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# JOURNAL OF COMMUNICATION, LANGUAGE AND CULTURE

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## Enriching Authority and Engagement on Metadiscourse in the Reporting of Media and Latest Matters

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### ABSTRACT

Metadiscourse is a significant linguistic tool for engaging the audience as it directs readers through the text. Throughout the pandemic, news about Coronavirus Disease 2019 (COVID-19) became a vital public information source. Nevertheless, reference books, manuals, and websites do not provide clear guidelines for composing news about COVID-19. Because of the variations in word selection, expressions and sentences, readers experience misinterpretations. This research seeks to examine how readers react to news articles that include metadiscourse compared to those that do not. To obtain insights from this research, 30 students from a private school in Malaysia took part in the study. They were provided with news containing both metadiscourse and non-metadiscourse and writing prompts. The results showed that most participants favoured reading the news with textual metadiscourse, emphasising writers' authority due to its clarity. Moreover, the results indicated that most participants preferred the news featuring interpersonal metadiscourse that stressed readers' engagement as it was more captivating. The study examined the participants' responses to readers with guidelines to ensure reader engagement is highlighted in their manuscripts. The results highlighted the significance of metadiscourse in writing, indicating that texts created with and without metadiscourse may serve as valuable teaching materials for writing instructors in educational settings.

**Keywords:** metadiscourse, news about COVID-19, news containing both metadiscourse and non-metadiscourse, reader engagement, writing prompts

**Received** 5 April 2025, **Accepted** 7 July 2025, **Published** 30 July 2025

### Introduction

Engaging readers is crucial in all types of reporting. Nonetheless, authors frequently overlook engaging readers when detailing significant information in media reporting and the latest matters. This is because authors typically focus on their authority while overlooking readers' engagement with the text (Dafouz-Milne, 2008). A method to capture readers' interest in the text is by utilising metadiscourse elements.

The methods employed by authors to convey their ideas and produce credible content are referred to as metadiscourse features (Crismore, 1989; Hyland, 1998, 2005; Mauranen, 1993; Vande-Kopple, 2002).

Metadiscourse components can be classified as either textual or interpersonal. By utilising logical markers, sequencers, reminders, topicalisers, code glosses, illocutionary markers, and announcements, textual metadiscourse elements demonstrate the authors' recognition of readers and their eagerness for clarification, elaboration, guidance, and engagement. Hedges, certainty markers, attributors, attitude markers, and commentaries exemplify interpersonal metadiscourse elements that the author employs to alert readers to the text while demonstrating awareness of it. This happens solely when the author has a distinct, reader-focused purpose for doing it. In other words, metadiscourse elements emphasise the author's authority and readers' involvement with the text. It would be common for a novel and detailed module to be developed to assist authors in properly creating media reports and the latest matters.

There are limited examples or guidelines for creating coherent and cohesive texts; therefore, this study explores textual and interpersonal metadiscourse elements. Writing reports is discussed only briefly in reference texts or manuals (Nugroho, 2020; Xi, 2020). These characteristics are vital in helping readers understand the texts better. Authors can incorporate their opinions and perspectives into the conversation, enabling them to develop texts via metadiscourse (Demir, 2017; Hyland, 2018). While authors have the liberty to share their views and objectives, they must exercise caution when crafting texts.

Hewitt (2002) and Hudson and Rowlands (2012) argue that authors use metadiscourse to render news captivating, attractive and fascinating. This allows authors to engage readers in the conversation and showcase their knowledge on the topic of discussion, enhancing its credibility (Hyland, 1998, 2005, 2018). Nonetheless, it is remarkable that the examination of metadiscourse components in media reporting and the latest matters gets such minimal focus (Chung et al., 2023; Dynel, 2023; Ren & Wang, 2023; Sezgin & Topkaya, 2024).

The various linguistic components extracted from the report examples will effectively illustrate metadiscourse in practice (Yuryevna, 2012). Roush (2006) claims that no textbook provides thorough instructions for writing and reporting on business, finance, markets, and related topics. Recent graduates often have limited experience with metadiscourse; hence, it is fundamental to incorporate formal exposure within the lessons of the module (Hodges & Burchell, 2003). This study, therefore, offers an evidential chance to enhance the comprehension of metadiscourse within the context.

