Evidential Shifts in EFL Manuscripts: A Study of Novice Writers across Three Diverse Learning Contexts

Reuben H. Esteban and Unaree Taladngoen*

*Corresponding author's email: unaree@rmutl.ac.th

Rajamangala University of Technology Lanna Phitsanulok, Thailand

Received: January 16, 2025 *Revised: March 31, 2025* *Accepted: June 11, 2025*

Abstract

This study examines the use of evidentials in the 21 Independent Study (IS) manuscripts of EFL undergraduates across three learning contexts: onsite, online, and hybrid. The analysis reveals significant shifts in the use of evidentials, particularly during the online and hybrid phases, reflecting how these contexts influence academic writing practices. There is a notable increase in the use of reporting evidentials, especially the *verb + that* structure, during the online and hybrid phases, which indicates a growing emphasis on academic credibility and transparency. Commonly used reporting verbs, such as *show, find*, and *reveal*, reflect students' growing reliance on empirical evidence and research findings to support their claims. The balance between self-reporting and other-reporting evidentials suggests a shift in students' approach to asserting their own contributions, particularly in the more autonomous online learning context. The use of human, non-human, and concealed sources reflects a nuanced understanding of agency, with an increased focus on human experiences and perspectives during the online phase. The analysis also demonstrates how students adopt a more analytical approach with low and medium-value modals, such as inferring evidentials, suggesting a stronger assertion of their findings and viewpoints. Additionally, the Literature Review remains a central area for evidential application, underscoring its importance in integrating and attributing scholarly sources. Overall, the study highlights the evolving use of evidentials across different learning contexts and emphasizes the need for targeted pedagogies to enhance EFL students' academic writing proficiency, enabling them to participate more effectively in academic conversations and contribute meaningfully to their fields.

Keywords: academic writing, EFL students, evidentials, Independent Study (IS) manuscripts, reporting verbs

Introduction

Experienced writers employ various linguistic devices to convey meaning and engage with their audience (Dontchewa-Navratilova, 2021), with metadiscourse markers being extensively used across diverse writing genres (Pearson & Abdollahzadeh, 2023). Among these, evidentials—a form of metadiscourse—are frequently used in academic writing to specify the source of information, how it was acquired, its reliability, and the extent to which the expression aligns with anticipated information. As highlighted by Chafe and Nichols (1986), evidentials not only indicate the origin of information but also express the writer's stance on the topic being discussed (Yang & Tian, 2015). Furthermore, academic writers utilize evidentials to signal knowledge sources, establish credibility, clarify their arguments, and ensure academic transparency by appropriately citing references, thus promoting ethical research practices (Dehkordi & Allami, 2012).

The effective use of evidentials enhances academic writing by increasing reliability, engagement, and persuasiveness, and plays a critical role in helping novice writers improve their skills (Ling & Elgort, 2023). By incorporating various types of evidentials, novice writers can boost the credibility of their work (Dehkordi & Allami, 2012). However, while evidentials have been studied in contexts such as abstracts and research articles authored by experienced writers (Guo, 2019; Yang & Tian, 2015), their use in independent study (IS) manuscripts written by undergraduates remains underexplored. This is partly because IS manuscripts typically differ from research articles in terms of their purpose, audience, and level of formality, with IS manuscripts often being less structured and more reflective of students' developing academic skills.

As part of an IS course, students are tasked with writing a manuscript to report the findings of their study (Butson et al., 2020). In presenting their results, students must appropriately locate and cite information, establish intertextual linkages, and systematically organize their findings (Mehta et al., 2013; O'Sullivan & Dallas, 2010). In this context, evidentials are essential, as they help students demonstrate the reliability of their sources and position themselves within the broader academic discourse.

The study investigates how these students employ evidentials across three distinct learning contexts—onsite, online, and hybrid. The choice of these learning contexts is driven by their increasing prominence in contemporary education, which has been fueled not only by unprecedented global issues, such as Coronavirus Disease 2019 (COVID-19) pandemic (Haleem et al., 2022) but also by technological advancements and evolving pedagogical approaches that were already reshaping educational practices prior to the pandemic (Ozdemir et al., 2024). The rapid transition to online and hybrid learning environments due to COVID-19 further accelerated these trends, significantly altering the way students engage with language learning and academic writing (Bozkurt & Sharma, 2020).

In onsite settings, students engage in traditional face-to-face learning environments, where interaction with instructors and peers facilitates direct feedback and support in academic writing. Online learning contexts, on the other hand, often involve more independent study and reliance on digital

resources, which may influence how students cite sources and present evidence. Research suggests that students in online learning environments are more likely to use digital platforms and databases for sourcing information, which can impact citation practices by increasing their reliance on online sources and shifting the way they integrate and present evidence (Jiang et al., 2024; Patak, 2018). Empirical research indicates that online learning environments can influence students' citation practices, primarily due to increased access to digital resources and a shift towards independent study. For example, a study by Patak (2018) found that students' writing skills, including their ability to properly cite sources, were affected by the online learning environment and assessment practices.

Hybrid learning, combining both online and onsite elements, may present a unique blend of these factors, with students navigating a mix of face-to-face and digital interactions. These contextual differences are expected to lead to varied patterns in the use of evidentials, as students adapt their writing strategies to the affordances and constraints of each environment, as suggested by previous research on the impact of learning contexts on academic writing (Vermunt, 2007).

By analyzing IS manuscripts from these three learning contexts, this study aims to identify patterns in how students use evidentials. This analysis will shed light on how different learning environments shape students' academic writing practices, particularly their use of evidentials to enhance credibility, transparency, and engagement. The findings will provide valuable insights for educators seeking to develop targeted instructional strategies to improve EFL students' writing competencies, helping them engage critically with sources and communicate with authority in their academic fields.

Although these IS manuscripts are not intended for publication, they represent an important stage in students' academic development. By exploring evidential usage across different learning contexts, this study aims to inform strategies for enhancing academic writing instruction in EFL settings, ultimately fostering students' ability to contribute meaningfully to their disciplines.

Research Objectives

To draw an extensive view of the use of evidentials in IS manuscripts written by EIC-majoring undergraduates, the objectives of the present research are as follows:

1. to investigate the frequencies of evidential types used in the IS manuscripts across the three contexts: onsite, online, and hybrid, while examining how these evidentials reflect authors' epistemic positioning,
2. to analyze the types of lexicogrammatical realizations of evidentials used in the IS manuscripts, and explore how these realizations contribute to authors' stance and authority,
3. to compare the frequencies and types of lexicogrammatical realizations of evidential markers used by Thai EFL undergraduates across the three learning contexts (onsite, online, and hybrid), with a focus on how these markers indicate authors' epistemic stance and authority, and

4. to determine which sections of the IS manuscripts contain the highest concentration of evidentials and analyze how the use of evidentials in these sections contributes to authors' positioning in terms of stance and authority.

Literature Review

The literature review comprises four parts. The first part deals with the concept of independent study. The second part concerns the concepts of evidentials used in academic discourse. The third part introduces the use of evidentials in undergraduate IS manuscripts, as a form of written academic work. Finally, the fourth part involves learning contexts and EFL academic writing.

Independent Study (IS) manuscripts

Dressel and Thompson (1973) define an IS as a learning process where students take charge of their own academic progress, engaging in self-guided exploration and skill development. It allows students to set their own learning goals and manage their study activities with minimal external supervision, fostering independence and critical thinking. The level of autonomy exercised depends on the student's ability to navigate the subject matter and learning environment at any given time. O'Sullivan and Dallas (2010) further mentioned that, when conducting an independent study, students require research and investigative skills, including using information from appropriate and reliable sources, scoping the study, recording and organizing the findings, and maintaining the relevance of their investigation and the established research questions. Furthermore, the success and effectiveness of an IS rely on the teacher's abilities to supervise, guide, and facilitate the students' research activities (Mehta et al., 2013).

Similar to other educational contexts, Thai students are encouraged to develop their research, investigative skills, higher-order thinking, autonomous learning, and self-regulation (Rungwaraphong, 2012). To support these objectives, Independent Study (IS) courses have been offered to Thai students across various subjects at nearly all education levels, including higher education. In Thai higher education, an IS course is typically a 3-credit semester-long course that culminates in a manuscript reporting the findings of an investigation. For example, an Independent Project course administered by an international college of a public university in Thailand aims to develop students' analytical and reflective skills. The course encourages students to evaluate relevant theoretical frameworks and practices and present their findings and viewpoints, following academic and research standards (Humanities and Language Division, n.d.).

While IS manuscript writing shares similarities with drafting a research paper, such as the need for clear argumentation and referencing, it also involves specific rhetorical requirements. In particular, IS manuscripts often emphasize personal reflection and the integration of students' viewpoints alongside academic research. This contrasts with the more objective and formal tone commonly found in research articles (RAs). The rhetorical use of evidentials in IS manuscripts is thus crucial, as students

must balance their authority with references to external sources, providing evidence while asserting their positions. Understanding how evidentiality is employed in these manuscripts, and how it differs from the more established conventions of RAs, is central to this study. The comparison between the use of evidentials in IS manuscripts and RAs reveals both the shared academic practices and the unique requirements of the IS genre.

Therefore, preparing an IS manuscript, like drafting a research paper, requires students to employ their academic writing skills to discuss the investigation, provide arguments, link the present study to past research, and locate sources of information (Shrestha et al., 2021). However, students in the Thai learning context often face challenges in implementing IS, particularly in achieving autonomy in research. Barriers such as limited critical thinking skills, insufficient access to resources, and a reliance on traditional teacher-centered approaches can hinder students' ability to independently conduct research and effectively integrate external sources (Rattananuntapat, 2015). Linguistically, students may struggle with the precise use of academic language and the rhetorical conventions required for constructing a well-supported argument (Phothongsunan, 2016). Specifically, the use of evidentials can be a challenge, as students need to appropriately balance their own voice with authoritative sources, which is essential in establishing credibility and supporting their claims (Soranastaporn, 2022). This study focuses on how evidential use manifests in IS manuscripts and how students navigate these challenges in relation to their autonomy and academic writing practices.

Evidentials

Dehkordi and Allami (2012) classify evidentials into two broad categories of specific and non-specific evidential markers. The former includes two sub categories, including direct and indirect evidential markers. In addition, the indirect evidential marker is further divided into parenthetical and non-parenthetical evidential devices. On the other hand, the latter comprises two sub-categories of ambiguous and unambiguous evidential devices. The categorization of evidentials proposed by Dehkordi and Allami (2012) is devoted to the citation or referencing practice, which is a textual mechanism that the writer of an academic text employs to present and link information across texts (Borg, 2000).

