People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Benyahia, Jijel

Faculty of Letters and Languages

Investigating Students' Awareness of the Most Common Grammatical and Lexical Features of Formality in Writing Academic Essays

The Case of English Third Year Licence Students at Mohammed Seddik Benyahia University, Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirement for

Master Degree in Didactics of English

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Academic Year: 2018-2019

Dedication

In the Name of God, the Most Merciful, the Most Compassionate

This work is dedicated to:

the light of my life and the apples of eyes for their motivation and encouragement. Words cannot describe my appreciativeness for their endless love, sacrifices, best wishes and prayers, emotional, and financial support in my course life. I really appreciate all the things you did for me and I hope that I make you proud, my loving parents ***'Kamal'*** *and* ***'Ghania';***

to my lovely sisters ***'Faiza', 'Zineb', 'Aida',*** *and* ***'Farah'*** *who supported me in my journey and were always round for helping;*

to my youngest beloved brother ***'Abd-El Hay';*** *without forgetting the pure soul of my dearest brother* ***'Abd-El Halim';***

to my partner and dear friend ***'Amira'*** *whom I share this work with, my best friend* ***'Ikram'*** *who is always supporting me and making me optimistic;*

*to all my nice cousins who are always supporting me****;***

finally, I dedicate this work to all my friends and classmates with whom I share unforgettable souvenirs and memories, I will always love and remember you. It is an honor.

To all those who believe in me and pray for my success.

Amina

Dedication

In the Name of God, the Most Merciful, the Most Compassionate

I dedicate this modest work to:

My beloved parents for their motivation, encouragement and devotion to my education

My lovely sisters and brothers for their moral support and advice

The "Special person" who stood up by my side when I was passing through harsh time, who ignored my faults and encouraged me, who has always made me optimistic

My work – partner Amina for the time we spent together helping each other.

All my classmates and friends with whom I share the university life.

All who have supported and encouraged me to fulfill this work

Thank You All

Amira

Acknowledgements

First and foremost, our deepest gratitude is expressed to “Allah” for providing us strength and courage to fulfill this work.

We would like to express our sincere gratitude to our supervisor **Dr. Meriem BOUSBA** for her encouragement, patience, and advice as well as her readiness and cheerfulness to embrace the practical work in her written expression sessions.

We would like to extend our thanks to the board of examiners, namely **Dr. Zahia BOUCHAIR** and **Mrs. Sabrina HADJI** for accepting to read and examine this piece of research. We will appreciate your careful reading and worthy evaluation.

Special thanks go to **Mrs. Radia KHERBOUCHE** for providing us with some references as well as for her advice and support. We would thank also **Mr. Redouane NAILI** for his help during conducting this research work.

Special words of thanks go also to third year LMD students for their endless help that serve in completing this work.

Abstract

The overall aim of the present research is to investigate third year LMD students' awareness of the most common grammatical and lexical features of formality and their appropriate use in academic essays, in the department of English at Mohammed Seddik Benyahia University, Jijel. The investigation of this study is built on the hypothesis which speculates that third year license students have a lack of awareness which leads them to an inappropriate use of the most common grammatical (syntactical) and lexical features of formality in writing academic essays; The research methods used in this study include a test and an analysis of students' essays. The test was administered to 50 participants out of 285 students and the students' essays were taken from the same participants. Their performances in the test and their written productions were compared. The overall findings of this analysis revealed that third year EFL students are not aware of the difference between formal and informal writing. In addition, they are unaware of the most common syntactical and lexical features of formality and their appropriate use in academic essays. Moreover, they tend to use an informal style. Hence, this dissertation recommends that third year students should be made aware of the language styles that can be used in different contexts. Through explicit instruction and practice, third year students would acquire enough knowledge about the appropriate use of the syntactical and lexical features that contribute to the formality of academic writing, particularly the essay, which is considered as a common assignment required at the tertiary level either in written expression module or in other content modules.

Key words: syntactical and lexical features, formality, language awareness, academic writing, academic essays.

List of Symbols and Abbreviations

ALA: Association of Language Awareness

EFL: English as a Foreign Language

LA: Language Awareness

LMD: Licence Master Doctorat

N: Number

TEFL: Teaching English as a Foreign Language

%: Percentage

List of Tables

Table 1.1. Block and Point by Point Patterns for Writing an Argumentative Essay 21

Table 2.1. An Example of Nominalized Words ……... 43

Table 2.2. An Example of Contractions versus Full Forms ……. 46

Table 2.3. An Example of Abbreviations and their Full Forms ……... 47

Table 2.4. An Example of Informal Words and their Formal Equivalents …….. 53

Table 3.1. Students' Answers to Third Person …… 63

Table 3.2. Students' Answers to Passive Voice ……... 63

Table 3.3. Students' Answers to Nominalization ……. 64

Table 3.4. Students' Answers to Contractions ……. 65

Table 3.5. Sum of Students' Answers to Contractions ……. 65

Table 3.6. Students' Answers to Complex Sentence …… 66

Table 3.7. Students' Answers to Abbreviations ……... 67

Table 3.8. Students' Answers to Syntactical Features of Formality …… 67

Table 3.9. Sum of Students' Answers to Syntactical Features of Formality ……... 68

Table 3.10. Students' Answers to Formal Adjective …….. 69

Table 3.11. Students' Answers to Formal Verb ……. 69

Table 3.12. Students' Answers to Lexical Features of Formality …….. 70

Table 3.13. Sum of Students' Answers to Lexical Features of Formality ……. 70

Table 3.14. Students' Answers to Syntactical and Lexical Features of Formality …. 71

Table 3.15. Students' Answers to Phrasal Verbs ……... 72

Table 3.16. Sum of Students' Answers to Phrasal Verbs ……... 72

Table 3.17. Students' Answers to Abbreviations ……... 73

Table 3.18. Students' Answers to Syntactical Features of Formality …… 73

Table 3.19. Sum of Students' Answers to Syntactical Features of Formality …… 74

Table 3.20. Students' Answers to Formal Nouns ……... 75

Table 3.21. Sum of Students' Answers to Formal Nouns …….. 75

Table 3.22. Students' Answers to Formal Adjectives …… 76

Table 3.23. Students' Answers to Formal Verbs …… 76

Table 3.24. Students' Answers to Lexical Features of Formality …….. 77

Table 3.25. Sum of Students' Answers to Lexical Features of Formality ……. 77

Table 3.26. Students' Answers to Syntactical and Lexical Features of Formality …. 78

Table 3.27. Formal versus Informal Paragraph …….. 79

Table 3.28. Students' Answers to Third Person …… 80

Table 3.29. Students' Answers to Phrasal Verbs ……... 81

Table 3.30. Sum of Students' Answers to Phrasal Verbs ……... 82

Table 3.31. Students' Answers to Contractions ……. 82

Table 3.32. Sum of Students' Answers to Contractions ……. 83

Table 3.33. Students' Answers to Nominalization ……. 84

Table 3.34. Students' Answers to Abbreviations ……... 85

Table 3.35. Sum of Students' Answers to Abbreviations …….. 85

Table 3.36. Students' Answers to Passive Voice ……... 86

Table 3.37. Sum of Students' Answers to Passive Voice …….. 87

Table 3.38. Students' Answers to Rhetorical Questions …… 88

Table 3.39. Students' Answers to Syntactical Features of Formality …… 89

Table 3.40. Sum of Students' Answers to Syntactical Features of Formality …… 90

Table 3.41. Students' Answers to Formal Adverbs …… 91

Table 3.42. Sum of Students' Answers to Formal Adverbs ……... 92

Table 3.43. Students' Answers to Formal Adjectives …… 93

Table 3.44. Sum of Students' Answers to Formal Adjectives ……... 94

Table 3.45. Students' Answers to Formal Verbs …… 96

Table 3.46. Sum of Students' Answers to Formal Verbs ……... 97

Table 3.47. Students' Answers to Formal Nouns ……... 98

Table 3.48. Sum of Students' Answers to Formal Nouns …….. 98

Table 3.49. Students' Answers to Lexical Features of Formality of Formality ……. 100

Table 3.50. Sum of Students' Answers to Lexical Features of Formality ……. 100

Table 3.51. Students' Answers to Syntactical and Lexical Features of Formality …. 101

Table 3.52. Sum of Students' Answers to Syntactical Features ……. 102

Table 3.53. Sum of Students' Answers to Lexical Features ……... 102

Table 3.54. Sum of Students' Answers to Syntactical and Lexical Features of Formality in Students Test …….. 104

Table 3.55. Students' Use of Third Person ……. 105

Table 3.56. Students' Use of Passive Voice ……... 106

Table 3.57. Students' Use of Nominalization …… 106

Table 3.58. Student's Use of Complex Sentences …….. 107

Table 3.59. Students' Performance in Syntactical Features Used in Formality ……. 108

Table 3.60. Sum of Students' Performance in Syntactical Features of Formality …. 108

Table 3.61. Students' Use of Contractions ……. 109

Table 3.62. Students' Use of Abbreviations ……... 110

Table 3.63. Students' Use of Rhetorical Questions …… 111

Table 3.64. Students' Use of Phrasal Verbs ……... 131

Table 3.65. Students' Performance in Syntactical Features Affecting Formality ….. 112

Table 3.66. Sum of Students' Performance in Syntactical Features of Formality Affecting Formality ……. 112

Table 3.67. Students' Performance in Syntactical Features of Formality …….. 113

Table 3.68. Sum of Students' Performance in Syntactical Features of Formality …. 114

Table 3.69. Students' Use of Formal and Informal Verbs ……. 114

Table 3.70. Students' Use of Formal and Informal Nouns ……. 115

Table 3.71. Students' Use of Formal and Informal Adjectives …….. 116

Table 3.72. Student's Use of Formal and Informal Adverbs ……. 117

Table 3.73. Students' Performance in Lexical Features of Formality …… 118

Table 3.74. Sum of Students' Performance in Lexical Features of Formality ……... 118

Table 3.75. Sum of Students Performance in Syntactical and Lexical Features of Formality in Academic Essays …… 119

List of Figures

Figure 1.1. Block-Style Organization of Cause/Effect Essay ……. 24

Figure 1.2. Chain Pattern of Cause/Effect Essay …… 25

Contents

Dedication ……..... i

Acknowledgements ……..... iii

Abstract ……...… iv

List of Symbols and Abbreviations …….. v

List of Tables ……...… vi

List of Figures ……..…… x

General Introduction

Background of the Study …….. 1

Statement of the Problem ……. 3

Aims of the Study ……..…… 4

Research Questions …….. 4

Hypothesis …… 4

Research Methodology ……. 5

Structure of the Study ……... 5

Chapter One: Writing Academic Essays

Introduction …….. 7

1.1. Academic Writing ……. 7

1.1.1. Definition of Academic Writing ……. 7

1.1.2. The Process of Academic Writing …….. 8

1.1.2.1. Creating (Prewriting) ……..…….. 9

1.1.2.2. Planning (Outlining) ……...…. 9

1.1.2.3. Writing …….. 10

1.1.2.4. Polishing …… 10

1.1.3. Defining the Writing Context ……..……. 11

1.1.3.1. Purpose 11

1.1.3.2. Audience ……..……. 12

1.1.3.3. Tone ……. 13

1.2. Academic Essay ……..…… 14

1.2.1. Definition of Academic Essay ……..…… 14

1.2.2. The Structure of Academic Essay …… 16

1.2.3. Types of Academic Essay …….. 18

1.2.3.1. Narrative Essay ……..... 18

1.2.3.2. Descriptive Essay ……..…… 19

1.2.3.3. Chronological Order/ Process Essay ……..... 19

1.2.3.4. Argumentative Essay ……..... 20

1.2.3.5. Comparison and Contrast Essay …… 22

1.2.3.6. Cause and Effect Essay …….……..... 23

1.2.4. Characteristics of Academic Essay …….……. 25

1.2.4.1. Coherence ……. 25

1.2.4.2. Cohesion ……..…….. 26

1.2.4.3. Unity …… 27

1.2.4.4. Clarity ……..……. 28

1.2.4.5. Organization ……..…… 29

Conclusion ……..…… 29

Chapter two: Syntactic and Lexical Features of Formality

Introduction ……..……. 32

2.1. Formality ……. 32

2.1.1. Definition of Formality ……..…….. 32

2.1.2. Levels of Formality ……..…… 35

2.1.3. Style …… 36

2.1.4. Register …… 39

2.1.5. Grammatical and Lexical Features of Formality …… 40

2.1.5.1. Syntactical Features of Formality …… 41

2.1.5.1.1. Passive Voice ……..... 42

2.1.5.1.2. Complex Sentences ……..…….. 43

2.1.5.1.3. Nominalization ……..……. 43

2.1.5.1.4. Third Person ……..……. 44

2.1.5.1.5. Contractions ……... 45

2.1.5.1.6. Abbreviations ……..…… 47

2.1.5.1.7. Phrasal Verbs ……..…… 48

2.1.5.1.8. Rhetorical Questions …… 50

2.1.5.2. Lexical Features of Formality ……..……. 52

2.2. Language Awareness ……...56

2.2.1. Language Awareness Defined ……..…… 56

2.2.2. Types of Language Awareness ……..... 57

2.2.3. Formality Awareness ……..…….. 57

Conclusion ……..…… 59

Chapter Three: Field Work

Introduction ……..…….. 60

3.1. The Sample …….. 60

3.2. Methodology and Research Instruments ……. 61

3.3. The Students Test ……..….. 61

3.3.1. Description and Administration of the Students Test …….. 61

3.3.2. Analysis and Discussion of the Results of the Students Test …….……..… 62

3.3.2.1. Results of Task One …….. 62

3.3.2.2. Results of Task Two …….. 71

3.3.2.3. Results of Task Three ……..…….. 79

3.4. Analysis of Students' Essays ……...…….. 103

3.4.1. Description and Administration of the Students' Essays …….……..… 103

3.4.2. Analysis and Discussion of the Results of the Students' Essays ……... 103

3.5. Overall Analysis and Interpretation of Results ……. 119

3.6. Pedagogical Recommendations ……. 121

3.7. Limitations of the Study …… 122

Conclusion …… 122

General Conclusion …….. 123

References ……...… 125

Appendices

Résumé

ملخص

General Introduction

1. Background of the Study

2. Statement of the Problem

3. Aims of the Study

4. Research Questions

5. Hypothesis

6. Research Methodology

7. Structure of the Study

General Introduction

1. Background of the Study

The concept of formality has long been one of the interesting topics in the study of language and discourse; it has attracted the attention of many researchers, linguists, and sociolinguists. In fact, there are many features which distinguish writing in a formal context from writing in an informal one. Writing at university requires a high level of formality which is crucially important in second/ foreign language learning. Hyland (2006) stated that "at university level one of the prominent characteristics is the demand of a high level of formality, where specific, clear and precise expressions suitable to the context should be applied" (as cited in Claesson, 2013, p. 10).