## **Literature Review**

The primary emphasis of most metadiscourse studies is on written discourse. Farahani (2018) explained that metadiscourse elements are essential rhetorical features, as the authors extensively used them to enhance their logic and clarity for readers. In her research on postgraduate writing, Pronmas (2020) highlighted the importance of introducing new students to genuine texts to enhance their grasp of writing conventions, especially when employing metadiscourse to improve writing quality. Nugrahani and Bram (2020) suggested that students could recognise the use of metadiscourse and its functions to guarantee its effective application in their academic writing. This concept resembles the research conducted by Pronmas (2020). The outcomes of earlier research determine future teaching. It is pertinent to enhance the understanding of metadiscourse employed in texts to make the content more significant for readers. A noticeable absence exists in the existing literature concerning practical guidelines for the effective use of metadiscourse in news writing, resulting in both readers and writers lacking clear directions for improving clarity and engagement.

Different fields, including translation studies, intercultural studies, and gender studies, have explored the features of metadiscourse (Hyland, 1998; Hyland, 1999; Hyland, 2004; Hyland & Tse, 2004; Intaraprawat & Steffensen, 1995). The majority of these studies focused on the pragmatic component. Syntactically, there are numerous ways to study the properties of metadiscourse (Hyland, 1998). Dafouz-Milne (2008) used a cross-linguistic analysis of two well-known newspapers to investigate the function of metadiscourse indicators in the persuasion component. Moreover, Noorian and Biria (2010) examined how persuasive journalism used interpersonal metadiscourse elements. On the other hand,

Thomas and Finneman (2013) used journalistic "metadiscourse" to research the Leveson Inquiry from the start to the end of its hearing phase. Kuhl and Mojood (2014) analysed how cultural elements, and generic standards affected the use and dissemination of metadiscourse within a single genre (written in English and Persian) in 60 newspaper editorials.

Several studies addressed metadiscourse in news and reports, focusing on journalistic writing styles in COVID-19 coverage from Malaysian online news outlets (Mior Kamarulbaid et al., 2021), as well as the anticipated performance and effort in new media and the impact of social media along with its enabling conditions (Adnan & Yaacob, 2021). These studies did not concentrate on examining metadiscourse elements in texts. Consequently, this study examines textual and interpersonal metadiscourse due to the lack of numerous examples or guidelines for writing coherent and cohesive texts. Understanding metadiscourse features is paramount to help readers comprehend the texts more effectively. Authors can highlight their authority or position through metadiscourse to express their opinions and attitudes (Gonzalez, 2005; Hyland, 2004). However, reference books, manuals, and the Internet lack sufficient guidelines on explicitly writing news (Hyland, 2018). This will lead to misconceptions among readers due to varying word selection, phrases, and sentence structures. Thus, it is pivotal for the student's writing to be improved through this study because metadiscourse prevents misinterpretation of the texts. This is because a complicated notion can be expressed using only one metadiscourse element, enabling readers to accurately understand and interpret the sentence's meaning in the texts. Many studies mainly concentrate on a single facet of metadiscourse (textual or interpersonal), overlooking the joint influence in different writing situations, like news articles. Therefore, it is imperative to analyse and improve the authors' authority and readers' engagement to enhance the texts' clarity and accessibility.

According to the previously mentioned studies, only limited research efforts were made regarding textual and interpersonal metadiscourse in reports and news. Although certain studies examine media discourse, few concentrate on metadiscourse within COVID-19 news reporting, creating a gap in the current literature. Thus, this study would help them learn to utilise metadiscourse effectively in their writing to maintain quality education (Adnan & Yaacob, 2021; Dafouz-Milne, 2008). In this study, the validated writing prompts collected particular information about the texts the students had read. The created texts, both with and without metadiscourse, also serve as an instructional tool in the writing classroom. Based on these considerations, this study aims to answer the following research question: "How do readers respond to the texts with and without metadiscourse?"

## **Methods**

### ***Participants***

The participants of this study were 30 Form 4 students from a private school. Purposive sampling was employed to select the students. The students must take the Malaysian Certificate of Education (SPM) in 2025. These high-average students were selected based on the English language examination results because they could express their responses succinctly when they read the selected news articles. The students were divided into six groups, in which the students were coded as Student 1 to Student 30, and the groups were coded as Group 1 to Group 6 for easy data analysis.

### ***Samples***

The study's samples included COVID-19 news from two top Malaysian news websites: *The Star* and *The Edge*. The chosen news article focused on a current issue, the future direction of Malaysia, and was extracted from the 2022 January edition of *The Star*. Another recent news selected is Malaysia's decision to reintroduce the COVID-19 immunity passport for travel purposes. The latest information was sourced from *The Edge*'s February 2022 issue. The selection of the two news articles was based on a common theme about COVID-19, and each article had a similar number of words, about 500 words. The management boards of *The Star* and *The Edge* received letters asking for their permission to use the news for research purposes.