A broader approach of evidentials which is based on a lexicogrammatical notion, Yang (2014) categorizes the four types of evidential markers, including sensory, reporting, inferring, and belief evidentials. In addition, reporting evidentials are further classified into two sub-categories, which are other-reporting and self-reporting. Yang's summary of the lexicogrammatical patterns of evidential types drawn from a corpus of 100 research articles in applied linguistics is presented in Table 1.

Table 1

A Summary of Lexicogrammatical Patterns of Evidential Categories (Yang, 2014, p. 585)

Evidential Types	Typical Realizations		Examples
Sensory evidentials	first-person pronoun + see		I/We see; be seen
	it is/can be seen		It is/can be seen that
	as (seen) above		as seen above
Belief evidentials	subjective	I/We + mental state verb	I think: I believe; I/We suggest
		Adjunct	In my/our view,
	objective	it (modal verb) + mental state verb	It can be suggested; It may be tentatively argued
		adjunct	arguably; admittedly
Reporting evidentials	(author + year) or (website + year)		(Hunston, 2000)
	verbal realization	verb + that	X argue, maintain, found that
	non-verbal realization	noun	fact, observation, agreement, finding, view, claim
		adjunct	according to X; in X's data; in X's view
Inferring evidentials	modal verbs		can; may; might; could; must
	relational process		seem to/that; appear to/that
	adverbs		clearly; evidently; probably; possibly; certainly; obviously
	impersonal *it* structure		it is possible that; it is certain that; it is clear that; it is evident that

The classification of evidentials proposed by Dehkordi and Allami (2012) is considered simple because it is based on a limited number of categories and a narrow functional focus. By reducing the categories of evidential markers to a smaller set, the classification avoids unnecessary complexity, which makes it easier to understand and apply. Additionally, the system's focus on specific functional roles, such as indicating the source of information or the speaker's stance, helps to streamline its application and keeps the categorization straightforward. However, it is mostly dedicated to the citation and referencing function. In contrast, the categorization of evidentials based on their evidential types and lexicogrammatical patterns proposed by Yang (2014) is more comprehensive, as it also concerns the writer's attitudes, writer-reader engagement, and intertextual linkages. Consequently, the present research employs the evidential types and lexicogrammatical patterns to analyze the use of evidentials in IS manuscripts written by EIC-majoring undergraduates.

Evidentials used in IS manuscripts

A manuscript refers to a piece of written, unpublished work that presents the writer's ideas, research, or findings, often within an academic context (Aga & Nissar, 2022). Specifically, an Independent Study (IS) manuscript is an unpublished, research-based document typically written by students to report the findings of an investigation conducted as part of an independent study project. These manuscripts are intended for academic discourse and often focus on original research, methodologies, or analyses. What distinguishes an IS manuscript from other types of academic writing is that it reflects the student's individual research efforts, typically done outside standard course

requirements, and focuses on presenting new insights or contributions within the student's field of study (Kuh, 2008).

When preparing their manuscripts, students have to consider the essential aspects of academic writing. That is to say, like a research paper, a manuscript must be organized logically to present the student's discussions and arguments with evidence from reliable and credible sources (Nacke, 2023; Shrestha et al., 2021). Evidentials are commonly used to enhance the student's proposition by improving clarity, argument structure, and the integration of sources, making the work more coherent and convincing to the reader (Yang, 2014). Specifically, evidentials help to signal the source of information, which can support the argument's validity and establish the author's stance toward the information presented. By doing so, they contribute to a more structured and persuasive argument, guiding the reader through the logic and evidence presented in the manuscript. In addition, using evidentials in their manuscripts, the students can interact and engage with their readers (Dontchewa-Navratilova, 2021; Yang, 2014; Yang & Tian, 2015). According to Dehkordi and Allami (2012), evidentials also enhance the credibility and quality of an academic work, explicitly showing that the students have a thorough understanding of the materials being studied through appropriate attribution of external or even the author's information sources.

Learning contexts and EFL academic writing

Learning contexts, as defined by Ouhaichi et al. (2023), refer to the environments in which learning occurs, encompassing elements such as students, teachers, activities, educational content, strategies, and the broader environment. These contexts range from traditional onsite settings to fully online environments and hybrid models that combine both (Kazu & Yalçın, 2022). Each context presents distinct advantages and challenges in academic writing instruction, particularly in the use of evidentials—the linguistic tools used to signal sources, reliability, and the writer's stance on a topic.

The onsite learning context is a traditional classroom setting that allows physical interactions and communication among students and the teacher. In this context, students often receive immediate feedback, have access to physical learning resources such as libraries, and benefit from collaborative learning with peers. This environment may foster a more direct and guided approach to academic writing, where evidentials are used to cite sources and establish credibility in face-to-face discussions. However, the use of evidentials can differ in online versus classroom interactions. In face-to-face discussions, students might rely more on verbal cues and immediate clarification, whereas online settings, lacking these immediate feedback mechanisms, require more explicit referencing and evidence. Chun et al. (2016) suggest that online interactions often necessitate clearer, more explicit use of evidentials to compensate for the absence of non-verbal cues, making them crucial for guiding readers through arguments and establishing trustworthiness. Thus, evidentials play a more significant role in online academic writing, where explicit signaling of sources and authorial stance is essential for clarity and credibility. However, the reliance on physical resources and the teacher's guidance may

limit students' autonomy and their exploration of a diverse range of sources (Bucăţa & Baboş, 2023). In this context, students may rely more on teacher-directed references, potentially limiting the range and diversity of evidentials used in their writing.

In contrast, the online learning context relies on technology-based platforms, where students engage with digital resources and interact less directly with peers and instructors. This shift toward more independent learning encourages students to develop greater autonomy in sourcing and referencing information, which may influence the use of evidentials to ensure the reliability and credibility of their academic work. The challenge in this context is the reduced opportunity for immediate feedback and peer interactions, which could delay students' understanding of how to appropriately use evidentials for argumentation and source attribution (Al Rawashdeh et al., 2021). The absence of in-person discussions in online learning environments can influence how students incorporate evidential markers to support their arguments. In face-to-face settings, students can rely on real-time interactions and verbal cues to clarify and strengthen their arguments. However, in online learning, students may place greater emphasis on written sources, as there is limited opportunity for spontaneous verbal exchange. This shift can lead to a higher reliance on written citations and digital sources to substantiate claims. Additionally, online learners may incorporate evidentials differently by using more self-referencing or formal citation styles, such as digital citation tools, to provide credibility and structure to their arguments in the absence of live discussion. This reliance on written evidence can also result in a more explicit use of evidentials to establish authority and guide the reader through the logical progression of their work (Anand & Gupta, 2023).

The hybrid learning context blends elements of both onsite and online learning, integrating the strengths of face-to-face interaction with the flexibility of digital learning environments (Pesen, 2014, as cited in Kazu & Yalçın, 2022). In hybrid settings, students have the opportunity to engage with peers and instructors in person, while also utilizing online resources to support their learning. This combination allows for a more balanced development of autonomy and collaborative skills. In this context, students may use evidentials to a greater extent, drawing on both immediate, in-person feedback and diverse digital sources. Hybrid learning environments may offer students a combination of benefits from both online and face-to-face settings, which could encourage the use of evidentials for clear referencing and argumentation while still providing opportunities for real-time discussions and feedback (Kazu & Yalçın, 2022). However, whether hybrid students demonstrate stronger evidential use than their onsite or online peers remains uncertain and would likely depend on various factors, such as individual learning styles, the design of the hybrid course, and the level of integration between the online and in-person components. While hybrid environments provide flexibility and a balance of interaction and independent work, they also pose challenges, such as the potential for students to feel disconnected during the online portions or struggle with balancing the demands of both settings. Furthermore, the varying quality of technology and access can create disparities in how effectively

students utilize online resources, which may undermine the potential benefits of hybrid learning (Shifaza et al., 2022).

These three learning contexts—onsite, online, and hybrid—are expected to shape students' approaches to academic writing, particularly in their use of evidentials. The way students reference sources, establish credibility, and present their stance in academic writing may differ based on the context in which they are learning. Research indicates that online learning environments can lead students to rely more heavily on written sources due to limited opportunities for face-to-face discussions, affecting how they use citations and evidentials (Anderson & Elloumi, 2004). On the other hand, hybrid learning environments, which combine independent research with face-to-face interactions, offer students the opportunity to engage with both written and oral sources, influencing how they incorporate evidentials into their writing (Rovai & Jordan, 2004). Moreover, blended learning has been shown to positively affect student performance and writing skills, including the use of evidence-based arguments (Tabassum et al., 2024). These findings underscore the importance of the learning context in shaping students' academic writing practices, particularly in relation to the integration of sources and evidentials.

Methodology

The present research is a corpus-based quantitative study. The corpus for analysis was drawn from twenty-one (21) IS manuscripts, which are a partial requirement for fulfilling the mandatory course entitled BOAEC 115 Independent Study. These 21 manuscripts were written across the academic years 2018 to 2023. The categorization of the manuscripts into three groups—onsite, online, and hybrid—was an incidental outcome of the different learning contexts during this period. Specifically, the onsite group comprises manuscripts from the 2018–2019 academic year, the online group includes manuscripts from the 2020–2021 academic year, and the hybrid group consists of manuscripts from the 2022–2023 academic year. The shift in course delivery from onsite to online and then to hybrid during the COVID-19 pandemic led to this categorization, which reflects broader contextual factors rather than deliberate research design. This categorization is based on the evolution of learning modes during the pandemic, allowing for an analysis of how these shifts may have influenced students' academic writing practices, including their use of evidentials.

The IS manuscripts were written by Thai EFL undergraduates majoring in English for International Communication (EIC) at a public university in Thailand, spanning the academic years 2018 to 2023. Prior to undertaking the Independent Study (IS) course, all students participated in a curriculum that included academic writing, research writing, and grammar-related courses designed to develop their writing proficiency. The pre-IS experiences were consistent across the three groups in the study, regardless of the time period in which they wrote their manuscripts. This included exposure to similar levels of language proficiency support and the same foundational courses, ensuring that their academic writing background was comparable. Given that the three groups—onsite (2018–2019),

online (2020–2021), and hybrid (2022–2023)—received the same preparatory training, any differences in their use of evidentials can be attributed to the learning context rather than variations in their prior language experiences or proficiency.

The corpus for this study consists of 21 IS manuscripts, drawn from three learning contexts: onsite (2018–2019), online (2020–2021), and hybrid (2022–2023). The total word count across these manuscripts is 94,908 words, with each context contributing seven manuscripts, as detailed below:

Table 2

Corpus across Learning Contexts

Learning Contexts	Academic Year	No. of IS Manuscripts	No. of Words
Onsite	2018–2019	7	32,031
Online	2020–2021	7	30,897
Hybrid	2022–2023	7	31,980
Total		**21**	**94,908**

These raw data were utilized to extract quantitative information regarding the use of evidentials, focusing on frequencies, evidential types, and lexicogrammatical patterns as proposed by Yang (2014). While the dataset is relatively small, limiting the statistical power for separate analyses, the study will prioritize qualitative insights and trends across the three groups. The aim is to explore how the use of evidentials varies across learning contexts. By emphasizing qualitative analysis, the study seeks to provide a comprehensive understanding of the contextual factors influencing evidential use, despite the statistical restrictions.

