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The Use of Academic Language and Linguistics Register When Writing a Linguistics Essay Case of Study :Master two students of Ibn Khaldoun univesity of Tiaret

Dissertation submitted in partial fulfilment of the requirements for master's degree in linguistics.

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Didication

In the memory of my father "*I missed you*".

I would like to didicate this work espitialy to my mother who struggled a lot through my journey and who finnallyis going to rest , and than comes my other familly members:hamouda, sara, rabia, nacira, ali, aek and not to forget my nieces and nefwes baghdad, mohamed, khaled, salsabil, ilyes, sassi,rania,said, sirine, hamza, amel and of course the best ever mostafa.

I want also to dedicate this work to my familly in law father Belkacem, Mother lilla, brothers and sisters in law "Khaled, Zohir, Ayman, Fadhila, Ahlam, Pittoussa and baby mohamed.

I would like to dedicate this work to my best friends ever Ahmed, Wahiba, Soumia ,Yousra and of course nawal.

And finally a special dedication to person whom I really apreciate his presence in my life . He is the best friend I have ever had and will ever have he is my dear husband Sidahmed, my life mate. he was with me along my journey with all kinds of support I hope we will always be together and a spetial thanks from me to you.

I hope I have not forget any one, but if I did , I apologise and be sure, your place is in my heart not my papers.

Thank you

Acknowlegments

Abstact

The overall aim of the present research is to evaluate students' writings in terms of using features of academic language, appropriate linguistics register variables, and the structure of an essay. In addition, this research develops a definition of academic language and its features, presents the notion of linguistics register variables, and tackles the linguistics essay in generale as well as its structure. The research methods in this dissertation include the collection and analysis of a sample of the written data, i.e, students' exam papers and a questionnaire deliverd to the students . The findings from this analysis show that students in the English Department at Ibn Khaldoun University of Tiaret, do not employ features of academic language and the appropriate linguistics register in their essays. So, this dissertation recommends that there should be explicit instructions and practice provided by teachers about the nature of academic language and its features.

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General Introduction

1- Statement Of The Problem

To write a linguistics essay, students should follow a specific structure. this suggests that there ought to be Associate in Nursing introduction, a body, and a conclusion. additionally, this essay ought to meet the common options of educational language.

However, several students assume that hoping on theoretical problems about a particular topic is that the key to finish up with acceptable english written production. Hence, they offer a lot of importance to the quantity of data and have a tendency to forget the most options of educational writing. the problem we are confronted with during this reseaech is that the relationship between options of educational writing. the variables of the linguistics register, and also the ability to write and construct a linguistics essay.

2- Research Questions

The following questions are aimed to be investigated in the present research :

-to which extent do students use features of academic language and the appropriate linguistics register when they write linguistics essays?

- do these students respect the structure of a linguistics essays?

3-Hypothesis

We hypothesise that student don't use options of educational writting , the suitable linguistics register,and the structure of an educational essay once writting a linguistics essay.

4 - Aim Of The Study

This study aims at evaluating options of educational language and therefore the linguistic register variables utilized by students once writting a linguistics essay, and to grasp to what extend do these students are aware to the structure of this essay..

5 -Research Methodology

Concerning data collection, thirty student's exam paper of second year master level of linguistics are chosen randomly to be observed inorder to search out whether or not they use options of educational language, the acceptable linguistics register variables, and therefore the structure of a linguistics essay.
once grouping the desired knowledge for this analysis, they would be analyzed quantitatively and qualitatively to shed light on the student's use of options of educational language and therefore the linguistics register variables.

6 -Structure of The Study

The research is devided into three main chapters. The first chapter is devoted to the literature review on the academic language, its features, variables of a linguistics register.

The second chapter is dedicated to the essay in generale, its varieties and form, and therefore the linguistics essays in specific

The last chapter is going to be devoted for the investigation tool used to collect data and the analysis of these data.

Chapter one : Academic Language And Linguistics Register

Ⅰ) Introduction :

academic language is one of the kinds of language proficiency learners of particular languages such as English are suggested to have . The use of such type of language helps learners to rend formal style when producing written pieces .

register is the linguistic variation related to the context the writer or the speaker find himself in, which means that language differs according to the situation in which it occurs. Thus, the register of linguistics depends on the it's features .

So, this chapter is devoted mainly to academic language and the linguistics register as two different concepts. The first section emphasizes the meaning of academic language. The second section seeks the common features of academic language. The third section deals with the most agreed on definition of linguistics register, and it's variables .

1.1. Academic Language

Academic language means the language that is used in formal Situations and locations such as classrooms, college or universities. Moreover, it is the language of textbooks and exams. According to Yopp H. k., Yopp R. H., & Bishop, academic language is the language used by teachers and students in order to acquire new knowledge and skills (2008: 16). This language is different in terms of structure as well as vocabulary from language used in dialy and social life. This means that academic language has particular vocabulary and conventional text structures such as the use of nominal groups, i.e., groups of words that gives more information about particular concepts in order to explain it. For example, the language

of linguistics includes words like morphology, language acquisition, or language learning

1.2. Features of Academic Language

Using specific linguistic features depend mainly on the discipline of the written asseignment. For example, writing an essay in the field of history may contain a set of verbs in the past tense meanwhile, a piece which deals with dialects spoken in several speech community, verbs in the present tense are used. According to Yopp et al., "Bailey (2007) identifies three features of academic language: lexical, grammatical, and discourse" (2008: 16).

1. 2.1. Grammatical Features

Grammatical features means the structure of a sentence . which includes the use of present simple, passive voice, nominalizations, different word classes (verbs, adjectives, adverbs), and impersonal forms that shows the objectivity if the writer.

1.2.1.1.　Use of Present Simple

In English, the present simple tense is used to express facts. For example, *the planets go round the sun.* Furthermore , is used to report usual actions, activities and events, and those that are usually true. Murphy says that the present simple is used to say that something happens all the time or repeatedly, or that something is true in general (1999: 4). As shown in the following examples:

- I visit my grand parent every weekend.

- Doctors treat their patients with kindness.

In the present simple, the verb does not take an ending with the pronouns: I, you, they, and we. For example, i usualy go to university by bus. However, in the third person singular (he, she, and it), the verb ends with "s" or "es", for instance,

Sarah tries to change her look every day.

More precisely, when it comes to academic writing, the use of the present simple tense is often conventionalized and predominantly used. For example, in linguistics essays, it is used to explain a specific linguistic phenomenon which is always true.

- A child acquires language from his mother.

- Language is a set of signals by which human communicate.

- Code mixing occurs in bilingual societies.

1.2.1.2. Use of Passive Voice

In english there are two voices which are the active and the passive voice.they are opposite to each other. In the passive voice, the object of the active voice becomes the subject, and the subject becomes the agent or object of the passive action. The passive sentence is indicated through a by-phrase. Example, - In recent years, several analyses of survey data have been published by researchers. Or omitted altogether as shown in the following example, In recent years, several analyses of survey data have been published.

Moreover , the passive voice is known mainly in academic language rather than everyday language. Evans and Maggie state that certain grammatical features like the present simple and the passive voice are dominant and used frequently in academic writing than in general English (1998: 21) .

Therefore, the passive voice have been identified as one of the most usefull features of academic language. Furthermore, the use of passive voice in academic language shows the objectivity of the writer by creating an indirect style. This can be achieved by using another form of passive which is frequently used in academic writing (it is said that…... he is said to) as shown in the following

examples: - The child acquires the language from his mother.

- It is said that the child acquires the language from his mother. Similarly, Hinkel notes that using the passive voice in academic language is often more suitable than active constructions and is considered the most used in written genres (2002: 111).

1.2.1.3. Use of Nominalizations

The use of nominalizations is one of the special characteristics features of academic language is specificlay related to. Nominalization is the changing of verbs and adjectives into a noun. For example, kind-kindness, inteligible-inteligibility, adjust-adjustement, create - creation. According to Gee nominalization is "a word linguists use for verbs that have been turned into nouns, such as production rather than produce" (2008: 61). So, It is used in academic writing to focus on ideas and concepts rather than action. And to represent formal writing style. Nominalization is much more common in academic language especially nouns formed with: *tion*, *ment*, *ness*, *ure*, and *ity*. In addition, many linguists such as Hinkel note that nominalizations represent one of the conventions of academic and formal writing.

1.2.1.4. Use of Different Word Classes

In academic language there are three main word classes that are adjectives, adverbs and reporting verbs. These grammatical classes are more frequent in academic writing than in other registers.

1.2.1.4.1. Adjectives

In English, the main role of adjectives is to give nouns and noun phrases modification. The distinction between attributive and predicative adjectives is that attributive adjectives are adjectives which premodify nouns such as: *an* important study. Moreover, they have an important place in text flow because they provide sufficient definition to referents. however, an adjective is predicative when it

postmodifies verbs, i.e. the adjective comes after the verb. For example, *the language of classrooms is* formal.

Adjectives are frequent in academic writing rather than in conversational discourse or other types of writings (Hinkel, 2004: 209). This means that adjectives are commonly used in academic writing rather than others which are used in informal situations. Moreover, there are kinds of adjectives which can not be used in academic writing since they show the writer's ideas and subjectivity such as good and best.

1.2.1.4.2. Adverbs

Adverbs are one of the largest word classes in English, since They modify verbs, adjectives, whole clauses, and other adverbs as shown in the following examples:

- They are waiting outside.

- It is a very organized research paper.

- The two children started babbling very early.