One of the studies about formality is the study that was done by Karlsson (2008). The purpose of the study was to analyze and identify the level of formality used in websites and explore whether any potential differences regarding formal language depend on the websites' country of origin or on the placement in the market sector. Each web page was analyzed and an average F-score was calculated. It was revealed that nouns are clearly the most frequent word class, verbs the second most frequent one. Only two of the British websites and none of the American websites exceed the verb frequency over the noun frequency. The results revealed that the American web pages have a higher level of formality than the British web pages and there is no obvious connection between the level of formality in the websites and market sector. However, a connection between the level of formality in a web page and the country of origin exists. In addition, the results showed that contractions are more frequent in the British web pages, which means that web pages with a low F-score are likely to use contractions.

Another study was conducted by Keppens (2015), Keppens analyzed and compared the level of formal language used in four different genres of written and spoken discourse

using F-formula (It is one of the major formality measure which is based on word classes proposed by Heylighen and Dewaele 1999-2002). The genres in this study were: research articles, conference papers, popular science articles, and TED talks (Technonology, Entertainment, Design) which is a video created for presentation. The level of formality was determined by analyzing a corpus of twenty samples. The results of the research were ranked from high to low and were compared on two bases: written versus spoken genres and popular versus less popular genres. The results of the study showed that the genres are ranked from highest to lowest score are as follows academic papers, conference papers, popular science articles and popular science presentations. It can be concluded that all genres scored relatively high on the test. The conference papers, in particular scored higher in comparison with hat was previously assumed. It can also be concluded that the written category scored higher than the spoken ones and that the popular category scores less than the more academic.

Another study was conducted by Pavlick and Tetreault (2016) at the university of Pennsylvania to investigate an analysis of humans' perceptions of formality in four different genres. A statistical model was developed to analyze formality in different genres, features and setting in online discussion forums (News, Blogs, Emails, and answers). The findings of this study with its theories of formality revealed that formality is higher when the amount of shared context between speakers is low. Another finding was that formality is higher when speakers dislike one another. In addition, speakers adapt their language in order to match the linguistic style of those with whom they are interacting.

In another study, Hyland and Jiang (2016) investigated the issue of informality in academic writing in Hong Kong. According to them, writing in many domains has become less formal in recent years. In this study, the concept of formality was defined and its linguistic features were discussed. Regarding the methodology, a corpus of 2.2 million words were taken from the same leading journals in four disciplines (applied linguistics, sociology,

electrical engineering, and biology) as representative of both the soft applied fields and the hard sciences. Six papers were selected at random from each of the same five journals which had achieved the top ranking in their field at three periods over the past 50 years to explore the changes in the use of ten key features. The results showed a small increase in the use of these features, it is mainly in the hard sciences rather than the social sciences. It is also largely restricted to increases in first person pronouns, unattended reference, and sentences beginning with conjunctions.

2. Statement of the Problem

Writing has different styles, such as literary writing, creative writing, technical writing and academic writing. Academic writing is the style of writing used in academic disciplines or academic settings, such as the university. Essay is one of the most academic writing genres as well as the most common assignments students are asked to write at the tertiary level. Writing academic essay is considered among the most important skills which EFL students need to develop and master throughout their study period. Academic writing should be characterized by certain features, such as good structure, impersonal style, and precise, concise, and formal language in comparison with other styles of writing. The most important criterion that makes writing essay at the university academic is formality.

In the Algerian universities, students mainly rely on writing as an important skill because it is used to evaluate students' competences in different modules (Linguistics, Teaching English as a Foreign Language (TEFL), Civilization, Literature, Psychology) not only written expression. Students tend to write several essays; they are expected to produce good formal writings. As students in the department of English, the researchers noticed that most third year students' academic essays are generally evaluated by teachers as being problematic and are not highly formal as required. In addition, they usually show inability to produce well-formed academic essays that respect, in particular, the most common

grammatical (syntactical) and lexical features of formality. Students may think that relying on the theoretical issues about a particular topic is the key to end up with an acceptable written production. In other words, they tend to give much importance to the amount of information and focus mainly on content and neglect the main features of formality, namely the syntactical and lexical features.

3. Aims of the Study

Grammatical and lexical features of formality are one of the most significant criteria that characterize formal writing. The aim of conducting this research project is to investigate students' awareness of the most common syntactical and lexical features of formal writing. Additionally, it aims to explore third year EFL students' awareness of the appropriate use of the most common syntactical and lexical features of formality in writing their academic essays.

4. Research Questions

The present study attempts to answer the following questions:

- Are third year EFL students' aware of the most common syntactical and lexical features of formal writing?
- Do third year EFL students use the most common appropriate syntactical and lexical features of formality in writing academic essays?
- **5. Hypothesis**

The current research aims at exploring third year LMD students' awareness in the mostly used syntactical and lexical features of formality in academic essays. Accordingly, if third year EFL students are aware of the use of the most common syntactical and lexical features of formality, they will use them appropriately in their essays.

6. Research Methodology

In order to test the validity of this research hypothesis and reach the aims of the study, quantitative and qualitative approaches are implemented. To obtain the information required from the participants, two means of research are designed.

The first means is a "students test". It is administered to 50 participants where they are supposed to answer individually. This test consists of three tasks to investigate students' awareness of the most common syntactical and lexical features of formal writing. While, the second means is an analysis of "students' essays". This means of research provides a clear understanding to the researchers about the students' awareness of most common syntactical and lexical features of formality and its use while writing their academic essays.

7. Structure of the Study

The present study opens up with a general introduction. Then, it is divided into two parts: the first part includes two theoretical chapters that represent a review of the related literature; whereas, the second part deals with one practical chapter that is concerned with the analysis, interpretation, and discussion of the results.

The first chapter is entitled **"Writing Academic Essays"**. It provides an overview of the two major elements related to writing academic essays. The first point is academic writing where the researchers introduce this concept in relation to the process of academic writing and the definition of the writing context. Then, it deals with the definition of academic essay as a major part or genre of academic writing, its structure, types, and some of its characteristics.

The second chapter entitled **"Grammatical and Lexical Features of Formality"** is devoted to define formality as well as to present the formality levels, style, and register. In addition, some grammatical (syntactical) and lexical features of formality are discussed. The advantages of formality also are presented. On the other hand, the term awareness is tackled,

starting by a brief history of language awareness, its definition, and types. Finally, the concept "formality awareness" is discussed.

The third chapter **"Field Work"** is the core of this study. It deals, mainly, with the description and administration of the research means; students test and students' essays, in addition to the analysis and interpretation of the data obtained.

Finally, a general conclusion sums up the whole process of research and briefly presents the most significant outcomes of the study. In addition, some pedagogical recommendation, and limitations of the study are presented.

Chapter One: Writing Academic Essays

Introduction

1.1. Academic Writing

- 1.1.1. Definition of Academic Writing
- 1.1.2. The Process of Academic Writing
  - 1.1.2.1. Creating (Prewriting)
  - 1.1.2.2. Planning (Outlining)
  - 1.1.2.3. Writing
  - 1.1.2.4. Polishing
- 1.1.3. Defining the Writing Context
  - 1.1.3.1. Purpose
  - 1.1.3.2. Audience
  - 1.1.3.3. Tone

1.2. Academic Essay

- 1.2.1. Definition of Academic Essay
- 1.2.2. The Structure of Academic Essay
- 1.2.3. Types of Academic Essay
  - 1.2.3.1. Narrative Essay
  - 1.2.3.2. Descriptive Essay
  - 1.2.3.3. Chronological Order/ Process Essay
  - 1.2.3.4. Argumentative Essay
  - 1.2.3.5. Comparison and Contrast Essay
  - 1.2.3.6. Cause and Effect Essay
- 1.2.4. Characteristics of Academic Essay
  - 1.2.4.1. Coherence
  - 1.2.4.2. Cohesion

1.2.4.3. Unity

1.2.4.4. Clarity

1.2.4.5. Organization

Conclusion

Chapter One: Writing Academic Essays

Introduction

Writing an academic paper in English is a hard and challenging task for most English as a Foreign Language (EFL hence forth) students, especially, at the tertiary level where it has to be academic. Students are frequently, asked to write academic essay in exams or for other assignments. Essay is considered as the high academic demands at university and writing essay should be a standard for formal language. This chapter is devoted to present academic essay. First, it deals with a general overview of academic writing through presenting its definition, its writing process, and defining the writing context in terms of the purpose, the audience and the tone. Then, it moves to discuss essay as a genre of academic writing by providing its definition, its structure and its types. It concludes with discussing some characteristics of an academic essay.

1.1. Academic Writing

1.1.1. Definition of Academic Writing

Academic writing is an important part in EFL classes. It is a skill that plays a central role for students because they are expected to write several academic papers as writing essays and other assessment, during their educational journey.

Academic writing is defined by different researchers and scholars. Geyte (2013) stated that academic writing is the type of writing which is done by scholars (students or academics) for other scholars to read. It can be a journal, articles, dissertations, group project, and essays. In the same vein, academic writing as the writing that students have to do for their courses and it can take many forms, such as research papers and essays (Whitaker, 2009). Writing essays is considered the most common type of assignment used in academic writing (Geyte, 2013). According to Birhan (2017), writing in universities, in general, and essay writing, in particular, requires a part of writing, called “academic writing”. In addition, academic writing

is to some extent complex, formal, cohesive, coherent, objective, explicit and it uses language precisely and accurately. By the same token, Jordan (1999) stated that academic writing has certain features as follows: it is a formal writing with impersonal and objective style (impersonal pronoun, phrases and passive verb forms). It contains cautious language with appropriate vocabulary choice.

Murray and Hughes (2008) stated that the level of formality in a piece of writing is one thing that makes academic writing differs from other types of writing. Academic writing is characterized by a formal style that can be recognized by certain features, such as the vocabulary choice, the avoidance of first person singular, absence of slang and casual language, and absence of contracted forms. Further, Oshima and Hogue (2006) said that academic writing is a formal writing that is produced in a school setting. It differs from other types of writing by its audience and purpose. Hamp-Lyons and Poole (2006) also defined academic writing in terms of formality as the formal piece of paper that contains conventions and rules, such as grammatical patterns and organization (as cited in Birhan, 2017). In the same vein, Clark (2003) mentioned that academic writing needs formal English. Thus, the writer should apply a higher level of formality and respect its rules or conventions (as cited in Mechitoua, 2017).

1.1.2. The Process of Academic Writing

Academic writing is a process that requires a series of stages and it is helpful to produce a coherent written production. According to Bailey (2003), the writing process is a series of stages. Starting by understanding an essay title, reading and note-making, then organizing the essay, the final stage is proof-reading. In addition, Oshima and Hogue (2006) listed four major steps of the process of academic writing which are creating, planning, writing and polishing.

1.1.2.1. Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because the writer does the step before he/she starts writing. There are two sub steps in the first stage (choosing and narrowing a topic and generating ideas). Students are usually required to write an essay in the exam. They should choose a topic that interests them and fits the essay question; they also must narrow their topic in order to be able to write easily. Moreover, generating ideas is another prewriting step. That is, the writer should collect information and develop ideas and vocabulary related to the topic by brainstorming techniques, such as free writing, listing, and clustering or mapping (Oshima & Hogue, 2006; Zemach & Rumisek, 2005). Brainstorming or thinking is an important step as stated, brainstorming is very useful for the writer in the prewriting stage; in the sense that it helps him to think well and find what to include in his topic (Whitaker, 2009). Whitaker (2009) added that through brainstorming, the writer will not forget the ideas he/she has written.

According to Robitaille and Connelly (2007), free writing is one way of generating ideas where the writer should write freely without restriction to his ideas, vocabulary choice, or words and expressions he uses in his piece of writing. In addition, another way of generating ideas is listing. As Robitaille and Connelly mentioned, the writer in this stage should not focus on how sentences should be written, rather he just lists words or phrases that come to his mind about his topic. After free writing and listing, the writer will move to a another step which is clustering where he/she is supposed to organize and group his/her ideas, then cluster related ideas together by drawing lines between them.

1.1.2.2. Planning (Outlining)

The second step of the writing process is the planning stage which means, after the prewriting stage, students need to organize their ideas into an outline. Outlining is the best

way and the formal plan for a paragraph or an essay that includes a thesis statement, a topic sentence, supporting sentences or details for each topic sentences and a concluding sentence. By making this outline, students will easily write a paragraph or an essay (Oshima & Hogue, 2006). Similarly, Savage and Shafiei (2007) claimed that creating an outline is the second step in the writing process where students will decide which ideas will use in their essays by writing an outline in a form of chart or a list of main ideas.

1.1.2.3. Writing

The third step in the writing process is writing the rough draft. In this stage, the writer writes down his or her ideas without concentrating on grammar, punctuation, and spelling (Oshima & Hogue, 2006). Oshima & Hogue stated that "writing is a continuous process of discovery" (2006, p. 272). That is, the rough draft is not the final product and the writer in this stage can add and delete ideas. Further, Zemach and Rumisek (2005) defined drafting stage as the third step where the writer uses his own ideas and organization.

1.1.2.4. Polishing

The final step in the writing process is polishing. Oshima and Hogue (2006) stated that polishing is the last step in the writing process. This step is also called revising and editing. According to Oshima and Hogue (2006), polishing has two stages. First, the revising stage where the writer should revise what he or she has written and he should be concerned only with content and organization. In this step, the writer can add, omit or change what he or she has written in order to improve his or her piece of writing. The second step is editing or proofreading when the writer is concerned with correcting and proofreading his or her paper from errors relating to grammar, sentence structure, spelling and punctuation. At the end, he/she writes the final copy of his/her writing.

Furthermore, Whitaker (2009) mentioned that editing is a useful stage for the writer. It will make his writing more clear and understood. In addition, Bailey (2003) stated that

"proof reading is the vital final part of the writing process; it can prevent confusion and misunderstanding of your work" (p. 48). It means after finishing drafting, the writer should check his piece of writing carefully against the errors that may affect the meaning of his ideas or make it difficult for the reader to understand.

1.1.3. Defining the Writing Context

"Determining the writing context means examine your purpose in writing, your audience, and the tone you wish to use" (Robitaille & Connelly, 2007, p. 28). This entails that before starting to produce any piece of writing, the writer should first think about and take into account these three main elements of writing: the purpose, the audience, and the tone. Similarly, Oshima and Hogue (2006) mentioned that the writer in academic writing should consider purpose, audience and tone in their writing. According to Moxley (1992) "each rhetorical situation that is different audiences and purposes will strongly affect how you compose" (as cited in Evans, 2007, p. 61). In the sense that, the content, the form, and the language depend on the audience and the purpose the writer determines in his writing.