*The Star* had its textual metadiscourse removed and was classified as News 1, whereas the unaltered original news was classified as News 2. For example, the logical marker "furthermore" was removed in News 1 but remained in News 2. The logical marker "furthermore" in News 2 indicated adding points in the text. Without the logical marker "furthermore" in News 1, the readers would not be able to follow the train of thoughts of the author. Another instance is that the sequencer "firstly" was omitted in News 1 but still appeared in News 2. The sequencer "firstly" in News 2 would stress the first point in the sentence and convey a sequence of events in the text. However, in News 1, the sequencer "firstly" did not appear, confusing the readers as to whether there was a series of events in the text. Other textual metadiscourse features were removed in News 1, but these features still existed in News 2.

Similarly to *The Star*, interpersonal metadiscourse was excluded from *The Edge* and classified as News 3. The news was originally unchanged and labelled as News 4. The hedge "could" was used in News 4 when the author aimed to be less straightforward in conveying her thoughts in the text, thereby appearing less authoritative. Nevertheless, in News 3, the hedge "could" was not there to establish a connection between the author and the readers regarding the topics and challenges presented in the text. Besides that, the certainty marker "definitely" in News 4 emphasised the precision of assertions via the author's tone about the World Health Organisation developing digital standards that will make vaccine information more secure. In contrast, by not using the certainty marker "definitely" in News 3, the important information did not sound convincing. Other interpersonal metadiscourse features were removed in News 3 but remained the same in News 4.

Furthermore, writing prompts were developed to solicit student feedback regarding their interaction or recognition of the four news texts. Bingol (2023) and Daniello-Heyda et al. (2023) explored the use of writing prompts in their research. They found that writing prompts were beneficial in demonstrating positive outcomes on the cognitive growth of their students. Therefore, writing prompts were utilised in this research to collect the participants' reactions to the COVID-19 updates. These writing prompts were created using Dafouz-Milne's (2008) metadiscourse framework. These instructions asked the participants to select their best text, either with or without metadiscourse. The students were also expected to recognise the language characteristics and explain their reasoning for selection to determine which news articles were interesting to them.

### ***Analytical Framework***

The model utilised in this research was Dafouz-Milne's (2008) analytical framework. The model is made up of two dimensions: textual and interpersonal metadiscourse. Textual metadiscourse emphasises the authors' expertise, while interpersonal metadiscourse underscores readers' involvement. Textual metadiscourse is divided into seven categories: logical markers, sequencers, reminders, topicalisers, code glosses, illocutionary markers, and announcements. Logical markers, the initial category of textual metadiscourse, denote the semantic connections between segments of discourse or linguistic components utilised to connect various concepts or portions of the text. Sequencers, the second type of textual metadiscourse, indicate specific places in a sequence. The following type of textual metadiscourse, reminders, encourages the readers to revisit earlier text sections by recalling prior ideas or content. The fourth category, topicalisers, denotes changes in a topic within English, where the topic is "fronted" to clarify it for the reader. Code glosses, the subsequent type of textual metadiscourse, clarify, reword or illustrate textual content. The next category of textual metadiscourse consists of illocutionary markers. Illocutionary markers identify the action that the author carries out. Announcements, the final type of textual metadiscourse, direct the readers ahead to upcoming sections in the text, equipping the readers for future argumentation.

Conversely, there are five types of interpersonal metadiscourse: hedges, certainty markers, attributors, attitude markers, and commentaries. The initial type of interpersonal metadiscourse, hedges, indicates a limited commitment to the truthfulness of the text. In contrast, certainty markers convey complete assurance regarding the truth value of the text, highlighting a belief about a specific point in the text as a persuasive tool. The third type of interpersonal metadiscourse, attributors, directly pertains to the origin of the information. Attitude markers convey the authors' emotional values concerning the text and the audience, helping to disclose the authors' stance on the topic. The last type of interpersonal

metadiscourse is commentaries. It assists in forming a connection between the readers and the author via the text.