Data Collection and Analyses

A systematic process of data collection and analysis was employed in this study. The IS manuscripts were obtained from 21 Thai EFL undergraduates who completed the mandatory Independent Study (IS) course between the academic years 2018 and 2023. Prior to collecting the data, students were informed that their IS manuscripts would be used for research purposes, and their consent was obtained in accordance with ethical research guidelines. The manuscripts were submitted in digital format (PDF), and after receiving the students' consent, the files were converted into editable Word documents for easier analysis. Each manuscript was assigned a unique identifier (e.g., IS_001, IS_002) to ensure confidentiality and to facilitate easy reference during analysis. The manuscripts were then organized into three groups based on their respective learning contexts—onsite (2018–2019), online (2020–2021), and hybrid (2022–2023). Data were carefully managed and stored in a secure, password-protected folder to ensure the privacy and integrity of the students' work. The data collection process adhered to ethical guidelines and was carefully structured to ensure transparency and reproducibility of the analysis. After the raw data were corrected, the following procedure were initiated.

1.1 Identifying evidentials used in the IS manuscripts

Prior to being processed with the aid of AntConc (Anthony, 2024), the evidentials used in the IS manuscripts were identified manually. The identification of the evidentials followed the concept of evidential types and lexicogrammatical patterns proposed by Yang (2014).

1.2 Counting frequencies

The frequencies of evidentials were tallied and counted. This frequency-counting process aimed to provide a broader view of evidential marker use in the IS manuscripts.

1.3 Categorizing evidentials used in the IS manuscripts

The evidentials detected in the IS manuscripts were categorized into their evidential types and lexicogrammatical patterns. According to Yang's (2014) proposal, the evidentials were categorized into sensory evidentials, reporting evidentials, inferring evidentials, and belief evidentials. Regarding their lexicogrammatical patterns, the identified evidentials were categorized according to the lexicogrammatical realizations, as presented in Table 1.

1.4 Comparing evidential types and lexicogrammatical patterns across three different learning contexts

The frequency of use of evidentials, their evidential types, and lexicogrammatical patterns were also compared across the IS manuscripts authored by EIC-majoring undergraduates enrolled in the BOAEC 115 Independent Study course in three different learning contexts: onsite, online, and hybrid. The contextual comparison of evidential use aimed to provide insights into the distribution and utilization of evidentials, their types, and lexicogrammatical patterns among EIC-majoring undergraduates who experienced different learning environments.

1.5 Comparing evidential types and lexicogrammatical patterns across IS manuscript sections

The comparison of evidential types and lexicogrammatical patterns aimed to identify the distribution and frequencies of use of evidentials across the IS manuscript sections. The IS manuscript sections in this study included the Introduction, Literature Review, Methodology, Results, Conclusion, Discussion, and Recommendation sections. The Abstract and Conclusion were merged for analysis due to their shared function of summarizing the study's findings. While the Abstract typically presents a concise overview without engaging critically with the data, and the Conclusion synthesizes results, contextualizes findings, and offers interpretative perspectives, both sections ultimately communicate the key outcomes of the study. This decision was made with an understanding that the merging of these sections, while unconventional, was driven by the corpus-based focus of the study, which prioritizes the identification and quantification of key linguistic features rather than the deeper rhetorical distinctions between sections.

Moreover, similar to Serholt (2012), who merged Abstract and Conclusion in a corpus-based study due to their summarizing roles, this study chose to treat the two sections together. In Serholt's (2012) study, the Abstract and Conclusion were treated together because both serve the purpose of summarizing the entire essay, and thus the relevant linguistic features were aggregated across these

sections. Although Swales and Feak (2012) and Hyland (2005) highlight the distinct rhetorical functions of the Abstract and Conclusion, the methodological focus of the current study makes this merging a reasonable approach for examining the use of evidentials across the manuscript.

1.6 Ensuring Reliability of the Analysis

To ensure the reliability of the analysis, a second rater was involved in the process of identifying and categorizing the evidentials in a subset of the IS manuscripts. The second rater was trained on the criteria for evidential identification and categorization based on Yang's (2014) framework. The inter-rater reliability was measured using Cohen's Kappa coefficient, which yielded a value of 0.85, indicating a high level of agreement between the two raters. Any discrepancies between the raters were resolved through discussion and consensus to ensure consistent and reliable results.

This systematic process to analyze the frequency use of evidentials, evidential types, and lexicogrammatical patterns would yield a comprehensive view on how EIC-majoring undergraduates tailor their IS manuscripts to translate the findings of their study, enhance credibility and quality, and promote reader-writer engagement.

Results and Discussion

This section presents the results and discussion of the study based on the four established research objectives. The first part concerns with the frequencies of use of evidentials in the IS manuscripts. The second part shows the evidential types and lexicogrammatical realizations of evidentials used in the IS manuscripts. Then, the third part deals with a comparison of the frequencies and types of lexicogrammatical realizations of evidentials used in the IS manuscripts in the three learning contexts and the identification of the manuscript section that contains the high concentration of evidentials.

The Frequencies of use of evidentials in the IS manuscripts

The use of evidentials in the IS manuscripts of EIC-majoring undergraduates is summarized in Table 3. On average, approximately 16 evidentials per 1,000 words were identified, both manually and through the use of Antconc (Anthony, 2024), a corpus analysis tool. This software facilitated a more thorough and careful detection of evidentials within the students' written work.

Table 3

Frequency of Evidentials Based on their Categorization across the Learning Contexts

Learning Contexts	Reporting (Frequency per 1000 words)	Inferring (Frequency per 1000 words)	Belief (Frequency per 1000 words)	Sensory (Frequency per 1000 words	Total (Frequency per 1000 words)
Onsite	242 (2.55)	40 (0.42)	12 (0.13)	9 (0.09)	**303 (3.19)**
Online	529	72	5	11	**617**

Learning Contexts	Reporting (Frequency per 1000 words)	Inferring (Frequency per 1000 words)	Belief (Frequency per 1000 words)	Sensory (Frequency per 1000 words	Total (Frequency per 1000 words)
	(5.57)	(0.76)	(0.05)	(0.11)	**(6.49)**
Hybrid	530	59	23	16	**628**
	(5.58)	(0.62)	(0.24)	(0.17)	**(6.61)**
Total	**1301**	**171**	**40**	**36**	**1548**
	(13.70)	**(1.80)**	**(0.42)**	**(0.37)**	**(16.29)**

The analysis notably reveals both similarities and differences in the use of evidentials across the three contexts: onsite, online, and hybrid. The hybrid period recorded the highest number of evidentials, with 628 occurrences, indicating that student writers in the hybrid learning era increasingly relied on evidentials to convey sources of information and express their stance. In contrast, the onsite period demonstrated a significantly lower use of evidentials, with almost half the occurrences compared to both the online and hybrid periods. This suggests a shift toward more frequent and deliberate use of evidentials in academic writing as students adapted to the changing academic landscape.

A deeper analysis of the types of evidentials shows that reporting evidentials are overwhelmingly dominant, far surpassing other categories such as inferring, belief, and sensory evidentials. While belief and sensory evidentials displayed almost similar frequency rates, they are significantly outnumbered by reporting evidentials.

In summary, the manuscripts authored in the hybrid learning context show a significant increase in the use of evidentials, with students not only alluding to information but also attributing their claims to sources of knowledge and expressing their stance toward this information. Reporting evidentials were used at a much higher rate compared to other types, while belief and sensory evidentials remained the least utilized categories in this corpus-based study.

Evidential types and typical lexicogrammatical realizations of evidentials

Reporting evidentials across the learning contexts

As previously indicated, the use of reporting evidentials largely outnumbered the other categories of evidentials in the study. This discrepancy may be attributed to the fundamental nature of academic writing, which emphasizes the importance of referencing prior research and citing credible sources to support claims. Reporting evidentials, such as direct quotes, paraphrases, and citations, help establish the writer's connection to existing knowledge, demonstrating engagement with the broader academic community. These evidentials are particularly important in contexts where the credibility of the writer's arguments depends on the authority of external sources. The dominance of reporting evidentials over other types, such as inferring or belief evidentials, may also reflect a stronger focus on objective, evidence-based arguments in academic writing, where students are encouraged to substantiate their points with well-established facts and research findings. Additionally, reporting evidentials may be more frequently used because they provide a clear and verifiable link to sources,

which is a critical aspect of academic integrity and scholarly communication. The frequency of reporting evidentials found in the three learning contexts is presented in Table 4.

Table 4

Frequency of Reporting Evidentials based on the Learning Contexts

Types	Onsite	Online	Hybrid	TOTAL
Verbals	115	162	166	443
Source, year	126	279	205	610
Nouns	27	35	38	100
Adjuncts	46	49	53	148
TOTAL	**314**	**525**	**462**	**1301**

Table 4 presents the distribution of reporting evidentials across the three time periods—onsite, online, and hybrid—categorized into verbals, source-year references, nouns, and adjuncts. In the onsite context, there were a total of 314 reporting evidentials, with verbals being the most dominant (115 occurrences), followed by source-year references (126). Nouns and adjuncts contributed 27 and 46 instances, respectively, showing a moderate use of varied reporting strategies during this period.

In the online context, the total number of reporting evidentials saw a substantial increase to 525, with significant growth in the use of source-year references, which jumped to 279 occurrences. Source-year references are particularly significant because they serve to enhance the credibility of the writer's arguments by explicitly indicating the source and the year of publication, which is crucial for establishing the timeliness and relevance of the cited work. Verbals also increased to 162, reflecting a shift toward greater attribution of ideas, where students relied more on verbal phrases (e.g., *according to* and *as stated by*) to attribute knowledge to external sources. This is significant because verbals often serve as the primary means of demonstrating how ideas are borrowed from others, allowing for smoother integration of sources into the students' writing. Nouns and adjuncts both saw slight increases, at 35 and 49 occurrences, respectively. The increase in adjuncts, such as phrases indicating reason, time, or condition, can be seen as a strategy for orienting arguments by providing a clearer relationship between claims and evidence, helping students position their ideas within the broader context of existing research. Nouns, on the other hand, serve to maintain formality and scholarly tone, and their rise indicates a growing sophistication in students' reporting techniques.

