

Dedication

This Dissertation is lovingly dedicated to our respective parents who have been ,my constant source of inspiration. They have given me the drive and discipline to tackle any task with enthusiasm and determination. Without their love and support this dissertation would have been made impossible.

To my dears teachers Mr Chawki ,Mr Farid,and Miss bekkai meriem

To all my family especially my Mather, my dear ankle

Also would be dedicate to my classmates, to all my friends especially chouaib and Sino who did never let me down.

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Abstract

One of the basic of what the present research intends to is the evaluation students in writing a linguistic essay with using features of academic language ,appropriate linguistics register variables, and structure of an essay .So in light of what has been mentioned is to give some point before starting writing an essay ,with mentions the steps in writing an organized essay ,also states pattern of organization an essay with keeping in mind transition signals between paragraphs in writing essay .After tried to offer and developing some definition about academic language and linguistic register with following features of academic language .Also it shows students how to follow a structure of linguistics essay .As far as the actual research use testing of exam papers as a sample of the written data .One cannot ignore the findings from the analysis that demonstrate or present feedback that seems to be bad because students in the English Department at Mohemed Khaider University ,Biskra, do not mention this features of academic language ,linguistic register, also following the structure of linguistics essay As consequence ,the research recommends that the program should include these sections in teaching with a clear and explicit direction by the teachers in teaching the features of academic language ,and practice it in classroom sections.

المخلص

يتطرق هذا البحث إلى دراسة المصاعب التي تواجه الطالب عند كتابة مقالة في اللسانيات تتمثل هذه الصعوبة في استعمال خصائص اللغة الأكاديمية والمصطلحات المناسبة في مجال اللسانيات وكيفية بناء مقال . يقدم البحث الحالي بعض التوجيهات قبل كتابة مقال, كما يوضح المراحل المتبعة لكتابة مقالة منظمة . كما يشمل على تعريف لمفهوم اللغة الأكاديمية وخصائصها , و يقدم أيضا مفهوم لغة اللسانيات ومتغيراتها , وفي الأخير يشرح كيفية بناء المقال . أما منهج البحث فيحتوي على جمع وتحليل عينة من المقالات المأخوذ من أوراق امتحان الطلبة . النتائج أظهرت أن الطلاب السنة الثالثة في قسم الانجليزية _ جامعة محمد خيضر لم يوظفوا اللغة الأكاديمية وخصائصها بطريقة صحيحة , وأيضا المصطلحات المتعلقة بمجال اللسانيات . لذا يهدف هذا البحث إلى تحسين كتابة مقالة وإنتاج مقالة صحيحة , منظمة وذات معنى . لهذا توصي بإدماج هذه الدروس في البرنامج مادة اللسانيات مع تركيز الأساتذة على لفت انتباه الطلبة إلى طبيعة اللغة الأكاديمية وخصائصها في مجال اللسانيات

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General introduction

1-Statement of the Problem:

In fact, to write a linguistic essay, student should go through specific foundation. Following this structure which should be an introduction, a body, and a conclusion, but with assembling the common features of academic language. What is generally noticed in the English Division at University of Biskra that third year LMD¹ student think that depending on theoretical cases-issues about a specific topic that is the only solution to finish with an acceptable English written output . However, the most important are given to the amount of information and head for missing the major features of academic writing.

Consequently, it is frequently observed that there is something to be lost in writing an essay is the relationship between features of academic writing, the variables of the linguistics register, and the ability to write and construct a linguistics essay.

2- Literature Review:

Concerning the subject of writing linguistic essay, many researchers dealt with it but from different angles. What are found in this thesis are as follow: Nahla Bacha (Lebanese American University ,Byblos Lebanon March 2001) dealt with evaluating English as a Foreign Language/English as a Second Language (EFL/ESL) essays. The second is book written by Academic skill unit from university of Melbourne which spoke about tertiary essay writing and different steps that we should go through when writing an academic essay. The final is toolkit for higher education of teaching academic writing, written by Caroline coffin, Mary Jane curry, Sharon Goodman ,Ann Hewings,Theresa M.lillis and Joan Swann. In ‘This book, they talked about practical ideas for helping students learn to write in a discipline. Tutors will get a fresh sense of the possibilities for teaching and learning through understanding how students make sense of a field’s theories and concepts through writing.

¹ LMD stands for Licence (equivalent to a Bachelor’s degree), Master’s and doctorate degrees.

3- Significance of the study:

The important of this study is to enlighten and increase their degree of awareness in writing a linguistic essays by Third Year LMD Student at Foreign languages Department at University of Biskra .

4-Aims

The main objective of this research is to suggest some techniques to overcome such as difficulty in writing a academic essays , evaluate features of academic language and the linguistics register variables used by Third Year students in writing a linguistics essay, and the structure of this essay.

5-PROBLEMATIC (Main Questions):

The present piece of research aims at addressing the following questions:

- Do Third Year students use features of academic language and the appropriate linguistics register variables when they write linguistics essays?
- Do these students respect the structure of a linguistics essay?
- Why aren't students able even to produce a successful essay?
- What are the causes of these deviations in writing?
- To what strategies do students resort when writing essay?
- What can be done to enhance the students' ability to write essay?

6- HYPOTHESIS

As a major step in the present research, one main research hypothesis is put forward. It turns around the general idea that if students write linguistics essays, they will not use features of academic writing, the appropriate linguistics register variables, and the structure of an academic essay.

7-METHODOLOGY:

Means of Research:

In this work, one research tool will be employed to test the suggested hypothesis is a testing a sample of English 3rd years LMD students. It will help the researcher to highlight the main difficulties that affect the students' outcomes and hinder their writing essay process. It will be also good for checking their degree of awareness in writing academic essay.

The Choice of the Method

The descriptive approach will be used in the present research. The descriptive approach is a way of exploring and describing real – life situations by providing the information of the elements as they occur. This method will help the researcher to identify problems in the current practice with a view to improve the students' outcomes. The writers' writes will first be illustrated in the form of percentages and then will be analyzed and commented on by the researcher.

Population and Sampling

Concerning data collection, twenty students' essay of Third Year level, in Applied Language Studies are chosen randomly to be observed in order to find out whether they use features of academic language, the appropriate linguistics register variables, and the structure of an essay.

8- Structure of the Study

This piece of research is divided into two main sections. A theoretical chapter which includes part about the review of related literature and an empirical section which includes one chapter. The first chapter deals with a synthesized theoretical background. Its part incorporates an overview of academic language and variable of linguistic register.

Chapter two deals with data analysis. It contains a detailed analysis of the students' of English language). This section also discusses the problems encountered by third year

students when writing essay. Finally, it attempts to give some suggestions to overcome the written hindrances faced by 3rd year LMD at the English department when writing an essay.

Introduction

'Good reader, good writer 'and good listener, good speaker' Boardman;Frydenberg

Coming to college to have background knowledge about your specialist. Having attempted to talk about writing exactly in research. In your university experience, you will have to write many papers, or essay or paragraph in exam, but in a limited time period, or during a class session .other dissertations will take several days to be done so and still others, such as research which needs several weeks or several months to complete .it is a question of what kind of paper you write that requires the process writing skills. In other sense, throughout some practices.

1.1. How do you write?

Every student is anticipating writing a comprehensible way of organization, also at all the levels of linguistic description; to use correct grammar, punctuation and spelling. In these situations of writing, students have to use a special format and style of writing. To be more organized in writing, the majority of universities and colleges use two formats for academic writing: the paragraph and the essay. The paragraph format is to answer test question, or use in exam answer, and to write laboratory reports. The essay format is made up of several paragraphs and mostly is used to write dissertations, and research papers.(Boardman;Frydenberg.2001.p III)

At universities, the style of writing is very significant .Students use this format formal style. (Boardman; Frydenberg.2001.p III)This also means that their language should be clear and should not use slang .In addition students have to bear in mind that they are always expected to use original and real examples with arguments rather than just repeat the information they have found in their research, because when they use informal way, it is not acceptable in academic language.

In most time, students have not time to do their writing. For example, there are trails and exams that need to write many paragraphs to give one answer in a specific limited time. When your time is limited, it becomes even more important not to waste any of it wondering how to say what you want to say. In more explanation ,you have not time to say all ideas in your writing ,because there is difference in organization of English writing from the way of writing is organized other language . Keeping in mind that practice

makes it perfect. In other sense, when students learn about any topic, then practice it, is better than they learn without practice.

1.2. For whom do you write?

Communication is the crucial aim of writing, so there is necessity for all writers to be conscious of their readers, the people who will read what they write. For textbook authors, the reader is the student. For businesspeople, the reader may be a colleague or an employer (in the case of memos and reports) or a potential customer (in the case of letters and advertisements). For a novelist, the reader is the general public. This means that the writer should direct his /her texts according to the conviction and tastes of his audience without any free choice. He should get interest about their grasp, and domain. The question here is: who is the reader for students? In most cases the reader is the teacher or professor, although, for certain reports or projects, the reader may be a classmate or classmates. However, the purpose of writing is still the same: to communicate a message. The businessperson and the student may utilize different styles and content in their writing, but they both need to be aware of their audience, and they both must work to make their message as clear as possible. Problems of clarity, organization, (Boardman; Frydenberg, 2001, p. III) and even punctuation are the same for all writers. So students should be clear in their writing, or more organized of ideas with respect to put punctuation in the right place.

1.3. Points to bear in mind

In the second language course, you start to write course, you will be worried at the beginning of writing course. This is normal. If you get pleasure from lesson more and advance to be curiosity developer, so go behind this point in your mind:

- 1- How are expressed your good ideas: in academic settings, you need to start building and progressing skills, so the objective in this course is to assist you to express your intended ideas in writing. The ideas that you write are for more discussions with others, or written resources, and personnel experience. Practice writing under a time limit, shaping your thought into well-rounded essay.
- 2- Reading is the most essential one: from reading, you can expand your vocabulary, and improve your spelling. It helps you understand different ways in learning. It helps you understand different ideas. It helps you learn to communicate by means of reading, you benefit to get ideas, vocabulary, the best skills in grammar,

organizational skills, and understanding; intuitive feeling for English through reading. To be the best writer, you should read more and more in English. The reality is that students who read in English make much larger linguistic stores and intuitive feeling for English than who do not. Actually, you can increase your background knowledge in seeing how ideas interact in longer reading. So you will improve your skills. As shown above, depending on reading, they could learn about what all needs in your study; how to ask, how to write.

- 3- Progress thinking in skills: to be good in writing, you need to face and stretch your thinking skills. To be more precise, you have to develop ideas, order them, and evaluate them for their successful use when you work at these types of thinking skills, you will be practicing the kinds of skills that will help you in other domains of academic and personal life. In other hand, It supports that point with specific information which is clearly connected and arranged. (Ann Strauch, 1997, p7) Also the words are appropriate, and the sentences are concise, emphatic, and correct. Good writing is the result of much practice and hard work. This fact should encourage you: it means that the ability to write well is not a gift that some people are born with, not a privilege extended to only a few. If you're willing to work, you can improve your writing.
- 4- Lack of comfort at the beginning of a writing course: you have ideas to say and you feel that you may have a lot to talk but do not work and go in the English vocabulary or sentence skills to express yourself completely. This is a normal feeling. You may feel stressed and not relaxed at the beginning of the course in several weeks. As this statement mentioned *"Writing is just work--there's no secret. If you dictate or use a pen or type or write with your toes--it's still just work."* (Sinclair Lewis)
- 5- The legend of being perfect: All you need to focus on is progress, not perfection because nobody's writing is ideal and excellent - in any language! Even professional writers are not perfect. So, believe in this way: If professional writers are not perfect, you definitely do not have to be perfect either!. *"There is no rule on how to write. Sometimes it comes easily and perfectly: "sometimes it's like drilling rock and then blasting it out with charges."* (Ernest Hemingway)
- 6- The role of grammar in writing: all languages have grammar, and each language has its own grammar. It is the sound, structure, and meaning system of language. Using standard grammar is important, but you need to retain grammar in correct view. While students may be effective speakers of English, they need guidance to

become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Your primary goal as a writing student is to have something to say, and to say it as clearly as possible. Your knowledge of grammar is useful in helping you understand lectures, not only in answering grammar-specific questions. (Ann O. Strauch, 1997, p7)

- 7- Give importance to your grammar weaknesses: not all grammar notions are the same important, specifically in the early stages of learning to write. Do not try to assault every grammar problem that appears in your writing. This misguided strategy will simply limit your weaknesses, prioritize them, and then concentrate on how to overcome them, a few at a time.
- 8- The track to achieve success: Writing without fear provides inexperienced and seasoned writers opportunities to learn more about composing and producing writing. So, to accomplish this object, it normally demands an endow of time and work hard. If you work in an effective way in this course, you will use the best on your way to become a successful writer. Writing does not have to be an unpleasant task, but it does take some time and effort. Of course, once you develop self-confidence based on your successes, you will discover that expressing your thoughts and ideas clearly can be richly rewarded. (Ann o. Strauch, 1997, p7)

1.4. Outline of essay:

Writing is sometimes used to engage students to be more actively and be more critically in course readings, lectures, and discussions. Rather than merely taking notes or highlighting passages in the course readings, students are asked to put that knowledge to work by doing some sort of ongoing writing assignment (Smalle; Kozyrev. 200. p 124). Whether it is writing journals, research papers, essays, or informal working notes, they are asked to take up the ideas, key information, and terms of the course in order to extend, assess, qualify, or critique them.

In this light, An essay outline is perhaps the most important friend you will have while writing your essay, it is difficult to write one without an outline because it is the frame of the essay; it is the building around which the details and explanations are organized. There are many technique to write outlines for essays. It is not needful to follow any strong outline form. For example, technically, in an outline if there is a (1) there must be a (2), and if there is an A there must be B. (Smalle;; Kozyrev. 200. p 124)

When you are asked to write formal outlines for formal papers, you should go with this rules; but for most other purposes ,an outline can be formal .Here is a proposition for an outline form for planning your essay:

Thesis statement:

Write out thesis statement in a complete sentence.

- I. Write out the first developmental paragraph topic sentence.
 - A. Identify the support. This can be a detail or an idea that the paragraph will discuss.
 1. Mention any additional detail about (A).
 2. If appropriate, mention another detail about (A).
 - B. If you have another detail or example you are going to discuss in this paragraph, mention it here.
- II. Write out the next topic sentence.
 - A- Support
 - B- Support
- III. Write out the next topic sentence
 - A- Support
 1. Detail if necessary.
 - B- Support(.Smalle;ruetten;Kozyrev.200.p 124)

I. INTRODUCTION:

- Thesis: _____.

II. BODY PARAGRAPH 1:

- Opening Sentence: _____.
- Detail 1: _____.
- Detail 2: _____.
- Detail 3: _____.

III. BODY PARAGRAPH II:

- Transition/Opening Sentence: _____.
- Detail 1: _____.

- Detail 2: _____.
- Detail 3: _____.

IV. BODY PARAGRAPH III:

- Transition/Opening Sentence: _____.
- Detail 1: _____.
- Detail 2: _____.
- Detail 3: _____.