In addition, academic writing usualy contains particularly high rates of intensifying adverbs such as *really*, *very*, *totally*.However, according to Bailey, "as the academic writer aims to be objective, adverbs like *fortunately* or *remarkably* may be unsuitable" (2003: 89). That is, the writer should evoid the use of adverbs which shows personal attitudes and ideas.

1.2.1.4.3. Reporting Verbs

Hinkel and Fotos state that reporting verbs are very common in academic writing when writers want to demonstrate their knowledge (2002: 187). This means academic texts use different kinds of verbs in several disciplines such as linguistics, law, and economics. One of these kinds is the frequent use of reporting verbs. Some of these verbs are: *claim*, *believe*, *define*, *develop*, and *notice*. Moreover, there are

other reporting verbs that tend to convey a neutral attitude such as: *suggest*, *point out*, *report*, and *argue*. These reporting verbs play a important role in academic writing. They give the reader clear and accurate pictures to find their way to the source, and to show the writer's attitude to the data. Table bellow summarizes the common adjectives, adverbs, and verbs used in academic writing versus the adjectives, adverbs, and verbs that are used in conversation.

Conversation	Academic writing
Verbs	
Get	Produce
Go	Provide
Come	Obtain
Make	Form
Take	Describe
Say	Develop
Know	Require
Think	Occur
See	Involve
Want	Include
Adjectives	
Big	Same
Little	Different
Old	Important
Good	Necessary

Nice	Difficult
Sure	Possible
Right	Likely
Adverbs	
Just	Often
Really	Usually
Too	Especially
Pretty	Relatively
Real	Particularly
Like	Generally
Maybe	Indeed

Table 01 : **Selected common verbs, adjectives, and adverbs in conversation versus academic writing** (Encyclopedia of Language and Linguistics, 2005: 478)

1.2.1.5 Use of Impersonal Forms

Academic writing attempts to be precise, formal, impersonal, and objective. This can be achieved through the use of impersonal pronouns such as (it seems, it appears that), and the avoidance of judgmental words such as emotive adjectives; great, terrible, good. According to Hinkel, "in academic and scientific writing in English, the use of "*it*" is conventionalized to a large extent and marks the text for a relatively formal register" (2002: 89). In addition, the writer's objectivity should appear in academic writing through the avoidance of the personal pronoun *I*. For example, instead of using the sentence *in my research, I will talk about* …., it is preferable to use the sentence *this research talks about*….

1.2.2. Lexical Features

"Lexical features refer to vocabulary and include both general academic terms such as: analyze, infer, and conclusion, and specialized terms for each discipline such as evaporate and civilization" (Yopp et al., 2008: 16). This means that academic language has a lexical diversity which represent the variety of words an academic discipline may contain, likewise, the vocabulary of academic language is formal, specialized and precise, for instance, concepts like language shift,morphology and speech community take plave in linguistics writing rather than scientific one. Therefore, the most linguistic difference among registers is in the choice of words. The table bellow summarizes the key features of academic and non-academic writing .

Academic writing	Non-acdemic writing
Full form - There is - The test did not show Connectors -The theory appears to provide an explanation for this phenomenon. -However, this is not the case on closer -The experimental design was weak . -Moreover, the methodology was faulty. Use nominal groups(verbs made into nouns) The application of the results needs to be	Short form - There's - The test didn't show Connectors -I want to go the cinema, only I have to work late. - Because of work, I can't go to ondon this weekend. Any way, I don't have enough money. Use of pronouns - We need to carefully consider how we

carefully considered. Rather than : We need to carefully consider how we apply (verb) the results.	apply tge results.
Concise vocabulary -researchers assumed that…….	Informal vocabulary - They thought that….
Point of view Objective and impersonal. For example ; - this essay attempts to…….	Point of view Subjective and personal. - In my essay I will attept to ….
Using qualifing language -One possible reason may be ……	Asking rhetorical questions - How can this be ?

Table 02 : **Key Attributes of Academic and non-Academic Texts**

(Lyons and Heasley, 2006: 20)

1.2.3. Discourse Features

Discourse features refer to the structural organization of a written piece in terms of coherence, paragraph structure, and cohesion which is the surface relations that relate pieces of texts together in particular manner. According to Halliday & Hasan, "the concept of cohesion is systematized by classifying it into five distinct categories which are reference, substitution, ellipsis, conjunction, and lexical cohesion" (1976: 13). These cohesive ties are utilised in written discourse especially in the academic one.

1.2.3.1. Reference

The term reference is used to refer to a relation between linguistic expressions

where one determines the interpretation of the other (Johnson K. & Johnson H., 1998: 56). furtermore, the common reference items in English include personal pronouns such as *she*, *he*, *it*, *and they,* as shown in the following example. The EST paragraph (english for science and technology)is a unit of written english discourse. It presents the reader with an amount of ingormation on a given subject(Trimble, 1985: 14).

Here the cohesive tie of refrence between the personal pronoun It and the concept the EST paragraph.

Demonstratives like *those*, *this*, *these*, for instance,the components composing the urban system can be categorizer into two major categories, these are the land use configuration and the transportation system.

Here the cohesive tie of refrence between the demonstrative pronoun These and the expression The components composing the urban system.

Furthermore, if a presupposing item follows the presupposed, as within the two examples mentioned above, the reference relation is anaphoric.the opposite order marks a cataphoric relation. So, reference allows both the hearer and the reader to trace participants, entities and events in a given piece of discourse(Baker, 1992: 181).

1.2.3.2.   Substitution

Substitution is a grammatical rather than semantic relationship. It involves the replacement of an item by another one. Halliday & Hasan (ibid) mentioned three types of substitution which are: nominal (one, ones, and same), verbal (do), and clausal (so, not). In the nominal group, for instance, there are two kinds of address forms the first <u>one</u> is names and the second is pronouns.

Here the word kinds is head of the nominal group kin of address forms, and one is head of the nominal group firs one.

Verbal substitutionoperates as head of a verbal cluster, and its position is always at the end of the cluster. For example, did mary take that letter ? she might have <u>done</u>. Here done substitutefor the verb take.

Clausal substitution is once words like so and no substitutes for a full clause. For instance, do you need more information about your research ? if so try to read a lot of books and articles.

1.2.3.3.   Ellipsis

According to Donnelly, "ellipsis is the physical deletion of elements of a sentencethat the writer confidently believes the readers will insert on their own as they read" (1994: 103). This means that ellipsis includes the elementation of parts of sentence within which the writer thinks are clear from the context and the meaning can be deduced. For example, the reason for the difference between urban accents and the rural is that linguistic innovations spread from one urban centre to another, and latter spread out into the surrounding countryside. Here, the omitted word is accent.Moreover, English has three types of ellipsis. They are nominal, verbal, and clausal (McCarthy, 1991: 43). Nominal ellipsis involves the omission of a noun head word such as: she writes the essay with an introduction, yet I write it without. On the other hand, verbal ellipsis involves the omission of the verb within the verbal group. For example, have you been looking for relevant sources for your dissertation? Yes, I have. With clausal ellipsis, individual clause elements may be omitted. E.g., Who is going to answer the question? –The lady there, is.

1.2.3.4.   Conjunction

. According to Nation,"Conjunction has the effect of helping learners to see how ideas in a passage are related to each other and to discover the effect of a statement on other parts of the text" (2009: 46). Thus, Conjunction helps to predict

what is going to be in a passage, since the relation of conjunction is cohesive, marking logical relation between linguistic expressions and linking paragraphs for examples, it is possible to understand the meaning of unfamiliar words, if this word occurs in the effect clause of a cause effect relationship because the effect can be guessed from the cause. Four primary types of connective relations are expressed by conjunction (Donnelly, 1994: 106).

1.2.3.4.1. Additive

Additive conjunctions are known as the and-relation; it means the second clause or sentence adds extras information that is to be joined to the first one. For example, she is a beautifull and intelligent girl. Additive conjunctions are : and, also, furthermore, in addition, in other words, moreover, accordingly.

1.2.3.4.2. Adversative

The basic meaning of the adversative conjunction is the contrastive relation between two clauses or sentences, or as Halliday & Hasan describe it "contrary to expectation" such as: All the figures were correct; they had been checked. Yet the total came out wrong (ibid, p.250). Adversative conjunctions include: but, yet, however, nevertheless, still, instead, although, whereas, while, on the other hand, otherwise, by contrast.

1.2.3.4.3. Temporal

Temporal relation means that two sentences or clauses are connected chronologically, i.e., the one is subsequent to the other. The temporal relation is expressed in its simplest form by then. For example, "Alice began by taking the little golden key and unlocking the door that led into the garden. Then she set to work nibbling at the mushroom" (Halliday & Hasan, ibid: 261). In addition, temporal

conjunctions include: next, then, before, after, first, second…..finally, when, until, while, meanwhile, in the end.

1.2.3.4.4. Conditional

Sentences and clauses are linked in a conditional relationship by the fact that the one is the other's reason,cause, condition or consequence. For example, there are several recessive gene diseases, which leads to mental retardation. Therefore, once the child has no exposure to his mother tongue, he cannot easily acquire it. Conditional conjunctions are: so, thus, as a result, consequently, because, due to, if, unless, on account of. According to Hinkel, "the most common sentence transitions in formal academic writing are: however, thus, therefore, then, so" (2004: 293).

1.2.3.5. Lexical Cohesion

Lexical cohesion is cohesion resulting from the selective use of vocabulary (Donnelly, 1994: 97). This means that lexical cohesion can be acheived by specific lexical items chosen by the writer as well as it depends on these selections . These lexical items are: repetition and synonymy.