### ***Data Collection and Analysis Procedures***

Thirty students were given the Metadiscourse Awareness Test, along with news articles with and without metadiscourse, and writing prompts in module form to analyse their awareness of metadiscourse. The Metadiscourse Awareness Test serves as a means to establish a starting point for metadiscourse awareness levels. The Metadiscourse Awareness Test included a pre-test and a post-test to equip students with background knowledge, enhance their interest in language and help them understand how to write reports effectively. The writing prompts could collect precise details about the texts they had read. Moreover, the texts created both with and without metadiscourse could serve as a valuable tool for teaching.

The main qualitative data collection involved news articles with and without metadiscourse and writing prompts. The writing prompts aimed to examine the students' responses to the texts with and without metadiscourse, which were often neglected. The students were divided into six groups, with five members in each group. They were expected to peruse four articles given to them in print in their group. The group leaders distributed the tasks among their group members to answer the items in the writing prompts accordingly. During the first round, students were asked to read News 1 and News 2 and determine which text was clearer. Their responses were to be provided in the first set of writing prompts. The same method was used for News 3 and News 4 with a different set of writing prompts, and this time, students had to indicate which text they found more interesting in the second set of writing prompts. A total of one hour was spent on managing the texts and writing prompts.

This study analysed only qualitative findings from the writing prompts using ATLAS.ti version 9 software. The students' answers were gathered and examined as needed. The responses were categorised according to the items of the writing prompts. The responses to the writing prompts were given codes, including logical markers, sequencers, reminders, topicalisers, code glosses, illocutionary markers, announcements, hedges, certainty markers, attributors, attitude markers, and commentaries to facilitate the analysis of metadiscourse features. The students were assigned codes ranging from Student 1 to Student 30 based on their responses. Since the students were divided into six groups, the groups were also coded as Group 1 to Group 6 for easy data analysis.

### **Results**

#### ***Students' Reactions to News Articles with and without Textual Metadiscourse***

Out of the six groups, the students from five groups chose News 2 over News 1. Only one group preferred News 1. On top of that, of the students from the five groups who chose News 2, there was one student who chose News 1.

Most students chose News 2 over News 1 due to its clarity. This demonstrates that textual metadiscourse helped lead readers to independently interpret the text to understand its content fully (Bernad-Mecho, 2023). Student 1 from Group 1 pointed out that News 2 contained transitional words, like "furthermore", to indicate that the following sentences are still related to the argument mentioned earlier in the passage. Student 6 from Group 2 agreed with Student 1 from Group 1's observation that News 2 contained a higher number of logical markers, like "nevertheless", "but", "however", and "and", which helped to emphasise clarity in the news.

Moreover, students preferred news with textual metadiscourse, as the use of sequencers helps create a well-structured text while explaining a series of events in the news. For example, the terms "firstly" and "secondly" were utilised to clarify the order of needs for quicker growth in production and new orders within the business. The sequencer "then" was employed to elucidate the reason behind the business's ongoing reports of heavily disturbed supply chains. Student 11 from Group 3 clarified that the sequencers guided her in comprehending the author's logic by going from one point to the next.

In addition, students preferred News 2 to News 1 because the reminders helped improve the readability of the text. This usage ensures that the text is clear and coherent. Reminders serve the purpose of jogging the memory of readers about previously covered content in the text. Student 2 from Group 1 supported the use of reminders since they eliminated the need to revisit the earlier section to remember the information from the beginning of the news. In News 2, the reminder phrase mentioned was "*as mentioned about the problems that were discussed previously*".

Furthermore, the findings revealed that students favoured news articles that utilised topicalisers effectively. Topicalisers help readers grasp the text's progression by clearly signalling a shift in topic within the text. In News 2, the third paragraph discussed recommendations to help economies return to the economic output level predicted before the pandemic. In the third paragraph, a topicaliser, "for the forecasts from the International Monetary Fund", was used at the beginning to introduce a shift in topic regarding the International Monetary Fund forecasts, making the news presented more coherent. Student 7 from Group 2 clarified that News 2 used linkers to help readers track the points based on the reminder given.

Besides, code glosses offer additional instances and explanations of technical terms, leading students to favour News 2 over News 1. Student 12 from Group 3 noted that in News 2, the author defines shortened terms like EDEs, while this is not done in News 1. This indicates that the student thought that a code gloss helped her grasp the abbreviated term.

Additionally, it is essential to use announcements to help readers navigate to upcoming sections in the text. After the News 2 announcement, the details were presented in descending order of importance, along with clarification. Student 3 from Group 1 observed that utilising announcements effectively grabs readers' attention and builds anticipation for upcoming news.