V. BODY PARAGRAPH IV:

- Transition/Opening Sentence: _____.
- Detail 1: _____.
- Detail 2: _____.
- Detail 3: _____.

VI. CONCLUSION:

- Reconfirmed Thesis¹

If you use this rough guide and fill in the blanks as you are researching your essay, you will find writing the essay so simple. You have all you need in front of you. It is researched and organized. All you have to do now is fill in the blanks with transition words and smooth language.

1.5. The process of analysis Essay

When you have got an essay to write, often you don't know where to start. Planning is key to making sure your writing is clear and concise and a mind map is one way to plan. When you are planning your essay, you should keep in mind the following advice:

When you are designing a process essay, begin by focusing on drawing question ‘what do my readers know about my topic ’? This essential question to help you knowing what to involve and what to edit in the essay .This means that you are conscious of the audience.

¹ <http://www.bookrags.com/articles/2.html>

As far as, the reader is a little familiar about the topic being clarified as you suppose, but have the same general knowledge you do .For example, it can be assumed that most people know what a paintbrush is, but it cannot be assumed that your readers know which kind of brush is best to use with a certain type of paint.

Order the steps chronologically; in other words, the steps should be arranged in chronological order .This principle of organization is the ,same as the one used for narration .In a process essay ,ordering ideas chronologically is vital, especially if readers are to be able to recreate the process. The only time to break from chronological order is when you explain some unfamiliar term or give some word of advice or caution.²

1.6. Steps of writing a essay

Learning how to write an essay can be a maddening, exasperating process, but it doesn't have to be. If you know the steps and understand what to do, writing can be easy and even fun. The aim of writing a composition is to communicate your ideas and thought easily to your reader .To be clear in writing, you will need to conclude certain steps:

Step1: get ready to write, and also prepare more your ideas.

Step 2: make a plan, organize your idea, pay attention on the main idea, and develop a support it.

Step3: write the first draft

Step 4: revise, study, and improve the content and organization

Step5: correct mistakes and delete finding.

Step6: write the final draft.

Step7: following up and evaluation progress.(Ann O.Strauch .1997 .p224)

Below are brief summaries of each of the seven steps to writing an essay.

1.6 .1.First step: get ready to write:

For many students in universities, writing an essay shouldn't be intimidating. As long as you know the basic steps of essay writing, you should be well-equipped to handle any essay topic.

²http://wiki.answers.com/Q/What_is_logical_division_essays

Carefully choose the topic: When you have many topics to choose, select the topic that motivates you and is related to your study. Your teacher will lead you in choosing a subject, be sure that you can use plenty of specific supporting details for your subject. After all, you have lots of ideas and how do you select what is right? Once you have decided on your topics, your writing should come easily. Don't try to tackle a topic you know nothing about. Begin with a subject you have an interest in or want to learn more about. On the other hand, don't choose a topic in which you feel you are already an expert.

Create, and explore ideas: Permit your mind to discover and produce expression whatever comes to mind, without judging or censoring anything. You will find that one idea leads to another. In this way, you will discover easily ideas that you may have viewed otherwise. There is nothing to worry about exact grammar, spelling, or punctuation. Do not try to write complete sentences, rather than write key words, phrases, and ideas.

Interviewing: For some writing tasks, you may write about other people or about information you get from people on a specific topic. Perhaps you will write a composition of introduction about one of your classmates, or perhaps you will report on the opinions of several classmates. In both cases, you will need to prepare and carry out an interview (or several interviews)

Brainstorming: It consists of asking yourself questions about your topic. You can use the basic question words to help you get started:

Who what

When how

Where why (Ann o. Strauch, 1997, p224)

Your essay will require insight of your own. Ask yourself a dozen questions and answer them. Think with a pen in your hand. Take walks and think and think until you come up with original insights to write about. You can write absolutely anything you can think of. At this point, nothing is off limits. Actually write your list on a piece of paper. Thinking about topics will not work because you will get distracted and your mind will wander.

In other word, brainstorm ideas without restrictions. Take 15 minutes at a time and just let your ideas flow. Write words or phrases that come to mind. Ideas can include a specific experience, a person of influence, and an obstacle you overcame and so on:

1.6.2. Second step: make plan and organize ideas

You put a plan in front of you, before you write first draft. You order your ideas and make sure that you have (1) one main idea and (2)sufficient specific supporting details for your main idea with best organized chosen which is strikingly and simple for the reader to go behind . (Ann o.Strauch,1997,p226)

For progressed writer as you, may use a helpful to organize your ideas on paper, but some experienced writers are able to organize their ideas in their head, and some others prefer organizing their ideas on paper.

In short, pick your best idea and put it down in a clear assertion that you can write your full essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically impossible to write a good essay without a clear thesis.

Give a number for ideas (Numbering): This method is the best way to design a list of ideas in (1):

- Face your list of ideas, and define a main idea. Write M in front of the main idea.
- Sometimes, you require a word for a main idea, but you might not get the exact words .in this situation, write a main idea and add in your list.
- After you have a main idea, recognize and number the ideas that support your main idea. Each number represents one point and details that support it.
- No matter how many ideas you put your list. For instance, to express the general idea, you can add points for a group of details, or you can add details to explain and develop a specific point.
- Shape a line through any ideas that do not support your main idea. (Ann o.Strauch,1997,p226)

1.6.3. Third step: write the first draft:

You will write your first draft, using the information from the first two steps; you should pay attention to the content and organization, rather than about grammar which comes later in the second or final draft. (Ann o.Strauch,1997,p227)

As you are writing your plan, you may find you are satisfied with. Any way if you want to make changes, you may make changes them at any time, but before anything else, make sure that your new plan is well organized. An excellent way to check your new plan for effective organization is to write out a new rough outline and evaluate it carefully before you continue.

1.6.4. Forth step: revising

Revising means ameliorating the content and organization of your draft. After you complete the early draft, it will be much easier to analyze it to see how well your ideas fit together. Even if you are happy with your draft, you may make change after awhile. While you revise, a good thing to do is to see if you can add material, take off material, or move material from one point to another .use any technique to make your revisions simple and easier. Search and verify the main idea. Is it complete, with simple and clear topic and comment? Is it suitable for the body and conclusion? Then, check the body for support. Do you need to add more details? Should you eliminate an idea that does not fit as well as you thought it did at first? May be the idea you need to eliminate is unimportant, or too absent –minded and too vague, or too general (Ann o.Strauch, 1997, p227). Do you need to move material from one spot to another? Have you included helpful information to guide the reader from idea to idea?

Finally, check your conclusion .does it link the entire composition together and give closure? Bear in mind that even talented, capable, and successful writers, as professional writers, frequently and routinely revise and review their early drafts.

1.6.5. Fifth step: correct mistakes and delete finding :(Proofreading and Editing)

The near to final step is to proofread. Proofread, proofread, and proofread because nothing looks worse than an essay with spelling and grammatical errors. Your teacher may provide you with the opportunity to use your peers as proofreaders. It does help to have someone else pass a paper because often a writer is so close to her work that she

can't see the errors as easily as someone with a fresh eye. With other definition, proofreading means searching for errors. Editing means correcting the errors. In this stage, in grammar and visual presentation you will proofread and edit your draft of errors. When you delete, pay attention to any material you want to eliminate, add words, or correct any other errors. (Ann o. Strauch, 1997, p227).

Writing essays is not as summary as some people believe. An essay can be approached just as you approach a math formula. The ideas you write about will be as varied as the numbers you encounter, but just like a math problem, you solve it by taking the same steps each time: Develop a thesis, support your thesis with proof, and write a conclusion.

1.6.6. Sixth step: writing final draft

If you know you have dealt with the previous draft in a careful way, so this is the easiest step of all. What you have to do is rewrite your draft with more revisions and corrections. Once you complete, check again your draft. In case, you have more than a few errors to correct, whenever the changes consist of more than a few letters or a word or two here and there, you should rewrite the entire draft.

Remember that this time to make sure your written task makes a good visual impression, gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action.

1.7. Writing an essay

When topics are too complex or too broad to be developed in a one paragraph, there is a great need to write an essay that is a group of paragraphs that develop one central idea.

An essay is not just one or two paragraphs, but it is a part of whole of writing several long paragraphs, the topic of an essay is too difficult to talk about in one paragraph, it is written about a unify topic. As a result, you have to divide the topic into different paragraphs, one for each main point. After that you have to attach all of the independent paragraphs with one another by putting or combining an introduction and a conclusion. It is lengthy in writing than a paragraph, but it is no harder than writing a paragraph. If you are able to write a good paragraph, you are able to write a good essay because the principles of organization are similar for both.

In general terms, an essay has three main parts:

1. **An introductory paragraph**
2. **A body** (at least one, but usually two or more paragraphs)
3. **A concluding paragraph**

The essay is more fundamental structure .Each paragraph in essay has an essential duty

- a. **Introduction:** as can say is one paragraph (sometimes two or more) that come in the topic to be discussed and the major idea (the thesis statement) of the essay.
- b. **Developmental paragraphs** .these paragraphs gathers various aspects of the topic and the main idea .They may talk causes ,effects ,reasons, examples, , processes ,classifications, or points of comparison and contrast.they may also narrate or describe.
- c. **Conclusion** .this paragraph outlines ideas and the thoughts developed in the essay. It is the shutting word.(Smalle .Ruetten;RishelKozyrev., 200, p105)

1.7.1. An introductory paragraph:

The first paragraph of your essay will talk about your topic and direct the reader to the entire essay, also determines the tone for your essay The introduction should discuss your major thought, or what the essay is talk about, then declare your thesis and points or arguments that support your thesis. When your introduction well organized, it may grab the reader's attention with interest and clearness.

There are two parts in the introductory paragraph; define a general statements about your subject to attract your reader `s attention and a thesis statement as a topic sentence for a paragraph: it gives a name to the specific and the controlling ideas or major subdivisions of the topics. A thesis statement is to set the ``the plan `` to your paper or a particular subdivision to your topic.

Getting start in writing is the hardest part for writers even though professionals', writing an introductory paragraph, is to be able to write it easy when you remember and recall previous knowledge. An introduction has four aims:

1. It presents the topic of the essay.
2. It gives a general information and background knowledge of the topic.
3. It often shows the total ``plan`` of the essay.
4. It should grow the reader`s interest in the topic.

1.7.1.1. Features of introductory paragraph

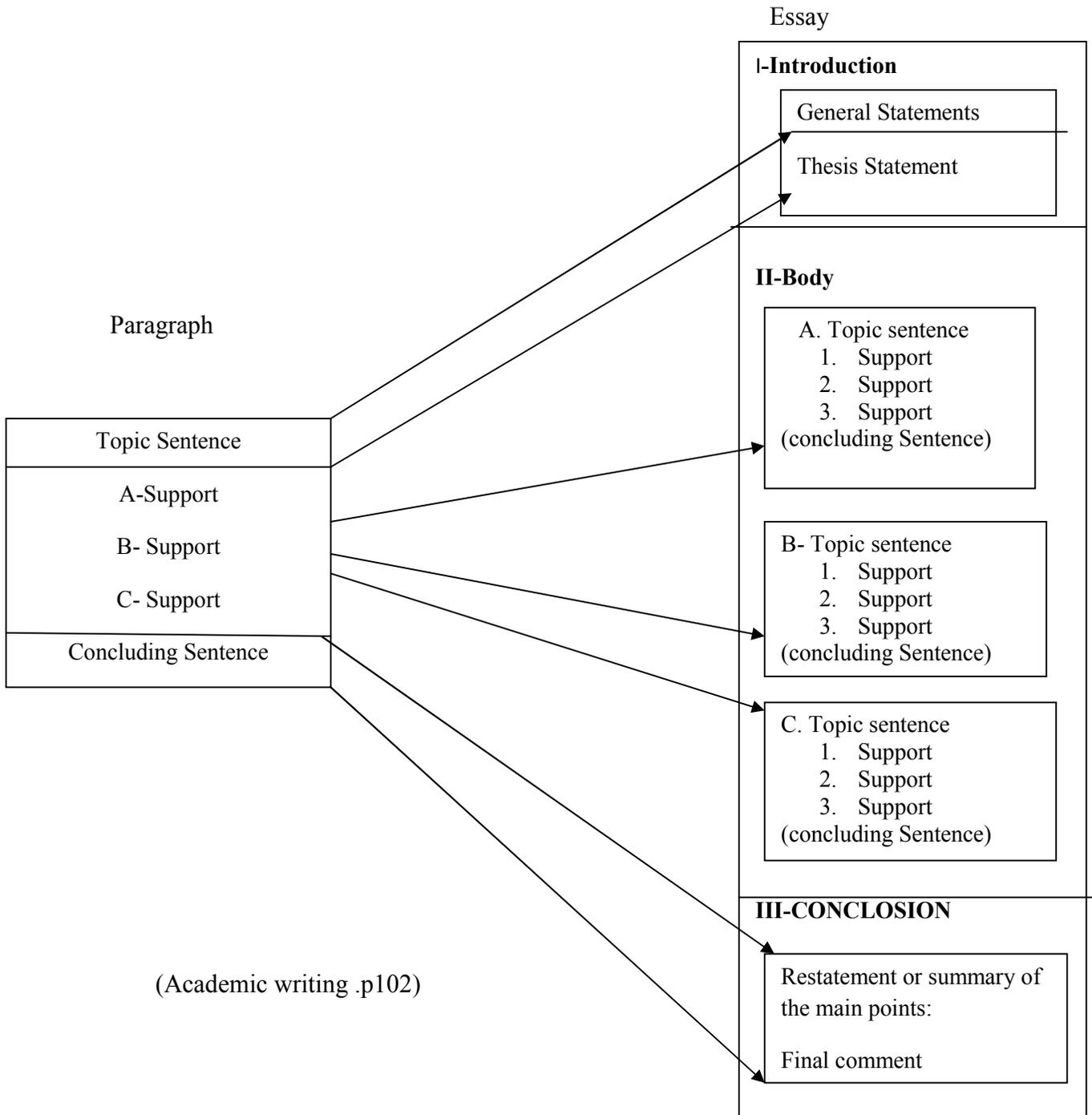
Let keep eye on the features of an introductory paragraph:

1. The introductory paragraph is the first thing that a reader take notice that should introduce the topic .Obviously, this paragraph should inform the reader of the topic being discussed. In other senses, it shows the main information about the topic.
2. Generally, an introductory paragraph should mention how the topic is going to be grown. A completed introductory paragraph show whether the essay is going to discuss reasons, causes, effects, or examples; whether the essay is going to classify, describe, narrate, or explain a process.
3. In short ,an introductory paragraphs should contain the thesis statement .This is a general rule ,of course .In more advanced writing, the thesis statement sometimes seems later in the essay ,sometimes even at the end .In some cases ,too ,the thesis is just implied .for college essays ,however ,it is good idea to put the thesis clearly in the introduction.
4. Perfectly, an introductory paragraph should be tempting; that is, it should be concerning enough to make the reader want to continue reading .In other word, mentioning it to attract reader about your topic. Since the introductory paragraph roles to give the topic and since the introductory paragraph should be inviting ,it makes good sense not to put the thesis statement right at the beginning of the introductory paragraph _(Smalle;.RuettenRishelKozyrev., 200 ,p108).The introduction has two parts:
 - General statements
 - A thesis statement

1.7.1.2. General statements

- Introduces the topic of the essay
- Give background information on the topic.(Oshima, Hogue,1998.p103)

General remark about the subject, Its goal is to attract the reader`s attention and to give background information on the topic. Each subsequent sentence should become more specific than the previous one and finally lead into the thesis statement.