1.2.3.5.1. Repetition

Repetition means that the same lexical item in several sentences subsequent to its first occurrence is repeated (Syal & Jindal, 2007: 136). For example, in this section, the phrase "lexical cohesion" is repeated more than twice. In addition, repetition helps to reinforce key ideas and new terms. However, the overuse of repetition in academic writing results in a text which sounds monotonous, i.e., it does not invite the reader to read it since it contains a lot of repetitions. This problem can be overcome by shifting the position of the repeated items in the sentence (Donnelly, 1994: 97).

1.2.3.5.2. Synonymy

The second technique used to achieve lexical cohesion is synonyms. The writer simply uses a different word that has the same meaning in the given context. For example, it is possible to find two words like language shift and code switching which have the same semantic meaning but different syntactic structure. The following passage illustrates the features of academic writing which are frequently used by academic writers: "Acronyms are new words formed from the initial letters of a set of other words. These can be forms such as CD ('compact disk') or VCR ('video cassette recorder') where the pronunciation consists of saying each separate letter. More typically, acronyms are pronounced as new single words, as in NATO, NASA or UNESCO. These examples have kept their capital letters, but many acronyms simply become everyday terms such as *laser* ('light amplification by stimulated emission of radiation'), radar ('radio detecting and ranging') and ('zone improvement plan')" (Yule, 2006: 57). This passage shows that academic writers in their textbooks use various features of academic language. For example, in this passage the present simple occurs twice such as "acronyms are new words", "many acronyms become everyday terms", and "pronunciation consists of saying each separate letters". The same applies to the passive voice when it is used in the sentence "acronyms are pronounced as new single words". In addition, this passage contains two important discourse features which are reference and substitution. For example, the sentence "these examples have kept their capital letters" contains a cohesive tie of reference between the possessive pronoun *their* and the expression *these examples*, and substitution in which the expression *these examples* substitutes for the examples that are mentioned before.

1.3.   Definition of Linguistics Register

Register is the language variation associated with specific uses and communicative purposes. Schiffman defines linguistics register as a set of specialized and preferred syntactic structures used by specific groups for particular purposes (1996: 40-41). This means that the criteria of a given register are to be found in its grammar and lexis like the ones found in the linguistics register. For example, some lexical items occur in this register such as "in the morphology of this dialect there are fewer inflectional suffixes" (Yule, 2006: 259). In addition, the register of linguistics, for example, could co-occur with a formal style as in a lecture given in the classroom, or with an informal style as in a discussion between students outside the classroom.

1.4.   Variables of Linguistics Register

Many linguists define linguistic variation depending on to the context a writer or a speaker finds himself in. This means that language varies depending on the situation in which it occurs. Thus, the linguistics register depends on three characteristics. They are: mode, tenor, and field.

1.4.1.   Mode

According to Martin and Rose, mode refers to what part language is playing in a particular situation and the organization of the text (2003: 243). The discourse mode, wether spoken or written, determines choices in the language textual components such as the cohesive markers and the grammatical structures a speaker or a writer uses. For example, in a conversation the speaker discusses a linguistics subject, uses simple sentences and clauses, yet a writer varies his language by using compound sentences.

1.4.2. Tenor

Tenor refers to the relationship between participants, their roles and status in a communicative situation, i,e the language used among participants changes depending on the nature of the relationship between participants and the level of formality i,e how the writer or speaker should be formal. For example, when talking to close friends, the language used is different from the language used when talking to teacher. This is called informal tenor that discribes relationships involving friends and relatives, but formal one involves, for instance,the relationship between boss/ employee and teachers/ students.

1.4.3. Field

Field refers to what is going on and the nature of the social action that is taking place (Malmakjaer, 2002: 169). In addition, field, or discourse topic, as many linguists call it, includes the subject area that features in speech or writing as the topic of communication. In other words, Coulthard argues that different registers are linguistically distinct and suggests that there is a register appropriate to each field (1977: 34-36). For example, the register of psycholinguistics differs from the one of sociolinguistics at both lexical and grammatical levels, for instance, words like: brain, thinking, and motivation occur in psycholinguistics rather than in sociolinguistics register. Table 3 summarizes the meaning of the three variables of linguistics register.

Register Variable	Function in Language	Metafunction	Typical Realization
Field	Topic reflects material Reality	Ideationnal	Combination of indexical and lexical items

Tenor	Relationship enacts exchanges	Interpersonal	Mood, Modality
Mode	Role of language creates messages	Textual	Deictic devices, theme information structure

Table 03: **Meaning of field, tenor and mode, alignment with metafunctions, and typical realizations** (Byrnes, 2006: 250)

Conclusion

In a nutshell, when writing academic essays, especially linguistic ones, using the academic language and its features give the written production of the learners a formal and objective style. This chapter has therefore mainly reviewed the notion of academic language as many linguists have defined and discussed it, it also consist of a detailed discussion of academic language characteristics. In addition, this chapter delt with the term register, its definition and features, as well as its variables all along with its function.

Chapter Two: The Linguistics Essay

2.1. Introduction

The linguistics essays is one of the essays that have specific rules,structures,and audience, as it is done under a scientific hypothesis and it also needs a specific way to follow when writing with a special audience to read it, since the reader of this essays must be familiar with specific terms and the linguistics register in general.

In this chapter, the researcher is dealing with linguistics essay's definition, its generale and specific structure in details. It is also devoted to the linguistics features of writing which refers to the language rules accepted in a standarand academic writing and the sentences problems and errors the writer made in an essay, in addition to this, the chapter will contain an element under the name findings and discussion and finally the format of linguistics essay.

2.2. Linguistics Essay Definition

Studies have showed that the linguistics essays are''*linguistics papers taken after a scientific papers and are hence expected to follow certain formats and include some sections that are often left out in other essays*''(how to write linguistics essay,2017) this means that these essays are written after scientific articles and should follow specific steps and formats unlike other essays such as literary theory essays.

When wrirting linguistic papers it is hence important to be direct, simple, clear, and concise. Students must also avoid overstatements, unnecessary qualifiers, digressions, and verbiage in their essay. Objectivity should be maintained throughout the essay and personal opinions or experiences must be left out unless otherwise stated in the instructions. A complete linguistics essay must demonstrate or show a capacity for methodical and clear thinking, that is to say the writer of a linguistics essay must be competent and aware of the level of writing as well as the methodology to follow.

Teachers often seek to know their student's capacity to deliver when given different scenarios and questions within linguistics as well as instructor who also can be interseted in determininig how best students can incorporate or adhere to the writing standards needed in linguistics papers these help to determine the effectiveness of teachers delivery methods as well as the students interest in a particular subject.

Linguistics essay is written for different purposes, but the main reason is to determine wether students are conversant with the basic consepts, debates, and research interests within the larger subjects of linguistics.

2.3.Structure of Linguistics Essay:

The writer of linguistics essay as mentened before should be aware of the methodology to follow when writing, the bellow two sections is a guideline which range from the generale to the very specific method in order to conduct a good linguistics essay

2.3.1.The Generale Structure

Generally, a linguistics essay begins with a writer's opening paragraph which is called the introduction. It informs the reader about what the writer exactly is going to deal with. For example, if the writer intends to write an essay about the difference between American English and British English, he/she will need to make clear to readers what the purpose of the exercise is. The writer might say, for example, that he/she is going to analyze the differences in terms of phonology, syntax, and semantics. This means that the writer should treat the intended subject in a precise way.

According to Finch (1998: 222), "*after the introduction comes the development section. This is where you develop those areas which you have already highlighted in your introduction*". This means that the body of a linguistics essay consists of paragraphs, each paragraph deals with one aspect of the subject matter, and it should include one main idea supported by arguments and examples. Finch adds: "*the main requirement for a linguistics essay is that it should be clear, well illustrated, with a developing argument which balances information against discussio*n" (ibid, p.223).

The final part of a linguistics essay is the conclusion. It puts the subject of the essay in the right perspective and draws together all the points which have been discussed in the body of the essay.

2.3.2. Specific Structure

the following section deals with the elements the writer of linguistics essay should follow in details, the researcher will deal with each element of the linguistics piece of writing on its own.

2.3.2.1. Introduction

Hall-lew claims that this is where the writer gives his main argument.

Frame the argument in terms of the questions you're answering. One purpose is to motivate the research (to show why it's worth doing), while another purpose is to provide the necessary background for a reader to understand your analysis, later on (2014 ;03). Which means that the introduction is the part where the writer has to give enough information to the reader to know whether he/she will benifit from the piece of writing or not.

Hall-lew also stated three things the introduction section must include,these things are presented in the bellow table

Statement problem	Context	Response of the problem
- state the problem clearly and unumbigiosly in a question form. - the question should express the relation between two elements or more variables.	-explain the problem (field of the study). - include brief literature review.	-restate the purpose of the study. -mention any hypothesis. -state the expected results.

Table 04: **Elements of the introduction section**

the first one is the statement of the research problem which means that the problem is stated clearly and unambiguously in question form and it should express the ralation

between two or more variables, for examples, How is A related to B ? or To what extend is A related to B and C ?

The second one is that the writer should state the context in which the problem needs to be understood, that is to say the field of the study, the area of the research and what have been said before about the problem in brief.

The last one is to state the response to that problem, in the last portion of the introduction section, the writer should restate the purpose of the study alongside any hypotheses and the results expected and why.

2.3.2.2. LITERATURE REVIEW

According to Hall-lew ''*Every introduction includes or is followed by some kind of literature review section, which gives the reader the necessary background to understand your study.*''(2014 ;04) this means the section where the reader writes what are the information he/she have gathered from other writers and whet have been said before about the research problem he is dealing with furthermore, It is ideal if you can bring in literature beyond what's been mentioned in your course. Depending on the nature of the assignment.