Illocutionary markers could be used within the text to identify the act performed by the author in the text. Using illocutionary markers would highlight the author's perspective to enhance the text's credibility. Student 8 from Group 2 backed up this idea by pointing out that the author expressed his opinion by using the phrase "I suggest", as he aimed to make the news more convincing in News 2.

However, a small number of students liked the text better without metadiscourse. The students stated that they favoured News 1 due to its conciseness and accuracy. The students believed further elaborating on the points was unnecessary and preferred sticking to the main points.

Overall, a higher percentage of students selected the text containing textual metadiscourse. It is observed that textual metadiscourse plays an important role in readers' understanding of a text.

### ***Students' Reactions to News Articles with and without Interpersonal Metadiscourse***

Students from all six groups preferred to read News 4 rather than News 3. Nevertheless, only one student kept to her preference by choosing News 3.

Most students preferred News 4 to News 3 due to its greater number of features that are easy for readers to navigate. This highlights the importance of interpersonal metadiscourse in enabling the author to focus on readers' viewpoints, reinforcing their arguments to convey emotions and establish a sense of solidarity with readers (Koutchade, 2021). Using hedges is a method to involve readers in the text because the author would attempt to lessen the impact of a statement that he or she is uncertain about. This method also encourages readers to consider a topic by using uncertain language like "could", "would", and "may". Student 16 from Group 4 backed up the claim by explaining that he would have considered rationalising the content using tentative language. This indicates that the author was able to keep the information about reviving travel after Malaysia's considerations on COVID-19 immunity passports by using hedges in News 4. This could spark readers' interest in the content and encourage them to continue reading.

Certainty markers are essential in the text to demonstrate the author's confidence and certainty in the content. These markers indicate that the author has a clear idea of the message he or she wants to communicate in the text, increasing its credibility. Student 21 from Group 5 mentioned that he was

compensated to comprehend the text by using the certainty marker "clearly", ensuring that the author understood her revelations in News 4. In simpler terms, the author was quite articulate in organising News 4.

Furthermore, citations are important for referencing or backing up the information presented in the text. Hence, students favoured News 4 due to the presence of trustworthy statements from key figures, enhancing the text's credibility. News 4 reported statements from Malaysia Aviation Group Bhd (MAG), the owner of Malaysia Airlines Bhd, as confirmed by Tunku Datuk Seri Iskandar Tunku Abdullah, the group executive chairman of Melewar Group, and researchers at Duke University's Global Health Innovation Centre. Student 26 from Group 6 expressed that News 4 was credible due to the inclusion of quotes from significant individuals.

Another method to capture the readers' interest is by utilising attitude markers. This method enables the author to establish a connection with the readers by expressing his or her emotions or feelings in the text. Student 17 from Group 4 emphasised that the word "understandably" conveys the author's feelings and helps readers relate to the situation described in the text. The text includes the attitude marker "understandably" to clarify that *The Edge Malaysia* is also developing a vaccine visa for travellers. It also ensured readers understood the World Health Organisation's involvement in creating digital vaccine standards.

Commentaries are also crucial for building a connection with the readers in the text. Student 22 from Group 5 noticed that the author used the term "we" to indicate that both the author and the readers understood the impact on aviation travel, suggesting that both the author and readers were aware of the motivations behind many governments' decisions to implement COVID-19 travel regulations. Student 27 from Group 6 remarked that the author utilised questions to prompt readers to think when reading the text. As per his statement, the author posed questions intermittently to prompt readers to reflect on a subject mentioned earlier. News 4 raised a question to prompt readers to consider the likelihood of tourists visiting Malaysia during a strict lockdown with high infection rates, assisting the readers in connecting with and comprehending the current issue at hand.

It was noteworthy that there was only one student who favoured News 3 instead of News 4. She elucidated that News 4 had too many quotations and citations, making the text unreliable because the author's voice could not be heard. She went on to explain that it made the text more crowded, with many words that were not necessary.

In simple terms, using interpersonal metadiscourse is paramount for writing about current issues. Most responses from students who preferred news with interpersonal metadiscourse acknowledge this fact.

## **Discussion**

The selection of articles with metadiscourse by most students shows a preference for metadiscourse features. The preference for news articles enriched with metadiscourse elements proves that they elucidate the article and establish a stronger writer-reader relationship. This preference for metadiscourse features also echoes research done by other researchers who highlighted the importance of these features and the preference for these metadiscourse features in written articles (Firdaus & Shartika, 2021; Kuteeva & Mauranen, 2014; Mauranen, 2023; Razali et al., 2024).