1.7.1.3. Thesis statement

In the essay , the thesis statement is the sentence containing the main idea .it is similar to the topic sentence in that it consist of an expression of an attitude, opinion ,or idea about a topic ;unlike the topic sentence ,however, the thesis statement is broader and expresses the controlling idea for the entire essay .it should be expressed in complete sentence.

- Define and put the main topic
- Sometimes, making a list for the subdivisions of the topic or subtopics.

- May show and reveal the method of organization of the entire paper.
- Is usually the list sentence in the introductory paragraph? (Oshima, Hogue,1998.p103)

In more explanation, the thesis statement is essential sentence part in the introduction. It puts the specific topic and often under the major subtopics that will be discussed in the body of the essay .Further; it may reveal the method of organizations such as chronological order of importance.

1.7.2. The essay body: outlining

The body of your essay is where you develop your ideas on that topic. In the body of the essay, all the preparation up to this point comes to fruition and fulfillment. The topic you have picked must be explained, described, or argued.

Each main idea that you wrote down in your diagram or outline will become one of the body paragraphs. If you had three or four main ideas, you will have three or four body paragraphs. Write a paragraph about each of these key points, using the information you've pulled from your notes.

In other definition , the body is the extended and longest part of the essay and can conclude as many paragraphs as sensible to support the controlling ideas of your thesis statement .it has one or more paragraphs, each paragraph develops a subdivision of your topic, so the number of paragraphs in the body will differ with the number of subdivisions or subtopics .The paragraphs of the body of the essay are then the main supporting points in a single paragraph .moreover , you are able to order the paragraphs in an essay just as you organize the ideas in paragraph ,by chronological order, logical division of ideas, comparison and contrast ,etc.(Oshima, Hogue,1998.p108)

Making an outline is the best way, because an essay is longer and more complex than a paragraph, it is even more important to organize your ideas, thoughts, and to plan the body of your essay before you begin to write.

The techniques and principles that you have already learned for paragraph outlining can be put in practice into essays. You may be acquired during the course of your academic writing career to produce a formal outline that follows.

Notice that subtopics that form the body of the essay are indented to the right. As you move to the right; the ideas become more and more specific.

In outline. The introduction contains only the thesis statement, and the conclusion is abbreviated. The body of the essay, however, is developed in detail.

1.7.3. The concluding paragraph

The conclusion summarizes the essay and gives the reader closure. A conclusion is looked as a review or the summary of the main points which were discussed in the body. The conclusion in an essay, like the concluding sentence in a paragraph,

The only additional aspect in an essay is the linking expressions between the paragraphs of the body. To connect the ideas between two sentences use transitions within a paragraph. In the same way, you use transitions between paragraphs to connect the ideas between them. (Oshima, Hogue, 1998, p108)

The final paragraph in an essay is the conclusion, which tells the reader that you have completed an essay. First, you write a summary of the main points discussed in the body of the essay or rewrite the thesis statement in different words, Then you add your final comments on the subject-food for thought. Take this opportunity to make a strong, effective message that the reader will remember.

The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic.

The entire conclusion requires is three or four keen sentences which do not require following any set formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic. Even a tale can determine your essay in beneficial way.

The *concluding paragraph* consists of

1. A summary of the main points, or a restatement of your thesis in different words.
2. Your final comment on the subject, based on the information you have provided.

Be sure to introduce the concluding paragraph with a conclusion transition signal.

1.8. Transition signals between paragraphs

To present a clear, not only between paragraphs but also within paragraphs, a transition signal is important. If you write two or more paragraphs, you need to look for the relationship between your first and second paragraph, between your second and third paragraph, and so on. unified train of thought to your readers, you must make sure each paragraph follows the one before it and guides to the one after it through clear, logical transitions. Keep in mind that adequate transitions cannot simply be added to the essay without planning. Without a good reason for the sequence of your paragraphs, no transition will help you. Transitions can be made with particular words and phrases created for that purpose--conjunctive adverbs and transitional phrases--or they can be implied through a conceptual link.

Thinking of transitions between paragraphs as the links of a chain. The links of a chain connect the chain; they link it together. Similarly, transition signal between two paragraphs links your ideas together. Two paragraphs are linked by adding a transition signal to the topic sentence of the second paragraph. This transition signal may be a signal word, a phrase, or a dependent clause that repeats or summarizes the main idea in the first paragraph. (Oshima, Hogue, 1998.p109)

1.9. Pattern of Essay organization

You have been writing essays that are primarily expository, in which the main purpose is to explain or analyze. Organizing an essay is basically the same as organizing a paragraph; the only difference is that instead of working with single sentences, you are working with paragraphs. You can use the same patterns (or combination of patterns) for essays as you use for paragraphs. You simply decide which information be suits to each paragraph, and then in what order you should organize the paragraphs.

1.9.1. Chronological order

As you have known before, Technically, it means temporally sequential, from earliest to latest (as opposed to reverse chronological order which would be from latest to earliest),it is order by time. It is used in almost all academic fields. One of its primary uses is to explain processes such as how to plan a community meeting, how to perform a physics experiment, or how to play a game. Even when giving directions for someone to come to your house or when you write a recipe, you use chronological order: first, next, mix together. (Oshima, Hogue, 1998.p111)...in addition to explain progress,

chronological order is also used to describe events over a period of time. Biography, autobiography, history, and narrative story.

1.9.2. Logical division of ideas in essay form

Logical division of ideas is a form of essay organization that is used to group related items according to some quality they have in common. Logical division can be useful in planning an academic paper because it will help you divide a broad subject into several categories or groups and in that way focus the topics for discussion. Then each subtopic can be discussed in order. (Oshima, Hogue, 1998, p112).

Divide your topic into subtopics and discuss each subtopic in a separate paragraph. Do not forget to write a thesis statement that indicates a logical division.

1.9.3. Cause and effect order

Another common method of organizing an essay is by cause and effect. In a cause and effect essay, you discuss the reasons or causes for something, and then you discuss the results. Cause and effect essays are concerned with why things happen (causes) and what happens as a result (effects). (Oshima, Hogue, 1998, p112). Cause and effect is a common method of organizing and discussing ideas. Indeed cause and effect (which can also be called reason and result) is one of the most used forms of organization in academic writing. In this section, you will learn about two different ways to write about causes and effects.

When students are learning how to write cause and effect essay by analyzing a text, they should provide substantial evidence from the text to prove their arguments. Even when they select general topics for their cause and effect essays, students should refer to credible sources to present the causes and their effects³.

1.9.4. Comparison and contrast order

The structure of a cause and effect essay will include an introduction, the main body and conclusion. The cause and its effects will be the focus when learning to write a cause and effect essay and students can either focus on a single cause and effect or several causes and effects of a single occurrence, depending on the length of the essay. Some common topics for cause and effect essays are:

³<http://writessay.com/how-to-write/how-to-write-a-cause-and-effect-essay.php>

- Causes of air pollution – you can focus on any one single cause like car exhaust or industrial pollution or you can consider many causes
- Causes of Acid Rain
- Causes of Dépression in Children

A very common and useful method of essay organization is comparison and contrast. The technique for writing comparison and contrast paragraphs and essays are essentially the same; the main difference is the size of the topic. Because the topic of an essay is much larger, you will need to learn some advanced patterns of organization. (Oshima, Hogue, 1998.p112). In a comparison and contrast essay, the emphasis is usually on one the other; that is, you spend more time either comparing or contrasting, depending on your goal .If you are comparing two rather similar things, and you should recognize the apparent similarities but focus on the differences. If you are comparing two obviously dissimilar things, you should acknowledge the obvious contrasts but confirm the less apparent similarities.

1.9.5. The argumentative essay:

In this kind of essay, we not only give information but also present an argument. The argumentative essay is a style of writing that requires the student to discuss a topic; gather, produce, and evaluate proof; and constitute a position on the topic in a summarize manner. This type of essay to convince or persuade. An argument ensues when people disagree about something .One side gives an opinion and offers reasons in support of it, and the other side gives a different opinion and offers reasons in support of his or her stand. However, people can disagree about many things that cannot be argued effectively. The argument would be settled using a fact .Therefore, arguments of preference, belief or faith, and fact are not the type of arguments one can effectively and logically deal with in the formal argumentative essay.

There is kind of issue that can be argued logically is based on an opinion that can be supported by evidence such as facts, examples, the opinion of experts, or logical reasoning. (Smalle;Ruetten;RishelKozyrev., 2000 ,p281).

Conclusion

Writing process is most complex skill, as a matter of the fact that an essay can have many objectives, but the basic structure is the same no matter what. You may be writing an essay to argue for a specific point of view or to illustrate the steps necessary to complete a task. Either way, your essay will have the same basic format.

If you go through a few simple steps, you will find that the essay almost writes itself. You will be responsible only for supplying ideas, which are the important part of the essay anyway.

Introduction

Knowledge is a powerful tool that we should possess. Learning English as a specific language. It has different types of language tact and proficiency. One of these types is academic language proficiency. Employing this type of language supports in giving formal and clear style to the learners' writings. So, this chapter is allocated fundamentally to academic language and the linguistics register as two different concepts. The first division focuses the meaning of academic language. The second division looks for the common features of academic language. The third division treats with the one accord of definition of linguistics register, its variables, and the structure of a linguistics essay.

2.1. Academic Language

Academic language is the language needed by students to do the work in writing. It generally reaches back to the language that is employed in textbooks, classroom, and tests. It is the language used by teachers and students, so as to acquire new knowledge and skills. In short, this kind of language is different from the everyday spoken English that is used in daily social interactions; in structure such as in vocabulary. Academic texts and lectures tend to use longer, and more complex sentences. This means that academic language includes specialized vocabulary, as well as conventional text structures such as the use of nominal groups, i.e., groups of words that provide more information about particular concepts. For example, the language of linguistics includes words like morphology, language acquisition, or language learning. 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).

It differs in structure and vocabulary from language used in daily social interactions. It includes specialized vocabulary such as grammar, style, and organization associated with genres within a field (e.g., literary criticism, explanations of historical phenomena, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing ideas, asking for clarification)."

Academic vocabulary is used in all academic disciplines in teaching the content of such discipline. For instance, before taking chemistry, no students know the technical words used in chemistry. Even the underprepared students whom professors assume they know such words, do not know the vocabulary used to teach the chemistry concepts and are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity, validate. (writing developmental centre. Newcastle University, last updated 7 august, 2009). Professors assume that students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students. To build your academic vocabulary is by reading, making flash cards, and writing sentences using new words in context . The strong vocabulary will help you not only in reading comprehension, but also in listening, speaking, and writing.

2.2. Features of Academic Language

According to the discipline that your Task is written, you should use specific linguistic features .as this example , an essay in history may include a number of past tense verbs but in essay that talks about the definition of language ,and how every linguist defines it , the present tense is used. According to Yopp et al., “Bailey (2007) identifies three features of academic language: lexical, grammatical, and discourse” (2008: 16).

2.2.1. Grammatical Features

The structure of sentence comes back to or based on grammatical features .These features consequence in the dense use of present simple, passive voice, nominalizations, different word classes (verbs, adjectives, adverbs), and impersonal forms that show the writer’s objectivity.

2.2.1. a) Use of Present Simple

The Simple Present can refer the speaker to believe that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things. 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). In English, simple present is used to describe habitual actions and events, and those that are usually true. As shown in the following examples:

- The train **does not leave** at 9 AM.
- Every twelve months, the Earth **circles** the Sun.

In this regard, it is used to express something real and facts. Such as, every *twelve months*, *the Earth circles the Sun*. In the present simple, the verb does not take an ending with the following pronouns: I, you, they, and we. However, in the third person singular (he, she, and it), the verb ends with “s” or “es”, as in the following examples:

- He **has worked** there for three months now.
- . The next train **leaves** this evening at 1700 hours.

To be more exactly, the use of the present simple in academic writing is often Conventionalized and prevalently used. For instance, in linguistics essays, it is used to explain a specific linguistic phenomenon which is always true.

- Language is the most important aspect in the life of human being.
- language makes sense of complex and abstract thoughts.

2.2.1.b) Use of Passive Voice

In the English language, there are two different forms or voices in sentence structure: active and passive voice .Evans and Maggie state that the passive voice is one of the grammar features dominating and frequently used in academic writing rather than in general English .Passive constructions are identified as one of the prominent features of academic language.

In the passive, 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 or omitted altogether as shown in the following examples.

- The crew paved the entire stretch of highway. (active)
- The entire stretch of highway was paved by the crew (passive)

In academic language, the use of the passive voice is more than in everyday language. So, passive constructions have been set as one of the memorable features of academic language. Evans and Maggie state that specific grammatical features like

the present simple and the passive voice are dominant and used frequently in academic writing than in general English (1998: 21). In addition to that, the use of the passive voice in such a type of language goes to create an indirect style and demonstrates the writer's goal. This can be realized by employing another form of passive which is more used in academic writing (it is said that..... he is said to) as shown in the following

Examples:

- The wedding planner is making all the reservations.
- It is said that all the reservations will be made by the wedding planner.

In this sense, also Hinkel notes that using the passive voice in academic language is often more appropriate than active constructions and is taken into account the most used in written genres (2002: 111).

2.2.1.c) Use of Nominalizations

One of specific features in academic language is the use of nominalizations which refers to a verb or adjective being changed into a noun. Such as, eligible-eligibility, accept-acceptance, move-movement, investigate investigation. In academic writing, it represents formal writing style and a focus on ideas and concepts rather than action.

In other words, Gee states nominalization as "a word linguists use for verbs that have been turned into nouns, such as *production* rather than *produce*" (2008: 61). So, 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. Nominalizations are useful in academic writing because they convey an objective, impersonal tone. Nominalizations can also make the text more concise because it can pack a great deal of information in a few words

2.2.1.d) Use of Different Word Classes

The uses of different word classes are predominant in academic language. There are three different word classes: adjectives, adverbs, and reporting verbs. These grammatical classes are more repeatedly in academic writing than in other registers.

A) Adjectives

The major syntactic assignment of adjectives in English is to change nouns and Noun phrases. Uniqueness is made between attributive and predicative adjectives. Adjectives are attributive when they premodify nouns such as: *an **important** study*. More than that sense, attributive adjectives have an important place in text flow because they provide sufficient definition to referents. On the other hand, an adjective is predicative when it post modifies verbs, i.e. the adjective comes after the verb. For example, *the language of classrooms is **formal***.