In the hybrid learning context, the total number of reporting evidentials remained relatively high at 462, with verbals continuing to lead at 166 occurrences. The sustained use of verbals reflects the continued importance of attribution in this context, even as students navigated different learning modalities. Source-year references slightly decreased to 205, which may indicate a shift toward less direct citation or a preference for integrating sources without explicitly marking them with precise temporal references. This could reflect a more flexible approach to source integration as students adapted to the hybrid model, where they may have had more access to sources but less immediate real-time feedback. However, adjuncts and nouns continued to increase, with adjuncts reaching 53 instances

and nouns rising to 38. The rise in adjuncts further supports the idea that students in hybrid contexts increasingly used these markers to structure and justify their arguments. The increase in nouns also points to a continued effort to maintain scholarly tone and establish authority in their writing, suggesting that students were further developing their academic writing skills in a more complex learning environment.

Overall, across the three periods analyzed, reporting evidentials totaled 1,301 instances, with verbal structures and source-year references constituting the majority, at 443 and 610 instances, respectively. This trend indicates a consistent reliance on verbal constructions and source attribution throughout the contexts examined, with notable peaks in the use of evidentials during the online learning. This increase reflects a heightened emphasis on referencing credible sources during periods of uncertainty. The present study's findings align with those of Jianhong (2023), who also found that reporting evidentials are the most frequently employed evidentials among academic writers.

Verbal realizations of reporting evidentials

The verbal structures employed for reporting evidentials in students' academic writing illustrate a notable progression in their approach across the onsite, online, and hybrid learning contexts. A prominent feature is the frequent use of the *verb + that* structure, as seen in Table 5, indicating a clear preference for directly attributing information to sources. This method enhances clarity in communicating the origins of their statements, reflecting a growing confidence in source attribution over time.

Table 5

Frequency of Verbal Structures in Reporting Evidentials

Structure	Onsite	Online	Hybrid	Total
verb	5	13	8	**26**
verb + that	89	105	122	**316**
be-verb + verb (participle)	1	3	5	**9**
it + be-verb + verb (participle)	14	32	22	**68**
as + verb (participle)	6	9	9	**24**
Total	**115**	**162**	**166**	**443**

Other structures, such as *it + be-verb + verb (participle)*, also demonstrate significance, particularly during the online learning context. This construction provides a formal means of reporting, aligning with the academic norms of objectivity and detachment. It reflects a shift toward more precise academic language among students. However, while passive constructions are often associated with formality and objectivity, some research suggests that they can reduce authorial presence, potentially leading to ambiguity in the attribution of ideas or responsibility (Hyland, 2005). This raises a potential trade-off in academic writing: while the passive voice enhances formal tone, it may also obscure the writer's stance, which could be important for establishing credibility and argumentation in academic

texts. Additionally, while less common, forms like *be-verb + verb (participle)* and *as + verb (participle)* reflect an understanding of more complex sentence structures, albeit to a lesser extent.

(1) *Similarly, Whitburn (2012)* ***stated that*** *billboard chart reflects the trends and tastes of the moment, reflecting music changes consumed and the rise of new technologies.* (IS_007, Hybrid)

(2) *After that,* ***it was revealed that*** *it would have its premiere in the mid-2016 at the Palace Theater in London.* (IS_002, Hybrid)

In Sentence (1), the phrase *stated that* exemplifies the *verb + that* structure, where the reporting verb *stated* is used to directly attribute the claim to the author. This structure helps in linking the information about the billboard chart trends to Whitburn's assertion, ensuring clear attribution of the source of the statement. Sentence (2)'s construction revealed the *it + be-verb + verb (participle) pattern*, focusing on the act of revelation and employing a more passive, formal tone. This choice may reflect a stylistic preference to maintain objectivity and detachment, common in academic writing. However, it could also be interpreted as an attempt to obscure responsibility for the statement, as the passive construction shifts the focus away from the source of the information. Whether this represents a deliberate attempt to avoid authorial accountability or a conventional stylistic choice depends on the writer's intent and the context in which the statement is made.

The corpus analysis indicates that these two common reporting structures—*verb + that* and *it + be-verb + verb (participle)*—are essential for attributing information. The *verb + that* structure tends to assert a direct relationship between the evidence and conclusions, while *it + be-verb + verb (participle)* emphasizes the revelation process, often in a more formal or detached manner.

The findings, as illustrated in Table 5, indicate that students predominantly prefer the *verb + that* structure in their reporting evidentials, while a broader range of reporting forms emerges as their academic writing develops. Current research by Wang and Li (2024) also identifies this structure of verbal realization as predominant in written discourse

Reporting verbs

In addition to verb structures in the corpus, reporting verbs significantly reinforce the gathered data and external information in the study. These verbs are illustrated in Table 6.

Table 6

Most Frequently Used Reporting Verbs in the Corpus

Learning Contexts	**Most Frequently Used Reporting Verbs**				
Onsite	show (43)	reveal (19)	find (18)	say (10)	state (8)
Online	show (72)	find (42)	state (17)	indicate (17)	present (14)
Hybrid	find (64)	show (45)	state (14)	reveal (12)	mention (8)

During the onsite learning phase, the word *show* emerged as the most commonly used verb, reflecting a preference for clarity in presenting information. This was followed by *reveal*, *find*, *say*, and *state*, which collectively highlight students' emphasis on effectively communicating their findings.

During the online learning period, *show* maintained its prominence, while *find* emerged as increasingly significant, reflecting students' engagement in uncovering new information. The verbs *state*, *indicate*, and *present* also appeared frequently, showcasing varied approaches to information reporting.

In the hybrid learning context, *find* and *show* continued to dominate, demonstrating an ongoing emphasis on active engagement with sources. The addition of verbs like *reveal* and *mention* suggests an expanding vocabulary and greater nuance in reporting.

A recent study by Kapranov (2024) similarly found that *show* is the most frequently used reporting verb in language-related academic articles, a trend that aligns with the findings of this study.

(3) *The findings **show** that noun phrases and imperative sentences were the most frequent syntactic forms.* (IS_005, Hybrid)

(4) *It was **found** that determination strategy was the most used which has a mean of 3.62.* (IS_001, Online)

The reporting verb *show* in Sentence (3) establishes a direct connection between the findings and the evidence, clearly indicating the result of the analysis regarding the frequency of syntactic forms. In Sentence (4), the verb *found* serves to attribute the discovery of the predominant determination strategy, implying that this conclusion is drawn from a systematic investigation. Both reporting verbs function to convey the results of the exploration effectively, with *show* focusing on presenting findings and *found* emphasizing the act of discovery.

These findings emphasize the evolving strategies that students employ in their academic writing, particularly in their increasing selection of reporting verbs across various contexts. Notably, Eckstein et al. (2022), Hu and Wang (2014), and Hyland (1999) reported that the verbs *show, find,* and *state* were the most frequently used in language-related topics within academic writing. Building on this, Kapranov (2023) identified similar patterns among EFL students, highlighting their pronounced inclination to utilize high-frequency reporting verbs, such as *show, state, find,* and *indicate* in their academic essays. These verbs can be categorized into different rhetorical functions: *show* and *state* are demonstrative verbs, often used to present or reveal information explicitly, while *find* and *indicate* function more interpretatively, suggesting a process of discovery or inference. The increased use of these verbs could reflect students' efforts to assert the validity of their claims, enhancing clarity and authority in their writing. The shift towards these verbs over others may indicate a growing awareness of how to position their arguments and evidence, underscoring the importance of clarity, precision, and

alignment with academic conventions. Conversely, a decrease in certain verbs might signal a more refined approach to source integration or a tendency toward using more neutral or nuanced reporting verbs, depending on the academic context and rhetorical goals.

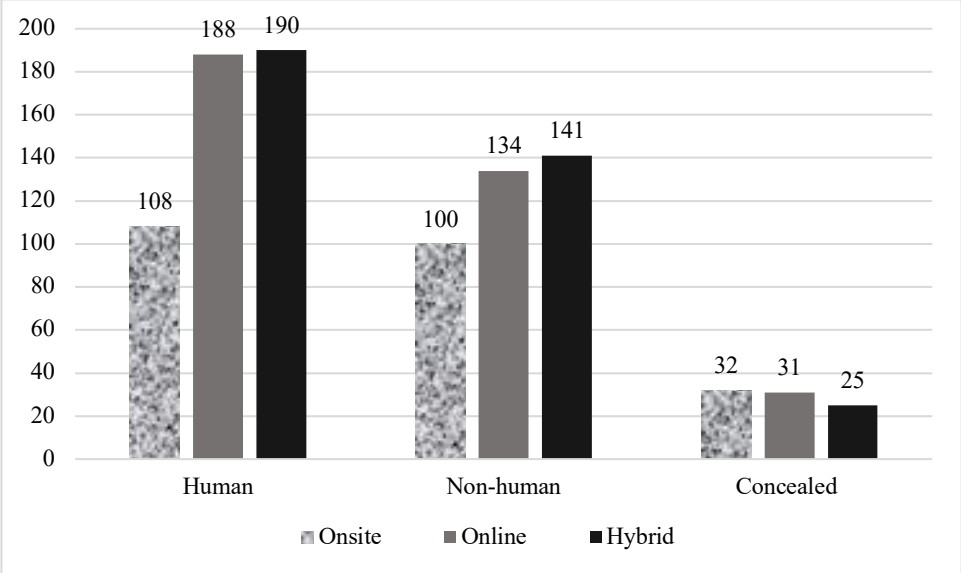
The identified patterns also suggest that the variation in verb usage across different contexts in the current study may reflect changes in the way students adapt their academic writing strategies based on the learning environment, rather than an increase in writing proficiency over time. As such, the increased frequency of certain reporting verbs, such as *show* and *find*, in particular learning contexts may be attributed to the unique characteristics of each cohort's experience—shaped by the specific challenges and resources available during the onsite, online, or hybrid learning periods—rather than an indication of greater writing skill development.

Forms of information attribution in reporting evidentials

Information sources may come from human, non-human, or concealed forms. As shown in Figure 1, the distribution of sources of information is elucidated.

Figure 1

Frequency of Forms of Information Attribution



The examination of information sources across the onsite, online, and hybrid learning contexts displays a steady support on both human and non-human sources, with concealed sources being employed less frequently.

In the onsite learning context, a near-equal number of human (108) and non-human (100) sources were used, with concealed sources appearing less frequently (32). During the online learning period, there was a notable increase in the use of both human (188) and non-human (134) sources, suggesting a shift in source selection. While it is tempting to attribute this increase to the remote nature

of online learning, several factors could have influenced this trend, such as greater access to digital databases, changes in teacher expectations regarding source use, or differences in assessment criteria. For instance, the increased use of digital sources could be linked to more readily available online resources, which may have encouraged students to rely on external sources more heavily. However, without direct insight into students' experiences—such as interviews or surveys—these hypotheses remain speculative. Additionally, the number of concealed sources remained relatively stable (31), which further complicates the interpretation of this trend, suggesting that other contextual factors might have played a role in shaping students' source usage.