2.3.2.3. METHODS

In the Methods section, Lauren (2014 ;04) adds : This includes the design of the data, the speaker details, the definition of the variable, the definition of the variants, the choice of the linguistic and social factors you will examine, and any methodological problems you had. That is to say that the researcher should mention anything that is necessary for a reader to understand what he/she did, and why did it. Ideally, the researcher will mention all details that someone would need if any other researcher wanted to try to replicate the analysis or compare it with other related studies.without forgetting to cite the software used.

2.3.2.4. RESULTS

When writing a linguistic paper, researchers often report both quantitative results and qualitative results. The quantitative results definitely go in the results section by stating the main results and explaining whether they support or reject the hypotheses

or predictions. Then discussing the data to justify the conclusions, it means the results must be written up before getting to the analysis in the discussion section .

The qualitative results (e.g., a close, line-by-line analysis of a bit of transcript), might fit better in the analysis section. Wherever it goes, report the main statistical finding first, then report the smaller findings (e.g., report the regression model first, then the smaller X2 test results). Report on the qualitative data only after you've described the numerical data. This allows your reader to interpret the qualitative data with respect to the broader picture.

2.3.2.5. DISCUSSION

This is where the researcher talks in depth about what he/she interprets the results to show, what he/she finds interesting, and why. In short, consider what his/her results may mean. Tells the reader how the results were interpreted, and why: What's the story behind the results? Makes sure to provide evidence for the interpretation, be realistic and honest. Provides an explanation for the results while ruling out others.

First, summarize your most important (strongest, most interesting) findings. Then, relate them to other, broader arguments (which you laid out in the introduction). Consider: Are there systematic generalizations across all the examples? Are there any thought-provoking contradictions? How will you explain/justify the generalizations or the contradictions, and how will you explain why they are 'systematic' or 'thought-provoking'? (Meyerhoff & Schleef's Routledge reader 2010)

Steps:

• State whether your research question is answered (and how) or whether your

hypotheses are supported or not supported.

• Evaluate, interpret and qualify your results.

• Identify the implications of your study.

• Propose future research (if any).

2.3.2.6. CONCLUSION

In this section the researcher should relate back to the introduction by inserting the research problem and the hypothesis he/she seggusted and states how the main findings met these hypotheses in other words, to what extent the researcher has been

true in his/ her hypothesis after he/she finishes the investigation. Furthermore, the researcher Links his/her own results and explanations to other research studies, to put it in other words , the researcher needs to state wether his/her results are similar to other studies that has been investigated before from other researchers or not and he/she needs also to show what he/she has add to the generale knowledge of the field investigated. In addition to that. The researcher indicates potential areas of future research by illustrating the gaps or the missing information he found during his/ her period of research. ''*This is a good place to get extra creative. At the same time, this section should be as succinct as possible*''(Lauren hall-lew,2011:07). To sum up. The conclusion is the section where the researcher gets creative and shows his/her capacities in writing as well as producing ideas. However, the researcher has to be as clear,explicit and conclusive as possible.

2.3.2.7. REFERENCING

All ideas, quotations,ect,taken from elsewhere must be referenced, both in the body of your paper and at the end of the paper. Taking someone else's words without referencing them is plagiarism. So to evoide this, the researcher should state any information he/she takes from somewhere else. References should be seen as helpful tools, they are things that help you make your argument, well. Whatever you're writing about will be connected in some way to some other arguments someone else made.

By being able to reference those earlier works, the researcher motivates his/her own argument as he/she makes it important and worth investigating, and save him/herself the trouble of having to go into a lot of detail about exactly what those earlier works did.

As Lauren *stated'' the references that go into your reference list or bibliography are the references that you've cited in your essay. No more, no less*''(2014: 07) that is to say the researcher needs only to cite the works or the parts of works he/she uses and no need to metion any studies that he/she knew or red without using, furthermore there's no magic number to use when supporting the research, it means the researcher can use as much information as he/she can as long as he/she references them.

The interdisciplinary nature of linguistics means that there simply isn't one style guide that fits all. The researcher can adopt any style he/she is fameliour with or he/she have seen in the majority of his/ her reading . If the referenced work is

something unusual like a website with no author or publisher, or an audio file with no author or publisher, provide as much information as someone would need to be able to locate the source themselves

2.3.2.8. MECHANICS & STYLE

the writer of linguistics essay should follow a specific style and mechanics, the following is some of the instructions he/she needs to follow,

to write a linguistics or any piece of wrting, the writer must ;

- uses A4 paper, standard margins, a standard font, and either 1.5- or double- spacing

- uses the same font for all text in the document: main body, headers, footnotes, and tables.

- uses page numbers. check your spelling (UK conventions are preferred)!

The researcher must also follow these writing conventions, as he/she must;

− Uses indented or blocked paragraphs.

− Uses in-text author/year citation, not footnote citation.

− Uses consistent formatting style. Adopt a style sheet (APA, Chicago, MLA etc.) and

stick to it..(these mechanics and styles are taken from Younes Behira's A Student Practical Guide To Research Methodology)

2.4.   Linguistics Features in Writing

Linguistic features of writing refer to the language rules accepted in a standard academic writing. The linguistics features deal with the sentence maturity the writer uses based upon the conventional good grammar. The ability to write a clear, concise, logical and convincing paragraph or essay involves more than just the ability to be able to write a grammatical sentence.

As it has been mentioned by Halliday and Hasan, (1976). The grammatical features of academic writing must fulfill a rhetorical function such as verbal complementation, nominalization, use of definite and indefinite articles, relative clauses, tenses, subject-verb number agreement, and cohesive devices such as lexical repetition, referential pronouns, conjunctions, synonyms and substituted phrases

2.4.1. Syntax

Syntax is defined as the ways in which words are put together to form phrases, Clauses and sentences. The syntactical features in writing refer to types of sentence

Construction: simple, compound, complex, or compound complex sentences. Latief (1990:9). The simple sentence does not have any embedding or conjoining, for instance, "Our father is coming to our home tonight." While the compound sentence is a sentence which is connected to another sentence by using coordinate conjunction, such as, and, or, but. Example, "We have to do our work, and then we have to go." and the complex sentence is a sentence with sub-clause embedded to the main-clause, for example, "She told us that we have to go now." And finally the compound-complex sentence has both conjoining and embedding. Example, "If you want to ask me for my advice about your plan, you can either talk to me on the phone or you can send me a letter

2.4.2. Grammar

Grammar in writing is defined as the ways in which the writer handles basic rules of writing, such as parallelism, pronoun reference, double negatives. (Latief, 1990:9). The grammatical features in writing refer to the use of grammatical errors in a sentence that include awkward construction and agreement errors. To be specific, the grammatical errors can cover agreement, tenses, word order, articles, pronouns, prepositions, and other parts of speech.

2.4.3. Vocabulary

According to Solikhah, (2017 ;36) ''*Vocabulary in writing refers to the word choice used to express ideas appropriately*''. The vocabulary includes sufficient arrangement and variation, effective word or idiom choice and usage, correct form of word form mastery, e.g. accurate prefixes, compound words, word classes, and appropriate register.

2.5.   Senentences Problems in Writing

Most common errors the writer made in an essay deal with syntactical problem as a result of imperfect development of sentences. The sentence problems arise from incomplete mastery of syntax in writing. The sentence problems are characterized into four kinds of awkward sentences, reflecting incomplete knowledge of basic rules of syntax.

The description of four types of sentence problems in this section refers to

the argument of Oshima and Hughes (1983:239-246). According to them, sentence problems appear in terms of: sentence fragment, choppy sentence, run-on sentence, and stringy sentence.

2.5.1. Sentence Fragment

Sentence fragments are incomplete sentences or parts of sentences. Examples of sentence fragments are:

a. Because some students have part-time jobs in addition to going to school.

b. For example, the increase in the cost of renting an apartment.

c. Having no money and being lonely in the big city.

d. Many people who get married before they are mature enough.

To revise the fragment, two techniques may apply:

 (1) attach the fragment into an independent clause

 (2) rewrite the sentence so that it has a subject and a verb.

Implementing the rules, the above fragment may be revised as follows:

a. Because some students have part-time jobs in addition to full-time class work, they have very little free time.

b. For example, the cost of renting an apartment has increased.

c. She has no money and was lonely in the big city.

d. Many people get married before they are mature enough.

2.5.2. Choppy Sentence

Choppy sentences are sentences that are too short. They are the result of using too many simple sentences. Although simple sentences are quite effective sometimes, overuse of them is considered poor style in academic writing (Oshima and Hughes, 1983: 241). For example:

Incorrect: We must find new source of energy. The earth's natural sources of energy are dwindling. Solar energy is a promising new source of energy. Solar energy is

energy from the sun's radiation.

Revision: We must find new sources of energy, because the earth's natural energy sources are dwindling. Solar energy, which is energy from the sun's radiation, is a promising new source of energy.

Choppy sentences are easy to correct. Just combine two or three simple sentences to make one compound or complex sentence.

2.5.3. Run –On Sentences

A run-on-sentence is a sentence in which two or more independent clauses are incorrectly joined by a comma without a coordinating conjunction or sentence connector. This kind of error is also called a comma splice. For examples, Getting married is easy, staying married is a different matter.

A run-on-sentence can be corrected in four ways.

a. a period: Getting married is easy. Staying married is a different matter.

b. a semicolon: Getting married is easy; staying married is a different matter.

c. a coordinating conjunction: Getting married is easy, but staying married is a different matter.

d. a subordinating conjunction: Getting married is easy although staying married is a different matter.