Adjectives are much used in academic writing rather than in conversational discourse or other types of writings (Hinkel, 2004: 209). This means that they are commonly employed in academic language rather than in interactional one which is used in informal situations. Moreover, these adjectives should be academic, i.e.; there is no need to use nonacademic adjectives that show the personal interpretation of the writer's ideas such as **good** and **best**.

B) Adverbs

An adverb is the word classes that are primary used to modify a verb, adjectives, and other adverbs in English as shown in the following examples:

- I *recently* called her.
- She quickly decided to write her paper.
- The two children started babbling very early.

In addition, academic writing often concludes particularly high rates of intensifying adverbs such as *really*, *very*, *totally*. According to Bailey, "as the academic writer aims to be objective, adverbs like *fortunately* or *remarkably* may be unsuitable" (2003: 89). In this sense, the academic writer should avoid using adverbs that show personal attitudes.

C) Reporting Verbs

In academic writing, it will be necessary to refer to the research of others and to report on their findings. These forms are perfectly correct for reporting what others have said. Hinkel and Fotos state that reporting verbs are very common in academic writing when writers want to demonstrate their knowledge (2002: 187). Academic texts in several disciplines such as linguistics, law, and economics use different kinds of verbs. 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 crucial 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 1 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
Sur	Possible
Right	Likely

Table 1: Selected common verbs, adjectives, and adverbs in conversation versus academic writing (Encyclopedia of Language and Linguistics, 2005: 478).

2.2.1.e) Use of Impersonal Forms

The use of impersonal pronouns in academic writing which attempts to be precise, formal, impersonal, and objective. This can be achieved 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). Also, the writer’s objectivity should seem 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 better to use *this research talks about or is about*

2.2.2. Lexical Features

Academic language has a lexical variety which reflects a representation of the variety of words that an academic discipline may include. “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). More than that, the vocabulary of academic language is formal, specialized, and precise. For example, words like speech community, language shift, and morphology are more likely to appear in linguistics writing than in scientific writing. Thus, the most linguistic difference among registers is word choices. Table 2 summarizes the key features of academic and non-academic writing.

Academic Writing	Non-Academic Writing
<p style="text-align: center;">Full forms</p> <ul style="list-style-type: none"> - There is - The test did not show 	<p style="text-align: center;">Short forms</p> <ul style="list-style-type: none"> - There’s - The test didn’t show

<p>Connectors</p> <ul style="list-style-type: none"> - The theory appears to provide an Explanation for this phenomenon. - However, this is not the case on closer - The experimental design was weak. <p>Any</p> <p>Moreover, the methodology was faulty.</p>	<p>Connectors</p> <ul style="list-style-type: none"> - I want to go to the cinema, Only I have to work late. - Bause of work , I can't go to London this weekend. <p>way,i don't have enough money</p>
<p>Use of nominal groups(verbs made into nouns)</p> <ul style="list-style-type: none"> - The application of the results needs to be carefully considered. <p>results.</p> <p>rather than :</p> <ul style="list-style-type: none"> - We need to carefully consider how we apply (verb) the results. - Researchers assumed that.... - They thought that 	<p>Use of Pronouns</p> <ul style="list-style-type: none"> - We need to carefully consider how we apply the
<p>Point of View</p> <p>Objective and impersonal. For example</p> <ul style="list-style-type: none"> - This essay attempts to..... <p>Using qualifying language</p> <ul style="list-style-type: none"> - One possible reason may be... 	<p>Point of View</p> <p>Subjective and personal.</p> <ul style="list-style-type: none"> - In my essay I will attempt to... <p>Asking rhetorical questions</p> <ul style="list-style-type: none"> - How can this be?

Table 2: Key Attributes of Academic and non-Academic Text (Lyons and Hasley, 2006: 20)

2.2.3. Discourse Features

Discourse is one of the major systems of language, some linguists refer the use of the term discourse to texts, while others claim it denotes speech which is for instance illustrated by the following definition: "Discourse: a continuous stretch of (especially

spoken) language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke, or narrative" (Crystal 1992:25). Discourse features refer to the structural organization of a piece of writing in terms of coherence, paragraph structure, and cohesion which is the surface relations that link pieces of texts together in specific ways. According to Halliday & Hasan, "the concept of cohesion is organized by classifying it into five special categories which are reference, substitution, ellipsis, conjunction, and lexical cohesion" (1976: 13). These cohesive ties are used in written discourse especially in the academic one.

2.2.3. a) Reference

Reference is a relation between things or facts and can extend over a long stretch of text. 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). Moreover, the common reference items in English include personal pronouns such as *she, he, it, and they*, demonstratives like *those, this, these*, and comparatives. The following examples illustrate this.

- The EST paragraph (English for Science and Technology) is a unit of written English discourse. It presents the reader with an amount of information on a given subject (Trimble, 1985: 14).

Here there is a cohesive tie of reference between the pronouns *it* and the expression the EST paragraph.

- The components composing the urban system can be categorized into two major categories. These are the land use configuration and the transportation system. Here there is a cohesive tie of reference between the demonstrative pronouns *these* and the expression: the components composing the urban system.

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

2.2.3.b) Substitution

Substitution is the replacement of a part of a sentence with a substitute word or phrase in the same grammatical slot. According to Halliday, substitution» can be

interpreted as a systemic variant« of ellipsis (535). Substitution is a grammatical rather than semantic relationship. It involves the replacement of an item by another one. Halliday & Hasan (ibid) identify three types of substitution which are: nominal (one, ones, and same), verbal (do), and clausal (so, not). In the nominal substitution, the substitute one / ones functions a head of the nominal group. For example, *there are two main kinds of address forms. The first one is names, and the second is pronouns.*

Here the word *kinds* is head of the nominal group *kinds of address forms*, and *one* is head of the nominal group *first one*.

Verbal substitution operates as head of a verbal group, and its position is always at the end of the group. For example, *did Mary take that letter? She might have done.* Here *done* substitutes for the verb *take*.

Clausal substitution is when words like *so* and *not* substitutes for a whole clause. For example, *do you need more information about your research? If so, try to read a lot of books and articles.*

In other explanation, Ellipsis and substitution seem to work on three levels : the clause, the verbal group, and nominal group .

1. The clause: when the entire clause or large part of it is elided or substituted. This is typically done with yes/no response (as well as if so if not)or with wh questions words .
E.g. .Are you alright? Yes I am alright (Halliday 563).
2. The verbal group: when a verb phrase is elided or substituted.
Ellipsis: E.g. have you read much? I am trying to read much.
Substitution: often with the words do, doing, done, did, etc.
E.g. who ran to school? I did (substitutes did for ran to school).
3. The nominal group: when a noun phrase is elided or substituted.
Ellipsis: E.g. I'll ask my dad about the pens and whether he has any.
Substitution: Often with the words one or ones.
E.g. who has a pen? I have one.(substitution one for a pen).¹

¹<http://linguistics.usask.ca/Ling347/webp/cohesion2/ellipsisandsubstitution.html>

2.2.3.c) Ellipsis

Ellipsis is “a relationship involving a particular form of wording ,either a clause or some smaller items «and is generally shorted to the clause that actually precedes it (Halliday 536,570).it is the omission of parts of a sentence when they can be supposed from what has already taken place in the text .

According to Donnelly, “ellipsis is the physical deletion of elements of a sentence that the writer confidently believes the readers will insert on their own as they read” (1994: 103). This means that ellipsis involves the omission of elements of a sentence in which the writer assumes are obvious 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*.

2.2.3.d) Conjunction

A **conjunction** connects two or more sentences, clauses, or parts of clauses. Some of the most conjunctions in English are *and,because, but, for, nor, so, until, when, and yet*. A conjunction is the parte posts words, phrase, and clauses (both dependent and independent). Together. Conjunction is a cohesive relation marking logical relations between linguistic expressions and linking paragraphs. A conjunction helps in predicting what will come in a passage. 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).Moreover, if, for example, an unfamiliar word appears in the effect clause of a cause-effect relationship, then it is possible to understand the meaning of that word, because the effect can be guessed from the cause .Four primary types of connective relations are expressed by conjunction (Donnelly, 1994: 106).

A. Additive

Additive connectors can be grouped into four grammatical classes, as shown in the box below:

- **Sentence connectors** commonly occur at the beginning of a sentence, are physically separated by a comma to mark their special role, and show the relationship between that sentence and previous sentences.
- **Prepositions** combine only with noun phrases and gerunds (-ing) forms to link the current sentence with earlier ideas.
- The category '**other linkers**' includes *adverbs*, *co-ordinate conjunctions*, and *non-finite clauses* that function to join ideas within a single sentence.
- **Special adjectives** indicate that another example of something mentioned earlier is about to follow.²

Additive conjunctions are known as the and-relation; the second clause or sentence adds new information that is to be linked to the first clause or sentence. For example, *she is an intelligent and effective student*. Additive conjunctions are: and, also, furthermore, in addition, in other words, moreover, accordingly.

B. Adversative

Adversative conjunctions (sometimes known as contrasting conjunctions), are coordinating conjunctions used to express comparisons or contrasts. The element introduced by the adversative conjunction usually qualifies or expresses a caveat with regard to the main clause of the sentence. The most common adversative clauses are *but* and *yet*, but *still*, *however*, *albeit*, *although*, and others are also sometimes adversative. The basic meaning of the adversative conjunction is the contrastive relation between two clauses or sentences, or as Halliday&Hasan describes it “contrary to expectation” such as: All the figures were correct; they’d 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.

²<http://sana.tkk.fi/awe/cohesion/signposts/additive/index.html>

C. Temporal

Temporal relation means that two sentences or clauses are related 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.

D. Conditional

In conditional relation, sentences and clauses are linked by the fact that one is the reason, cause, condition, or consequence of the other. For example, *there are several recessive gene diseases that result in mental retardation. Once the child lacks exposure to his mother language, therefore; he cannot acquire it easily*. 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 is: however, thus, therefore, then, so” (2004: 293).

2.2.4. Lexical Cohesion

Lexical cohesion is cohesion resulting from the selective use of vocabulary (Donnelly, 1994: 97). This means that lexical cohesion depends on the choice by the writer of particular lexical items. Lexical cohesion is achieved by the use of two common semantic relations which are: repetition and synonymy.

2.2.4.1. 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).

2.2.4.2. Synonymy

The second frequently used technique for achieving lexical cohesion employs 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 indicates that academic writers use different features of academic Language in their textbooks. For example, the present simple occurs twice in this passage such as “acronyms are new words”, “many acronyms become everyday terms”, and “pronunciation consists of saying each separate letters”. The same for the passive voice when it is used in the sentence “acronyms are pronounced as new single words”. Moreover, this passage includes 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.

2.2.5. Definition of Linguistics Register

Diversities of language linked with particular uses and communicative aims are called registers. The linguistics register is the set of vocabulary or a given grammatical structures used by people working in the same field and use a common known language between them. This language is affected by the situation and the context. Also, each situation and context has its specific language that is why when

we study a science or a specialty, we study a science or a specialty we discover new vocabulary that is linked to that science.

Schiffman defines linguistic 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 linguistic register. For example, some lexical items occur in this register the morphology of this dialect there are fewer inflectional suffixes” (Yule 2006: 259), with more explanation, the register of linguistics, such as, could co-occur with a formal as “in style as in a lecture delivered in the classroom, or with an informal style as in a discussion among students outside the classroom.

Normally, when we write in English, it is different from the English we use when we speak, the language used to write linguistics or biology essays is different from the language students use to write literature essays. In short, notice that the English we utilize in formal situations like seminars and lectures is vary from the English we employ when chatting to friends in the coffee. There are variations from minute to minute in the same day, this kind of language variation, called register.

As we examine a text, we can guess about a situation ;in short, when we are in particular situation we make certain linguistic choices based on that situation .In other word, the language we use needs to be appropriate to the situation in which we use it.

2.2.5.1. Variables of Linguistics Register

Many linguists defined Register as linguistic variation according to the context a writer or a speaker finds himself in. This means that language differs according to the situation in which it occurs. Therefore, the register of linguistics depends on three features. They are: tenor, mode, and field

A. tenor

The language is somehow governed by the status or the social class or other considerations like formality, informality. We don't use the same language when way we talk with friend, as with family member or with our bosses. . For example, the language of linguistics that is used when talking to close friends is different from the one used when talking to teachers. This is called informal tenor which describes relationship involving friends and relatives, yet formal tenor involves the relationship,

for example, between boss/ employee, and teacher/ students. 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 them and the level of formality, i.e., how formally the writer or speaker should be.

The tenor of your language (e.g. how politely or formally you speak) changes according to (a) who you are talking or writing to (cf. the language we use when talking to close friends compared with that used when talking to strangers or people who are socially distant from us) and (b) the social situation you find yourself in (e.g. a child whose mother is a teacher will talk to her in different ways, depending on whether they are at home or at school). It is the relationships between the interactants varies according to : Status (ranging from unequal as in the case of a boss/employee to equal as with friends); affective involvement (ranging from high as with friends/family members to low as with business clients.); contact(ranging from frequent to occasional).³

B. mode

Mode is the linguistic forms or choices available for the speaker or writer to express him/her self. 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 mode of discourse, spoken or written, determines choices in the textual components of language 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. In other hand, Medium (sometimes called 'mode' by other writers): is the means of expression used for the spoken form and the written form .For instance, each form of expression has special means or tools. Your language changes according to the medium used (c.f. 'the language of speech', 'the language of writing'). In other meaning, language can be written, spoken, or written to be spoken (E.g.political speech).It can also spontaneous or planned.

http://www.lancs.ac.uk/fass/projects/stylistics/topic6a/variation_register/8variationreg.htm³

C. Field

Field is more specific set of vocabulary and structures that are linked to the topic or the theme we are talking or writing about .For instance, poetry and prose .In this case, we call for new language a new expression skills. We mean by field that each specialty has its own and distinct vocabulary and language that why we say like the language of law, the language of medicine or medical science, and the language of economics. Field refers to what is going on and the nature of the social action that is taking place (Malmkjær, 2002: 169). Moreover, field, or topic of discourse, as it is called by many linguists, includes the subject area that features as the topic of communication in speech or writing. 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 linguistics .Afield includes :

The topic and the interactants

The topic of discourse can be:

Specialized/technical (e.g. talking about the environment etc.)

Every day (e.g. talking about shopping)

The interactants may have:

Specialized knowledge of the field (e.g. A scientist writing for an article for an academic journal);

Common knowledge of the field (e.g. the readers of a newspaper article.)