1.1.3.1. Purpose

The purpose of writing is one of the elements the writer should take into account when constructing an essay or any written production. Leki (1998) stated that "the purpose of writing is related to the type of writing you are doing" (p. 46). In other words, the purpose of writing an essay can be expository, argumentative, narrative, descriptive, and so on. McCrimmon (1950) defined the purpose of writing as the writer's decision about what to write and how to write it. Oshima and Hogue (2006) stated that the writing purpose of an essay will determine its organizational pattern. To illustrate, the structure of a persuasive essay is different from the structure of a comparison and contrast essay. The decision about the purpose enables the writer to easily know what to include and exclude when producing a piece of writing. According to Harmer (2004), the purpose is the first idea the writer has to

take into account since it affects many things, such as the type of text he wants to produce, the type of language he uses, and the type of information he includes. It is also mentioned that the purpose of most university students writing is informing, persuading or entertaining (Robitaille & Connelly, 2007; Leki, 1998).

1.1.3.2. Audience

Audience is a crucial element to be taken into consideration when writing academically. The term audience refers to "the reader or readers with whom you are communicating" (Robitaille & Connelly, 2007, p. 29). That is, the actual person or the group of people the author is addressing when writing. Robitaille & Connelly (2007) added that a good writer should know how to convey his messages or ideas and how to organize his paper according to his audience. Oshima and Hogue (2006) said that the writer should consider his specific audience, that is, the people who will read what he/she has written. In academic writing, your audience is primarily your professors or instructors. According to Leki (1998), for any type of writing, the writer should decide on a tentative audience in the first step. Audience is an important concept that a writer should take into account when producing a piece of writing because it can influence his writing. It is helpful in the sense that, by identifying the target audience, the writer will be able to know about the audience' expectations and the assumptions about what they know, what they do not know and what they want to know. By identifying the audience of writing, the writer will be able to select the appropriate language (formal and informal), and grammar (standard or non-standard) and to use a correct and suitable sentence structure and vocabulary.

According to Fulwiler (2002), one of the biggest issues in EFL students' writing is the audience who will read their paper. Teachers are the most common audience for college writing. However, students can also write for other audiences such as themselves or classmates. Writing for a teacher is different from writing for other audiences. For instance,

writing an essay to an educated audience such a classmate or a teacher requires from the writer to select appropriate words, style and structure that fit the intended audience.

1.1.3.3. Tone

The tone refers to the writer's attitude toward the intended audience and the subject matter. It can be serious, humorous, sarcastic, satiric, solemn and so on (Robitaille & Connelly, 2007; Shannon, 2011). Besides, Oshima and Hogue (2006) stated that the tone of a piece of writing refers the writer's style or manner of expression, the choice of words, grammatical structures and even the length of sentences. The tone of a piece of writing can be, for example, serious, amusing, personal or impersonal. Gabrielatos (2002) mentioned that "the selection of an appropriate tone depends on the purpose of writing and the convention of written communication in a particular context" (p. 4). In other words, achieving the appropriate tone needs specific rules for specific context in order to determine the purpose of writing. Robitaille and Connelly (2007) claimed that writers should take into account the effect of the tone in their writing on the intended audience.

There are objective and subjective tones. The former is impartial, neutral, formal, and a matter of fact. The objective tone uses reasonable explanations and facts without expressing the feelings and opinions of the writer about the topic. It uses higher formal words levels and avoids pronouns, such as "I" and "You" like in academic essays or articles. On the other hand, the subjective tone is personal, emotional and informal. It can be used in personal essays and stories or fictions. In a subjective tone, the writer uses his feelings and opinions in expressing his ideas and thoughts ("Tone and Purpose Handout," 2009). Moreover, Clanchy and Ballard (1992) said that the academic writer's tone should be serious, impersonal, and formal (as cited in Jordan, 1997). This reveals the importance of tone in the writing process. The writer should select appropriate words and expressions that reflect his attitude towards a

particular type of writing as academic writing and a particular audience as writing for teachers, friends or strangers.

To conclude, in order to write an academic writing, students should consider purpose, audience and tone in their writing because these elements can affect their achievement of successful written productions.

1.2. Academic Essay

Academic essay is one form of academic writing. It is the major assignment that students are asked to write at the university. It is also a reflection of students' understanding of the course, further research, and analysis to be presented in a good form.

1.2.1. Definition of Academic Essay

The word essay is derived from the French meaning which means "to try", or "attempt" ("Guide to writing essays," 2015). Many researchers and scholars have defined academic essay in different ways. Connelly and Forsyth (2012) defined the academic essay as a formal piece of writing which discusses one main idea in details by using a formal language. It is an assignment to assess the progression of the coursework and to test students' levels in exams. Similarly, Geyte (2013) stated that "Essays are written by students and are likely to be read by one person only: their tutor. The essay can be a set as a coursework assignment to assess a student's understanding of a module or as an exam question" (p. 9). In other words, it is piece of writing which is considered as a way of assessing the students' capacities in exams. It is done by students and read by their teacher.

"An academic essay is a document that has a defined structure, an introduction, a body and a conclusion. It is a specific writing genre that functions within a set of norms, rules, and conventions" (Pablo & Candy., 2018). That is, an academic essay is also defined as a well-structured piece of writing which is composed of an introduction, a body, and a

conclusion. In addition, the writer should respect specific rules of language when writing an academic language.

Zemach and Rumisek (2005) stated that "an essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing" (p. 56). In academic writing, an essay should have mainly five paragraphs that discuss a particular subject. Moreover, Oshima and Hogue (2006) pointed out:

> An essay is a piece of writing of several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need tie the paragraphs together by adding an introduction and a conclusion (p. 56).

An essay is a complicated and longer task that needs to be divided into several paragraphs and each one tackles a main idea. These paragraphs should be tied together by adding an introduction and a conclusion. An essay is combination of three main paragraphs namely: an introduction, a body, and a conclusion. Moreover, writing an essay is a complex task. It is divided into paragraphs that require a good structure of sentences and organization of ideas to present the author's work (Peck & Coyle, 1999).

Academic essay is the most common assignment of writing at the university. It is generally defined as a formal piece of academic writing which discusses one main topic. This topic is also divided into several points or ideas and each one is developed in an independent paragraph.

1.2.2. The Structure of Academic Essay

Writing an academic essay requires a great attention to its structure. This means that an academic essay should be well-structured in which the topic is divided into different items. On the other hand, each item should be discussed in a separate paragraph called “the middle or body.” The latter is preceded by “an introductory paragraph,” and ends with “a concluding paragraph.” This structure makes the topic of the essay clear and well-organized to follow. Oshima and Hogue (2007) stated that writing an essay is not more difficult than writing a paragraph except that an essay is longer. In addition, writing an essay requires a careful organization. An essay has three main parts: an introduction, body and a conclusion. All the paragraphs should be linked by transitional signals to produce a cohesive essay as it will be explained below.

An introduction is the first and the important paragraph of an essay. It usually consists of five to ten sentences that explain briefly the content of the whole essay. An introductory paragraph has a crucial role in attracting the reader’s interest. It is often written from the general ideas to the most specific one, the thesis statement (Zemach & Rumisek, 2005). In the same vein, Oshima and Hogue (2006) said that an introduction is divided into two main parts: a general statement which represents the topic of the essay to catch the reader’s attention, and a thesis statement that states the main points that will be discussed and lists them in an organizational pattern. The latter occurs at or nearly at the end of the paragraph, and sums up the main ideas of the essay like the topic sentence of a paragraph. One of the major types of introduction in an essay is the funnel. It is so called because it has the shape of a funnel; wide at the top and narrow at the bottom. Similarly for ideas, they start from the general ideas to the most specific ones.

The body is a set of several paragraphs that occur at the middle of an essay (Zemach & Rumisek, 2005). According to Robitaille and Connelly (2007), each paragraph in the body

explains and supports a main point of the thesis statement. The body paragraphs of an essay follow the same pattern of a paragraph. Each paragraph includes: a topic sentence, supporting sentences, and conclusion. The topic sentence represents the point that will be discussed in the paragraph. In academic writing, it is better to be put at the beginning of the paragraph. A body paragraph has at least three supporting sentences and some examples that evolve the topic sentence. The conclusion is the end of the body paragraph that presents a strong supporting detail or a summary to the previously presented ideas. The conclusion is not always require, this depends on the nature of the ideas. Robitaille and Connelly (2007) further stated that the number of the body paragraphs differs from an essay to another depending on the points presented in the thesis. These paragraphs should be organized in a logical order to help the reader have a clear understanding. This organization is according to the chronological order, the importance, and so on. The body paragraphs should be presented in a coherent way by linking them with transitions to show the shift from one idea to the other.

A conclusion is the last paragraph of an essay. In this paragraph, the writer may restate the thesis and its major developed points. He may refer back to the main idea of the introduction. Generally, a conclusion consists of three to ten sentences as an introduction. However, this length is not fixed. It depends on the number of the paragraphs and their complexity (Robitaille & Connelly, 2007). Furthermore, Zemach and Rumisek (2005) stated that the concluding paragraph is a main part of an essay as an introduction because they both present a clear idea about the topic. A good conclusion should restate the thesis, summarize the main ideas of the essay, and express the writer's opinion about the essay. The conclusion reviews and gives comments on the already discussed ideas and does not present new ideas. A conclusion should start with a transition signal that expresses the end of the essay. It restates the thesis in order to remind the reader of the subtopics that are discussed in each

paragraph. Finally, it is a way to influence the reader with your ideas by giving strong comments about the topic.

An academic essay requires a well-structured form which enables the reader to move gradually from a paragraph to the next. It includes mainly three paragraphs which are: the introduction, the body and the conclusion.

1.2.3. Types of Academic Essay

There are various types of essays. This variation is related to the purpose of writing; for example, to narrate a story, describe someone or something, or provide clear ideas and arguments. The most common types of writing an academic essay are narrative, descriptive, chronological order/ process, argumentative, comparison and contrast and cause and effect essay.

1.2.3.1. Narrative Essay

Robitaille and Connelly (2007) stated that narration means telling a story about a sequence of events. Storytelling is not easy; hence, the writer should tell it vividly by describing people and places in order to attract the reader's attention. In narration, the writer may use the first person (I, we) because he is narrating personal experiences. Usually, narratives are recounted in a chronological order by using transition signals that express time, such as: at the same time, finally, and then. Wyldeck (2008) defined a narrative essay as a storytelling about real-life experiences. It generally describes those experiences, and focuses on events and feelings which happened to the writer. In addition, narratives are generally a description of past events that are organized according to their time sequence. Consequently, the verb form required in this type of essay is the past, i.e., simple past active, simple past passive, and past perfect active (Jordan, 1999).

1.2.3.2. Descriptive Essay

"A descriptive essay is an essay that describes something or someone by appealing to the reader's senses: sight, sound, touch, smell and taste" ("Descriptive essay guideline," 2011, p. 1). According to Robitaille and Connelly (2007), in a descriptive writing, the writer paints a visual picture with words of a person, place, or object for the reader. Robitaille and Connelly added that descriptive essay is useful because it helps the reader see the scene being described. Moreover, a good description should focus on the use of specific details and the use of concrete words and expressions, specific nouns and verbs, and descriptive adjective and adverbs. They further added that descriptive essay should be organized according to what the writer wants to describe; that is, in terms of place (left to right, top to bottom, and so on), time order, or in order of the importance of the thing he is describing. The thesis or topic sentence generally presents the topic of the description and/ or indicates the tone or mood of description. In addition, it identifies the details that the writer will include. It is mentioned that in a descriptive essay unlike other types of essays, there is no exact transitional signals that identify description, rather the writer should know how to select the best transition that show the relationship between the ideas he is describing.

1.2.3.3. Chronological Order/ Process Essay

Chronological order is originated from the Greek word **"chronos"** which means **"time"**. It has other suggested names which are **"how to**, and **process** essay**"**. This type of essays arranges ideas chronologically, and explains the processes and procedures according to their occurrence of time. In addition, the process essay has all sorts of uses, such as telling stories, linking historical events and writing biographies and autobiographies. The thesis statement of this essay identifies the steps of the process, and illustrates the time order by using some expressions, such as process of five stages, several phases and so on. It also

identifies the steps of the process. The process essay should be clear enough in sequencing the step by using transition signals, such as first, after, the last step (Oshima & Hogue, 2006).

Robitaille and Connelly (2007) explained the process analysis as a division of a process into steps. The writer describes how these steps are done or happened to make the process clear to the reader. The process analysis is used to describe a simple process; for example, baking a cake, as well as to describe a complex one such as conducting an experiment. Besides, this process is divided into steps logically, and this will dictate the structure of a paragraph or an essay.

1.2.3.4. Argumentative Essay

An argumentative essay is an essay in which the writer convinces the reader that his opinion is true and valid through using reasons and evidence to support his ideas (Oshima & Hogue, 2006). In addition, Robitaille and Connelly (2007) stated that facts, statistics, examples, testimony from authority and logical reasoning can be all used to support an opinion. In formal arguments, the writer does not only present evidence to support his or her opinion but also refutes the opposition. To refute the opposition means to show why the opposite side of an argument (the logic or evidence used by those who oppose your position) is not valid. The writer's attitude should be illustrated by valid arguments and they should be organized around the reasons of the writer's point of view to prove his opinion. In an argumentative, the opinion of the writer that will be discussed should be presented objectively in the thesis statement. It is mentioned also that the main reasons of the writer's point of view should be listed in a thesis statement and this list should be parallel. In other words, they should be presented in the same form: all nouns, all prepositional phrases, all verb phrases and so on. Additionally, each supporting sentence or paragraph develops one main point that is used to support the opinion expressed in the topic sentence or thesis.

There are several ways to organize an argumentative essay. Thus, the writer can use a block pattern or point by point pattern (Oshima & Hogue, 2006). The following outline shows these two patterns.

Table 1.1

Block and Point by Point Patterns for Writing an Argumentative Essay (adopted from Oshima &Hogue, 2006).