In the hybrid learning context, the distribution remained similar to that of the online learning context, with 190 human sources and 141 non-human sources used. However, there was a slight decrease in the use of concealed sources (25).

As a summary, human sources were the most frequently used (486), followed by non-human sources (375), while concealed sources accounted for the smallest portion (89) of the total occurrences.

(5) ***According to Lakoff and Johnson (1980)****, conventional metaphors are metaphors that structure the ordinary conceptual system of our culture, which is reflected in our everyday language.* (IS_002, Hybrid)

(6) ***The findings revealed that*** *the participants engaged in listening skills.* (IS_006, Onsite)

(7) ***It is revealed that*** *GT provided more advantages than disadvantages.* (IS_002, Onsite)

In Sentence (5), the phrase *According to Lakoff and Johnson* serves an important rhetorical function. It explicitly attributes the information to the original authors, providing clarity and transparency about the source of the idea. This explicit attribution not only enhances the credibility and accountability of the statement but also fosters engagement with disciplinary discourse. By naming the scholars, the writer connects their work to a broader academic conversation, showing that the idea is grounded in established research. This strategy strengthens the authority of the claim and aligns the writing with academic conventions that value source acknowledgment for building knowledge and demonstrating scholarly rigor. Sentence (6)'s *The findings revealed that* reflects a non-human source, where the findings themselves are presented as the source of information, highlighting the data rather than any individual. In Sentence (7), the expression *It is revealed that* denotes a concealed source, as the passive construction does not specify who or what provided the revelation, creating a more distant, impersonal attribution.

This suggests that across all contexts, students generally preferred to attribute their information to identifiable human and non-human sources, with a smaller portion of their claims relying on less transparent or concealed sources. Nesler et al. (1993) suggest that people are inclined to accept knowledge, beliefs, and opinions from sources they deem credible, including scholars, experts, professionals, or trustworthy media outlets. Additionally, referencing specific sources strengthens the

perceived reliability of information. Hu (1994) similarly argues that citing a specific source enhances trustworthiness, as it gives readers clear individuals or sources to refer to, thereby increasing the credibility of the information presented.

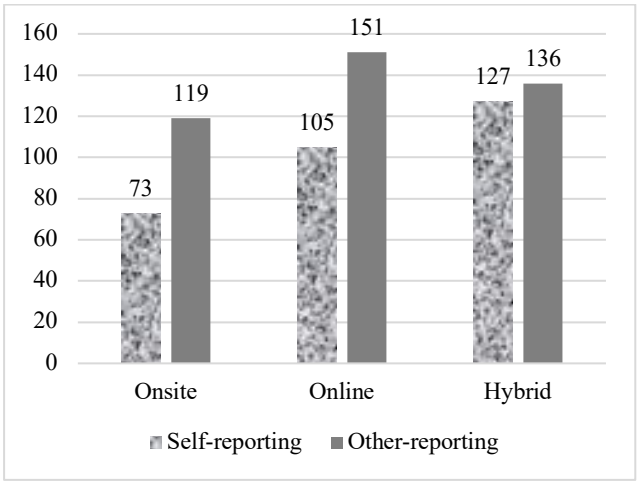
Self-reporting and other-reporting evidentials

The evaluation of self-reporting and other-reporting evidentials across the onsite, online, and hybrid learning contexts highlights notable trends in information sourcing. According to Figure 2, self-reporting evidentials show a steady increase over time, suggesting a growing preference for attributing knowledge and conclusions to the author's own work or analysis. In this context, the term *self-reporting* refers to instances where students present arguments, conclusions, or claims based on their own findings or perspectives. For example, constructions, such as *It is argued that…, It is suggested that…,* or *It is concluded that…,* are examples of self-reporting evidentials, as they reflect the writer's own conclusions or interpretations without direct reference to external sources. These evidentials highlight the author's intellectual stance, in contrast to other-reporting evidentials, which attribute information to external sources or references.

Despite the rising trend in self-reporting, the substantial reliance on other-reporting emphasizes its critical role in academic writing. This evolving dynamic reflects changing approaches to information engagement and argument construction among students in varying contexts. Similarly, Yang and Tian's (2015) research on evidential usage across disciplines also supported the preference for other-reporting evidentials, especially among writers in soft disciplines like linguistics. Their study offers a vital insight on how researchers in these fields often lean more towards external references when introducing sources and information, reflecting the tradition in softer disciplines to build arguments by relying on established knowledge and viewpoints. This pattern is often seen in research contexts where academic writing in linguistics tends to heavily reference authoritative works to support emerging insights.

Figure 2

Frequency of Self-Reporting and Other-Reporting Evidentials



(8) ***The analyzed data showed that*** *the students prefer English accents that come from the USA, UK, Canada, and other Native-English speakers.* (IS_007, Online)

(9) ***According to Brown (2000) and Gardner (1985),*** *motivation can be divided into two types: integrative and instrumental motivation.* (IS_002, Online)

Sentence (8) is the author's interpretation of the analyzed data from her own study. Therefore, it is self-reporting. In contrast, Sentence (9) is other-reporting as it references established theories or concepts from cited authors, providing a foundation for the information presented.

Other-self reporting evidentials in presenting information sources

Figure 3

Frequency of Types of Other-Reporting Evidentials

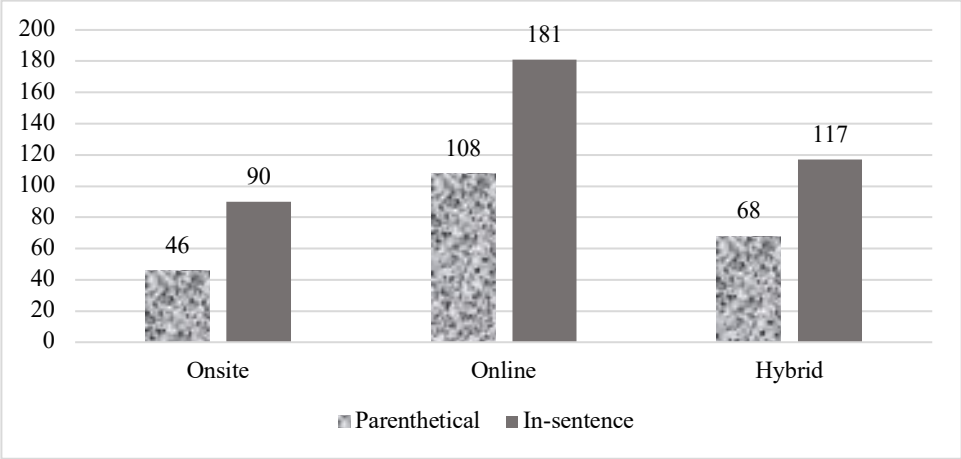


Figure 3 reveals significant trends in reporting practices in the methods employed to attribute sources in the other-reporting type across the onsite, online, and hybrid learning contexts. Initially, in the onsite learning context, both parenthetical and in-sentence attributions were used, with a stronger inclination toward non-parenthetical methods. These two patterns suggest differences in citation purposes—non-parenthetical citations, which integrate the author into the argument, create a direct link between the author and the claim, thereby strengthening the argument's credibility. In contrast, parenthetical citations signal acknowledgment of the source without disrupting the syntactic flow of the sentence, serving more as a background reference (Hyland, 2005). Therefore, these citation styles are employed differently based on the rhetorical goals of the writer: non-parenthetical citations for direct engagement with sources, and parenthetical citations for source acknowledgement without interrupting the narrative flow. During the online learning phase, there was a marked increase in the use of both

methods, suggesting that students became more aware of the importance of recognizing sources amidst a surge in information dissemination.

In the hybrid learning context, although there is a slight decline in the overall frequency of attributions, non-parenthetical methods remain predominant. This preference indicates that students have developed a tendency to report sources in a manner that aligns with established academic standards.

(10) *This approach seems reasonable for language teachers to help language learners implement vocabulary learning strategies so that they can learn vocabulary independently* ***(Rubin, 1987; Chammath, 1995)***. (IS_001, Online)

(11) ***Mohammed (2015) said that*** *learners of English need to know how suffixes are added to words and the spelling rules.* (IS_001, Hybrid)

The first example, Sentence (10), clearly illustrates a parenthetical type, incorporating citations within parentheses at the end of the statement to support the claim. Yang (2013) noted that this parenthetical approach to source attribution offers an objective means of presenting information sources, as it simply indicates the origin of the information without introducing personal interpretation or bias. In contrast, the second example, Sentence (11), directly cites an author without parentheses, seamlessly integrating the reference into the narrative. This in-sentence approach has been used more frequently in academic writing, reflecting a trend towards a more fluid integration of sources. However, MacIntyre (2020) has cautioned EFL writers against the potential overuse of certain adjuncts like *according to* and introductory evidentials in this style. He argues that excessive reliance on these structures can lead to a lack of authorial engagement with the argument, making the writing appear formulaic or impersonal. Overuse of such adjuncts may result in a diminished sense of the writer's own voice, potentially reducing the perceived originality and assertiveness of their contributions to the academic discourse. As a result, while these structures can be useful for citing sources, their overuse can hinder the development of a more nuanced and authoritative academic argument.

The progression in attribution practices across these contexts indicates a shift in how students utilize evidentials to engage with sources, suggesting a growing awareness of their role in academic writing. This shift is particularly evident in the increasing use of reporting evidentials, such as source-year references and verbals, which reflect a more deliberate effort to attribute information to external sources. While these changes suggest that students are adapting to the evolving expectations of academic writing, further analysis would be needed to fully assess the extent of this evolution in their understanding of source acknowledgment. This pattern highlights a trend toward enhancing the clarity and credibility of their academic work, though the precise nature and reasons for these changes may vary across individual students and contexts.

Nouns and adjuncts in reporting evidentials

Referring to Table 1, nouns and adjuncts have indicated lesser prominence compared to verbal realizations and the *source + year* structure. Initially, the use of nouns was limited, while adjuncts were more frequently employed, indicating an early preference for expressing information.

As the context shifted to online learning, there was an evident increase in both categories, suggesting that students began to engage more deeply with various forms of source attribution.

In the hybrid learning period, the trend continued, with a noticeable rise in the use of both nouns and adjuncts. This shift may be attributed to several factors unique to hybrid learning, which combines both in-person and online elements. The increased reliance on digital resources and more structured online components of hybrid learning may have encouraged students to engage more critically with source material, leading to a greater use of nouns for precise attribution and adjuncts to qualify or elaborate on arguments. Additionally, hybrid learning often emphasizes greater flexibility and autonomy in research, which may have prompted students to express their ideas with more complex, nuanced structures that require the use of these grammatical features. The combination of these factors likely contributed to the observed increase in the use of nouns and adjuncts as students adapted to the hybrid format and its academic demands. This progression indicates a growing sophistication in students' academic writing, showcasing their enhanced ability to convey sources of information more effectively.