The field determines the use of specialized language ,for example whether technical terms or everyday terms are used .it is of course always important for a writer to think about his /her audience(who he /she is writing for),which may be specialist or the wide wide- public

Register Variable	Function in Language	Metafunction	Typical Realization
Field	Topic reflects material Reality	Ideational	Combination of indexical and lexical item
Tenor	Relationship enacts Exchanges	Interpersonal	Mood, Modality
Mode	Role of language creates messages	Textual	Deictic devices, theme information structure

Table 3 summarizes the meaning of the three variables of linguistics register realizations (Byrnes, 2006: 250)

Finally, we can say that a register is a common language used in a given field by a group of people who work on that field and thanks to that register they recognize each other and communicate with each other. In other meaning, a register is appropriate in a specialized situation or with a group of people having the same occupation. Builders, decorators, lawyers, teachers, athletes, policemen, gardeners, computer programmers, sailors ... all have their own registers, or use their own jargon, expressed in talk, magazines and periodicals, sales literature and instruction booklets. A register brings us together and sets us apart.

2.2.6. Structure of a Linguistics Essay

Writing essay is fundamental part of academic learning. In this light of what will talk about how structure of linguistic essay should be and briefly mention some of the main points you will consider. Following the first one, an introduction in a linguistics essay is to sketch the "big picture" for your reader by starting with a writer's opening paragraph. It tells the reader about what the writer exactly is going to talk about. 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 aim of the task is. In other sense, having presented the reader with the larger view, you should now be explicit about what you are going to claim in this paper. 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 direct the purposed subject in a careful and exact way.

According to Finch, "after the introduction comes the development section. This is where you develop those areas which you have already highlighted in your introduction" (1998: 222). In more detailed ,the second step is the body of a linguistics essay that depend on paragraphs, each paragraph treat with one side of the subject matter, and it should contain one main idea supported by arguments and examples. Finch says: "the main requirement for a linguistics essay is that it should be clear, well illustrated, with a developing argument which balances information against discussion" (1998: 223).

Looking back at your paper, note that you started with the big picture and then proceeded to look at finer and finer details. In the final section of your essay, you need to reassemble the details into a new picture (yours) for the reader. In short, 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. On that basis, every well-structured essay ends with a conclusion. Its purpose is to summarize the main points of your argument and, if appropriate, to draw a final decision or judgment about the issues you have been discussing .

To conclude, the major point to bear in mind about writing is that the format style are purposed to aid your reader to read essay as clear as possible .

Please make sure you follow these conventions in your paper. You will find standard examples of how to format a linguistics paper in linguistic periodicals such as Journal of Linguistics, Language in Society, Linguistics.

Format your paper neatly with a standard formatting system such as Open Office, Word or Latex, using appropriately defined document styles (e.g. Heading 1, Heading 2, .. .) and text objects (lists and tables instead of tabs).⁴

Conclusion

In summary, academic language plan your thoughts and ideas in meaningful and correct form with practice writing under a time limit ,shaping your thought into well-rounded essay .the uses of the academic language and its features when writing academic essays particularly linguistics ones result in formal and real style to the learners' written production. Thus, this chapter has mainly checked out the term of academic language as defined and discussed by many linguists. It concludes also of a detailed discussion of features of academic language which are grammatical, lexical, and discourse ones. The chapter has also treated the concept of register from a linguistics perspective and the form of a written essay.

⁴<http://www.uni-bielefeld.de/lili/studium/faecher/anglistik/study/termpaper.htm>

Introduction

This chapter aims at investigating the nature and the scope of the problems that third year LMD students in the English Division at University of Biskra encountered in writing a linguistic essay. An attempt will be made to describe and find out how far the use of academic and linguistic writing is involved.

In fact, for the aim of appraising the students' usage of characteristics of academic language, the appropriate variable linguistics register, and the structure of an academic essay, a sample of written data, i.e., exam papers of twenty students are analyzed. In this regard, the major interest of this chapter is to supply and give more information about the sample, to describe the research tool which is a sample of written data. Also, the findings are analyzed quantitatively and qualitatively to uncover the use of academic writing features, linguistics register, and the structure of students' essays. There were some thought given about the nature of what is qualitative and quantitative method that was used in this research.

3.1. Rational of using A case Study Approach

A case study refers to the collection and representation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. A form qualitative descriptive research, the case study looks intensively at an individual or small participant pool, drawing conclusion only about that participant or group and only in that specific context.

When carrying out the study, I chose case study as the method for some reasons. First, a case study approach allows me to collect data from multiple methods. Second, a case study provides much more detailed information than what is available through other methods such as survey (Nealem ,Thapa ,Boyce (2006:3)).

3.2. The Sample

The writers were twenty (20) Third Year English students, out of hundred and seventy reading for Third year in Applied Language Studies during the academic year 2012-2013 at Mohamedkhaider University in Biskra. In this regard the students were mostly completely informed about writing an essay in linguistics, this means that they had already completed two years of writing essay training, both practical and

theoretical. The writers were given enough time to complete the task for writing.

One of the most important features is that the selection of this sample is known by the regard that they are supposed to have acquired the necessary knowledge about writing. In addition, this sample consists of exam papers of these twenty students in linguistics of the first semester 2012/2013 in which they were asked to write essays about the difficulty to define language. Furthermore, this sample consists of 2 male and 16 female students, and three of them were repeating the current year, and they took their exam in linguistics under similar examination conditions. The time allocated to the exam was 90 minutes. These exam papers were chosen randomly in the 24 sense that all the sixty three students' names were written in small papers, mixed altogether, and then twenty names were picked up in order to get their exam papers. Moreover, the papers were given to me by the teacher of linguistics after her evaluation.

3.3. Research Tool

In this study, both quantitative and qualitative methods were used. The writers essays (errors) were analyzed qualitatively, whereas the frequencies of each strategy the writers had recourse to were calculated quantitatively. The writers' production were evaluated in consideration of written structure at Mohamed Khaider University in Biskra.

In other word, the research tool is a sample of written data which consists of exam papers of twenty students. These papers contain essays about how difficult it is to define language in linguistics. Next collecting the wanted data for the actual research, after that these papers were analyzed quantitatively and qualitatively to focus on the students' use of academic language features which are grammatical, lexical, and discourse ones, the appropriate linguistics register, and how their essays were structured. The gained results will be given in tabular formats. Also the examples will be given after each discussion of the results were taken from students' papers as they are without any modifications.

3.4. Results and Discussion of the Written Data

At the very outset, the present research had divided features of academic language about the analysis of students' exam papers and introduced into its major parts and analyzing each section singly .in another sense, this analysis aims at discovering the students' use of academic writing features which are grammatical, lexical, and discourse in their linguistics essays.

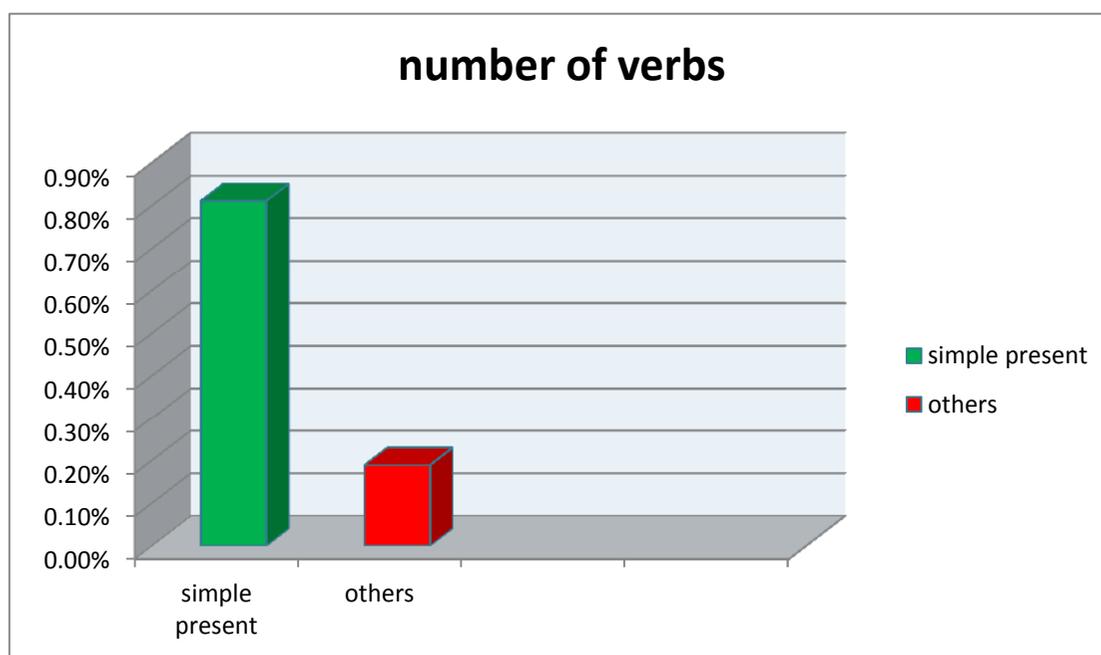
3.4.1. Section One: Grammatical Features

Feature 1: Present Simple

In the light use of the present tenses that are hard for students in learning process. thus, the analysis of the size of verbs in present simple students have currently used yielded the results presented in table 4.

	Number of Verbs	Percentage
Simple Present	202	81.12%
Others	47	18.87%
Total	249	100%

Table 4: Students' Use of the Present Simple Compared with Use of Other Tenses



As we know ,the present simple is employed in linguistics for the purpose of telling reality and facts or for clarifying and explaining a specific linguistic phenomenon such as language and how linguists defined it , yet students used the simple present to express this. Indeed, the results reveal that the highest percentage (81.12%) of verbs are in the simple tense, whereas only 47 (18.87%) are in other tenses.

As shown above, according to what we found, students used the simple present out of a total number of verbs in the twenty papers most, are in the present simple in their written production, so the required proportion exceeded 50%. It is the most repeatedly used tense in academic writing. , there are some examples that illustrate this.

- It is difficult to define language because of the different options about the origin of language .
- Language has different definition ,first of all.....
- Language changes through the time ,so.....
- It has many features: phonology ,morphology

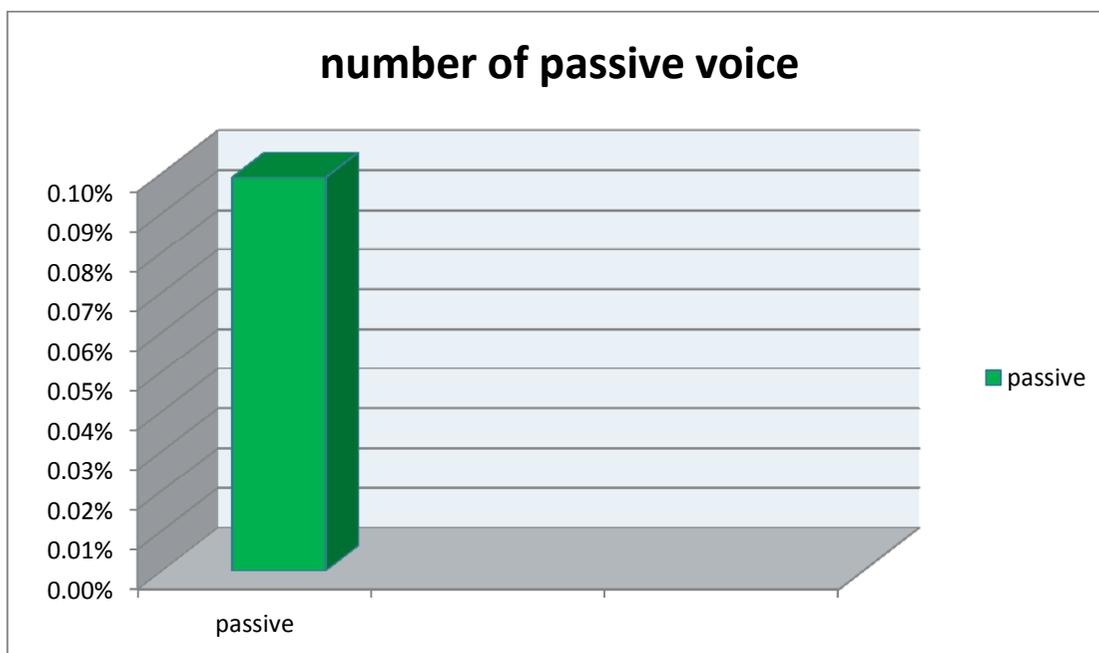
The examples above clarify that students use property there present simple in their linguistics essays because they were taught that it is the most frequently used tense in academic writing, or they think that in order to refer, for instance, to linguists' definitions of a particular notion, the required tense is the simple present since they discussed these definitions at that time.

Feature 2: Passive Voice

In short, the passive voice in academic writing shows an indirect style and creates the writer's objectivity, the analysis of the written data, i.e., students' papers details that they did not use the passive voice. Table 5 below helps to have a clear idea of the participants' use of this feature, and 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
101	10	09.90%

Table 5: Students' Use of Passive Voice



Following this table above which show that the students failed completely in using the passive voice in their essays ,represents only 10 (09.90%) verbs out of 101 (100%) that should be in the passive voice. In this regard, the majority of students were ranked among those who did not use the passive constructions in their written production, but students followed particularly on personal constructions as a means of providing evidence for their positions. This research shows that students tend to use their own judgments express their opinions, so there are some example:

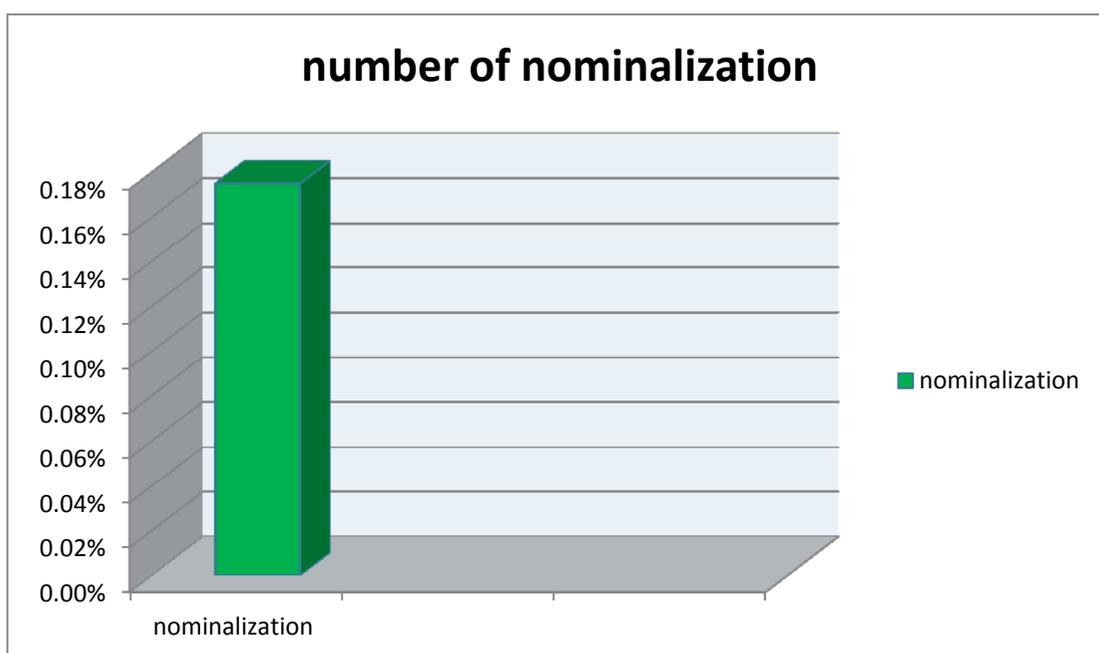
- We note that everyone has....
- We discover that the rule
- I think that a structure of language
- We cannot make.
- We mean that language ...