Block Pattern	Point by Point Pattern
I. Introduction	I. Introduction
Explanation of the issue	Explanation of the issue, including a summary of the other side's arguments
Thesis statement	Thesis statement
II. Body	II. Body
Block 1	A. Statement of the other side's first argument and rebuttal with your own counterargument
A. Summary of other side's arguments	
B. Rebuttal to the first argument	
C. Rebuttal to the second argument	B. Statement of the other side's second argument and rebuttal with your own counterargument
D. Rebuttal to the third argument	
Block 2	C. Statement of the other side's third argument and rebuttal with your own counterargument
E. Your first argument	
F. Your second argument	
G. Your third argument	
III. Conclusion-may include a summary of your point of view	III. Conclusion-may include a summary of your point of view

1.2.3.5. Comparison/ Contrast Essay

According to Oshima and Hogue (2006), comparison/ contrast essay is the most common pattern in academic fields in which similarities and differences between items are explained. A good comparison/ contrast essay needs careful organization. The latter, has two ways: the first one is called "point-by-point" pattern in which each point of comparison should be discussed in a separate paragraph, while the second way is called "block" pattern in which you discuss similarities in one block and differences in another. The writer is free to start with similarities or differences. Transition signals are needed to move from similarity to difference, such as "similarly" and "however." Robitaille and Connelly (2007) also viewed comparison and contrast essay as a way of assessing the similarities and differences of two subjects. This type of essay could be used independently. In other words, you may discuss only similarities or differences, or discuss them in a combination. Both the topic sentence of a paragraph and the thesis of an essay should indicate the subject and emphasize the focus on comparison and/ or contrast. Murray & Hughes (2008) defined "comparison and contrast" as a discussion of the similarities and differences of two or more objects. Murray and Hughes added that the writer should compare and contrast even though the instruction asked to compare only. They further stated that there are three ways to compare and contrast. The first method called "point-by-point comparison". In other words, the writer discusses the similarities or differences of each point in relation to both item one and two. The second one is "similarities and differences comparison." It means that one paragraph discusses the similarities of both item one and two; while, the other paragraph discusses the differences of both items. However, the third method is **"**item-by-item comparison**"** which means that each item should discuss its related points in one "block" (similarities/ differences). Murray and Hughes (2008) stated that the most successful method is the first one because it makes the comparison easier to the reader. Finally, this type of essays require the use of some words or

phrases which indicates whether similarities or differences, such as “likewise” and “in contrast (to)”.

1.2.3.6. Cause and Effect Essay

Cause and effect essay is another type of essay writing. In a cause and effect essay, the writer is supposed to discuss the causes (reasons) and the effects (results) of something (Oshima & Hogue, 2006). In addition, Robitaille and Connelly (2007) stated that in a cause and effect paragraph and essay, the writer can discuss either the causes or the effect of an event, problem, or phenomenon; however, in longer essays, he can examine both causes and effects. The topic sentence or thesis indicates whether cause, or effect, or both will be examined, and the supporting sentences or paragraphs develop those causes or effects. Robitaille and Connelly claimed that there is no specific transitional signals that indicate the causes of an event or a topic; however, the writer should use only the transitions that show the sequence of causes; for example, there are some transitional signals that show addition (e.g., in addition, moreover, similarly) or that show sequence like (first, second, third, eventually, at last). According to Oshima and Hogue (2006), this type of essay can be organized in two main ways: block organization and chain organization.

In block organization, the writer may discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes) or all the effects together as a block. He may also discuss only causes or effects. In block organization, it is preferable to use a transitional paragraph because it is helpful for the writer and the reader. It shows the transition from the first section to the other. The writer is free to choose one of the different patterns in a block organization. Some are shown below:

A

Introduction
1st cause
2nd cause
3rd cause
Transition paragraph
1st effect
2nd effect
Conclusion

B

Introduction
1st cause
Transition paragraph
2nd cause
3rd cause
4th cause
Effects
Conclusion

C

Introduction
Effects
Transition paragraph
1st cause
2nd cause
3rd cause
Conclusion

D

Introduction
1st effect
2nd effect
3rd effect
4th effect
Conclusion

Figure 1.1. Block-Style Organization of Cause/ Effect Essay (adopted from Oshima & Hogue, 2006).

The writer can also use chain organization in writing cause and effect essays. In this pattern, causes and effects are linked together in a chain and the reasons and their results come one after the other. In a cause and effect essay, it is easy for the writer to use a chain form rather than a block organization when the causes and effects are too closely linked and cannot be easily separated. The following diagram represents the chain pattern of a cause and effect essay.

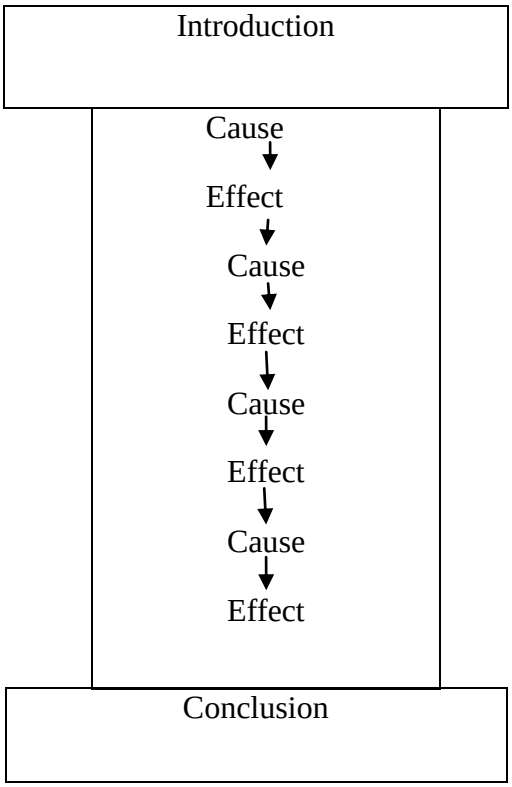

Figure 1.2. Chain Pattern of Cause/ Effect Essay (adopted from Oshima & Hogue, 2006).

1.2.4. Characteristics of Academic Essay

An academic essay should also be organized in a simple, clear and logical way and covering one topic in all its paragraphs. This enables the reader to understand the content and move from an idea to another. There are various characteristics which make an academic essay good and well-organized in terms of both form and meaning. The main four characteristics are coherence, cohesion, unity, clarity and organization.

1.2.4.1. Coherence

Coherence is one of the important items which should be presented in a good academic essay. This term has been defined by different writers. The word coherence is derived from the Latin verb "cohere" which means "hold together". In other words, coherence is the logical connection and organization of the supporting sentences or it is a systematic arrangement of ideas. It is achieved through the following main tools: logical arrangement of ideas, use of appropriate pronouns, transitions and the repetition of key terms. These tools are used to join and express the relationship among ideas; however, repetition

should not be overused because it affects negatively the quality of writing (Oshima and Hogue, 2006; Robitaille and Connelly, 2007). Murray and Hughes (2008), on their part, defined the word coherence as the most important element of writing in general and academic writing in particular. Coherence needs a logical arrangement of idea to be clear and understandable to the reader.

Furthermore, Harmer (2004) pointed out that cohesive devices do not always make writing coherent. Hence, coherence requires a logical sequencing of ideas to enable the reader to understand the purpose of writing (e.g., providing information or suggesting something), and the writer's thought. For example, in a narrative piece of writing, the reader has to follow and understand the actions and characters of the story in its logical order. On the other hand, Zemach and Rumisek (2005) defined coherence as a logical and clear arrangement of ideas. They stated also that coherence and unity are related; unified and coherent texts are easily understood. In addition, coherence is achieved through the use of cohesive devices because they connect the ideas and enable the reader to move smoothly from a sentence to the next. Finally, Shannon (2011) viewed that a coherent piece of writing needs to present the ideas in a well-organized form to make the sense easier to the reader. Shannon added also that coherence is achieved through various ways. The latter, are the well-organization of structure, unity of paragraphs, and cohesion of sentences.

1.2.4.2. Cohesion

Cohesion is another important feature of writing. It refers to the way of linking all the sentences of a text together with the use of reference words (e.g., their, the former, latter) in order to minimize repetition, and linking words (e.g., but, then, and, on the other hand) to make a clear meaning of the ideas (Bailey, 2011; Pollard, 2008). Harmer (2004) argued that cohesion means to connect all the ideas of a text by the use of linguistic techniques which are divided into grammatical and lexical cohesive devices. The grammatical cohesion is achieved

through the use of various grammatical devices which permit the reader to understand easily what is being referred to. These devices are: pronoun and possessive reference (their), article reference (the), tense agreement, linkers (moreover, yet), substitution (e.g., He shouldn't have cheated in the exam but he did so because he was desperate to get into university. The phrase "did so" is used as a substitution of "cheated in his exam"), and ellipsis (omitting words from a sentence without changing the meaning). However, the lexical cohesion is achieved by repeating key words (lexical repetition) within the text, and including words that are interrelated to each other (lexical sets "chains"). In addition, Kies (2011) pointed out that cohesion means to link a sentence or idea to the next one in the same paragraph (as cited in Shannon, 2011).

1.2.4.3. Unity

Unity is an important element of a good paragraph and it means that the whole paragraph should discuss only one idea. In addition, all supporting sentences should explain the main idea with examples, details, steps and definitions. In other words, the writer should ensure that all supporting sentences relate to the topic sentence and its controlling idea (Oshima & Hogue, 2006; Savage & Shafiei, 2007). Moreover, Robitaille and Connelly (2007) mentioned that a paragraph should achieve unity in order not distract and confuse the reader.

Zemach and Rumisek (2005) defined unity in writing as the connection of all ideas to a single topic, and unity in an essay means all ideas should relate to the thesis statement, and supporting sentences of a body paragraph should relate to the topic sentence of the same body paragraph. Zemach and Rumisek added that keeping unity in an essay is very important and can be done through making an outline of the ideas that are not relevant to the essay topic, or after writing the essay, the writer should read carefully the text and remove all the ideas that are irrelevant to the thesis or the topic sentence. Thus, to achieve unity in an essay or

paragraph, the writer should be aware of the use of ideas because keeping unity is crucially important of writing an effective essay.

1.2.4.4. Clarity

According to Starkey (2004), the goal of writing an essay is to convey clear and concise information without ambiguous and vague expressions or ideas. The writers should learn how to be clear and accurate in order to make their essays readable and understood for the readers. Starkey suggested some tips to achieve clarity where the learner should:

- Eliminate ambiguity or ambiguous language by avoiding words, expressions, or phrases that can have more than one meaning, and correcting word order that may convey different meaning from the intended one.
- Use modifiers to make the students' ideas clear, and add meaning and originality to their piece of writing. One way to achieve clarity is to use powerful and specific adjectives and adverbs, and to replace vague words, phrases, or expressions with specific ones.
- Be concise in writing means using clear and concise words without wordiness by eliminating unnecessary words and phrases, and using the active (as opposed to passive) voice whenever possible.
- Eliminate unnecessary repetition of ideas and information because it is a sign of sloppy writing and wastes valuable time and space.
- Use pronouns carefully when the antecedent (the noun to which they refer) is obvious and meaningful.

According to Shannon (2011), authors should use precise words and ideas to achieve a readable work, by looking carefully at their word choice and usage. Moreover, Murray and Hughes (2008) states that clarity is an essential element in providing a good academic writing. Clarity and conciseness can be achieved when complex and lengthy sentences are

avoided; rather short and clear sentences should be used. In addition, writing should be easy to read and understood to the reader. Further, the writer's ideas should be relevant to the topic.

1.2.4.5. Organization

Organization is another important feature which characterizes a good essay. The writer should organize his ideas in order not to confuse the audience. Writing a well-organized essay will help the reader to follow the ideas gradually, and to note how the supporting ideas are linked together and support the thesis statement. Organization also helps the writer to structure the type of the essay he is required to produce (Starkey, 2004). In addition, Robitaille and Connelly (2007) said that supporting sentences should be organized in different ways. The most common ones are time relation in which the writer organizes his supporting sentences according to the time order, either from past to present or present to past; and space relation i.e., the organization of sentences in relation to place by using words which indicate place relation. The order of importance is another way to organize ideas according to their importance. It is often organized by starting and ending with the most important ideas; while, the less important ones are in the middle. Nunan (1989) claimed that successful writing requires some features, such as organization. The writer should organize the content of his piece of writing in order to make the topic clearly to the reader. Swales and Feak (2012) stated that organization helps the writer to present written texts in a well-structured format.

Conclusion

Academic essay is the most popular genre of academic writing. It is also the most common assignment which EFL students are asked to write at university. Hence, university students should be aware of their writing; that is, their essays should have a well-organized form, and clear and related ideas. This chapter covered different elements regarding

academic writing and academic essay. It dealt first with academic writing and its related elements, namely, the definition, the structure and the writing context. The second part defined the academic essay and explained the division of its three parts. Moreover, the major types of academic essay were presented. Finally, the most important characteristics of the academic essay were identified.

Chapter Two: Grammatical and Lexical Features of Formality

Introduction

2.1. Formality

2.1.1. Definition of Formality

2.1.2. Levels of Formality

2.1.3. Style

2.1.4. Register

2.1.5. The Most Common Grammatical and Lexical Features of Formality

2.1.5.1. Syntactical Features of Formality

2.1.5.1.1. Passive Voice

2.1.5.1.2. Complex Sentences

2.1.5.1.3. Nominalisation

2.1.5.1.4. Third Person

2.1.5.1.5. Contractions

2.1.5.1.6. Abbreviations

2.1.5.1.7. Phrasal Verbs

2.1.5.1.8. Rhetorical Questions

2.1.5.2. Lexical Features of Formality

2.2. Awareness

2.2.1. Language Awareness Defined

2.2.2. Types of Language Awareness

2.2.3. Formality Awareness

Conclusion

Chapter Two: Grammatical and Lexical Features of Formality

Introduction

The concept of "formality" is one of the important features that characterize academic writing. In addition to the features of academic writing, formality has its own linguistic features; they are described in terms of grammatical and lexical features. This chapter is devoted to discuss the most common grammatical (syntactical) and lexical features of formality through presenting first some key terms about the concept of formality; namely, the definition of formality, the levels of formality, explaining the concepts of style and register as related to formality, then discussing the most common syntactical and lexical features of formality. At the end, the term "language awareness" is defined. Then, its types, and formality awareness are explained.

2.1. Formality

2.1.1. Definition of Formality

The term formality has been defined by different researchers and scholars, and from different perspectives, depending on the situation the definition will be used in. Formality definitions differ in spoken and written discourse.

In written discourse, formality is "defined as the avoidance of ambiguity by minimizing the context dependence and fuzziness of expressions" (Heylighen & Dewaele, 1999, Para. 1). In other words, formal language is described as the avoidance of ambiguous words and expressions by including the necessary information and avoiding fuzzy words. In this context, Heylighen and Dewaele (1999) described two types of formality: surface and deep formality. The former is defined as the attention only to form so that the conveyed meaning is clear; whereas, the latter is defined as the attention to the precise use of expressions or words in order to be clearer and completely understood. They further stated that "the concept of deep formality means the high use of context independence rather

context dependence and fuzziness of expression" (Heylighen & Dewaele, 1999, Para. 4). In other words, the meaning is conveyed by the explicit use of expressions and avoidance of fuzzy words. In this context, Heylighen and Dewaele (2002) proposed the concepts of high-context versus low-context in understanding formality and defined formality as being progressively found when there is a high used of context (as cited in Li et al., 2015). Heylighen and Dewaele (1999) described formality as "a set of features which contribute to the precision and context independence of a text" (p. 42). In other words, to produce a formal text, the writer should provide more contexts so that the language becomes more formal and contextual i.e., the more contexts are provided the level of formality increased.