(12) ***According to*** *Suttapak (2020), many people do not know how to use capital letters.* (IS_005, Hybrid)

In Sentence (12), the adjunct *According to* introduces the source of the information being presented. It attributes the subsequent statement to the author, suggesting that the claim regarding people's lack of knowledge about the use of capital letters is derived from the author's work. This structure is commonly employed in academic writing to provide evidence and support for a statement or argument, thereby enhancing the credibility of the information discussed. This format is a popular method for constructing reporting evidentials using the adjunct structure *according to*, which was notably prevalent in the metadiscourse analysis of academic writers, as highlighted by Dzulhaili's (2021) findings.

Inferring evidentials across the three contexts

The use of inferring evidentials in the corpus primarily involves modal verbs, which express degrees of certainty, possibility, and necessity. These modal verbs—such as may, might, must, and can—do not attribute sources directly but rather help the writer indicate their stance toward the information, suggesting probability, obligation, or possibility. However, the frequency of inferring evidentials varied across the learning contexts. The onsite context (65 occurrences) and hybrid context

(59 occurrences) showed higher frequencies of modal verbs compared to the online context (47 occurrences). This may suggest that students in onsite and hybrid contexts were more likely to express uncertainty or engage in more nuanced argumentation when reporting information, whereas students in the online context may have relied on other strategies for conveying their stance toward the data.

Table 7

Frequency of Inferring Evidentials based on the Learning Contexts

Learning Contexts	Modal Verbs	Adjectives	Adverbs	Relational Process	Total
Onsite	57	0	3	5	**65**
Online	36	4	4	3	**47**
Hybrid	51	2	3	3	**59**
Total	**144**	**6**	**12**	**11**	**173**

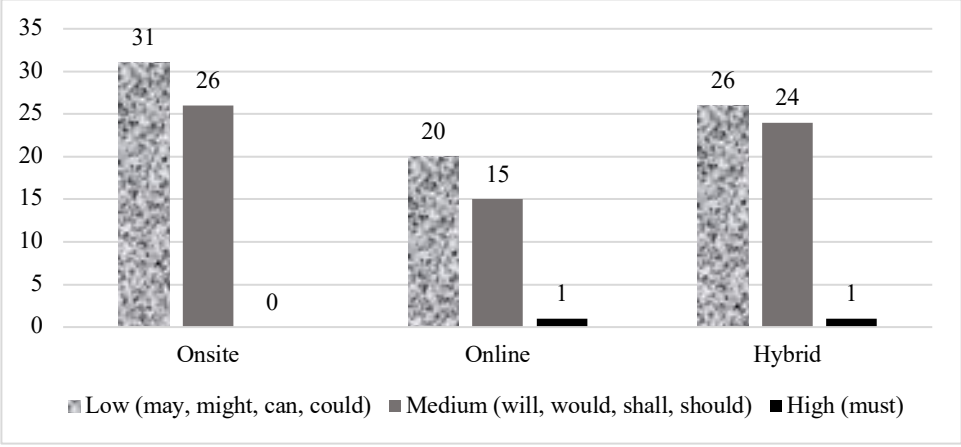
In contrast, adjectives, adverbs, and relational process verbs (like *seem*, *appear*) play a smaller yet notable role in expressing evidentiality. These elements help qualify statements or link information in a way that adds depth to the students' reporting of sources. Though less frequent than modal verbs, they contribute to the overall expression of evidentials by softening or reinforcing the writer's claims.

Modal verbs and their values as inferring evidentials

The distribution of modality values across different contexts—onsite, online, and hybrid—illustrates a nuanced approach to expressing certainty and obligation in students' writing. In the onsite learning phase, there was a notable emphasis on low modality, with the use of terms such as *may*, *might*, *can*, and *could*, indicating a preference for expressing possibility. Medium modality, represented by verbs like *will*, *would*, *shall*, and *should*, was also present but less frequent, while high modality, exemplified by *must*, was almost nonexistent.

Figure 4

Frequency of Modal Verbs and Their Values (adapted from Halliday, 1978)



During the online learning phase, the overall use of modals decreased, with both low and medium modality showing fewer occurrences. High modality remained minimal, with only one instance recorded, suggesting a cautious approach to making strong assertions.

In the hybrid learning context, the use of low modality remained relatively stable, while medium modality saw a slight increase. High modality continued to be used sparingly, reflecting students' ongoing carefulness in making definitive claims.

This suggests that students primarily relied on low-modality expressions, indicating a tendency to present information tentatively across all contexts. Similarly, Wang and Li (2024) and Yang and Tian (2015) found that writers in linguistic fields commonly employ low- and medium-value modals, which allow them to present ideas more flexibly and make their claims more acceptable to readers. This pattern highlights the need for students to develop greater confidence in using higher modality in academic writing, which would enhance the assertiveness and clarity of their arguments.

(13) *It **may** be because the instrument was not suitable.* (IS_005, Onsite)

(14) *In addition, it **could** simply mean that Singaporean male speaker is the least comprehensible for them.* (IS_001, Onsite)

Sentence (13)'s word *may* acts as an evidential, suggesting a possibility or speculation about the reason for the instrument's unsuitability. It indicates that the speaker is drawing a conclusion based on the evidence or context but acknowledges uncertainty. Also, the word *could* in Sentence (14) functions as an evidential, indicating a potential interpretation of the situation. It implies that this conclusion is based on the data or observations made but remains hypothetical.

Relational process, adjectives, and adverbs as inferring evidentials

The analyzed data indicates a very low presence of relational process, adjectives, as well as adverbs functioning as evidentials in the students' manuscripts across all periods. Table 8 clearly displays that adjectives were rarely used, and adverbs and verbs appeared only slightly more frequently. This limited use suggests that students may not rely heavily on these linguistic features to convey evidentiality, instead favoring other methods of attributing information in their academic writing.

Belief and sensory evidentials

Belief evidentials seem to occur very rarely in the corpus of the study. Notably, most instances that do appear take the form of objective constructs, such as *it is assumed*. Beyond this, only a few other examples, like *it is suggested*, emerged in the manuscripts.

(15) ***It is assumed that** undergraduate students at XXX University are familiar with words ending in –ly.* (IS_006, Onsite)

The phrase *It is assumed that* functions as an evidential, indicating that there is a belief or presumption regarding the familiarity of undergraduates at XXX University with words ending in –ly. This construction suggests a level of uncertainty or generalization about the students' knowledge.

Similarly, sensory evidentials are infrequent in the corpus. The only two words classified as sensory evidentials in this study are *see* and *hear*.

(16) *During the listening portion,* ***the students heard numerous distractions from the audio****, which prevented them from answering properly.* (IS_007, Online)

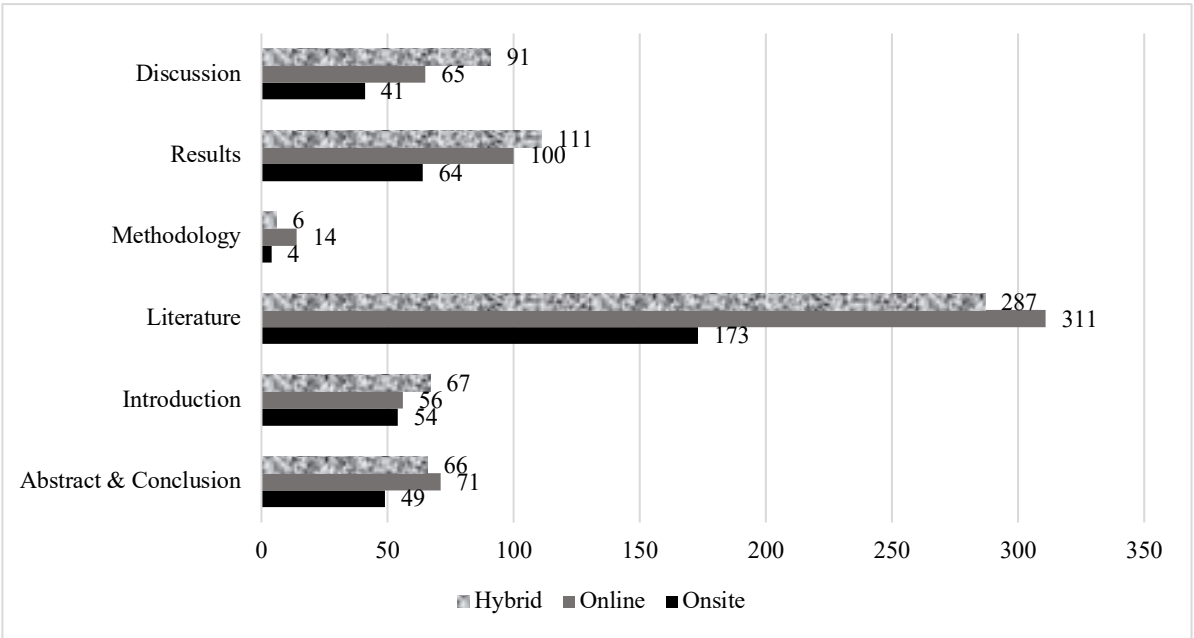
In Sentence (16), the clause *the students heard numerous distractions from the audio* illustrates a direct observation made by the writer during the listening portion. While it does not explicitly label itself as an evidential, it reflects the students' experiences, which the writer reports as factual.

Cross-sectional use of evidentials across the three contexts

Figure 5 presents the distribution of evidentials across different sections of the IS manuscripts in three contexts: onsite, online, and hybrid. Evidentials are linguistic elements used to attribute information or express certainty and source in academic writing. The analysis highlights their presence in six key sections of the manuscripts: Abstract & Conclusion, Introduction, Literature Review, Methodology, Results, and Discussion.

Figure 5

Frequency of Evidentials in the Parts of the IS



A noticeable trend emerges from the data. Across all three contexts, the Literature Review section exhibits the highest number of evidentials, reflecting its function as a space for integrating and attributing information from external sources. This aligns with Burneikaitė's (2006) findings, which suggest that the Literature Review is the most heavily evidentialized section in the theses of EFL master's degree students in Lithuania. The hybrid learning context, which combines both in-person and online instruction, may contribute to a more frequent use of evidentials in the Results section as students navigate the dual modes of learning. One possible reason for this increased use is the reliance on a broader range of resources, including online databases and digital tools, which could prompt students to provide more source-based documentation of their findings. In this context, students may feel the need to attribute their findings to credible sources more explicitly to strengthen the validity and reliability of their research, particularly when combining or cross-referencing information from different media. Additionally, the hybrid format might encourage more structured guidance in terms of academic writing expectations, emphasizing the importance of source attribution and evidence-backed claims, which could explain why evidentials are used more frequently in the Results section.