Feature 3: Nominalizations

As can be observed in table 6 below, the use of nominalizations by the twenty students produced the results displayed.

Total Number of Sentences in the Twenty papers that should contain Nominalizations	Number of occurrences of Sentences that contain Nominalizations	Percentage
B40	7	17.5%

Table 6: Students' Use of Nominalizations



Cannot disregard this one that show the results in the table above, only 7 (17.5%) sentences out of 40 (100%) comprise nominalizations. This rate detects that there was a small tab of sentences that contain nominalizations in the students' essays. In this regard, students did not use sufficient nominal sentences when writing academic essays. One of the main reasons of what have been done is that students have not the sufficient knowledge that nominalization is one characteristic that should be used in academic writing, or students have not adequate ability ,and competence to replace and modify adjectives and verbs into nouns, i.e., they are sometimes faced with

unfamiliar verbs and adjectives which seem to be difficult for them to modify . Here are some examples taken from students’ papers.

- A language is define as variation.
- Language changes through the time ,so...
- English is used vary and vast between different

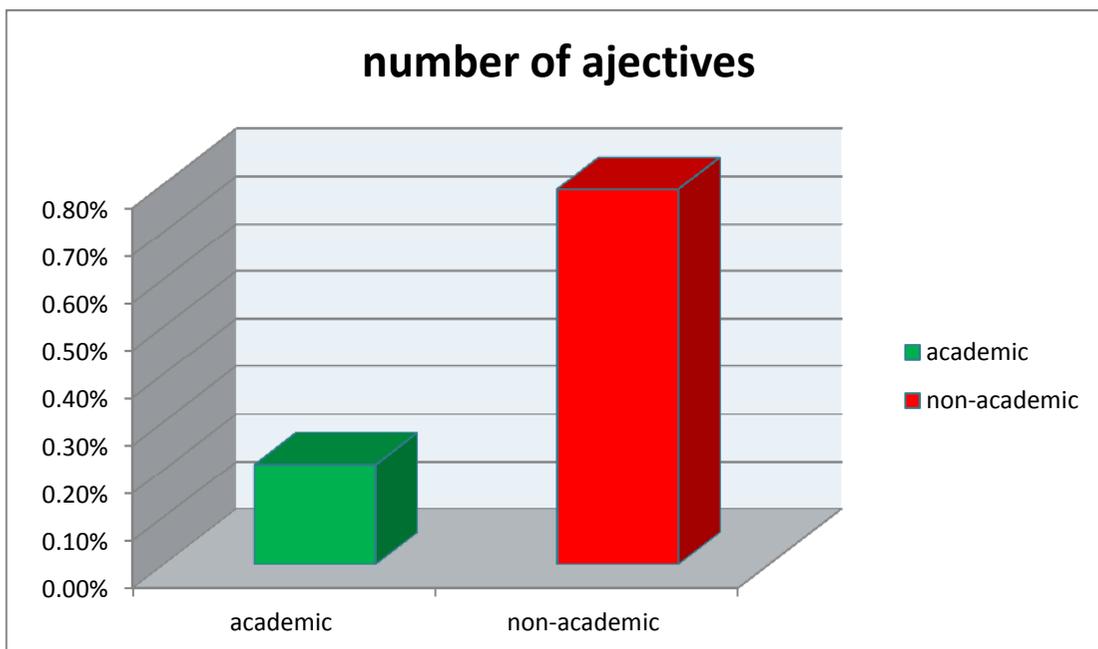
Feature 4: Word Classes

a) Adjectives and Adverbs

In this respect, the following tables present the outcomes of students’ enrollment of these two word classes. But the consequence of analyzing students’ papers shows that they did not employ academic adjectives and adverbs in their essays.

Total Number of Occurrences of Adjectives	Number of Academic Adjectives	Percentage	Number of non-Academic Adjectives	Percentage	Total percentage
57	12	21.05.82%	45	78,94.10%	100%

Table 7: Students’ Use of Academic and non-Academic Adjectives

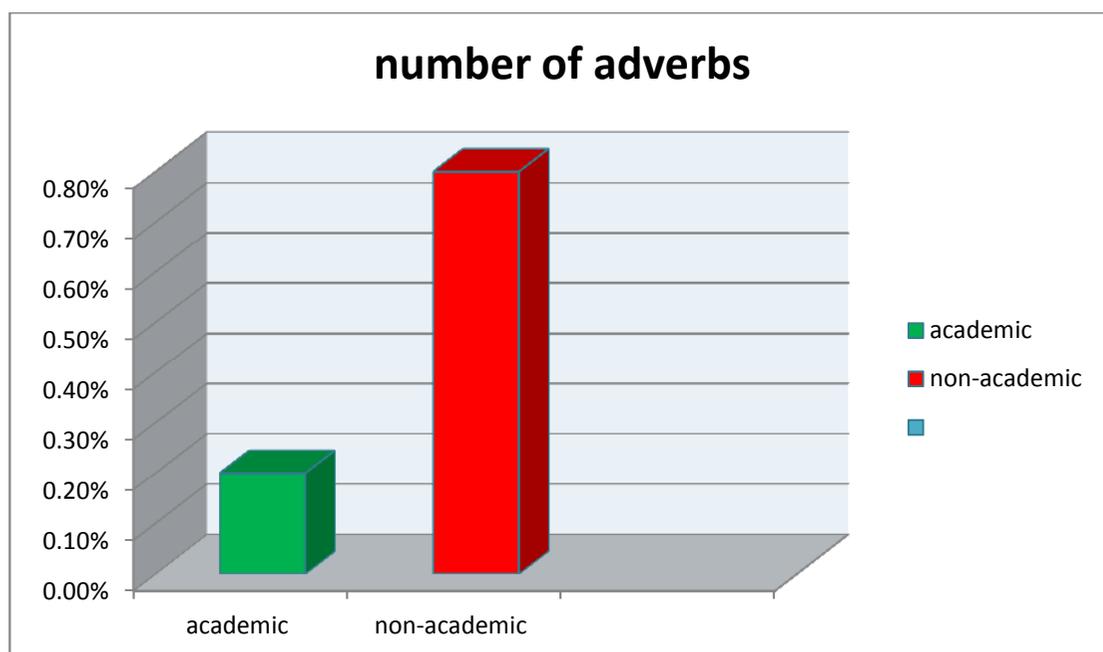


In the light of the above results, one can notice that, only 12 (19.23%) out of 57(100%) adjectives are academic, but the highest percentage (80.76%) of adjectives illustrate non-academic ones. This classifies that students employ narrowly academic adjectives in their essays and head for use non-academic ones that showed their subjectivity. It stands to one reason, is that students have not clear knowledge about various use of adjectives, i.e., all adjectives are put under one category. Also, there is a lack of organization and guidance that there are academic and non-academic adjectives where the latter should be averted in academic writing impact the students' performance. The following examples from their papers illustrate this:

- The **best** one is that what a linguists.....
- There is a **big** difficult
- This is a **good** definition of language ..

Total Number of occurrences of Adverbs	Number of Academic Adverbs	Percentage	Number of non-Academic Adverbs	Percentage	Total percentage
20	4	20%	16	80%	100%

Table 8: Students' Use of Academic and non- Academic Adverbs



Students did not use academic adverbs in their essays as the table above uncovers, only 4 (20%) out of 20 (100%) adverbs are academic. The highest percentage (80%) represents non- academic adverbs. This is due to the deficiency of capacity and competence that there are academic adverbs that should be employed in academic avoided for they express a personal and informal style. The example below is taken from a student’s paper in which he used the adverb to show his personal attitude:

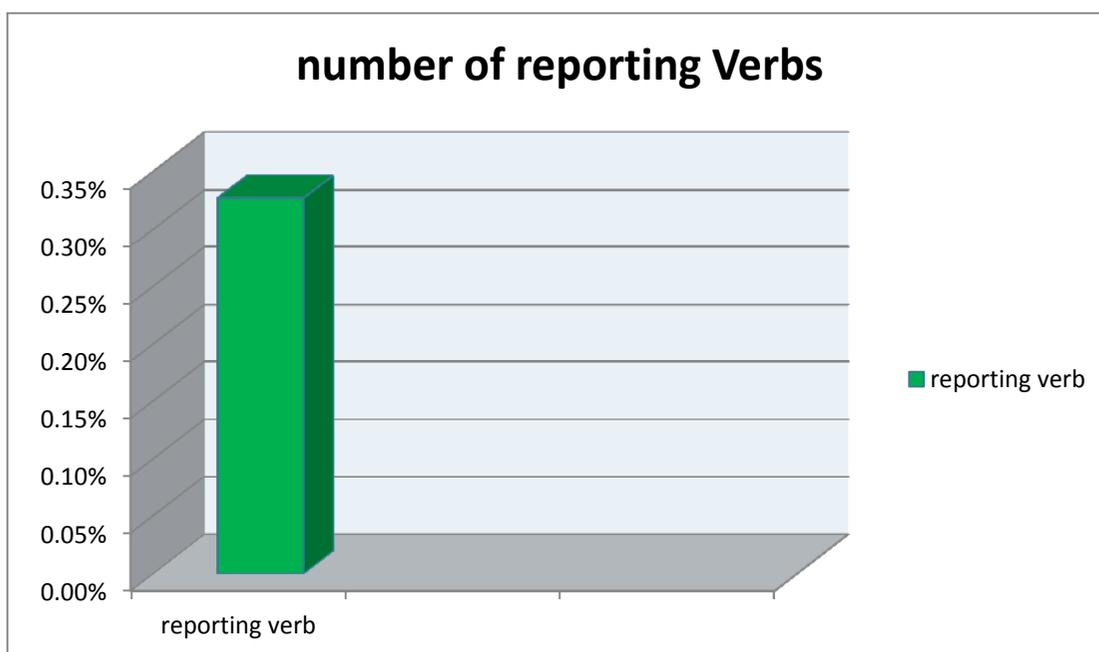
- We go **slowly** to define language ...
- **Patiently, I** collect some definition.....
- I **carefully** choose the

b) Reporting Verbs

As mentioned in the analysis of exam paper about the part of reporting verbs .students have accurately used in their essays output the results displayed in the following table.

Total Number of Sentences that should contain Reporting Verbs	Number of Sentences that contain Reporting Verbs	Percentage
52	17	32.69%

Table 9: Students’ Use of Reporting Verbs



The outcomes in the table above indicate that only 17 (32.569%) out of 52 (100%) sentences contain reporting verbs. With more explanation, these verbs represent a small rate in the students' essays. consequently, students did not use appropriate reporting verbs in their written production because they did not know enough reporting verbs such as **argue** and **claim**, and tend to forget the remaining ones like **suggest**, **point out**, and **demonstrate** and this can be referred to the situation that they have not skill grasped all the reporting verbs.i.e., The following examples were picked from students' papers to clarify this point:

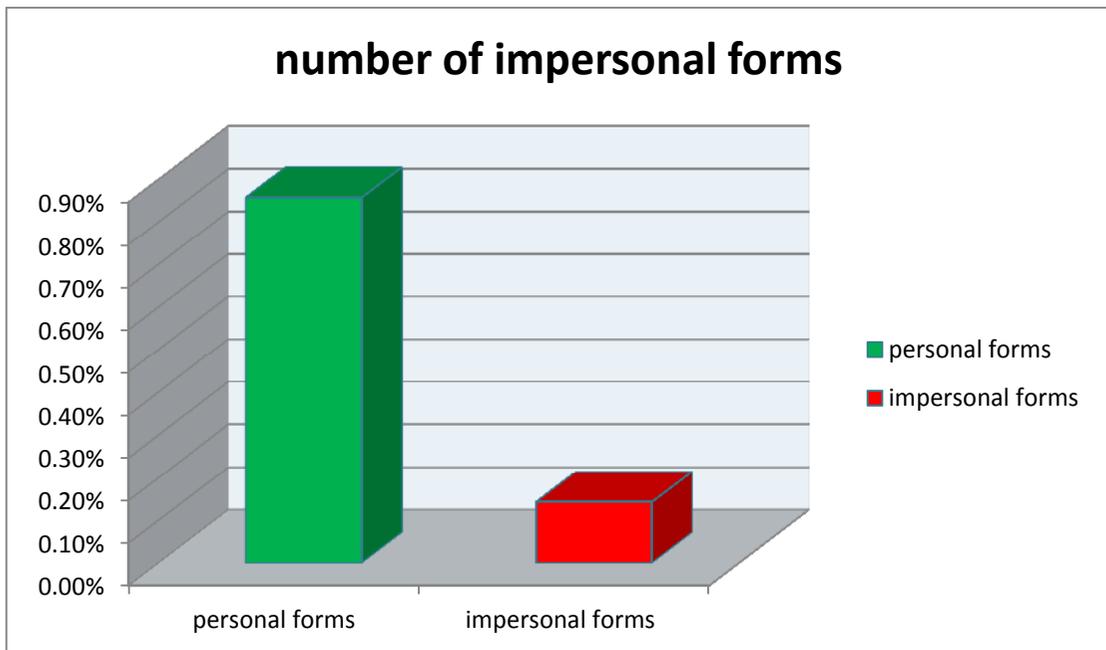
- Some linguists **think** that language is .
- Every linguists **see** a language

Feature 5: Impersonal Forms

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

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
35	30	85.71%	5	14.28%

Table 10: Students' Use of Impersonal and Personal Forms



In this part, From the analysis we deduce that only some students employ impersonal forms but the highest percentage (35) (85.71%) represents the students' use of personal forms out of the total number of sentences (35) (100%) that should include impersonal forms, yet there was only 5 (12.28%) sentence which contained an impersonal form. That is why they tended to use pronouns such as **I** and **we** to express their ideas that showed their subjectivity. We have come to the conclusion that students always want to be embroiled in the state by pointing out to what they think as instrument to convince the reader. The following examples from students' papers clearly explain that:

- We have several definition of language ...
- As I think ...
- Finally, I have in this speech
- We call this development of language

3.3.2. Section Two: Lexical Features

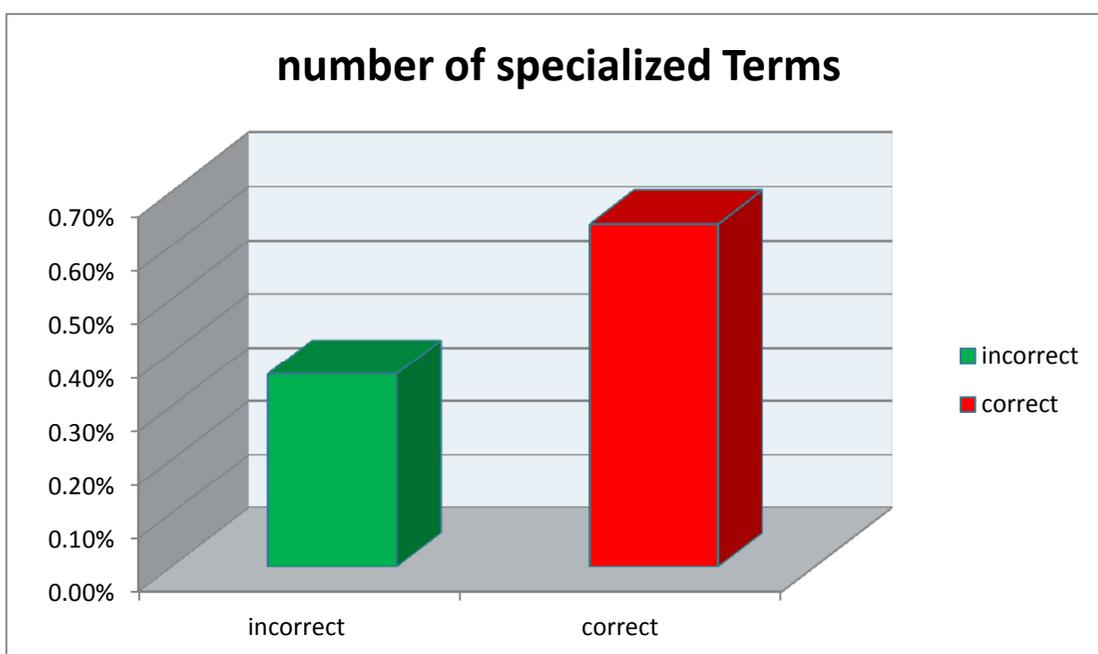
Feature 1: Specialized Terms

Such domain has its own vocabulary, so writing an academic essay requires a number of particular vocabularies. From what we have mentioned before, the word choice is most linguistic difference among disciplines .hence the analysis of the

number of specialized lexical items students have actually integrated in their linguistics essays submit the results presented in the table below.