Another definition by the Precise Edit's Blog, a large database of English explained that "formality means (1) the degree to which you attend to Standard English conventions, real and assumed, (2) the degree to which you use common words as opposed to colloquial, idiomatic words, (3) the level of objectivity and the level of intimacy you assume with the reader." In other words, formality means a strict following to Standard English rules, a great attention to the choice of words and a suitable relation with the target audience. Similarly, Halliday (1985) stated that the concept of formality relates to content and the use of appropriate grammatical words to create a suitable relation with readers (as cited in Hyland & Jiang, 2016, p. 41). In the same vein, Brooke et al. (2010, p. 90) claimed that "the formality level of words related to the appropriateness of a word in a given context." In other words, the choice of words is important in constructing a text because there are some words used for a formal situation and others for an informal situation or context.

Atkinson (1982) considered "everyday oral conversations as a standard of informality." In the same context, Andren et al. (2010) claimed that "institutional or organizational conventions as a standard of formality" (as cited in Li et al., 2015, p. 175). In the same vein, Atkinson (1982) defined "formal as non-conversational" (as cited in Andren et

al., 2010, p. 224). That is, the formal language requires a set of rules and features which is different from language in informal settings. Moreover, Labov (1972) stated that "formal language is characterized by special attention to form" (as cited in Heylighen & Dewaele, 1999, p. 3). In other words, the speaker or the writer should be careful about the choice of words and sentence structure in order not to be misunderstood and misinterpreted. Further definition by Andren et al. (2010) who said that formality can be achieved through formal, official, and institutional rules and conventions. That is, formal language is the language that should respect the rules and conventions used in professional and academic setting, such as schools and universities. Heylighen (1999) mentioned that formality or formalism are described as a set of fixed and strict rules or conventions that focus first on the form of an expression or words over their content in terms of seriousness and rigidity. In other words, formality gives more attention to the sentence structure rather than the ideas and the information used and this can be achieved through paying attention to the writer's attitude. Similarly, Fishman (1972) described formality as the seriousness of a situation and the opposite of levity and intimacy which means that the writer should build a suitable relationship with the target audience (as cited in Irvin, 1979).

Some definitions of formality are given by other researchers. Coffin et al. (2003) explained the meaning of formality as "the use of technical, elevated or abstract vocabulary, complex sentence structures and the avoidance of the personal voice" (as cited in Hyland & Jiang, 2016, 42). That is, formality is achieved through a set of lexical and syntactic features that should be taken into consideration when producing a formal paper. In the same vein, Trudgill (1992) suggested that formality is characterized by lexical and grammatical features. He explained formality as a term used to describe a variety of language which shifts depending on the topic, subject, or activity. This entails that the level of formality changes according to the topic and the situation (as cited in Karlsson, 2008).

Lastly, from the above various definitions of formality, it can be defined as one of the most important features of academic writing that requires respect of strict conventions or rules such as the use of context independence, objective and neutral language, the great attention to the form, the choice of words and sentence structures.

2.1.2. The Levels of Formality

Formality exists on a scale. In other words, the interlocutor can convey the same message through different levels of formality. These levels are formal, semi-formal, and informal. These formality levels are determined by two main factors: the relationship between the speaker or the writer and the audience, and the purpose of the message.

Shannon (2011) stated that the levels of formality are based on the audience and the purpose of writing. Shannon further stated that academic writing generally requires a formal language. It is characterized by an impersonal tone and a good application of grammar rules and mechanics. It means the use of third person, complex sentences, formal vocabulary, and the avoidance of abbreviations and acronyms. Formal language is also used in professional writing because technical words are well-known for the audience within the same profession. The writer can, also, use a semi-formal language in academic writing. It applies grammar and mechanics of writing; however, the tone is personal. The most common features of this level are: the use of personal pronouns (I, we, and you) in addition to the use of short sentences and contractions. While, the informal language is a conversational style that is rarely used in academic writing because it does not follow grammar and mechanics. This level of formality has many features such as, using slang and colloquialisms (Shannon, 2011).

Moreover, Koutraki (2015) stated that a formal style is written to unknown people; for example, writing an academic college essay. While, an informal style is inappropriate in this situation and is used when writing a friendly letter or something personal. Another style may occur in between; it is called semi-formal and it is used when writing something to a known

colleague. Thus, the same idea could be written at different levels of formality. The following examples explain the formality levels (Koutraki, 2015).

- I am applying for the receptionist position advertised in the local paper. I am an excellent candidate for the job because of my significant secretarial experience, good language skills, and sense of organization **(Formal Language)**.
- I am applying for the receptionist position that is currently open in the company. As you are aware, I have worked temporary employee with your company in this position before. As such, I not only have experience and knowledge of this position, but also already understand the company's needs and requirements for this job **(Semi-formal Language)**.
- Hi! I read in the paper that ya'll were looking for a receptionist. I think that I am good for that job because I've done stuff like it in the past, am good with words, and am incredibly well organized **(Informal Language)**.

Language is used differently from a situation to another because the use of the appropriate language is identified according to the level of formality. It means that the language used with friends differs from the one used in an official setting.

2.1.3. Style

Formality is one of the major aspects that simplify the variation of style (Heylighen & Dewaele, 1999). Conversational and formal writing can provide the same content, but can be written using very different styles. In other words, successful writing requires the use of an appropriate style and different styles of writing can refer to the difference between formality and informality.

The word style is defined in different ways. According to Biber and Conrad (2009), style is the way the writer uses language and describes events, ideas, and objects. Another definition is given by Kweldju (2003) who said that style is concerned with how content is presented. It deals with correctness and clarity. Students must be aware of the appropriate use

of language in specific situations or settings. This appropriateness determines the levels of formality or informality.

Furthermore, Guth (1969) claimed that "good style is not simply a means of communicating; it is an art to strikingly and effectively call attention to what is being said" (as cited in Kweldju, 2003, p. 193). In other words, the writer or speaker should pay attention to the choice of words he uses. According to McCrimmon (1950), style is the writer's choice of words and the way he combines clauses into sentences and the way he structures and expresses his ideas, including the tone of his writing. McCrimmon (1950) claimed that the writer's purpose and style are interrelated as cause and effect. Purpose is the writer's decision of what he is going to write and style is the outcome of that decision. Decision on purpose helps the writer to decide what kinds of choices are appropriate and what ones are not. Thus, the author should use the type of language that is suitable for a particular context or situation and with the particular audience he is writing for.

According to Bailey (2011), there is no one style of academic writing. Thus, students should develop their own 'voice' in writing essays. That is, they should create their own writing style but it must be accurate, impersonal, and objective. For example, personal pronouns like 'I' and idioms (informal language) should be avoided when writing essays. Karlgren (2010) stated that the style can be affected by different factors such as the syntactical and lexical features which relate to the choice of words and expressions (as cited in Abu sheikha & Inkpen, 2012). Furthermore, Park (2007) said that vocabulary choice is considered as the biggest style marker. He mentioned that longer words and Latin origin verbs are formal, while phrasal verbs and idioms are informal (as cited in Abu sheikha & Inkpen, 2012).

In this respect, Kaur and Saini (2014) distinguished two types of writing styles: formal and informal. Formal style is used in various forms of writing like research papers,

and essays; while informal style is used in conversational and casual situations. According to Park (2007), the main characteristics of formal and informal styles in written texts are as follows:

Main Characteristics of Formal Style:

· The use of impersonal pronouns (third person) and the passive voice.

· The use of complex sentences.

· The avoidance of contractions.

· The lack of abbreviations.

· The use of appropriate and clear expressions and formal and technical vocabulary. . The use of objective style.

· The avoidance of vague expressions and slang words.

Main Characteristics of Informal Style:

· The use of personal pronouns and the active voice.

· The use of short simple sentences.

· The use of contractions (e.g., "won't").

· The overuse of abbreviations (e.g., "TV").

· The overuse of phrasal verbs.

· The use of subjective style, expressing opinions and feelings.

· The use of vague expressions and colloquialisms. For example, slang words are accepted in spoken not in written text (e.g., "wanna" = "want to) (as cited in Abu Sheikha & Inkpen, 2012).

On the whole, the term style in writing can be defined as a characteristic or a technique a writer uses in his writing and the way he tells his ideas to his audience and readers. Writing style can be formal or informal and each one is used in a specific context. A

formal writing requires the writer to be aware of the choice of words, expression and sentence structure to convey the meaning effectively and to achieve a suitable style.

2.1.4. Register

In addition to the use of a particular language style which is appropriate to a specific situation, "another dimension of appropriate language use has to do with what linguists and discourse analysts call **register**, a subset of language tied to a particular activity or situation" (Fahnestock, 2001, p. 83). In other words, linguists and discourse analysts consider register as a variety of language that is used differently from a context to another. Fahnestock (2001) further stated that register is changeable. Registers are used differently according to the purpose and audience; for example, the language used in a sport discussion varies from that is used when worshiping; this means that each situation has a specific use of technical terms.

According to Harmer (2004), "Register is a word used to denote the actual language that we use in a particular situation when communicating with a particular group of people" (p. 26). It means that a register indicates the different uses of language which depend on the subject and the participants. For example, the musical register cannot be easily understood by people who are not familiar with music terminology. Also when the genre is identified, the writer chooses the appropriate words or register. Hence, a text of the same genre can be written in different registers i.e., texts of similar form, content, and style can be written differently by using different terminology. Register, then, identifies the vocabulary needed in a particular topic that is appropriate to a certain piece of writing. In addition to the choice of the relevant vocabulary to the topic discussed, the tone is a feature of register that describes the degree of formality or informality of writing.

Furthermore, register can be defined as a variety of language that depends on the level of formality and the situation in which it is used. There is no right or wrong register; however, there is an appropriate one. The audience and the purpose of writing determine the

appropriate register (Venter, 2017). Derewianka and Jones (2010) viewed that a register is determined and affected by three areas: field, tenor and mode. Field means the use of a precise vocabulary according to the different subject or topic of discussion. Tenor is related to the relationship between the author and the audience. Mode or channel expresses the nature of the discussion (written or spoken) (as cited in Deraney, 2015). In addition, Coulthard (1977) claimed that each field has an appropriate register. For example, psycholinguistics requires a different register from the one of sociolinguistics at grammar and lexis. Tenor is related not only to the relationship between participants, but also the level of formality. For instance, the language used between the boss and employees is a formal tenor while the one used among friends is an informal tenor (as cited in Mechitoua, 2010). Martin and Rose (2003), on their part, pointed out that mode identify the choice of textual components. In other words, it deals with the grammatical structures and cohesive devices used by speakers and writers. For example, in a discourse, the speaker uses simple sentences; however, the writer uses complex sentences (as cited in Mechitoua, 2010).

In summary, the term register refers to the use of different language styles. Thus, choosing the appropriate register depends on the genre, the situation, and the targeted audience because these factors influence the writing style. On the other hand, the use of different registers identifies different levels of language formality. Hence, academic writing is usually between formal and informal registers.

2.1.5. The Most Common Syntactical and Lexical Features of Formality

Formal writing is can be achieved by defining the audience and the purpose of the topic. In addition, there are some linguistic features that contribute to language formality. Language in academic writing should be formal, objective, well-structured and less personal. Hence, the writer should be aware of formal language through the use of some syntactical and linguistic features.

There are different classifications of formality features. Trudgill (1992) defined formality as a variety of language which is characterized by grammatical and lexical features (as cited in Karlsson, 2008). However, Karlsson (2008) stated that linguistic features of formality can be divided into syntactical and lexical features. The former, refers to the use of nominalization, passive voice, and the avoidance of contraction. Meanwhile, the latter refers to the meaning of word roots and length. In the same vein, Karlgren (2010) stated that formal language is affected by the syntactical and lexical features of formality (as cited in Abu sheikh & Inkpen, 2012). Shannon (2011) mentioned that the formal language is characterized by good application of grammar rules and mechanics. The latter means the use of third person, complex sentences, and the avoidance of abbreviations. The emphasis will be on discussing the most common syntactical features which are considered as a part of grammatical features. In addition to the aforementioned features, there are some syntactical features will be discussed here, such as the avoidance of phrasal verbs, and rhetorical questions.

In short, to attain the appropriate degree of formality, the writer should be aware of the appropriate choice of its linguistic features which can be divided into two types: syntactical and lexical features.

2.1.5.1. Syntactical Features of Formality

To achieve formality in academic essay, syntactical features are one of the most important aspects to be considered. Syntax is part of linguistics, in general, and grammar, in particular that studies sentence structure. It is based on three elements of a sentence: word order, word agreement, and hierarchical structure of a sentence.

There are some syntactical features the writer should take into account when producing his/her piece of writing. The syntactical features of formality should be characterized by a dense use of passive voice, complex sentences, nominalization, and third

person. However, some syntactical features may affect formality and students should avoid them when writing their academic essays, such as contractions, abbreviations, phrasal verbs and rhetorical questions.

2.1.5.1.1. Passive Voice

According to Thornborrow and Wareing (1998), formality is characterized by the use of passive form over the active because the passive form focuses on the result rather than the agent. For example,

- **The study** investigates formal language (active).
- Formal language **is investigated** (passive) (as cited in Karlsson, 2008).

Koutraki (2015) argued that the use of passive form is more preferable in formal English writing; for example, the new computer system is being installed next month (passive voice). It is more formal than the active voice: they're installing the new computer system next month. The passive voice is a feature that makes academic writing more formal and less personal. In other words, it is much used in academic writing to create an impersonal style and a formal tone; however, it should not be overused. The passive structure is composed of two constructions: "to be+ past participle." The common feature of passive form is that the emphasis is on the result or the action rather than on the cause or the doer because the later is sometimes unknown or less important. For example,

- Aluminium **was** first **produced** in the nineteenth century. (The doer of the action is unknown).
- The colony **was abandoned** in the 1960s. (The emphasis is on the result).

In the passive form, it is not necessary to mention the doer of the action (by …). Adverbs can also be added to provide extra information (Bailey, 2011). On the other hand, Shannon (2011) viewed that writers usually tend to use the active voice because it is direct; however, the passive voice is preferable in academic writing because it focuses on the result

rather than the doer of the action. Researchers argued that when the doer of the action is not important, the use of passive voice in academic writing is required; however, it should be limited ("Reducing informality in academic writing," 2017).

2.1.5.1.2. Complex Sentences

According to Lees (1960), complex sentences are composed of dependent clauses that are joined to independent clauses with subordinating conjunctions. The latter identifies the relation between them. Thus, academic writing needs to be written in a complex language although some essays are less complex (as cited in Birhan, 2017).

