

A Critical Review of Metadiscourse in Academic Writing: Functions and Pedagogical Implications

Assoc. Prof. Dr. Zeynep Zeliha SONKAYA

Ankara University, Turkey

ABSTRACT

Metadiscourse refers to the linguistic devices that writers use to organize their texts and engage readers, guiding interpretation and interaction. This study offers a comprehensive critical review of metadiscourse research in academic writing, focusing on the functional categories proposed by Hyland (2005) and subsequent developments. Through an extensive literature survey, the paper examines how metadiscourse markers contribute to textual coherence, writer-reader interaction, and the construction of authorial stance across disciplines and genres.

The review highlights key pedagogical implications for academic writing instruction, emphasizing strategies for raising awareness of metadiscourse use to enhance clarity and persuasiveness. By synthesizing existing findings, this study aims to provide a solid theoretical foundation for educators and researchers interested in improving academic literacy.

Keywords: Metadiscourse, academic writing, textual coherence, writer-reader interaction, pedagogy