Total Number of Occurrences of Specialized Terms in the Twenty Papers	Number of Incorrect specialized Terms	Percentage	Number of Correct Specialized Terms	Percentage
25	9	36%	16	64%

Table 11: Students' Use of Specialized Terms



The results show the majority of students were used the number of correct specialized terms; this represents 64% out of the whole percentage. In reality, students appointed these terms in their essays because of their competency, and background knowledge, vocabulary, in some parts of the linguistics register while the teacher

mentioned them during the explanation of the lecture. However, they sometimes give incorrect specialized terms which represent 36%. This is due to the fact that they lack vocabulary in some special cases, thus they weren't fully equipped to express themselves properly by using suitable linguistic forms. The examples below show this:

- **This systematic occurs** when
- **It is difficult to define** language because
- This sound **developed** according to
- People **change** from one language to the other language.

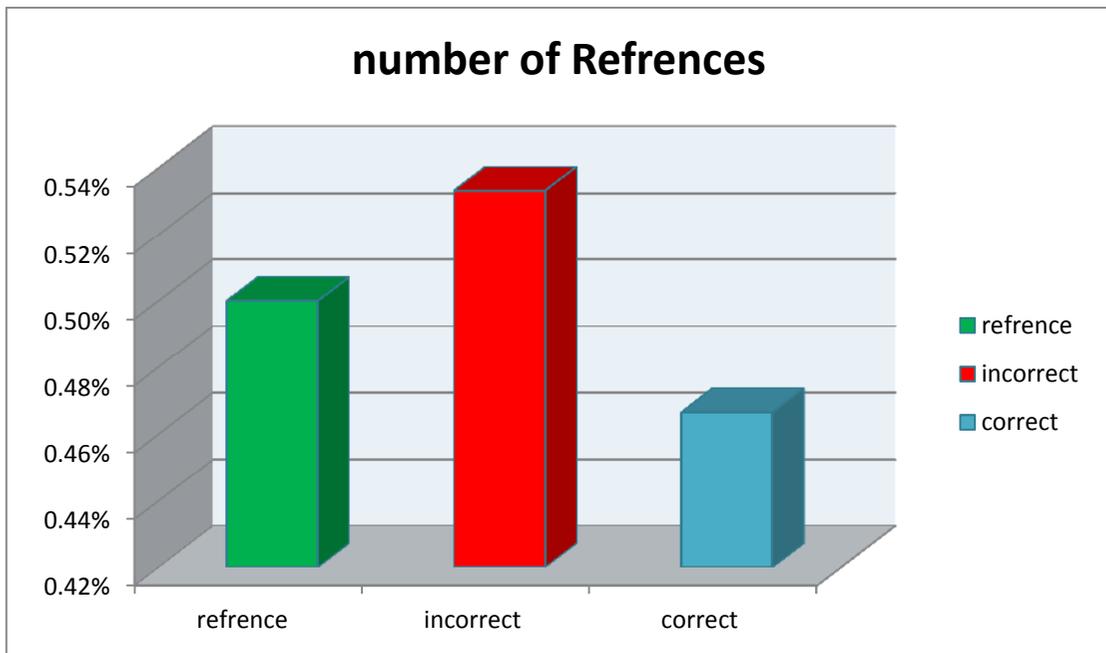
3.3.3. Section Three: Discourse Features

Feature 1: Reference

For the employment of the cohesive tie as reference between linguistic expressions Throughout the analysis of the students' exam papers ,this is what it points to in the immediate context detects the results presented in table 12.

Total Number of Expressions in the Twenty Papers that should contain Reference	Number of Occurrences of Reference	Percentage	Number of Incorrect Reference	Percentage	Number of Correct Reference	Percentage
60	30	50%	16	53.33%	14	46.66%

Table 12: Students' Use of Reference



From what we mentioned before we find that 30 (50%) out of 60 expressions consist reference. In this regard, there is sufficient reference used by students in their linguistics essays. This one cannot ignore the analysis that show mark only 14 referring expressions (46.66%) out of 30 which represent the correct reference, but the high percentage and nearly to the percentage of correct one (53.33%) represents the incorrect references which are 16 out of 30. This can be justified by the fact that although these students have been taught this feature, they used incorrect reference. It stands to reason 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 didn't differentiate between pronouns and demonstratives. The following examples illustrate that students sometimes did not employ reference, and if they used it they used it incorrectly.

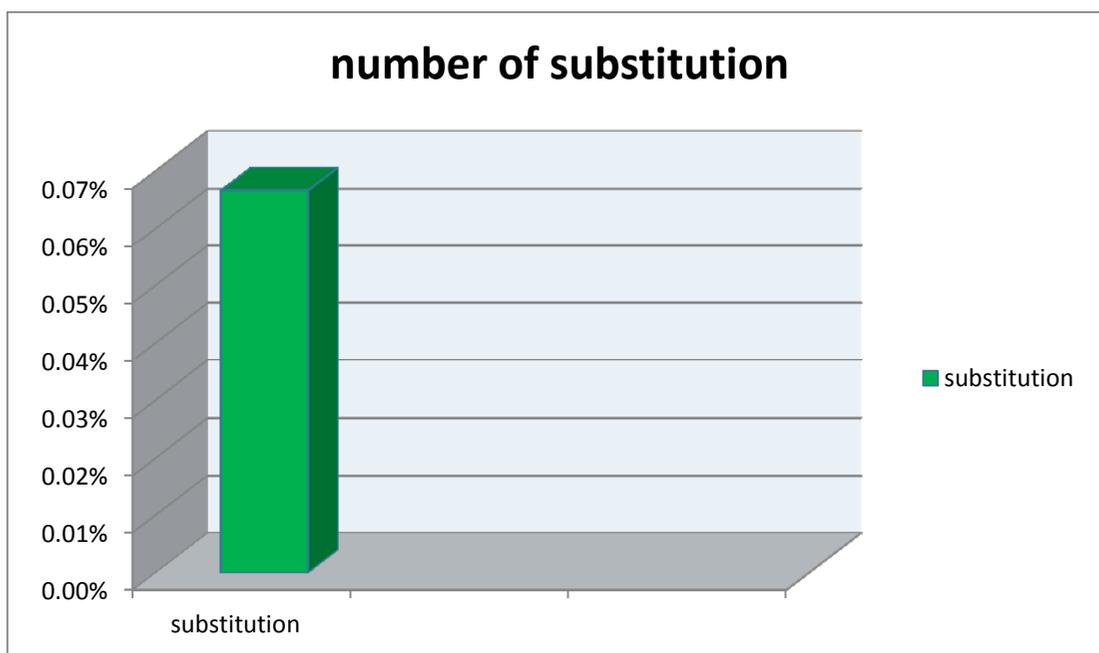
- If we communicate together ,we need means to it .
- Language is set of communication but sometimes the language is
- Language and parole used to communicate your aims ,whenit used in society
- The definition of language is difficult ,so scientist say about a language is

Feature 2: Substitution

After having attempted to analyze the exam paper , for apparent picture about the results of what students' writings in terms of using substitution, the table below gives more information.

Total Number of Expressions in the Twenty Papers that should contain Substitution	Number of Substitutes Forms	Percentage
15	1	6.66%

Table 13: Students' Use of Substitution



As a matter of fact till now things seem to be bad shown in the results above, it appears that only 1 case of substitution (6.66%) out of 15 expressions 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. To my mind, students generally, ignore about this section because teachers had not taught them this one and the program of teaching at university is not efficient to put this essential part. Also during the exam, they did not have enough time, they cared only to mention a lot of information rather than to put a correct grammar, without paying attention to

revision and the use of the cohesive tie of substitution. In this respect, the reason is that when students seek to tighten a specific idea, they repeat the same sections. The following examples taken from their papers illustrate this point:

-it is difficult to define language because of the different language and origin of language....

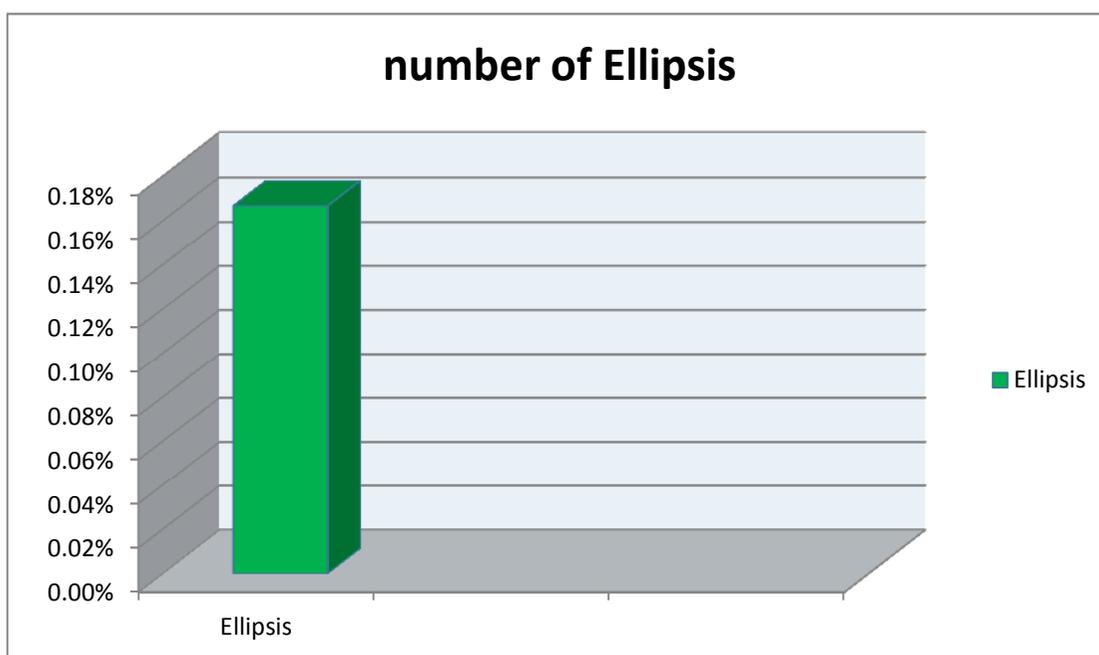
- It seems as your birth of language in china and the birth of language in UK ...

Feature 3: Ellipsis

In academic writing, to avoid repetition of words, we use ellipsis to understand easily for easily from the linguistic context. So far, the analysis of the students' exam papers got in the results in the subsequent table:

Total Number of Expressions in the twenty papers that should contain Ellipsis	Number of Occurrences of Ellipsis	Percentage
30	5	16.66%

Table 14: Students' Use of Ellipsis



In the light of previous result ,one can notice that ellipsis was hardly used, and found in their papers that show that only 5 instances of ellipsis (16.66%) out of 30 was used in the twenty students’ papers. This one we cannot ignore the main reason that students overused repetition of lexical items, consequently ellipsis was not used in their essays, or they did not differentiate between ellipsis and substitution since there is no clear cut between them, i.e., ellipsis and substitution can be used if a sentence contains a lot of repetitions. The following examples from students’ papers illustrate this:

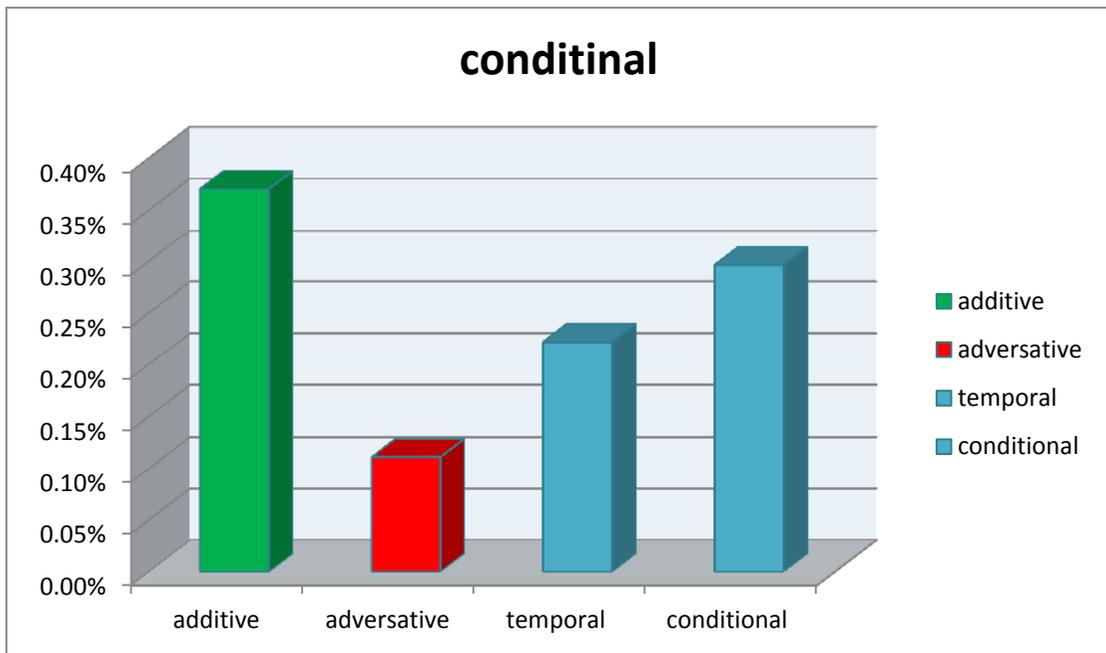
- We have human language, we have animal language and we have gestures.
- We have theory of Chomsky ,and second theory of Dessusure .
- It is difficult to define it because of deference of culture, and deference of ideas.....