It is viewed that complex sentences are more formal than simple sentences. Thus, complex sentences are required in academic writing. The former is characterized by the use of proper grammar, punctuation, conjunctions, or relative pronouns to link the clause. This means that a complex sentence should be correct and well-structured. Writing an idea in a long and complex sentence tends to be formal. For example, "Research has shown that learning a second language, in addition to leading to expanded career and social opportunities can also expand the reasoning capability of the brain, although this finding is disputed by some scientists". While the same idea could be written in simple sentence and it is less formal. For example, "learning another language can improve your career and social life. Some people also say it can make you smarter, but others disagree" (Bailey, 2011; Oliveira, 2014; Sadoudi & Sadounne, 2017).

2.1.5.1.3. Nominalization

Heylighen and Dewaele (1999) claimed that "nominalization" increases the formality level while its opposite "verbalization" means transforming verbs from nouns. Hence, the formality level will be decreased (as cited in Karlsson, 2008). According to Koutraki (2015), nominalization is the transformation of words (verbs, adjectives, and other parts of speech) into nouns, such as "development" rather than "develop" and "admiration" rather than

"admire." Written English requires the use of nouns rather than verbs because a nominalized form tends to be more formal; for example:

- This information enables us to formulate precise questions (verbalization).
- This information enables the formulation of precise questions (nominalization).

Koutraki (2015) further stated that there are various ways to nominalize words. For example, some verbs function as nouns: plan, increase, influence. However, some verbs require a slight change: sell→ sale, choose→ choice. Adding suffixes at the end of words is another way of nominalization. The following table illustrates some examples of transforming nominalized words.

Table 2.1

An Example of Nominalized Words (adapted from Koutraki, 2015).

Words	**Suffixes**	**Nominalization**
Produce	Tion	Reproduction
Similar	Ity	Similarity
Blind	Ness	Blindness
Develop	Ment	Development
Friend	Ship	Friendship
Mile	Age	Mileage
Bribe	Ery	Bribery
Arrive	Al	Arrival
Assist	Ance	Assistance

2.1.5.1.4. Third Person

Personal pronouns are divided into three: first person "I" and "we," second person "you," and third person "he," "she," "one," and "they." However, a formal academic writing

should always use the third person voice ("Characteristics of formal academic writing," 2015). Thus, academic writing is also characterized by the exclusion of the first pronoun such us: "I." However, it could be used in discursive phrases such as: I would argue that … (Mann, 2017). Academic writing should also avoid using second person pronouns such as: "you," "your," and "yours." Hence, this kind of writing should not address directly the reader ("Reducing informality in academic writing," 2017). For example,

- **You** will find the results in figure 2. (Informal).
- Results can be found in figure 2. (Formal).

The avoidance of first person pronouns is a feature of formality which is used in professional or academic writing. For example,

- We believe the practice is unsustainable. (Informal).
- It is believed the practice is unsustainable. (Formal). ("Formal and informal language," n.d.).

The use of third person (it, he, and she) is one of the principle features of formal style. Thus, the use of third person pronoun or formal pronoun can be considered as a feature of formal texts because formal style is usually less personal (Obrecht, 1999; Park, 2007; and Redman, 2003; as cited in Abu Sheikha & Inkpen, 2012).

2.1.5.1.5. Contractions

The use of contractions is one of the informal features that should not be used in academic writing. It is one type of shortened words that are not accepted in formal writing. There are two main types of contractions: grammatical contractions and single word contractions. The former means joining together two words to make a single words; for example, it's (it is, it has), we're (we are), who's (who is), you'll (you will). Whereas, the latter is another shortened form of words that begins and ends with the same letters as the original word and do not have a full stop; for example, govt (government), dept (department),

Cwth (Commonwealth), Qld (Queensland). Thus, they should be avoided in formal writing unless they are commonly used in a particular discipline or used in a reference list or in-text citation ("Shortened forms of words," n.d.).

According to Björk et al. (1992), contractions are new words which are constructed from one or more individual words, such as can't and he's rather than cannot and he is. Thus, contractions are a feature of informal or colloquial language and the lack of contractions is considered as a feature of formal writing; however, it is usually used in speaking (as cited in Karlsson, 2008). In addition, contracted forms should not be accepted in academic writing because it is formal; however, it is used in informal writing (e.g., emails). This example indicates the formal equivalents of some contractions: "cannot, should not, and will not" rather than "can't, shouldn't, and won't" (Geyte, 2013). Connelly and Forsyth (2012) argued that contracted forms ("they're" and "weren't") are not acceptable in essays and other types of academic writing because the latter should be formal by using full forms. Moreover, contractions are generally used in spoken language; however, it should be avoided in academic English because it is not successful. Using short forms contribute to informality; thus, a formal writing avoids contractions (Swales & Feak, 1994; Jordan, 1997, as cited in Evans, 2007; Mann, 2017). For example,

- I'll share it with my colleagues.
- I will share it with my colleagues.

Formality is characterized by the avoidance of contractions; however, it is a main feature of an informal style (Park, 2007; Redman, 2003; Obrecht, 1999, as cited in Abu Sheikha & Inkpen, 2012). For example,

- "Many patients do not listen to their doctors." (Formal Style)
- "Many patients don't listen to their doctors." (Informal Style)

The following list explains some full forms that are used in a formal style with their equivalent contractions or short forms that represent an informal style.

Table 2.2

An Example of Contractions versus Full Forms (adapted from Redman, 2003; Garner, 2001; Pearl Production, 2005; Woods, 2010, as cited in Abu Sheikha & Inkpen, 2012).

Informal	**Formal**
aren't	are not
can't	can not
didn't	did not
hadn't	had not
hasn't	has not
I'm	I am

2.1.5.1.6. Abbreviations

Abbreviations are another type of shortened words as contractions that should not be used in formal writing and they should be written in full terms. However, it is acceptable to use abbreviated forms in a reference list or in in-text citations. Abbreviations do not end with the same letter as the original word and full stops are used. For example, Jan., Feb., Mar. (as cited in "Shortened forms of words," n.d.). According to Obrecht (1999), abbreviations in English language are viewed as a feature which makes it more informal. Hence, formality requires the avoidance of abbreviated forms. However, some abbreviations are accepted within formal texts (as cited in Abu Sheikha & Inkapen, 2011). In addition, Connelly and Forsyth (2012) stated that abbreviations should be avoided when writing an academic essay, such as "e.g." and "i.e."

The following table represents some abbreviated forms versus their equivalent full forms.

Table 2.3

An Example of Abbreviations and their Full Forms (adapted from Redman, 2003; Gibaldi, 2003; Pearl Production, 2005; Denison, 1994, as cited in Abu Sheikha & Inkapen, 2011; Abu Sheikha & Inkapen, 2012).

Informal	**Formal**
e.g.	for example
etc.	and so on
Feb.	February
Lab.	Laboratory
asap.	as soon as possible
grad.	Graduate
HR	Human Resources
temp.	Temperature

2.1.5.1.7. Phrasal Verbs

Another feature that affects formality is the use of phrasal verbs. According to Dushyanthi (n.d.), a phrasal verb is one of the characteristics of colloquial or informal language and it used more in conversational speech genres than in academic discourse. He stated that, in written academic style, there is a tendency for academic writers to use a single Latinate verb whenever possible instead of a phrasal verb in academic writing. He stated that the use of phrasal verb-type structures is ‘non-standard’ or too informal for academic writing.

Dushyanthi (n.d.) defined phrasal verbs as a two or three-part structures which consist of a verb followed by what looks like a preposition, but which is commonly described as a

‘particle’, as it cannot be separated from the main verb. Likewise, Sangoor (2012) stated that a phrasal verb is a type of verb in English that operates more like a phrase than a word. Moreover, Kollin (1982) stated that phrasal verbs are common structures in English in which they consist of a verb combined with a word known as particle. The latter may be an adverb, a preposition, or a word that can act as either adverb or preposition. Kollin (1982) added that “phrasal verbs include both two-and three-word strings”. That is, they can be comprised of two or three words. Examples of such phrasal verbs are ‘give up’, ‘look after’, and ‘hand in’ which include two strings while ‘put up with’, ‘give in to’, and ‘put up for’ include three strings (as cited in Sangoor, 2012). Tom McArthur (1992) noted that these verbs can be called also as verb phrase, discontinuous verb, compound verb, verb-adverb combination, and verb-particle construction (as cited in Sangoor, 2012).

Furthermore, the semantic feature of phrasal verbs is that the meaning of the verb + particle is not the meaning that would be derived by taking the individual meanings of the two parts and putting them together. Thus, it is argued that phrasal verbs are metaphorical in nature, and are similar to other idiomatic formulaic expressions in English (Dushyanthi, n.d.). In the same vein, Sangoor (2012) stated that the meaning of phrasal verbs cannot be determined by their individual parts because the meaning is idiomatic. Hence, phrasal verbs are extremely common, especially in spoken language, and used more informally than their Latinate synonyms, for instance, ‘use up’ versus ‘consume’, ‘gather together’ versus ‘assemble’, and ‘put out’ versus ‘extinguish’. Moreover, many English phrasal verbs can be replaced by single word verbs. For example, ‘give in’ by ‘yield’, ‘look after’ by ‘tend’, ‘carry on’ by ‘continue’, and ‘put up with’ by ‘tolerate’. Thus, phrasal verbs are less formal, more colloquial, and more image or emotion is laden than the single word.

Jordan (1997) stated that phrasal verbs are frequently casual. Academic writing should avoid using phrasal verbs, such as “investigate” rather than “look into” (as cited in Evans,

2007). Geyte (2013) also argued that one-words are more formal than two-word verbs. For example,

- In order to find out more information about the statement, the reader can break it down into its different aspects (Informal).
- In order to investigate further, the reader can analyze the different aspects of the statement (Formal).

Phrasal verbs should be avoided in formal writing. However, these verbs could be used unless there is a formal equivalent verb. The following examples show some phrasal verbs with their formal equivalents: crop up= occur, arise; look into= investigate, research; turn into= become; turn up= arrive, appear, discover (Mann, 2017).

2.1.5.1.8. Rhetorical Questions

Rhetorical questions are, also, one of the most common features that should not be used in formal essays. One of the common rules in academic writing is that rhetorical questions should not be used in academic papers in order to maintain the formality of that paper (Pablo & Candy, 2018). According to Abioye (2011), several scholars defined the rhetorical questions (RQs hence forth) as the question for which no answer is expected. It is also defined as a figure of speech in the form of a question asked without the expectation of a reply but for the sake of persuasive effect rather than as a genuine request for information. The expected answer is usually "yes" or "no". For example, Can we agree that this will not happen again? In addition, according to Quirk et al. (1985), the rhetorical question (RQ hence forth) is usually similar to any other interrogative. However, the marked difference between the RQ and other questions is that RQ is semantically and functionally a statement when the writer or speaker knows the answer or that no body, not even the writer, knows the answer. This means that the RQ is usually presented in two forms, which could be either written or spoken. The distinction between the former and the latter is usually in the punctuation marks

and the tone respectively. Quirk et al., (1985) stated that a rhetorical question in a written text is a kind of questions where the writer assumes that the reader knows the answer, or where the writer is ready to tell his readers the answer of the question in the text. Such questions are inappropriate for academic writing because readers might not know the answer and the point the writer wants to express will be misunderstood. Thus, the point being made could be more strongly and clearly expressed as a statement (as cited in Abioye, 2011). Rhetorical questions are one of the most common features that should not be used in formal writing because asking direct rhetorical questions in essays may burden the reader. These questions should be rephrased either as statements or as indirect questions ("Five things not to do in an essay," 1998). For example,

Question: Why did Zeus chose to punish man for Prometheus' sins?

Statement: Zeus chose to punish man for Prometheus' sins because…

Question: Why did slaves not run away from their masters more often?

Indirect: The question arises as to why slaves did not run away from their masters more often.

In the same vein, Koutraki (2015) stated that writing a formal essay means avoiding some features which affect its formality level. Asking questions in writing formal essays should be avoided. It is also mentioned by Mann (2017) that formal essays should avoid using rhetorical questions; it means the audience should not be addressed directly. For instance, what is the main cause of this pollution? It is preferable to limit the use of questions in formal writing because it decreases the level of formality. For example,

- Why has antibiotic resistance increased? (Informal).
- Many studied have investigated why antibiotic resistance has increased (Formal).

However, they could be used in research questions ("Reducing informality in academic writing," 2017).

2.1.5.2. Lexical Features of Formality

Lexical features are as important as grammatical features because they also contribute to language formality. According to Yopp et al. (2009), the term lexical means vocabulary including formal words (e.g., analyze, infer, and conclusion) and specialized ones (e.g., evaporate, civilization, and perimeters). Goatly (2000) explained the term 'lexical formality' when he stated that English vocabulary can be divided into three groups based on formality; Old English words which are the most frequent ones used in different genres; French words are entered into the English language in the 14th Century. French words are of medium formality. While, Greek and Latin words which are borrowed into English from the 16th to the 17th Century which are the most cultivated, learned, and technical words and of the least frequency. For example, the words 'help, aid, and assist' refer to the same concept but with different formality and frequency levels. The word 'help' is the most frequent one; the word 'aid' is a French word and slightly formal; and the word 'assist' is a French word originally borrowed from Latin used as a technical term and thus the least frequent of all. Another example, the words 'pad, house, and residence' refer to the same concept, however; the word 'pad' is a slang used by a few people; the word 'residence' is a technical term used in special contexts; while the word 'house' is the most common and thus found in various genres (as cited in Imani & Habil, 2014).

Formal writing is characterized by the use of formal language rather the informal one. Moreover, colloquial language is the synonym of informal language. Hence, it should not be used in both formal speech and writing (Colloquialism, n.d.). Colloquialisms are words or expressions which are highly used in conversations (Nofalli, 2012). Furthermore, in terms of the scale of formality, colloquial language refers to the informal style that include the use of slangs which is different from standard language in terms of pronunciation, sentence structure, and choice of words (Barzegar, 2008) (as cited in Jalalpour & Tabrizi, 2017). In the

same vein, Fowler and Allen (1992) stated that there are other types of conversational language that should be avoided such as figures of speech, clichés, and idioms; for example: «beyond a shadow of doubt» is a colloquial expression and its formal alternative is «definitely» (as cited in "Academic writing," 2000).

Furthermore, Oliveira (2014) stated that slangs should not be used in formal English. For example, (I **aced** the test!→aced= got an excellent grade). He also stated that idioms should not be used in formal English. For example, (The software is **a piece of cake**) is an idiom and its equivalent formal writing is (The software is **extremely easy to use)**. Hence, formal writing avoids the use of some expressions such as slangs and idioms because they are highly informal (Barzegar, 2008; Davidson, 1997, as cited in Jalalpour & Tabrizi, 2017). Moreover, the choice of words which refers to the use of formal vocabulary (verbs, adjectives, adverbs, and nouns) should be used when writing formal papers rather than casual words or everyday language.