The student feedback also highlighted the improved clarity, logical flow, and contextual grounding when metadiscourse features were indicated as reasons for selecting articles with metadiscourse features over those without. However, overuse of metadiscourse features could be avoided to ensure brevity and writer connection as stated by the students and their choice of articles without metadiscourse features.

As media evolves, media literacy becomes increasingly vital. Both readers and writers could use metadiscourse to enhance their communication, create clear messages, and interpret those messages more critically. This study uses contrasting texts (with and without metadiscourse) as prompts to juxtapose the two types of texts and allow the readers to understand the difference between the two types of articles clearly. This will also increase awareness of how language operates in a practical situation.

In addition, the writers' awareness could be further enhanced through interventions, such as incorporating writing prompts and utilising news articles both with and without metadiscourse to raise their awareness and allow them to practise using metadiscourse features. As highlighted in the data collection and analysis procedures section, this was done as part of this research but was omitted from this article for brevity.

Furthermore, another consideration of visual aids alongside textual metadiscourse elements could further enhance the persuasiveness and understanding of written articles. Razali et al. (2024) highlighted the importance of incorporating both textual and visual metadiscourse in digital academic posters. This incorporation helped organise the text while engaging the readers through attractive graphical presentations. While their study focused on academic contexts, the principles are transferable to media reporting and the latest matters.

### **Conclusion and Recommendations**

The finding is that authors' awareness of metadiscourse is improved following the intervention, which assists them in recognising the metadiscourse characteristics that can be utilised in writing manuscripts, ensuring proper use of metadiscourse to prevent any misunderstanding by readers. This awareness also guarantees that instructors focus on clarity and reader involvement when discussing contemporary topics in the manuscript with appropriate structure and emphasis. Another research finding indicates that the writing prompts, along with the generated texts featuring and lacking metadiscourse, can act as a treatment to enhance authors' comprehension of metadiscourse application. This ensures they understand how to connect with the readers using metadiscourse effectively in their writing. In addition, the research finding that the types of metadiscourse features were utilised more often following the intervention process can offer a lexicon of linguistic manifestations of metadiscourse. This would allow authors to utilise the glossary in the presented guidelines to correctly master the conventions and forms for reporting current issues in the manuscript. Authors can subsequently impart the knowledge to others via their awareness of metadiscourse, clarity, engagement of readers, and comprehension of metadiscourse application.

The findings of this research also assist course instructors in developing more effective resources for practitioners, ensuring that students obtain a degree of organised support from their instructors (Ramasamy et al., 2025). The various language features drawn from the report samples serve as a valuable illustration of metadiscourse in practice (Yuryevna, 2012). The findings of this research also increase authors' awareness of how to engage readers with their content. The correct phrasing of news utilising metadiscourse features by authors can enhance the clarity of the texts and boost readers' interaction with the content (Noorian & Biria, 2010). To determine if the concepts and content of the reports are comprehensible to readers, the analysis of metadiscourse is conducted (Kuhi & Mojood, 2014). Consequently, this research offers authors important insights into metadiscourse. Moreover, the results give authors foundational knowledge, an enthusiasm for language, and an inquisitiveness about structuring texts (Arnold, 1991; Breen, 1985; Canado & Esteban, 2005; Morrow, 1977). Kaur (2013) commented that it is important for course instructors to engage students in meaningful learning opportunities across the diverse courses provided by the institution. Given the significance of creating texts in a professional setting, the results expose students to metadiscourse features. Consequently, the results add to the research on report texts.

### **Acknowledgement**

We would like to extend our heartfelt thanks to the participants for assisting us and participating in this research. Their dedication contributed to the success of this research.



### **Conflict of Interest**

The author(s) have declared that no competing interests exist.

### **Author Contribution Statement**

CKD: Literature Search, Conceptualisation, Manuscript Revision. HCM: Data Collection, Data Analysis, Conceptualisation, Manuscript Revision. KRL: Literature Search, Conceptualisation, Manuscript Revision

### **Funding**

This research is funded by Universiti Tunku Abdul Rahman Knowledge Transfer Programme 2024/2025.

### **Ethics Statement**

This research did not require IRB approval because the institution's ethics committee reviewed and exempted it under minimal risk criteria.

### **Data Access Statement**

Research data supporting this publication are available upon request to the corresponding author.

### **Author Biography**

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