Feature 4: Conjunction

Actually, we can say that there is both sufficient and insufficient number f conjunctions used in their essays .The analysis of the number of conjunctions of students results introduced in the table below.

Total number of occurrences of Conjunctions	Number of Additive Conjunctions	%	Number of Aadversatives conjunctions	%	Number of Temporal Conjunctions	%	Number of Conditional conjunctions	%
27	10	37.03	3	11.11	6	22.22	8	29.62

Table 15: Students’ Use of Conjunctions



From my observation of the table above, the number of conjunctions is small rate contrasted with the total number of students' essays. This can be interpreted that students did not use wholly conjunctions while there were only 27 conjunctions. The problem here is not what is use in writing essay, but how it is used in writing. More important in this results is that students used familiar conjunctions such as: and, but, also only to relate words and ignored that conjunctions relate words and not clauses. Thus, there was no logical relation between linguistic expressions and paragraphs. Furthermore, they generally used the four types of conjunctions in an incompletely way; they used additive conjunction instead of an adversative one, i.e., they were not able to see the difference between them. All that because students didn't practise ,and as we show in the program of language at the university ,it is not fairly and reasonably practised this ;we study grammar only two years ,so it is not sufficient mainly in grammar sessions, in the study of conjunctions. The following examples taken from students' essays how they use conjunction in wrong one :

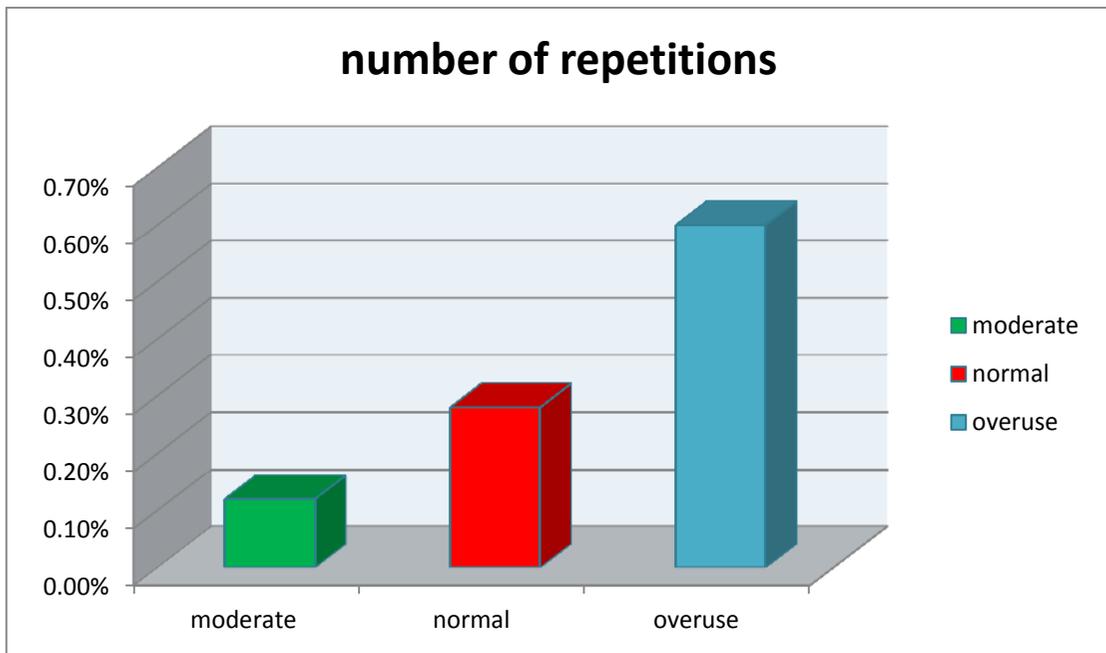
- Sound is movement of hand ,lips, head,**then ,because** ,,,

Feature 5: Lexical Cohesion

The use of repetition in the twenty students' exam papers technique are analyzed to see if they achieve lexical cohesion came in the results displayed in the following table.

Total Number of Papers	Moderate Use of Repetition	Normal Use of Repetition	Overuse of Repetition
Paper 1		×	×
Paper 2			×
Paper 3		×	
Paper 4		×	
Paper 5			×
Paper 6			
Paper 7		×	×
Paper 8	×		
Paper 9			×
Paper 10			
Paper 11			×
Paper 12			×
Paper 13			×
Paper 14			×
Paper 15			×
Paper 16		×	×
Paper 17	×	×	×
Paper 18			×
Paper 19	×	×	×
Paper 20			×
Total	3	7	15
Percentage	12%	28%	60%
Total percentage	100%		

Table 16: Students' Use of Repetition



As what attempt to analyze, we found results in the table above show that the rise proportion (60%) represents the students' overuse of repetition. In other hand only 3 papers (15%) illustrates the normal use of repetition which is the required use in academic writing. The lasting papers which are 3 (12%) that contain moderate use of repetition. The question is worth asking here is not the great use of repetition but the students have the idea that when they repeat ,this means that they confirm a specific idea or term, so they keep repeating the same words. The following passage taken from a student's essay illustrates the overuse of repetition:

There is difference in way of their life between people ,and also there is different in thought and way of thinking

It was speaking and then it develop to his speaking and writing

Language use varies ,it can be used for itself :grammar,vocabulary.....or used to study other domains ,,,,

Synonyms

Unfortunately, in all the twenty students' papers did not mention any synonymous words. This can attributed to the fact that students had not the enough knowledge and vocabulary to express views, also they were weakness in using this feature (synonym).

3.3.4. 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 1	we move to other definition of language....	Reader,writer Scientific who talk about a language ...
Paper 2	let's take a definition of Chomesky as an example.....	Gestures between speakers Use of signs to communicate
Paper 3	To give an example from what linguists said Take a definition of the behaviorism	The origin of language, development of language ...parole ,long

Students failed to use the formal language as demanded. Every one tend to use spoken language like, **we move to other definition of language ,let's take a definition of Chomesky as an example, to give example from what linguist said** .This shows that they employ irrelevant writer features rather than academic one which is the appropriate style .Also they use rhetorical questions .This tendency may be explained that students re-used the language eared observing the explanation of their teacher growing that a difference should be made between the written and the spoken mode in linguistics .

In general viewed in field, students successions in using the appropriate lexical items that are related to linguistics. For example, the origins of language ,sign ,gestures ,long ,parole ,signifier

There is no direct interaction between the teacher and students in the variable of tenor which involves the nature of the relationship between participants did not mention and appear in the students' papers .

3.3.5. Structure of Students' Essays

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

Total Number of Papers	Introduction	Body	Conclusion
Paper 1	×	×	
Paper 2	×	×	
Paper 3	×	×	×
Paper 4	×	×	
Paper 5	×	×	
Paper 6	×	×	×
Paper 7	×	×	
Paper 8	×	×	
Paper 9		×	
Paper 10	×	×	×
Paper 11		×	
Paper 12	×	×	×
Paper 13	×	×	
Paper 14	×	×	×
Paper 15		×	
Paper 16		×	
Paper 17	×	×	
Paper 18	×	×	
Paper 19		×	
Paper 20		×	

Table 18: Structure of the Twenty Students' Essays

After attempts to analyze exam `paper, based on the results in the table above, it shows that only 5 students respected the structure of an essay. In this sense the plurality of students did not respect the instructions of writing an essay. The remaining papers have an introduction and body (10), and body only (6). This can be justified by the fact that although students know that an essay has a certain organization; they did not go step by step in following this order. For example as in introduction, the most students forget to put thesis statement. In general viewed here, students did not use this instruction, so in reality we can give a reason that they misunderstand that the questions should be developed into paragraphs and not essays because through the exam, they had a limited time to finish writing at least two essays. Also because of limited time, they got disturbed in writing.

3.5. Summary of the Findings

In this light of this study, we can say that on the whole student's performances, since they did not respect the writing skill in a linguistic form, and reflected clearly their writing incompetence. The percentage of acceptable writing essays was only 11%. This means that 89% of the task items were either rendered erroneously or were left out without writing. Furthermore, this low percentage of acceptable essays reveals that the writers encountered a considerable amount of difficulty in their attempts to write an essay .in addition, the exploration of the writer's productions has shown their lack of knowledge of the English in applied patterns which resulted in bad writing essays outcomes. Moreover, the majority of writers seemed not to be well aware of all the writing essay techniques that might be helpful in achieving a successful rendition. As matter of fact has shown that student's absence in getting background skills and had not sufficient knowledge about academic language features and its appropriate appearances'. Also, reading their linguistics essays indicates the following:

- Lack of features of academic language in the students' essays which are grammatical, lexical, and discourse ones.
- the structure of an essay is not used by the majority of students,
- Inability of the appropriate linguistics register variables Students' essays mainly mode since they employed spoken medium instead of written one

- in their writings. The same for the field where students sometimes misused the appropriate lexical item which is related to linguistics.

In this research hypothesis, is assured that, if students write linguistics essays, they will not use features of academic language (grammatical, lexical, and discourse), the appropriate linguistics register variables, the structure of an essay.

Conclusion

This chapter has tried to highlight the main problems encountered by the participants when writing a linguistic essay through a test especially done for the purpose of this study .It has also attempted to show if students go through this structure of writing a linguistic essay with the use of features of academic writing and appropriate linguistics register variables.

As shown ,this study sets out to explore the reality of writing a linguistics essay in Third Year English Language ,in other word ,this present research concentrated on to what extent third Year students of the English Division (Mohamed Khaider University,Biskra) hold the major characteristics of academic language (grammatical, lexical, discourse) in their essays. Unfortunately this result of the analysis of their exam papers of linguistics emphasizes that they do not include these features in their written outputs. The question which worth asking here is that these students do not go through the structure of an academic essay that demands an introduction, a body, and a conclusion. With following this line above which the findings appear that the majority of participants do not use the appropriate linguistics register variables, particularly medium, since they used in their essays the spoken mode instead of the written one, and field.

General Conclusion and Recommendations

This work attempted to discuss the problems encountered by 3rd year LMD students in the English Division, at University of Mohammed khaider (Biskra) in writing a linguistic essay to improve the students' outcomes.

The first part of the theoretical chapter gave some point in writing then; it introduced its main outline and process of writing essay and shows the steps when writing an essay. Finally, it attempted to give a clear image of pattern of essay `

organization essays and to draw attention to the transition signal between paragraphs.

The second part of the theoretical chapter provided a general overview of academic language. Then, it tried to highlight on the features of academic language and linguistic register use in essay by writers when dealing with such expressions. Finally, it tried to show how structure of essay is done.

The second chapter incorporates a description of the test and the participants. It also includes a careful and through investigation of the exam paper. The analysis of data was made in accordance with the exam paper. The analysis usually followed within qualitative and quantitative methods. The obtained results helped draw many important conclusions that might be helpful in improving the students' outcomes. Because of time constraints, only one research tool was used; a test that comprises twenty essays of exams essay in linguistic for 3rd year LMD students. After they completed two years of English course in writing; both theoretical and practical. In other word, through this work that was tried to evaluate the achievement of Third Year English students in the English Division, Mohammed khaidar University, Biskra, 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 come through grammatical, lexical, and discourse features in their writings. Also, how they employ the three variables (mode, tenor, field) of linguistics register in their written production.

In the light of the previous analysis ,one can notice that the results obtained have shown that the students' writing a linguistic essay is totally inadequate and that the knowledge about structure of linguistic essay they didn't enable them to use the features of academic language and linguistic register in appropriately way . Furthermore, the students' ignorance of the structure of writing a linguistic essay was clearly reflected in the poor way they produced.

One possible interpretation from the analysis of data that show the subjects under fulfillment did not include enough 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. In addition to that, they did not employ the appropriate variables of the linguistics register and go through the order of an essay: an introduction, a body, and a conclusion, this 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.

The test confirmed the research hypothesis. What was noticed is that the majority of the writers in the analysis of these data affirms the hypothesis of the present research which is if students write linguistics essays, they will not use features of academic language, the appropriate linguistics register, and the structure of an essay, The students' incapability and incompetence reflected clearly in their writing .Then, this analysis answers the two research questions of whether Third year students use features of academic language and the appropriate linguistics register variables, and if they go through the structure of an essay. Furthermore, their ignorance of the writing features and structure of linguistic essay made matters worse. This can be justified by the fact that even when the students were lucky in using the features of academic language and structure of linguistic essay, they failed in producing acceptable target essay.

Following the results of the present test, it is recommended to build up a thorough awareness to students towards the crucial role of academic language in writing a linguistic essay appropriately and in successfully way , and mastery in using writing strategies and techniques is required, some recommendations seem to be appropriate.

Firstly, it is recommended that the program should be include this content about teaching features of academic language in writing an essay ,and show student the structure of each type of essay .Then give a clear and explicit directives in Written Expression and practice provided by teachers of and Grammar about the nature of academic writing and its main features. For all that by knowing of these features, this may help students apply them in meaningfully way and more correct in their writings. To improve this one ,students should consider the language that is used in academic situations should be clear, precise and formal. As matter of fact in grammar courses, the teacher may concentrate more on tenses rather than articles while students look at them as a difficult area in learning situation, because they did not learn and practice it.

Secondly, with regard to lesson class, with a view to make students distinguish between different types of conjunctions, teachers of grammar could make practices about sentence combination inside the classroom. As a main example, they may give

an essay to students and ask them to put the missing conjunctions. In short, from that exercise, students can improve writing essay and be aware about conjunction and benefit from it. Once the teacher identifies the conjunctions employed by students, they could give them a model essay that implies the different conjunctions, especially those that are not used by students. Such a recommendation would be based on some advantage. One of these advantages is that students' writings would have a logical flow of ideas and not a mixture of sentences.

Thirdly, as shown above, students have an idea that at the sentence level, there is no difference between the written and spoken mode, so 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 clarify to students by discussing the differences between these two types of texts mainly at the syntactic level. Thus, students begin to understand the significance of writing by becoming aware that written medium differs from the spoken one at all linguistic level.

It can be concluded that writers, whose task is to produce a meaningful essay, should be aware of features of academic language and structure of linguistic essay. In revising the outcomes of this research, it has three limitations. The first limitation is that the research tool of the present research which was a sample of written data, i.e., students' exam papers can be supported by other means of research such as interviews and questionnaires. The second limitation as remarked, we cannot evaluate students in exams because they did not write a full idea, but when I give them a free time, they mainly use other source rather than their mind in exams, the third and last one is not possible to include students from other choices as science of languages because of time constraints.

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