Furthermore, the hybrid learning environment could lead to an increased sense of engagement with the academic discourse community, where students are more conscious of the need to properly attribute information, even when presenting their own research results. Unlike the onsite learning context, where face-to-face interactions might limit the perceived need for extensive source attribution in certain sections of a paper, hybrid learning encourages a more formal, detached approach to research, which could explain the increased use of evidentials to bolster academic credibility.

The contrast between the present study's findings and those of Kuhi et al. (2012), who reported a lower frequency of evidentials in the Results section, can be attributed to several potential factors. In their study, the Results section was likely considered more focused on the presentation of raw data or objective findings, with less emphasis on the interpretation or attribution of knowledge to external sources. This aligns with traditional expectations of the Results section, where the primary goal is to report what was found, often with minimal external referencing.

In contrast, the increased use of evidentials in the Results section of the present study, particularly in the hybrid learning context, may be influenced by a shift toward more comprehensive reporting practices in modern academic writing. In the hybrid learning environment, students may feel more pressure to substantiate their findings with references to existing literature, even when presenting their own data. The use of evidentials in this context could thus be seen as an attempt to align their findings with broader academic discussions, reinforcing their credibility and contributing to the ongoing scholarly conversation.

Another explanation for this contrast could be the evolving nature of academic writing expectations in different educational contexts. In more recent years, there has been a greater emphasis on source attribution and evidence-based argumentation across all sections of academic papers, including the Results section. In the hybrid learning environment, where students are encouraged to

engage with digital resources and conduct more independent research, there may be an increased focus on the citation of sources to support not only the analysis but also the presentation of data.

Ultimately, this contrast highlights the contextual variability in evidential usage, where different learning environments, pedagogical approaches, and disciplinary expectations can all shape how students use evidentials in various sections of academic papers. The present study's findings suggest that, in hybrid learning contexts, students may feel a greater need to attribute their findings to external sources, which could explain the increased frequency of evidentials in the Results section compared to previous studies, such as Kuhi et al. (2012).

Both the Abstract & Conclusion and Introduction sections maintain a steady presence of evidentials across all contexts, with slight increases during the online learning period. In contrast, the Methodology section consistently shows the lowest use of evidentials, likely due to its technical nature. As Basturkmen (2006) highlights, methodological descriptions prioritize procedural clarity and specificity over the attribution of external sources. The primary focus is on outlining the research design, methods, and steps in a straightforward manner, which reduces the need for evidentials. As such, the methodological section's function of explaining the process takes precedence over incorporating external sources or reporting evidence, resulting in a lower frequency of evidential markers.

The data suggests an overall increase in the use of evidentials during the online and hybrid learning contexts, particularly in the Results and Discussion sections. This may reflect students' adaptation to the academic demands of these specific learning environments, where there was an increased emphasis on supporting findings and interpretations with clear attributions. The findings show how the use of evidentials varied across these different learning contexts, without assuming any increase in students' overall proficiency.

Conclusions and Implications

The analysis of evidential usage in students' academic writing reveals significant shifts in how students integrate evidence, particularly as a result of the evolving academic landscape during online and hybrid learning periods. These shifts highlight the distinct ways in which different learning contexts shape students' writing practices. The onsite, online, and hybrid learning environments each offer unique opportunities and challenges for the development of academic writing, especially in the use of evidentials.

A key finding is the marked increase in the use of reporting evidentials across all contexts, especially during the online learning period. This suggests that students have become more adept at engaging with scholarly sources, utilizing evidence to support their claims more effectively. The rise in inferring and belief evidentials signals a deeper, more analytical approach to academic writing, as students move beyond simply reporting information to drawing inferences and expressing beliefs based on evidence. This shift is particularly evident in online and hybrid contexts, where students may have

greater autonomy in selecting and synthesizing information, yet also face the challenge of balancing independent work with appropriate scholarly rigor.

The use of key reporting verbs—such as *show, find, state, reveal,* and *indicate*—demonstrates students' increased focus on transparently presenting research results and providing authoritative support for their arguments. Notably, the increase in self-reporting during the online learning period suggests that students are more frequently asserting their personal contributions. This may reflect the greater autonomy afforded by online learning environments, which can encourage independent research and writing. However, it is important to also consider the potential risk that this autonomy may lead to more self-constructed interpretations, as students might rely more heavily on personal perspective without the immediate guidance or feedback that onsite environments typically offer. The balance between self-reporting and other-reporting across contexts reflects an evolving academic voice that adapts to the specific learning environment, whether it be the collaborative dynamics of onsite learning or the more solitary, research-driven nature of online learning.

The structural choices in students' manuscripts, particularly the increasing use of constructions like *verb + that*, also indicate a more sophisticated articulation of arguments. While reliance on low and medium modality expressions is evident, there is still an opportunity for students to develop greater assertiveness in their academic writing by incorporating higher modality expressions. The shift from onsite to online and hybrid contexts may contribute to these evolving rhetorical strategies, as students adapt their writing to meet the expectations and affordances of each learning environment.

The Literature Review section remains central in evidential usage, serving as a key area where students integrate and attribute information. This aligns with the increasing importance of evidence-based writing in academic environments, particularly as students engage with a growing range of digital resources in online and hybrid learning settings.

These findings suggest the potential value of integrating the teaching of evidentiality and modality in academic writing curricula. While the data shows varying patterns of evidential usage across different learning contexts, it does not necessarily indicate that students' use of evidentials is problematic. However, further exploration into how students utilize these features could help inform targeted instruction, potentially enhancing their academic writing skills. As students demonstrate increased proficiency in evidential usage—particularly in response to the shifts in learning environments—educators should focus on enhancing these skills. The rise of online and hybrid learning environments has reshaped how students approach academic writing, and thus, instructional strategies must evolve to support this transition. As Toomnan (2024) suggests, Thai students have increasingly relied on external sources during online learning, reflecting a broader global trend where online learning contexts prompt greater dependence on digital resources.

Furthermore, the growing use of artificial intelligence (AI) tools, such as ChatGPT and Grammarly, in online and hybrid settings also plays a role in how students approach evidentials in academic writing. AI tools help students refine their writing, but they may also influence how students

attribute and synthesize information. Bensalem et al. (2024) note that these tools have significantly impacted students' writing skills, enhancing their ability to articulate complex ideas, though potentially affecting their critical thinking and analysis.

Despite the positive trends in evidential usage, the increased reliance on secondary sources in online and hybrid contexts raises concerns about students' critical thinking and data synthesis skills (Kaufhold, 2015). While the use of inferring and belief evidentials reflects a blend of objective and subjective strategies, it remains uncertain whether students are engaging in deep critical analysis of their sources or simply reiterating inferred assumptions.

Therefore, the findings suggest that educational institutions should adapt their instructional strategies to ensure that students not only improve their proficiency in using evidentials but also strengthen their critical thinking skills. Educators could consider emphasizing genre-based writing instruction, where students learn to use evidentials appropriately within different academic genres. Additionally, incorporating critical reading strategies into the curriculum would allow students to better understand how evidentials are used in academic discourse and to assess the quality and relevance of sources. Workshops or modules that focus on how to engage with and critically evaluate sources of information, along with the effective use of reporting and inferring evidentials, could further support students in becoming more nuanced academic writers. Jianhong (2023) emphasizes the importance of teaching students how to use evidentials effectively and intentionally to improve their academic writing. Encouraging the use of higher modality expressions will empower students to adopt a more assertive academic voice, enriching their scholarly communication.

As the landscape of academic writing continues to evolve, especially in response to online and hybrid learning, providing students with the tools to use evidentials effectively and critically will be essential for their success in academic and professional settings. By equipping students with these essential skills, educators can foster the critical literacy needed for students to engage fluently and accurately in scholarly communication and contribute meaningfully to their fields.

References

Aga, S. S., & Nissar, S. (2022). Essential guide to manuscript writing for academic dummies: An editor's perspective. *Biochemistry Research International, 2022,* Article 1492058, 1–11. https://doi.org/10.1155/2022/1492058

Al Rawashdeh, A. Z., Mohammed, E. Y., Al Arab, A. R., Alara, M., & Al-Rawashdeh, B. (2021). Advantages and disadvantages of using e-learning in university education: Analyzing students' perspectives. *The Electronic Journal of e-Learning, 19*(2), 107–117. https://files.eric.ed.gov/fulltext/EJ1296879.pdf

Anand, R., & Gupta, N. (2023). Impact of online learning on student engagement and academic performance. *Praxis International Journal of Social Science and Literature, 6*(7), 29–40. https://doi.org/10.51879/PIJSSL/060703

Anderson, T., & Elloumi, F. (2004). *The theory and practice of online learning* (2nd ed.). Athabasca University.

Anthony, L. (2024). *AntConc* (Version 4.3.1) [Computer Software]. Tokyo, Japan: Waseda University. https://www.laurenceanthony.net/software

Basturkmen, H. (2006). *Ideas and options in English for specific purposes* (1st ed.). Routledge. https://doi.org/10.4324/9781410617040

Bensalem, E., Harizi, R., & Boujlida, A. (2024). Exploring undergraduate students' usage and perceptions of AI writing tools. *Global Journal of Foreign Language Teaching, 14*(2), 53–65. https://un-pub.eu/ojs/index.php/GJFLT/article/view/9344

Borg, E. (2000). Citation practices in academic writing. In P. Thompson (Ed.), *Patterns and perspectives: Insights into EAP writing practice* (pp. 26–42). Centre for Applied Language Studies.

Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education, 15*(1), 1–6. https://doi.org/10.5281/zenodo.3778083

Bucăţa, G., & Baboş, A. (2023). Advantages and disadvantages of onsite learning compared to online learning. *Scientific Bulletin, 28*(1), 14–15. https://intapi.sciendo.com/pdf/10.2478/bsaft-2023-0002

Burneikaitė, N. (2006). Evidentiality in graduate student writing: A study of Lithuanian students' master's theses in English. *Kalba ir kontekstai*, *1*, 97–105. https://etalpykla.lituanistika.lt/object/LT-LDB-0001:J.04~2006~1367154305927/J.04~2006~1367154305927.pdf

Butson, R., John, S., & Suazo, A. (2020). The behaviour of learning: Exploring independent study practices of undergraduate health science students. *Medical Science Educator, 30*(2), 917–925. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8368362/

Chafe, W. L., & Nichols, J. (Eds.). (1986). *Evidentiality: The linguistic coding of epistemology*. Ablex.

Chun, D., Smith, B., & Kern, R. (2016). Technology in language use, language teaching, and language learning. *The Modern Language Journal, 100*(1), 64–80. https://doi.org/10.1111/modl.12302

Dehkordi, M. E., & Allami, H. (2012). Evidentiality in academic writing. *Theory and Practice in Language Studies, 2*(9), 1895–1904. https://www.academypublication.com/issues/past/tpls/vol02/09/18.pdf

Dontchewa-Navratilova, O. (2021). Engaging with the reader in research articles in English: Variation across disciplines and linguacultural backgrounds. *English for Specific Purposes, 63*, 18–32. https://doi.org/10.1016/j.esp.2021.02.003

Dressel, P. L., & Thompson, M. M. (1973). *Independent study*. Jossey-Bass.