2.5.4. Stringy Sentence

Stringy sentence is a sentence in which too many clauses are connected, usually with and, but, so, because, forming one long sentence. The result is a sentence that seems endless. For example,

Incorrect: Many students attend classes all morning and they work all afternoon and then they have to study at night so they are usually exhausted by the weekend.

Revision 01: After attending classes all morning, working all afternoon, and studying at night, many students are exhausted by the weekend.

Revision 02: Many students attend classes all morning and work all afternoon. Then, they have to study at night. As a result, they are usually exhausted by weekend.

2.5.5. Coherence

Coherence in writing refers to the sense of wholeness or interconnectedness among sentences and ideas within a paragraph or among the paragraphs within any piece of connected discourse (Latief, 1990:66). The sense of wholeness requires that an essay develops a unified idea, a major topic idea supported by all the rest of minor topic ideas in the essay. An essay which develops two or more separate ideas, or has ideas irrelevant to the major topic idea, does not have sense of wholeness. In addition, the sense of interconnectedness requires that all sentences and paragraphs are interconnected well. For example, the ideas flow smoothly from one sentence to the next sentence and from one paragraph to the next paragraph.

2.6.   Format of Linguistics Essay

When writing a piece of writing whetherit was an essay or a dessertation, the writer needs to follow a specific format to organise the piece, MLA(Modern Language Association) and APA(American psychological association) are the most known format the writer has to follow. The following table will illustrate the major differeces and similarities between the two citation styles ;

MLA	Similarities	APA
Typically used in the Humanities (i.e.: English, Theatre, Art)	The paper is double spaced, as well as the reference or works cited page. The citation has a hanging indent.	Typically used in the social sciences (i.e.: Psychology, Sociology, Social Work)
"works cited" page to cite sources at the end of the work	All information used in the paper *must* be in the reference page or works cited	"references" page to cite sources at the end of the work
Works cited is cited last	Any information that is	Works cited is last

name, first name (Bird, Big)	not your own needs to be cited	name, first initial (Bird, B.)
When information is cited and the author's name is listed within the sentence, place the page number found at the end. {According to Big Bird, writing centers are awesome" (22). }	Both use parenthetical citations within the body of the paper. (Bird, 2010) or (Bird 22)	When information is cited and author's name is listed within the sentence, place the year the material was published. {Big Bird (2010) believes that writing centers are awesome.}
When information is cited and the author's name is *not* listed, place the author's last name and the page number at the end. {Writing centers are awesome (Bird 22).}	Citations are listed alphabetically on the references or works cited page	When information is cited and the author's name is *not* listed, place the author's last name and the year the material was published. {Writing centers are awesome (Bird, 2010). }
Quotes 4 lines or longer are *blocked,* meaning indented 2 tabs over	Quotes are integrated smoothly and with transitions.	Quotes 40 words or more are indented one tab (or 5 spaces)

Table 05: The Major Similarities and Differences Between MLA and APA Citation Styles (Belk Library 2011).

The above table is about the similarities and the differences between MLA and APA citation styles

Similarities: The APA and MLA have some points in commun such as the double spacing in writing and the use of hanging ident when citing a work, both styles also share the point that all information used in the paper must be refrenced so that it will

not be concidered as plagiarism, it means any information that is not own to the writer must be cited and the citations must be listed in an alphabitical order in the reference page and finally quotes are integrated smoothly and with transition.

Differences :

Although the APA and MLA styles share some similarities, yet they are different in some other points, for instance, the MLA is mainly used in the field of humanities such as art , while APA is dedicated for social sciences as psycholinguistics.

MLA consider the page which cites the sources at the end of the work "work cited" meanwhile ,for the APA it is "References"

The work cited for MLA uses the last name and the first name however, the APA style goes with the last name and first initial.

When the writer's name is listed within a sentence and the page number is at the end ,this is the MLA style as for the APA style ,the writer uses the year of publication instead of the page number. And when both the name of the writer and the page number are listed at the end, this is the MLA style. As for the APA style the writer's name and the year of publication are mentioned at the end when the author's name is not listed at the beginning.

The last difference is about the quotation, since for MLA if the quotation is 4 lines or more ,than it has to be blocked that is to say it has to be intended with 2 tabs ,still for the APA style when quoting 40 words or more it has to be intended with one tab or 5 spaces.

2.7.   Conclusion

unlike any other essay, the linguistics essay is written after a scientific article and it is very important to follow a specific structure of this essay since the reader of the later is special as he/she has to be fameliour with the linguistics register in order to understand the compounent of the essay.

linguistics features in writing refers to the extent of the sentence maturity, that is to what extend can the writer produce a long sentences that requires various coordinating, subordinating tools, vocabulary and grammar. Besides the objectivity, neutrality, observation and sentence structure, the writer should have his own style which must be shown in the essay.

The sentence problemand errors arise from the incomplete mastery of syntax in writing, it is characterized into four kinds of sentences which are sentence fragment, choppy sentence, run-on sentence and the stringy sentence.

Finally, to write any essay or a paper the researcher must adopt one of the styles which helps the reader and the writer to be organised when writing and reading. MLA and APA are two close styles with similarities and of course slice differences, the researcher can uses to write an essay or any paper.

Chapter three: Description and analyses of the data collected

3.1.   Introduction

In order to evaluate the student's use of the feartures of academic language, the appropraite linguistics register variables and the right structure of an essay, a set of research method is applied. A questionnare and a analyses of axam papers are made for the participants which are master two linguistics students at the University of Ibn Khaldoun Tiaret. the main concern of this chpter is provide information about the sample, describe the research tools and finally the finding were analyzed quantitatively and qualitatively to uncover the use of academic writing features, linguistics register and the structure of an essay.

3.2.   The Sample

The participants in this study were ten of master two linguistics students out of thirty during the academic year 2018 -2019 at Ibn Khaldoun University in Tiaret. The choice of the students participants is motivated by the fact that they are supposed to have acquired the necessary knwoledge about the elements researcher wants to conduct. In addition, this sample consists of exam papers of these students in language contact and arabic language of the first semester in which they were asked to write an essay about bilingualism or an essay about the current status of arabic in algeria. Furthermore, the gender of the the participants in the exam papers is unknown since, the head of departement had ommitted the names of the participants before delivering the photocoipes by his assisstent, and the time allocated for the exam is 90 minutes.

Concerning the questionnaire, it was published in a facebook groop which includes members of our classmates and it was provided with the researcher E-mail to be send back to her. The questionnaire was designed mainly to compare between the student's exam paper and their answers, for example, we ask the particupants if they do respect the srtucture of the essay and then we compare between their answers and their exam papers. The participants of the questionnaire are ten students (6 females and 4 males).

3.3. Research Tools The research tools of this study are as follow :

3.3.1. Written Data Analyses

The sample of the written data which consist of ten student's exam papers include essays in language contact and arabic language that tackles the bilingualism or the status of arabic language in algeria after collecting the required data, the papers were analysed quantitatively and qualitatetively to shed light on the students use of academic language features, the variables of linguistics register and how their essays were structured. The obtained results will be given in tabular formats with examples taken from the exam paper without changes.

3.3.2. The Questionnaire

Ten students were given the questionnaire in order to answer, it consists of eleven (11) questions, after replying on all the questionnaires the researcher proceed the operation of the analyses. The results are in form of tables and graphics, with explanation bellow each question.

3.4. Results' Analysis and Discussion

In this section, we are goig to present a detailed account of the results yielded from our questionnaire tool.

3.4.1. The Questionnaire's Analysis

Question01 :what task are you mostly asked to perform in your exams ?

A"direct questions"

B" writing essays"

C" paragraph writing"

Answer / gender	A	B	C	total
Male	03	00	01	04
Female	04	00	02	06
percentage	70%	00%	30%	100

Figure01:the Most Used Tasks in Exams
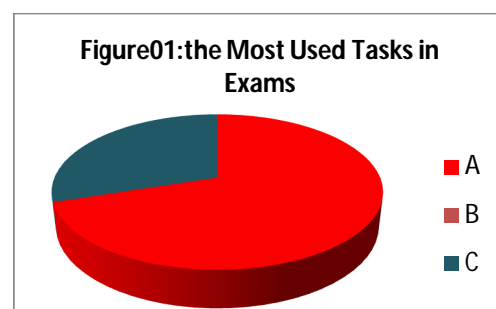
Table 05: The most used tasks in exam

The first question is about the most used tasks by students during their exams and as it is seen in the table above 70% of the students including 03 males and 04 females have answered the first answer which refer back to the direct question answering task, that is they are asked to answer direct questions. While 30% of them

(01 male and 02 females) said that they are asked to answer in a form of an essay yet, non of them 00% have chosen the paraghraph task in exams.

Question02 : do you know the structure of the essay ?

Answers / Gender	Yes	No	Total
Male	04	00	04
Female	06	00	06
percentage	100	00	100%

Figure02: Awareness of Essay Structure
■ YES
■ NO
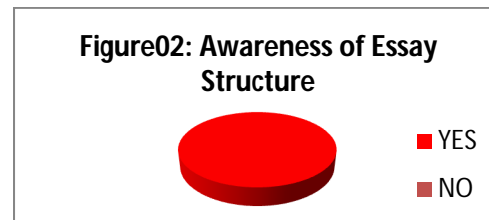
Table 06: Awareness of the essay structure

The researcher has asked the participants wether they are know the structure of the essay or not in the second question and they all (100%) said that they do know the structure of the essay .

Question 03: do you respect the structure of the essay?