According to Koutraki (2015), formal words are generally longer than the informal; however, they are single not compound words. Formal words are originated from French/ Latin words rather than Anglo-Saxon, such as "depart" is a French/ Latin word while "go" is an Anglo-Saxon word.

In addition, the word length contributes to the formality or informality of words i.e., 'polysyllabic' are formal words while 'monosyllabic' are informal words (as cited in Karlsson, 2008). Murray and Hughes (2008) pointed out that formal writing requires the use of some words instead of others. For example,

- But → however, nevertheless, although.
- People → subjects.
- Big → large.

Word choice (verbs, nouns, adjectives, and adverbs) is another feature of formality which needs to be taken into consideration because there are some words that represents an informal language. These informal words are not appropriate in a formal language. For example:

- **Verb: "**produce" and "construct" are the formal equivalent of "make."
- **Noun:** kid(s) is an informal word; the formal one is "child(ren)," "daughter(s)," or "son(s)."
- **Adjective:** "big" is the informal equivalent of the following adjectives: "substantial," or "significant."
- **Adverb:** "rather" and "somewhat" are the formal substitutions of the informal adverb "sort of" ("Reducing Informality in Academic Writing," 2017).

The choice of vocabulary is an important feature of formality. Students should use formal vocabulary (verbs, nouns, and adjectives) in order to write an effective academic text (Bailey, 2011).

The following table indicates some examples of formal words versus their informal or less formal equivalents.

Table 2.4

An example of informal words and their formal equivalents (adapted from Koutraki, 2015; Oliveira, 2014).

Formal	**Informal**
Verbs	
Acquire/ Obtain	Get
Attempt	Try
Complete/ Finish/ Terminate	End
Decrease	Shorten
Demonstrate	Show
Permit	Let
Require	Need

Nouns	
Assist/ Assistance	Help
Comprehension	Understanding
Deficiency	Luck
Opportunity	Chance
People	Individuals/ Persons
Respond	Answer
Vision	Sight
Adjectives	
Acceptable	All right
Complete	Whole
Incorrect	Wrong
Inexpensive	Cheap
Sufficient	Enough
Superior	Better
Vacant	Empty
Adverbs	
Immediately	At once
Moreover	Also
Principally	Mainly
Repeatedly	Again and again
Somewhat	Kind of/ Sort of
Subsequently	Later/ Next
Therefore	So

2.2. Language Awareness

2.2.1. Language Awareness Defined

The term "Language Awareness" (LA hence forth) has been defined by different scholars. However, there is no clear definition of it. It was initially defined by Fairclough (1992) as "conscious attention to properties of language and language use as an element of language education" (as cited in Farias, 2004). In other words, language awareness means understanding of the language aspects and the ability to use them. In addition, it was defined by Donmall (1985) as "a person's sensitivity to and conscious awareness of the nature of language and its role in human life" (p. 7) (as cited in Farias, 2004, Para. 1). In other words, the learner's ability in understanding linguistic features of language and its functions or language use in society. Carter (2003) further stated that language awareness refers to the development of learners' noticing to forms and functions of language and he claimed that "knowledge about language" is a preferable term than "language awareness".

Moreover, ALA (Association of Language Awareness) whose formation in 1992, defined LA as "explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language use" (as cited in Donmall, 1997). In other words, it is making the implicit knowledge about language becomes explicit and it is a conscious understanding of how languages work, and how people learn them and use them.

Language awareness is a form of consciousness raising. It facilitates language development and has numerous benefits. For example, when learners develop a high level of awareness in their writing, they will significantly produce a good quality of writing better than those with a lower level of awareness (Leow, 1997 as cited in Farias, 2004).

2.2.2. Types of Language Awareness

Language awareness could be divided according to Garvie (1990) into six interrelated types: linguistic awareness, psycholinguistic awareness, discourse awareness, communicative awareness, sociolinguistic awareness, and strategic awareness.

- Linguistic awareness means to develop students' linguistic sensitivity and vigilance which makes the learner aware of the basic components of the language (phonemes, morphemes and lexical units) and the rules that assemble them in sentences.
- Psycholinguistic awareness means the learner should be more conscious about the study of language acquisition and use in relation to the psychological factors and controlling his thoughts, feelings, and emotions that may affect language development.
- Discourse awareness helps learners to be more aware about the discourse level rather than the sentence level. In other words, the learners' ability to produce texts and interpret their meaning.
- Communicative awareness means to communicate effectively in different situations in relation to the purpose, topic, and audience.
- Sociolinguistic awareness is the learners' awareness of the influence of social context on language use.
- Strategic awareness is the learners' ability to apply different strategies to solve different language learning problems.

2.2.3. Formality Awareness

One of the difficult issues in writing in English is to know what words, phrases, and expressions to use because there are either formal or informal words. Thus, writing is one of the language skills which require a high level of awareness. This can be done through developing attention and noticing to both the syntactical and lexical features of formality

when writing academic essays. Formality awareness is a crucial part that should be developed when writing essays and academic papers. Students' essays should contain a certain level of language proficiency and should apply an appropriate level of formality and they should be aware of the use of formal language in their writing.

According to Björk and Räisänen (2003), the use of formal language is highly required in most university assignments. Writing academic essays; for example, requires a high level of formality and the use of formal style (as cited in Claesson, 2013). An additional point of view in this matter is provided by Hyland (2006) who stated that "at university level one of the prominent characteristics is the demand of a high level of formality, where specific, clear and precise expressions suitable to the context should be applied" (as cited in Claesson, 2013, p. 10). That is, formal language is necessary at the tertiary level where students are required to use the suitable language for that academic context. There is a great advantage of writing formally where the writer's ideas will be presented in an objective way and create a distance between his feelings and the topic he is writing about because objectivity is a feature of academic writing (Hyland and Jiang, 2016). Dewaele (1992) stated that writing tends to be more formal than speaking. He claimed that formality is not about writing good or difficult ideas rather formality can be achieved only by the use of formal expressions in order not to be misinterpreted (as cited in Heylighen, 1999). Shannon (2011) stated that university students must be aware of the level of formality required in a piece of writing. Furthermore, vocabulary items that a writer uses in his writing can affect strongly the level of formality. The writer should develop his awareness about formality and being conscious of the use of words in a particular writing (Coxhead, 2005). Thus, developing formality awareness is highly crucial in formal writing in order to produce an effective written production with an appropriate style. There are some factors that should be considered when writing and students should be aware of them, such as the choice of words

and sentence structures which refer to the syntactic and lexical features of formality. These features are determiners of formality and they contribute in developing academic awareness (Claesson, 2013). Moreover, Melin and Lange (2000) argued that informal features should be avoided when producing academic writing because informal language is generally related to spoken language (as cited in Claesson, 2013).

Hawkins (1987) stated that the process of developing awareness of formality and informality cannot be reached easily because it requires much and more practice in order to obtain better result and develop language awareness about the use of language properly in different situations (as cited in Gómez Hdez, n.d.).

It is important for EFL students to be aware of formal language in general and formal writing in particular. Thus, they should be conscious about the sort of language features that should be applied in formal essays. In other words, students should be aware of the specialized vocabulary and appropriate sentence structures that are required in a formal context.

Conclusion

Formality is an important aspect of academic writing which university students' should be aware of. EFL students should give a great emphasis to the language used in their writing. This chapter dealt first with the definition of formality, and its three main levels. Then, the terms "style" and "register" were presented. Moreover, this chapter discussed the most common grammatical (syntactical) and lexical features of formality. Finally, the light was shed on the term awareness where language awareness is defined. In addition, its types, and formality awareness were discussed.

Chapter Three: Field Work

Introduction

3.1. The Sample

3.2. Methodology and Research Instrument

3.3. The Students Test

- 3.3.1. Description and Administration of the Students Test
- 3.3.2. Analysis and Discussion of the Students Test
  - 3.3.2.1. Results of Task One
  - 3.3.2.2. Results of Task Two
  - 3.3.2.3. Results of Task Three

3.4. Analysis of students' Essays

- 3.4.1. Description and Administration of the Students' Academic Essay
- 3.4.2. Analysis and Discussion of the results of the Students' Academic Essay
- 3.5. Overall Analysis and Interpretation of Results
- 3.6. Pedagogical Recommendation
- 3.7. Limitations of the Study

Conclusion

Chapter Three: Field Work

Introduction

The present chapter presents the practical part of this research work. It attempts to investigate EFL third year students' awareness of the most common grammatical (passive voice, complex sentences, nominalization, third person, contractions, abbreviations, phrasal verbs, rhetorical questions) and lexical features (formal verbs, nouns, adjectives, and adverbs) of formality in writing academic essays at the department of English in the university of Mohammed Seddik Benyahia, Jijel. This chapter is devoted to test the research hypothesis. For this purpose, two means of data collection are conducted, namely students test and analysis of students' essays. Moreover, an analysis and interpretation of the students test and students' essays are presented, followed by an overall analysis and interpretation of the results obtained.

3.1. The Sample

Dornyei (2007) stated that the population "is the group of people whom the study is about" (p. 96); that is, the target population of a study consists of all the people to whom the survey's findings are to be applied or generalized. Whereas, the sample is "the group of participants whom the researcher actually examines in an empirical investigation" (p. 96). In other words, a sample is a part from the population. It is also mentioned that a sample should be representative of the whole population (Dornyei, 2007). In this respect, the population of the present study includes a total number of 285 third year students. As far as the sample is concerned, the participants are chosen from third year LMD students of English at the university of Mohammed Seddik Benyahia, Jijel, during the academic year 2018-2019. A sample of only 50 subjects is selected on an immediate convenience sampling basis. The rationale behind the selection of third year EFL students particular is the fact that they have learnt writing as a fundamental module for three years; they are supposed to have sufficient

knowledge about writing in which they are expected to be aware of formal language and the appropriate use of the most common grammatical (syntactical) and lexical features of formality.

3.2. Methodology and Research Instruments

In order to investigate students' awareness of the most common syntactical and lexical features of formality, two research tools are implemented, namely students test and analysis of students' essays. Students test is the most common instrument used for collecting quantitative data (Dornyei, 2007). Whereas, the analysis of students' essays is a qualitative research instrument. It is an effective means of gathering data. Thus, this research work is both qualitative and quantitative in nature since it is based on both numerical data obtained from these two means of research, and their interpretation and discussion. Moreover, the data obtained from both research tools are classified in tables and figures in order to facilitate their interpretation.

3.3. The Students Test

3.3.1. Description and Administration of the Students Test

The students test is considered as a useful tool to collect valid data. It has been administered to 50 third year students of the department of English who belong to two groups. It was conducted in a written expression class. This test is composed of three tasks. In the first task, the students were asked to transform seven sentences from informal to formal ones. These sentences contain some of the most common syntactical and lexical features of formality. Sentence one focuses on third person, sentence two focuses on passive voice, sentence three focuses on nominalization, sentence four focuses on contractions, sentence five focuses on complex sentence, sentence six focuses on abbreviations and sentence seven focuses on both formal adjective and formal verb. The second task also consists of seven sentences which contain some syntactical and lexical features. However, in this task, each

sentence consists of two choices in which one is formal and the other is informal. Students are asked to underline the formal one. The answers of the sentences are as follows from sentence one to sentence seven respectively: formal noun, formal adjective, phrasal verbs, formal verb, phrasal verbs, abbreviations and formal noun. Whereas, the third task is somewhat different from the previous ones since it is given in a form of an informal paragraph. Students are required to rewrite it in a formal way through correcting some syntactical and lexical features which are third person, phrasal verb, contractions, nominalization, abbreviations, passive voice, formal adverb, formal adjective, formal verb, and formal noun. This test was accomplished in one hour; however, students spent more than the allocated time because they considered it as a difficult test and not all students completed it. The aim behind this test is to examine students' awareness of using the most common syntactical and lexical features of formality.

3.3.2. Analysis and Discussion of the Students Test

The analysis of the data is done through the calculation of the number and the percentage of correct, incorrect, and no answer for each syntactical and lexical feature of formality. Then, the sum of these features is analyzed in each task. In addition, the students' answers to both syntactical and lexical features are recapitulated in one table in each task. The results are represented in tables and figures. At the end, a sum of the three tasks' results is undertaken.

3.3.2.1. Results of Task One

Analysis and Discussion of Some Syntactical Features of Formality

Feature 01: Third Person

Sentence 1:

<u>This</u> essay will cover four main areas.

Table 3.1

Students' Answers to Third Person

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
6	12	40	80	4	8	**50**	**100**

The table above demonstrates the students' performance in the first sentence in which they should rewrite it in a formal way by using third person which is a feature that should be used in formal writing rather than the first person. The majority of students 80% gave an incorrect answer and a few of them answered in a correct way 12%; while, 8% did not answer at all. This feature of formality is used to make writing impersonal; however, the majority of students provided different incorrect answers. For example, some of them replaced "my" with "we" and changed the whole sentence; while, others rewrote it in the passive voice.

Feature 02: Passive Voice

Sentence 2:

She <u>was given</u> a loan by the bank/ A loan <u>was given</u> to her by the bank.

Table 3.2

Students' Answers to Passive Voice

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
6	12	33	66	11	22	**50**	**100**

This table shows the distribution of 50 students' answers (correct, incorrect, and no answer) in the second sentence. The respondents should change this sentence from the active voice to the passive because the later is considered as a feature of formal writing. The correct

answer is the lowest number 12% and 22% presents the number of students who did not give any answer. However, more than half 66% of the targeted sample gave an incorrect answer. Some of them could not distinguish between the verb and the word "loan;" while, others started with the object but the verb was remained in the active voice rather than the passive.

Feature 03: Nominalization

Sentence 3:

This essay will discuss the reasons for the accident.

Table 3.3

Students' Answers to Nominalization

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
22	44	23	46	5	10	**50**	**100**

The data collected in table (3.3) illustrates the students' answers in sentence three. It consists of verbalization which should be avoided in formal writing. Hence, students are required to use nominalization in their writing. The highest percentage 46% represents the students who gave an incorrect answer, and nearly the same number 44% answered correctly. However, 10% of the students did not answer. Most of the students who provided incorrect answer considered the verbalized phrase as correct and changed "will" with "would."

Feature 04: Contractions

Sentence 4:

There is a problem on the computer system. It will not work between 10 and 12 pm tomorrow.

Table 3.4

Students' Answers to Contractions

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
18	36	27	54	5	10	**50**	**100**
19	38	26	52	5	10	**50**	**100**

This table (3.4) demonstrates the sentence number four which dealt with one of the major features that should be avoided in formal writing. It is composed of two contracted forms "there's" and "won't". Thus, the data collected in the first part are as follow: more than half 54% of the sample gave an incorrect answer; while, 36% gave a correct answer. Nearly the same data was collected in the second part. More than half 52% of students gave a wrong answer, and 38% gave the right answer. Thus, the remained students 10% did not answered both the first and the second contractions.