Dzulhaili, M., Junaidi, M., & Gufron. (2021). Metadiscourse in academic writing: Corpus-based analysis. *Linguistics and English Languages Teaching Studies, 2*(1), 65–79. https://doi.org/10.51673/l.v2i1.1361

Eckstein, G., Rawlins, J., Taylor, H., Briggs, H., Candland, A., & Hanks, E. (2022). Reporting verb variation across disciplines: An academic corpus study. *Journal of Academic Language & Learning, 16*(1), 59–75. https://journal.aall.org.au/index.php/jall/article/view/789

Guo, J. (2019). A contrastive study of evidentiality in English and Chinese MA thesis abstracts. *Advances in Social Science, Education and Humanities Research, 378,* 524–531. https://www.atlantis-press.com/proceedings/icelaic-19/125934223

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers, 3,* 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning.* University Park Press. https://archive.org/details/languageassocial0000hall/page/n5/mode/2up

Hu, G., & Wang, G. (2014). Disciplinary and ethnolinguistic influences on citation in research articles. *Journal of English for Academic Purposes, 14*, 14–28. https://doi.org/10.1016/j.jeap.2013.11.001

Hu, Z. L. (1994). Evidentiality in language. *Foreign Languages Teaching and Research, 1*, 9–15.

Humanities and Language Division. (n.d.). Independent project. *Mahidol University International College*. https://muic.mahidol.ac.th/eng/programs/undergraduate-programs/humanities-and-language/independent-project/

Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics, 20*(3), 341–367. https://doi.org/10.1093/applin/20.3.341

Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing.* Bloomsbury.

Jiang, Y., Joshi, D. R., & Khanal, J. (2024). From clicks to credits: Examining the influence of online engagement and internet addiction on academic performance in Chinese universities. *International Journal of Educational Technology in Higher Education, 21*(41), 1–26. https://doi.org/10.1186/s41239-024-00473-2

Jianhong, C. (2023). A study on evidentiality in the abstract part of learners' English academic papers. *Sino-US English Teaching*, *20*(6), 227–231. https://doi.org/10.17265/1539-8072/2023.06.003

Kapranov, O. (2023). Evidentiality in argumentative essays by upper-intermediate EFL students. *Мова кодифікація компетенція комунікація, 1*(8), 66–82. https://sciendo.com/it/article/10.2478/lccc-2023-0004

Kapranov, O. (2024). Reporting verbs associated with evidentiality in research article abstracts in applied linguistics and applied psycholinguistics. *Linguistica Pragensia, 34*(2), 125–144. https://doi.org/10.14712/18059635.2024.2.3

Kaufhold, K. (2015). Conventions in postgraduate academic writing: European students' negotiations of prior writing experience at an English speaking university. *Journal of English for Academic Purposes, 20,* 125–134. https://doi.org/10.1016/j.jeap.2015.08.007

Kazu, İ. Y., & Yalçın, C. K. (2022). Investigation of the effectiveness of hybrid learning on academic achievement: A meta-analysis study. *International Journal of Progressive Education, 18*(1), 249–265. https://files.eric.ed.gov/fulltext/EJ1332714.pdf

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter.* Association of American Colleges and Universities. https://navigate.utah.edu/_resources/documents/hips-kuh-2008.pdf

Kuhi, D., Yavari, M., & Azar, A. S. (2012). Metadiscourse in applied linguistics research articles: A cross-sectional survey. *Mediterranean Journal of Social Sciences*, *3*(11), 405–414. https://www.richtmann.org/journal/index.php/mjss/article/view/11402

Ling, M., & Elgort, I. (2023). New types of evidence in online learning spaces: A corpus-based study. *RELC Journal, 54*(2), 410–425. https://doi.org/10.1177/00336882231175236

MacIntyre, R. (2020). Citation machines: The use of evidentials in the academic writing of Japanese university students. In S. Consonni, L. D'Angelo, & P. Anesa (Eds.), *Digital communication and metadiscourse: Changing perspectives in academic genres* (pp. 59–74). Research Centre on Languages for Specific Purposes, University of Bergamo. https://aisberg.unibg.it/retrieve/handle/10446/180622/412624/CERLIS%20SERIES%209.pdf

Mehta, S., Suto, I., Elliott, G., & Rushton, N. (2013). Independent research at A level: Students' and teachers' experiences. *Research Matters, 15*, 9–16. https://www.cambridgeassessment.org.uk/Images/468197-independent-research-at-a-level-students-and-teachers-experiences.pdf

Nacke, L. (2023, July 4). Seven crucial academic writing elements. *Write Insight Newsletter.* https://lennartnacke.com/7-crucial-academic-writing-elements/

Nesler, M. S., Meade, R. J., & Duffy, M. K. (1993). The effect of credibility on perceived power. *Journal of Applied Social Psychology, 17*(12), 1407–1425. https://doi.org/10.1111/j.1559-1816.1993.tb01040.x

O'Sullivan, M. K., & Dallas, K. B. (2010). A Collaborative approach to implementing 21st Century skills in a high school senior research class. *Education Libraries, 33*(1), 3–9. https://files.eric.ed.gov/fulltext/EJ887229.pdf

Ouhaichi, H., Spikol, D., & Vogel, B. (2023). Research trends in multimodal learning analytics: A systematic mapping study. *Computers and Education: Artificial Intelligence, 4*, 1–12. https://doi.org/10.1016/j.caeai.2023.100136

Ozdemir, E. A., Saglam, S., & Erkir, S. (2024). How Covid-19 reshaped the views of the university instructors on technology integration. *European Journal of Educational Research, 13*(1), 15–28. https://doi.org/10.12973/eu-jer.13.1.15

Patak, A. A. (2018). *The influences of online learning environment, lecturers' assessment practice, and students' writing skills on students' plagiarism practices* [Doctoral thesis, Faculty of Education, Universiti Teknologi Malaysia]. Universiti Teknologi Malaysia Institutional Repository. https://eprints.utm.my/79243/

Pearson, W. S., & Abdollahzadeh, E. (2023). Metadiscourse in academic writing: A systematic review. *Lingua, 293*, 1–32. https://doi.org/10.1016/j.lingua.2023.103561

Phothongsunan, S. (2016). Thai university academics' challenges of writing for publication in English. *Theory and Practice in Language Studies, 6*(4), 681–685. https://doi.org/10.17507/tpls.0604.04

Rattananuntapat, M. (2015). *Quality assurance policies in Thai higher education* [Doctoral dissertation, University of Pittsburgh]. Institutional Repository at the University of Pittsburgh. https://d-scholarship.pitt.edu/26482/

Rovai, A. P., & Jordan, H. M. (2004). Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses. *International Review of Research in Open and Distance Learning, 5*(2), 1–13. https://www.irrodl.org/index.php/irrodl/article/view/192/795

Rungwaraphong, P. (2012). Student readiness for learner autonomy: Case study at a university in Thailand. *Asian Journal on Education and Learning, 3*(2), 28–40. https://www.thaiscience.info/journals/Article/AJEL/10836621.pdf

Serholt, S. (2012). *Hedges and boosters in academic writing: A study of gender differences in essays written by Swedish advanced learners of English* (Linguistic C-essay). Department of Languages and Literatures, University of Gothenburg. https://gupea.ub.gu.se/handle/2077/29526

Shifaza, F., Suha, A., Mumthaz, F. M., & Mohamed, L. (2022). Challenges and affordances of hybrid learning: A pilot study from the perspective of teachers and students at college foundation level. *International of Social Research and Innovation, 6*(2), 17–45. https://doi.org/10.55712/ijsri.v6i2.63

Shrestha, L., Joshi, B., & Kumar, A. (2021). Writing a research paper: A guide. *Journal of Universal College of Medical Sciences, 9*(1), 76–81, https://doi.org/10.3126/jucms.v9i01.37987

Soranastaporn, S. (2022). ESP in Thailand: Practical English training for professionals. *FOYER: The Journal of Humanities, Social Sciences, and Education, 1*(2), 7–28. https://so02.tci-thaijo.org/index.php/lajournal/article/view/254874

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.

Tabassum, B., Moin, M., Abbas, Q., Kumbhar, M. I., & Khan, M. H. N. (2024). The impact of blended learning on student performance. *Journal of Education and Social Studies, 5*(2), 360–371. https://doi.org/10.52223/jess.2024.5217

Toomnan, P. (2024). The impact of online learning during the COVID-19 pandemic on language learning strategies, proficiency, and enjoyment among Thai EFL students. *International Journal of Emerging Technologies in Learning (iJET)*, *19*(1), 131–146. https://doi.org/10.3991/ijet.v19i01.46401

Vermunt, J. D. (2007). The power of teaching-learning environments to influence student learning. *British Journal of Educational Psychology Monograph Series II, 4,* 73–90. https://www.researchgate.net/publication/46676476_The_power_of_teaching-learning_environments_to_influence_student_learning

Wang, C., & Li, J. (2024). Comparative analysis of evidentiality in spoken and written academic discourse. *English Language Teaching and Linguistics Studies, 6*(3), 62–86. https://doi.org/10.22158/eltls.v6n3p62

Yang, L. (2013). Evaluative functions of reporting evidentials in English research articles of applied linguistics. *Open Journal of Modern Linguistics, 3*(2), 119–126. https://www.scirp.org/pdf/OJML_2013053010351171.pdf

Yang, L. (2014). Evidentiality in English research articles of applied linguistics: From the perspective of metadiscourse. *Journal of Language Teaching and Research, 5*(3), 581–591. https://www.academypublication.com/issues/past/jltr/vol05/03/13.pdf

Yang, L., & Tian, Y. (2015). A cross-disciplinary study of evidentiality in abstracts of English research articles. *Open Journal of Modern Linguistics, 5*(4), 1–13. https://www.scirp.org/journal/paperinformation?paperid=59184

About the Authors

Reuben H. Esteban is an English lecturer at Rajamangala University of Technology Lanna (RMUTL), Phitsanulok, Thailand, and a PhD candidate in Development Education. With nearly two decades of experience in the EFL/ESL field, his academic and professional interests include speaking, critical thinking, discourse, and intercultural communication.

Unaree Taladngoen is an Assistant Professor of English in the Department of Liberal Arts, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna (RMUTL), Phitsanulok Thailand. She is also a PhD candidate in Applied Linguistics in the Faculty of Liberal Arts, Mahidol University, Thailand. Her research interests include Applied Linguistics, needs analysis, and EFL instructional model development.