Answers / Gender	Yes	No	Total
Male	02	02	04
Female	06	00	06
percentage	80%	20%	100%

Figure 03:Respecting the Essay Structure
■ yes
■ no
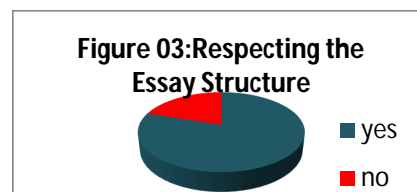
Table 07: Respecting the essay structure

The researcher have asked the participants wether they respect the structure of the essay or not and the answers were as shown, 80% of the partivipants including 02males and 06 females respect the structure of the essay meanwhile, 20% of them(02males) do not respect the structure of the essay.

Question 04 : Are you familiar with the term Academic Language ?

Answers / Gender	Yes	no	Total
Male	04	00	04
Female	06	00	06
percentage	100%	00%	100%

Figure 04: Academic Language Term
■ yes
■ no
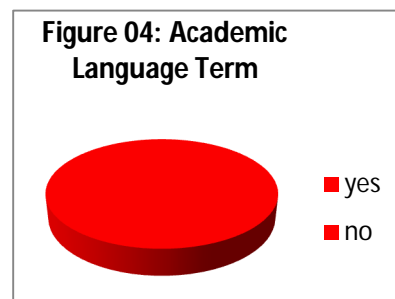
Table 08 :Academic language term.

In this question , the researcher have asked the participants if they are familiar with the term academic languageand all of them 100% (04 males and 06 females) answered with yes .

Question05 : what is academic language ?

Answer / gender	A	B	C	Total
Male	01	03	00	04
Female	04	02	00	06
percetage	50%	50%	00%	100%

Figure05: academic language
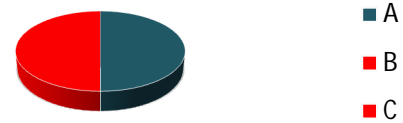
Table 09:Definition of academic language.

The fifth question was in form of multiple choices, participants need to choose one of them concerning the definition of the academic language. 50% of the participants including 01 male and 04 females think that academic language is (A)the language needed by students to do the work in schools and the other 50% including 03males and 02 females think that academic language is(B) the language used by students inorder to communicate in classe, yet non of them said that academic language is (C) the language used students in and outside the classe.

Question 06: Do you know the difference between Academic language and non academic language?

| Answers / Gender	Yes	no	Total
Male	04	00	04
Female	06	00	06
percentage	100%	00%	100%

Figure 6: difference between academic and non academic language
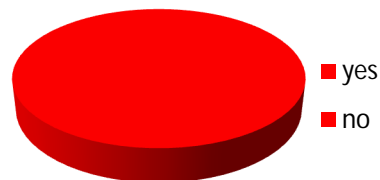
Table 10:Difference between academic and non academic language.

The question 06 was about wether the students do know the difference between academic and non academic language and as you can see in the table 100% of the participants which represent all the participants do know the difference between them even though they do not agree on the definition of academic language. They even provide us with some examples as follow : the participants who answered with A in the fifth question gave examples like cannot instead of can't "short forms".

The participants who answered B in the question 5 gave examples like, sorry instead of what when you donot hear someone talking inside the classe.

Question 07: Are you familiar with the term register?

Answers / Gender	Yes	no	Total
Male	04	00	04
Female	06	00	06
percentage	100%	00%	100%

Figure7 : the term register

Table 11: The term register.
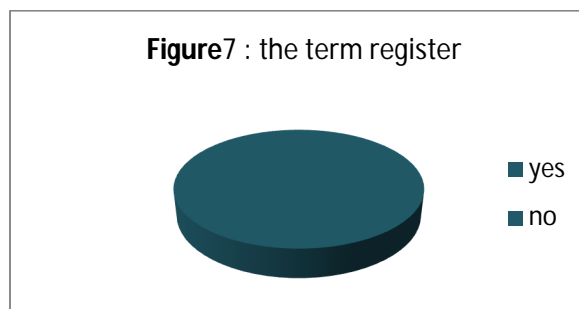
We ask the participants if they are familiar with the a term register and all of them 100% respond with yes.

Question 08 : the definition of register

Answer / gender	A	B	C	Total
Male	01	03	00	04
Female	04	02	00	06
percetage	50%	50%	00%	100%

Figure8: register difinition

Table 12 : The definition of register.
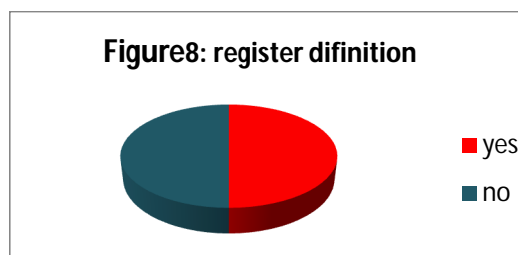
The participants in question 8 did not agree on the same answer when the researcher ask them to choose a definition for the term register from the choices given in the questionnare. 50% of the participants including 01 male and 04 females answered "A" which refer back to the register as the language used for different purposes in different contexts, while the other 50% which include 02 females and 03 males agreed that the register is the backage of vocabulary students have in mind which is represented in the table as "B", and the answer "C" was left out as it said that the term register is the language used by students in classe .

Question 09 : what is the linguistics essay ?

Answers / Gender	A	B	Total
Male	02	02	04
Female	03	03	06
percentage	50%	50%	100%

Figure 9: definition of linguistics essay.
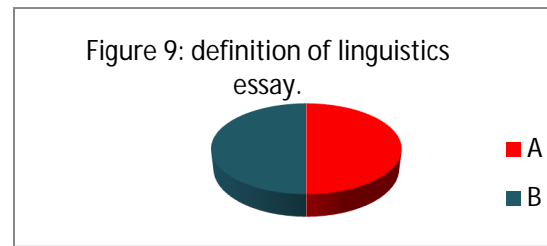
Table 13 : linguistics essay difinition.

The question 09 is about the definition of linguistics essay, we ask the participants to choose the appropriate definition for them, 02 males and 03 females which represent 50% of the participants think that the linguistics register is an essay written based on ascientific research"A". the same statistics think that linguistics essay is a type of essays"B".

Question 10: is there a difference between linguistics essay and other kinds of essays ?

Answers / Gender	Yes	no	Total
Male	01	03	04
Female	05	01	06
Percentage	60	40	100%

Figure10: difference between linguistics essay and other essays
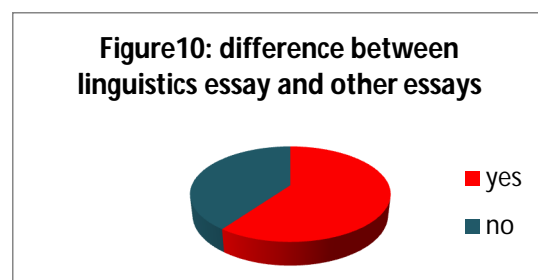
Table 14: Difference between lingui

Essay and other essays.

In the tenth question, the participants were asked to answer if there is any difference between the linguistics essay and other essays. 60% of them(01 male and 05 females) said that there is a difference between linguistics essay and other essay, meanwhile, 40% including 03 males and 01 male think that there are no difference between all essays.

Question 11: do you use features of academic language and the appropriate linguistics register when writing linguistics essay

.

Answers / Gender	Yes	No	Total
Male	02	02	04
Female	06	00	06
percentage	80%	20%	100%

figure11: use of academic language and linguistic register
- yes
- no

Table 15: The use of academic language and linguistics register .

as shown in the table above in the question 11 the researcher asked the participants if they do use the academic language and the appropriate linguistics register when writng a linguistics essay, so 80% of them including 02 males and 06 females said that they do use the academic language and the linguistics register when writing linguistics essays while 20% of them do not.

3.4.2. The questionnaire's results discussion

Afetr collecting the anserws and analyse them, the researcher discover that the participants ;

1- Students are familiar with direct questions as a task to perform in exams rather than essay writing yet, all of them do know and respect the structure of the essay

2- Allthough, the participants answers that they know the term academic language,only 50% of them define it correctly while the other 50% have follen into the trick the researcher set up for them in the second definition which include the communication in classe than, we discover also that the participants who answers correctly do no the difference between the academic language and the non academic language as they support their answer with illustrations such as cannot instead of can't, donot instead of don't and the use of the present simple while the others who think that the academic language is the language used in classe to communicate also support their answers with illustrations such as instead of saying "what" when you donot hear the teacher we say" sorry".

3- The researcher ask the participants if they are familiar with the term register and they answer was 100% positive that is they all know it, yet when we ask them to define it, the answers were fifty fifty. The first half answers the right answer and the other half donot.

4- Afterwards, the researcher mooves to the linguistics' essay definition in which

we ask them to choose the appropriate definition yet only 50% of them choose the right one and the other 50% did not and 60% of them believe that there is a difference between the linguistics essay and other essays while the rest 40% said that there is no difference between them.

   5- Finnaly, the esearcher ask the participant if they use the acadeic language and the appropriate linguistics register when writing essays and 80% of them said that they do and the other 20% donot use that is, even though they know the academic language , the appropriate linguistics register and the structure of the essay, not all of them use it to write a good essay.

3.4.3. the written data analyses

The analysis of students' exam papers is proceeded by dividing features of academic language into its major sections and analyzing each section separately. In other words, this analysis aims at finding out the students' insertion of academic writing features which are grammatical, lexical, and discourse in their linguistics essays.

A)Section One: Grammatical Features

Feature 01 : present simple

Tenses present an area of difficulty for students in learning process. So, the analysis of the number of verbs in present simple students have actually used yielded the results presented in the table.

Tenses used by students	Number	percentage
Simple present	150	38%
Others	250	62%
Total	400	100%

Table 16 :Students use of the present simple compared with use of othertenses

The results reveale that the highest percentage (62%)of verbs are in other tenses, mainly the past simple. Whereas only (38%) out of400 verbs, which is the total number of verbs in the ten papers are in the present simple. This means that students used the simple past instead of the present simple in their written production while the required proportion should exceed 50% since it is the most frequently used tense in academic writing. The following examples with students mistakes illustrate this;

   -Biliguialism considered as the prime example of language contact

The example above clarify that students did not use enough present simple in their linguistics essay, because they were not generally taught that is the most frequently used tense in academic writing or they think that in order to refer, for instance, the linguistics definitions of particular notion, the required tense is the simple past since they discussed these definition at that time.

Feature 02 : passive voice

The analysis of the written data, i.e., students' papers reveals that they did not use the passive voice. To have a clear picture of the participants' use of this feature, table below gives further details.

Total Number of Verbs in the Twenty Papers that should be in the Passive	Number of Verbs that are in the Passive	Percentage
21	07	33%

Table 17:Student use of passive voice

The students use of passive voice in their essays represents only 07 (33%) verbs out 21(100%) that should be in the passive voice. These means that the majority of students were ranked among those who did not use the passive constructions in their written production

The passive voice is academic writing creates an indirect style and shows the writer's objectivity but students relied particularly or personal constructions as a means of providing evidence for their positions

According to the folloxing examples we see that students use their judgemental interpretations of information :

-I means by this example……

-We mean by bilinguialism……

-We conclude that ……

Feature 03 : nominalization

The use of nominalizations by the ten students yielded the results displayed in table below.

Total Number of Sentences in the Twenty papers that should contain Nominalizations	Number of occurrences of Sentences that contain Nominalizations	Percentage
20	2	10

Table 18 :Students use of nominalization

The results in the table above show that only two (10%) sentences out of 20 (100%) contain nominalization. This proportion reveals that there was a small rate of sentences that contain nominalization in the students essays. So, students did not use enough nominal sentences when writing academic essays

The interpretation of these results might be that students have no competence to change adjectives and verbs into nouns, i,e, they some times encountered unfamiliar verbs and adjectives which seem to them difficult to change, or they have not enough knowledge that nominalization is one feature that should be used in academic writing . these are some examples taken from students papers :

-Bilingualism refered to have competent speaker

-Language variation and language change relate in the sense that …….

Feature 04 :word classes

4-1 adjectives and adverbs

According to the analyses of students papers we recognize that they did not use academic adjectives and adverbs in their essays. The following table display the results of students insertion of these two word classes

Total Number of Occurrences Of Adjectives	Total Number of Occurrences of Adjectives	Percentage	Number of non-Academic Adjectives	Percentage	Total percentage
27	06	22%	21	78%	100%

Table 19: Students use of academic and non academicadjectives

as it can be read from the results above, only 06(22%) out of 27 adjectives are academic, the highest percentage (78%) of adjectives represnts non academic ones. This means that students hardly used academic adjectives in their essays and tended to use non academic ones that showed their subjectivity. One possible interpretation is

that students consider that there is no clear cut between adjectives, i,e,all adjectives are put under one category. Moreover, the lack of instructions and guidance that there are academic and non academic adjectives where the latter should be avoided in the academic writing effect the students perfermance. The following examples from their papers illustrate this ;

-algerian context is the best example that show code switching

-bloom field gives good definition of bilingualism

4-2 reporting verbs

The analysis of the number of reporting verbs students have actually used in their essays yielded the results displayed in the following table.

Total Number of Sentences that should contain Reporting Verbs	Number of Sentences that contain Reporting Verbs	Percentage
25	12	48

Table 20 :Students use of reporting verbs

The results in the table above show that only 12 out of 25 sentences contains reporting verbs. This means that these verbs represent a small proportion in the students essays. So, Students did not use enough reporting verbs in their written production. This can be attributed to the fact that they know an unsufficient number of reporting verbs such as argueand claim, and forget the remaining ones like suggest, point out and demonstrate, i,e,students are incompetant at knowing all the reporting verbs.

The folloxing examples were taken from students papers to illustrate this point

-many linguists argue that everyone in speech community needs to speak more than one language to facilitate communication.

Feature 05 :impersonal forms

The use of impersonal forms in academic writing gives the students' performance formal and objective style. So, the analysis of their essays shows that these forms were hardly used. The table below gives additional details about the results obtained.

Total Number of Sentences in the Twenty papers that should contain Impersonal Forms	Number of Sentences that contain Personal Forms	Percentage	Number of Sentences that contain Impersonal Forms	percentage
30	29	97%	1	3%

Table 21: Students use of impersonal and personal forms

The result reveal that the highest percentage 29 (97%) represnts the students' use of personal forms out of the total number of sentences 30 (100)% that should contain impersonal forms, yet there was only 1 (3%) which contained an impersonal forms in their essays and tended to express their ideas by using personal pronouns like I and we that showed their subjectivity. One possible interpretation is that students always want to get involved in the situation by refering to what they think as a means to convice the reader

These examples illustrate this :

- I said previously that bilinguialism is one of the most important…..

- we conclude that bilingualism is the result of advance technology …….

B) Section two : lexical features

Feature 01 : specialized terms

Writing an academic essay requires a number of specialized vocabulary. This means that the most linguistic difference among disciplines is word choice, i.e., each field has its own vocabulary. Thus, the analysis of the number of specialized lexical items students have actually inserted in their linguistics essays displays the results presented in the table below.

Total Number of Occurrences of Specialized Terms in the Papers	Number of Incorrect specialized Terms	Percentage	Number of Correct Specialized Terms	**Percentage**
10	07	70%	3	30%

Table 22: The use of the correct and the incorrect specialized terms

The table above reveals the number of incorrect specialized terms represents 7% out of the total percentage which means that students use incorrect specialized terms which is attibuted to the fact that students have limited vocabulary in a particular linguistics area. However, other students use correct specialized terms which represent 30%, this means that this students employed these terms, because of their background knowledge in some areas of linguistics register.

C) Section three : Discource features

Feature 01 : refrence

The analysis of ten students' exam papers in terms of employing the cohesive tie of reference between linguistic expressions and what it points to in the immediate context reveals the results presented in table.

Total Number of Expressions in the Papers that should contain Reference	Number of Occurrences of Reference	Percentage	Number of Incorrect Reference	Percentage	Number of Correct Reference	Percentage
32	7	22	6	85	1	15

Table 23: Students' use of reference

As the table above reveals, only 7 (22%) out of 32 expressions contain reference. This means that it was not used enough by students in their linguistics essays. Furthermore, there are only 1 referring expressions (15%) out of 7 which represent the correct reference, yet the highest percentage (85%) represents the incorrect references which

are 6 out of 7. Although, these students have been taught thus feature in research methodology module, they used incorrect references. This can attributed to the fact that they have only one session per week in this module, so they lack the required practice, or to the large number of students that makes the learning process impossible to create a positive learning environment, or they confuse between pronouns and demonstratives.

Feature 02 : substitution

To have a clear picture about the results obtained from analyzing students' writings in terms of using substitution, the table below gives further information.

Total Number of Expressions in the Twenty Papers that should contain Substitution	Number of Substitutes Forms	Percentage
14	1	7%

Table 24 : Students use of substitution

The results above reveal that only 1 case of substitution(7%) out of 14 expression that should contain it were used by students. So, the majority of students did not use substitution particularly verbal (do) and nominal (one, ones, and same) ones. Because students generally, during the exam, do not have enough time, they want to give as much information as they could, without paying attention to revision and the use of the the cohesive tie of substitution. Another interpretation is that when students intend to emphasize a particular idea or term, they repeat at the same items.

Feature 03 : Ellipsis

Using ellipsis in academic writing reduces the rate of repeating words that are easy to understand from the linguistic context. Thus, the analysis of the students' exam papers yielded the results in the following table where ellipsis was hardly found in their papers.

Total Number of Expressions in the twenty papers that should contain Ellipsis	Number of Occurrences of Ellipsis	Percentage
14	00	00%

Table 25 :Students use of ellipsis

The results in the table above show that there is no use of Ellipsis

Feature 04 : conjuction

The analysis of the number of conjunctions students have actually used in their
essays yielded the results presented in the table below where an insufficient number
of conjunctions were used.

Total number of occurrences of Conjunctions	Number of Additive Conjunctions	%	Number of Adversative conjunctions	%	Number of Temporal Conjunctions	%	Number of Conditional conjunctions	%
14	4	29	5	36	2	14	3	21

Table 26: The use of conjunction

Feature 05 : lexical cohesion

The analysis of the ten students' exam papers in terms of the use of repetition as
a technique to achieve lexical cohesion yielded the results displayed in the following
table.

Number of papers	Moderate use of repetition	Normal use of repetition	Over use of repetition
Paper 01			X
Paper 02	X		
Paper 03			X
Paper 04			X
Paper 05			X
Paper 06		X	
Paper 07			X
Paper 08		X	
Paper 09			X
Paper 10			X
Total	01	02	07
Percentage	10%	20%	70%

Table 27: The use of lexical cohesion

The obtained results in the table above show that the highest proportion (70%)
represent the students' overuseof repetition. This means that the majority of students

papers included the overuse of repetition, whereas only two papers represent the normal use of repetition which is the required use in academic writing. One possible interpretation is that students when they want to emphesize a particular idea or term, they keep repeating the same words.

Students use of appropriate linguistics register variables

The table below gives examples from papers of five students about how they used the linguistics register variables in their written production.

Number of papers	Mode	Field
Paper 01	Let's take this example	Conversation between two people
Paper 02	Let's take the definition of bloom field	Bilingual people use both french and arabic language
Paper 03	How can these change	Language change speech community social class
Paper 04	The factors that led to language change	Language variation

Table 28: Students use of linguistics regioster variables

As the table above reveals that students did not use the appropriate mode of the written language since they employed features of the spoken one. For example, sentences which are mentioned in the table above " lets' take the definition of bloomfield,the factors that led to language change" are not relevant to the written medium which should be formal style. In addition, students included rhetorical questions like "how can these change? In their essays that should be avoided in academic wriring.

The reason behind this is that the majority of students generally used expressions and sentence structures in their writing that were used by the teachers during the explanation of the lecture without knowing that there is a big difference between the written mode and the spoken one at all linguistics levels

The variable of tenor which involves the nature of the relationship between participants did not appear in the students papers sice there is no direct interaction between the teacher and the students.

Structure of student' essay

Writing an essay in academic situations involves following a certain order, i,i, there should be an introduction, a body and a conclusion. So, the analysis of students papers yielded the results presented in the table bellow.

Total number of papers	Introduction	Body	Conclusion
Paper 01	X	X	X
Paper 02		X	X
Paper 03		X	X
Paper 04	X	X	X
Paper 05	X	X	X
Paper 06	X	X	X
Paper 07	X	X	X
Paper 08	X	X	X
Paper 09	X	X	
Paper 10		X	X

Table 29: Structure of the ten Students' Essays

The results in the table above show that the majority of students respected the structure of an essay, 07 papers included introduction, body and conclusion whereas 03 students did not follow the structure, 02 of them use just the body and the conclusion while the other one started directly with the body and the conclusion without using introduction which can be because this students had a limited time to finish writing the essay.

3.5.   Summary and discussion of the findings

The analysis of the written data, exam papers of ten students ans the questionnaire have shown that students lack knowledge about academic language features and its appropriate accurences. Moreover, reading their linguistics essays implies the following :

- the students essays lack features of academic language which are grammatical, lexical and discourse one.

-students essays lack the appropriate linguistics register variables mainly mode since they employed spoken medium instead of written one in their writings, the same for the field where students sometimes missed the appropriate lexical item which is related to sociolinguistics.

Furthermore, camparing between the answers the exam papers and the questionnaires show that ;

- the students know what is the academic language yet, they do not use it in their essays.

- eventhough the students can define the linguistics register, they do not use the appropriate linguistics register in their linguistics essays.

- the students are aware of the linguistics register definition and structure yet, not all of them respect the the structure of it.

Recommendation:

Based on the findings of this study, some recommendations seem to be appropriate;

Firstly, there should be explicit instructions and practice provided by teachers of Written Expression and Grammar about the nature of academic writing and its main features. This may help students to be aware of these features and to apply them meaningfully and correctly in their writings. This can be achieved by reminding students that the language that is used in academic situations should be clear, precise and formal. In addition, in grammar courses, the teacher may focus more on tenses rather than articles since students consider them as a difficult area in learning situation.

Secondly, in order to make students differentiate between different types of conjunctions, teachers of grammar could give exercises about sentence combination inside the classroom. For example, they may give an essay to students and ask them to provide the missing conjunctions. Once the teacher identifies the conjunctions employed by students, they could give them a model essay that reveals the different conjunctions, especially those that are not used by students. Such a recommendation would have a number of benefits. One of these benefits is that students' writings would have a logical flow of ideas and not a jumble of sentences.

Thirdly, since students think that there is no difference between the written and spoken mode at the sentence level, it should be recommended that the teachers of Written Expression could give their students handouts that include a spoken conversation between friends (informal) and an academic text which is written by academics (formal). Then, they explain to students by discussing the differences between these two types of texts mainly at the syntactic level. Thus, students start to

understand the significance of writing by becoming aware that written medium differs from the spoken one at all linguistic levels.

3.6. Conclusion

To conclude, this chapter has mainly focused on to which extent do master two students of the english departement at Ibn Khaldoun University of Tiaret use features of academic language and the appropriate linguistics register when they write linguistics essays, and do these students respect the structure of a linguistics essays. So, the analysis of their exam papers of gender studies along with their questionnaires confirm that they do not insert these features in their written production even though they are aware of the concept. Moreover, the findings reveal that the majority of participants do not employ the appropriate linguistics register variables, particularly medium, since they used in their essays the spoken mode instead of the written one, and field. In other words, these students do not follow the structure of an academic essay that requires an introduction, a body, and a conclusion.

General Conclusion

It was attempted through this work to evaluate the performance of Second Year Master students in the Department of English at ibn khaldoun university of tiaret, in writing linguistics essays in terms of using features of academic language, the appropriate linguistics register variables, and how they structured their essays, i.e., what is the extent to which these students insert grammatical, lexical, and discourse features in their writings. Besides, how they employ the three variables (mode, tenor, field) of linguistics register in their written production.

The results obtained from the analysis of data show that the subjects under investigation did not include sufficient and correct features of academic writing in the sense that the majority of students did not use grammatical, lexical, and discourse features in their writings. Besides, they did not use the appropriate variables of the linguistics register and follow the order of an essay: an introduction, a body, and a conclusion. One possible interpretation could be the lack of knowing that academic language is characterized by different features, and each mode of discourse, spoken or written, has its own sentence structure and lexical items.

In reviewing the findings of this research, it has two limitations. The First limitation is that it was not possible to include students from other options such as science of languages and to include a sample that consists of more than ten students because of time and the administration did not provide us with a sufiecent number of exam papers, and the second limitation was the students were not helpfull when answering the questionnaire as they took too much time answering it.

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Appendix

The sample of the questionnaire

Cross the appropriate box

   1) Gender :   male ☐   female ☐

SECTION ONE :

01- what task are you mostly asked to perform in your exams ?

      a)Answering direct questions ☐   b) writing paragrap ☐
        c) writing essa ☐

02- Do you know the structure of the essay ?
     Yes ☐   No ☐

 03-   Do you respect the structure of the essay when writing one ?

     Yes ☐   No ☐
04- Are you familiar with the term academic language ?

     Yes ☐   No ☐
05- For you academic language is….
   - the language needed by students to do the work in schools ☐
   - the language used by students inorder to communicate in classe ☐
   -the language used students in and outside the classe ☐

06- Do you know the difference between academic and non-academic language ?

     Yes ☐   No ☐

   Can you give us an example ……………………………..
07- Are you familiar with the term register ?

     Yes ☐   No ☐
08- For you register is ……
   - the language used for different purposes in different contexts ☐
   -the backage of vocabulary students have in mind ☐
   -the language used by students in classe ☐

09- What is a linguistics essay?
   - linguistics essay is an essay written based on ascientific research ☐
   - linguistics essay is a type of essay. ☐

10- is there a difference between linguistics essay and other kinds of essays ?

     Yes ☐   No ☐

11- Do you use features of academic language and the appropriate linguistics register when writing linguistics essays ?

Yes ☐   No ☐

Abstact

The overall aim of the present research is to evaluate students' writings in terms of using features of academic language, appropriate linguistics register variables, and the structure of an essay. In addition, this research develops a definition of academic language and its features, presents the notion of linguistics register variables, and tackles the linguistics essay in generale as well as its structure. The research methods in this dissertation include the collection and analysis of a sample of the written data, i.e, students' exam papers and a questionnaire deliverd to the students . The findings from this analysis show that students in the English Department at Ibn Khaldoun University of Tiaret, do not employ features of academic language and the appropriate linguistics register in their essays. So, this dissertation recommends that there should be explicit instructions and practice provided by teachers about the nature of academic language and its features.

Résumé

L'objectif général de cette recherche est l'évaluation des écrits des étudiants en termes de l'utilisation des caractéristiques académiques de la langue, des variables appropriées du registre linguistique et de la structure des essais. En plus, cette recherche développe la définition de la langue académique et ses caractéristiques, présente la notion des variables du registre linguistique et traite la structure des essais. Les méthodes de recherche dans cette thèse incluent la collection et l'analyse d'un échantillon des écrits des étudiants (feuilles d'examen) et un questionnaire deliveré au etudients. Les résultats obtenus démontrent que les étudiants dan le département d'anglais à l'université Ibn khaldoun de tiaret'utilisent pas les caractéristiques académiques de la langue et les variables appropriées du registre linguistique dans leurs essais. Alors, cette thèse recommande aux enseignants la nécessité des instructions explicites et de la pratique sur la nature de la langue académique et ses caractéristiques.

ملخص

ان الهدف العام من هدا البحث هو تقييم كتابات الطلاب من حيث استخدام خصائص اللغة الاكاديمية و اللغة المناسبة في مجال اللسانيات و كيفية بناء مقال . بالاضافة الى دلك يعرض هدا البحث تعريفا للغة الاكاديمية و معالمها و يقدم مفهوم لغة اللسانيات و متغيراتها. كما يتناول ايضا بنية اي مقال. و يتضمن منهج البحث في هده الرسالة جمع و تحليل عينة من البيانات المكتوبة و في هده الحالة اوراق امتحان الطلاب بالاضافة الى . استبيان قدم لهم. و اظهرت النتائج المستخلصة ان طلاب السنة الثانية ماستر في قسم اللغة الانجليزية ــجامعة ابن خلدون ــتيارت. لا يوظفون معالم اللغة الاكاديمية و المصطلحات المناسبة المتعلقة بمجال اللسانت في مقالاتهم. لدلك توصي هده الرسالة بان تكون هناك توجيهات و تطبيقات واضحة من قبل الاساتدة حول طبيعة الغة الاكاديمية و خصائصها