Table 3.5

Sum of Students' Answers to Contractions

Contractions	N	%
Correct	37	37
Incorrect	53	53
No answer	10	10
Total	**100**	**100**

The table above recapitulates the students' answers of the whole sentence. In other words, table (3.5) indicates the results of the fourth sentence. 37% represents the correct answer, and 10% of students did not answer this sentence. While, the majority 53% gave an

incorrect answer because they changed the whole structure of the sentence by omitting the contracted forms from the sentence and adding other transition words which linked both clauses as one sentence; for example, "The computer system doesn't work from 10 to 12 p.m." and "Due to a technical malfunction in the computer, The later can't be used from 10 to 12 tomorrow."

Feature 05: Complex Sentence

Sentence 5:

Research has shown that learning a second language, in addition to leading to expanded career and social opportunities can also expand the reasoning capability of the brain, although his finding is disputed by some sciences.

Table 3.6

Students' Answers to Complex Sentence

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
2	4	35	70	13	26	**50**	**100**

This table shows correct, incorrect, and no answer in the fifth sentence. It dealt with complex sentence which is one of the important features of formal writing because it makes it different from speech where students are supposed to use simple sentences. Only a few number of students 4% answered correctly; while, 26% of them did not answer at all. The majority 70% of the answers were incorrect. Some of them simplified this sentence rather than making it complex, by dropping or changing some words. This example illustrated one of the students' answers: "Learning another language can improve your career and Social life. Moreover, some say it can make you smarter."

Feature 06: Abbreviations

Sentence 6:

The survey was conducted as soon as possible since the respondents needed to leave the country in two week's time.

Table 3.7

Students' Answers to Abbreviations

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
12	24	16	32	22	44	**50**	**100**

The table above demonstrates the students' answers of the ninth sentence which dealt with a common abbreviation in English language (ASAP). This later represents one of the abbreviations that decrease their formal writing. There were 24% students who answered correctly; while, 32% of them gave an incorrect answer. On the other hand, 44% students did not provide the answer.

Table 3.8

Students' Answers to Syntactical Features of Formality

Syntactical Features of Formality	Correct		Incorrect		No answer		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Third person	6	12	40	80	4	8	**50**	**100**
Passive voice	6	12	33	66	11	22	**50**	**100**
Nominalization	22	44	23	46	5	10	**50**	**100**
Contractions	37	37	53	53	10	10	**100**	**100**
Complex sentence	2	4	35	70	13	26	**50**	**100**

Abbreviations	12	24	16	32	22	44	**50**	**100**

The table above shows the results of students' performance in some of the most common syntactical features of formality, namely third person, passive voice, nominalization, contractions, complex sentence, and abbreviations. "Nominalization" represents the highest percentage of students' correct answer 44%; however, "complex sentence" is the lowest percentage 4% of students' correct answer. In addition, "the third person" represents the highest percentage of incorrect answer 80%; while, "abbreviation" is the lowest percentage 32%. Whereas, "abbreviation" is one of the syntactical feature that presents the highest percentage 44% of no answer and "third person" is the lowest percentage 8%.

Table 3.9

Sum of Students' Answers to Syntactical Features of Formality

Syntactical Features	N	%
Correct	85	24.29
Incorrect	200	57.14
No answer	65	18.57
Total	**350**	**100**

This table presents the students' answers to syntactical features of formality. The highest percentage 57.14% represents students' incorrect answer. However, the percentage of the correct and no answer were approximately the same; 24.29% for the correct answer and 18.57% for students who did not provide any answer.

Analysis and Discussion of the Lexical Features of Formality

Feature 01: Formal Adjective

Sentence 7:

This is a problem which many people face.

Table 3.10

Students' Answers to Formal Adjective

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
17	34	28	56	5	10	**50**	**100**

The above table shows the results of students' performance in the seventh sentence. This sentence contains of an informal adjective (a lot of) and students are supposed to rewrite in a formal way. There are 34% respondents who answered correctly, and 10% of them did not provide the answer. However, more than half 56% of the sample provided the incorrect answer. The majority of students considered "lots of" as a formal adjective which should be used in formal writing.

Feature 02: Formal Verb

Sentence 7:

This is a problem which many people face.

Table 3.11

Students' Answers to Formal Verb

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
6	12	40	80	4	8	**50**	**100**

This table (3.11) illustrates the responses of students in the last (seventh) sentence in which they are required to use the formal verb "face" rather than the informal one "have." Only 8% of students did not provide the answer, and 12% of them answered correctly. While,

nearly the whole sample 80% gave the incorrect answer. This later maybe explained as a lack of knowledge about the use of the appropriate words.

Table 3.12

Students' Answers to Lexical Features of Formality

Lexical Features of Formality	Correct		Incorrect		No answer		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Formal adjective	17	34	28	56	5	10	**50**	**100**
Formal verb	6	12	40	80	4	8	**50**	**100**

Table (3.12) indicates the students' responses to lexical features of formal writing which occurs in sentence seven. The later contains two features that should be used in formal writing which are formal adjective and verb. The majority (56% and 80%) of students answered both features incorrectly and nearly the same number (10% and 8%) did not provide any answer. However, their correct answers in formal adjective (34%) were better than formal verb (12%).

Table 3.13

Sum of Students' Answers to Lexical Features of Formality

Lexical Features	N	%
Correct	23	23
Incorrect	68	68
No answer	9	9
Total	**100**	**100**

The table above illustrates the students' performance in lexical features of formality (formal

adjective and verb). More than half 68% of the respondents answered incorrectly, and 23% gave the correct answer. However, 9% did not provide the answer.

Sum of Students' Answers to Task One

Table 3.14

Students' Answers to Syntactical and Lexical Features of Formality

Syntactical and Lexical Features of Formality	N	%
Correct	108	24
Incorrect	268	59.56
No answer	74	16.44
Total	**450**	**100**

The result from table (3.14) reveals the students' performance in the most common syntactical and lexical features of formality. The majority 59.56% of students answered the first task in an incorrect way. Whereas, 24% of them gave the correct answer, and nearly the same percentage 16.44% represents the students who did not answer. In this task students were required to produce the answer, and this, in return, the majority of the participants did not perform well in task one.

3.3.2.2. Results of Task Two

Analysis and Discussion of Some Syntactical Features of Formality

Feature 01: Phrasal Verbs

Sentence 3:

- Dieters often feel that they should totally eliminate/ get rid of high-fat and high-sugar food.

Sentence 5:

Unfortunately, since there are so many possible explanations, the correct one is most difficult to find out/ to ascertain.

Table 3.15

Students' Answers to Phrasal Verbs

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
37	74	12	24	1	2	**50**	**100**
39	78	10	20	1	2	**50**	**100**

The table above demonstrates the results of students' answers to one of the feature of formality. This table analyzes two sentences (3 and 5) which dealt with full verb rather than phrasal verb. Thus, the result obtained from sentence three shows that the majority 74% of students chose the correct answer; while, 24% of them answered in an incorrect way, and only one student 2% did not answer. Meanwhile, nearly the same result is obtained in sentence five. Only 2% of student did not provide the answer, and 20%of them answered incorrectly. While, the highest percentage 78% was for the correct answer.

Table 3.16

Sum of Students' Answers to Phrasal Verbs

Phrasal Verbs	N	%
Correct	76	76
Incorrect	22	22
No answer	2	2
Total	**100**	**100**

As shown in the table above, the result demonstrates the students' answers of both sentences three and five which dealt with the avoidance of phrasal verbs in formal writing. The majority 76% of them chose the correct answer. While, 22% of students answered in an incorrect way, and only 2% of the participants did not answer.

Feature 02: Abbreviations

Sentence 6:

Increasing prices, lowering charges etc/ and so on will helpfully solve the problem.

Table 3.17

Students' Answers to Abbreviations

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
33	66	16	32	1	2	**50**	**100**

The preceding table shows the results of sentence six which consists of one of the most common abbreviations in English "etc". Abbreviated words should not be used in academic writing because it decreases its level of formality. Thus, the highest percentage is 66% for the correct answer. Meanwhile, only 2% of students did not provide any answer, and 32% of the participants gave an incorrect answer.

Table 3.18

Students' Answers to Syntactical Features of Formality

Syntactical Features of Formality	Correct		Incorrect		No answer		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Phrasal verbs	76	76	22	22	2	2	**100**	**100**
Abbreviations	33	66	16	32	1	2	**50**	**100**

The table above demonstrates the students' answers in some syntactical features of formality (the avoidance of both phrasal verbs and abbreviations). The participants provided the correct answer in phrasal verbs 76% better than in abbreviation 66%; while, they gave an incorrect answer in the abbreviations 32% more than phrasal verbs 22%. Concerning the students who did not answer, the same percentage 2% is in both features.

Table 3.19

Sum of Students' Answers to Syntactical Features of Formality

Syntactical Features	N	%
Correct	109	72.67
Incorrect	38	25.33
No answer	3	2
Total	**150**	**100**

Table (3.19) illustrates the students' results that are obtained from some syntactical features of formality. Thus, the majority 72.67% of the participants gave the correct answer. While, 25.33% answered incorrectly and only 2% did not answer.

Analysis and Discussion of the Lexical Features of Formality

Feature 01: Formal Nouns

Sentence 1:

They collected materials/ stuff for the experiment.

Sentence 7:

It is difficult to imagine exactly what is meant by saying that such a classification is natural as any collection of things/ objects could be classified in this way.

Table 3.20

Students' Answers to Formal Nouns

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
42	84	7	14	1	2	**50**	**100**
47	94	1	2	2	4	**50**	**100**

The result from table (3.20) illustrates the students' answers in the first and the seventh sentence. These sentences contain of both formal and informal nouns and students are required to choose the formal one. In the first sentence, the majority of students 84% answered in a correct way. Whereas, 14% of them chose the incorrect answer, and only 2% of students did not answer. However, 94% of the participants gave the correct answer in the seventh sentence. While, 2% of them answered incorrectly and 4% did not answer at all.

Table 3.21

Sum of Students' Answers to Formal Nouns

Formal Nouns	N	%
Correct	89	89
Incorrect	8	8
No answer	3	3
Total	**100**	**100**

The result obtained in the above table shows the students' performance to formal nouns in the first and the last sentence (correct, incorrect, and no answer). Nearly the whole 89% sample answered in a correct way. Meanwhile, 8% of the participants provided a wrong answer, and only 3% of the students did not answer.

Feature 02: Formal Adjectives

Sentence 2:

The room was massive/ spacious.

Table 3.22

Students' Answers to Formal Adjectives

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
33	66	16	32	1	2	**50**	**100**

The data presented in the above table shows the students' answers to formal adjective in sentence two. It consists of two choices (formal and informal adjective) where students should use the formal one in their writing. The majority of students 66% chose the right choice; while, 32% of the sample answered in an incorrect way and only 2% of them did not provide any answer.

Feature 03: Formal Verbs

Sentence 4:

When a patient is admitted to a psychiatric inpatient unit, the clinical team should avoid the temptation to start/ to commence specific treatment immediately.

Table 3.23

Students' Answers to Formal Verbs

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
29	58	20	40	1	2	**50**	**100**

As the table (3.23) indicates, this sentence is also consists of formal and informal verbs; however, the respondents should use the formal one because it is a feature of formal writing. Thus, more than half 58% of the sample chose the correct verb. While, the other students 40% answered with the wrong choice, and 2% of the participants did not answer this sentence.

Table 3.24

Students' Answers to Lexical Features of Formality

Lexical Features of Formality	Correct		Incorrect		No answer		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Formal nouns	89	89	8	8	3	3	**100**	**100**
Formal adjectives	33	66	16	32	1	2	**50**	**100**
Formal verbs	29	58	20	40	1	2	**50**	**100**

The table above shows the students' answers in the lexical features of formality (formal nouns, adjectives, and verbs). Thus, the highest correct answer is 89% in formal nouns and lowest one is 58% in formal verbs. However, in the incorrect answers, the majority answered in an incorrect way in formal verbs 40% and only 8% in formal nouns. On the other hand, 3% did not answer the formal nouns and 2% also did not provide any answer in both formal adjectives and verbs.

Table 3.25

Sum of Students' Answers to Lexical Features of Formality

Lexical Features	N	%
Correct	151	75.5
Incorrect	44	22
No answer	5	2.5

Total	**200**	**100**

The table above demonstrates the students' answers to lexical features of formality. The majority of the answers 75.5% are correct. Meanwhile, 22% of them are incorrect and 2.5% of the sample did not answer.

Sum of Students' Answers to Task Two

Table 3.26

Students' Answers to Syntactical and Lexical Features of Formality

Syntactical and Lexical Features of Formality	N	%
Correct	260	74.29
Incorrect	82	23.43
No answer	8	2.28
Total	**350**	**100**

The data obtained from the table above demonstrates the students' performance in some syntactical and lexical features of formality in task two. Hence, the highest percentage 74.29% represents the correct answer, and the lowest percentage 2.28% represents the sentences that were not answered. However, 23.43% is for the incorrect answer. As a result, the majority of students answered in a correct way in the second task because maybe it was somewhat easy for them unlike the first task. In the sense that, both formal and informal words were provided in this task which makes the answer or the choice of the correct answer easy for the majority of them. Third year licence students have knowledge about formality to some extent; however, they need more practice.

3.3.2.3. Results of Task Three

It is worthy to mention at the start that most students found this task very difficult, and almost withdraw from doing it. Hence, only one student did not answer this task and she left the part of the paragraph empty. In addition, there are some students who answered only some sentences and skipped others when writing their paragraphs; while, others did not complete the whole paragraph; that is, they wrote only the first sentences of the paragraph and did not complete the rest. Thus, it was considered as "no answer". Moreover, in this task, there are some possible answers that were calculated as correct one not only the ones that were presented in the following tables. Furthermore, it is also important to mention that some of the common syntactical and lexical features of this task are presented orderly according to their appearance in the paragraph.

Analysis and Discussion of Some Syntactical Features of Formality

Feature 01: Third Person

Sentence:

Students have numerous responsibilities.

Table 3.28

Students' Answers to Third Person

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
9	18	40	80	1	2	**50**	**100**

The table above demonstrates the students' answers in the first sentence of the paragraph in which they should rewrite it in a formal way by using third person which is a feature that should be used in formal writing rather than the first person as it was written in

the informal paragraph (I have a lot of responsibilities). Thus, the result from the above table shows that out of the 50 test takers only 18% of them gave the correct answer of this sentence where they change the personal form to impersonal form (third person). Whereas, the majority of students 40% gave the incorrect answer where they remained the sentence in the first person. However, only one student did not give the answer which represents 2%.

Feature 02: Phrasal Verbs

Sentences:

They have to attend to all classes.

They will probably lose their EMA and expel from the course.

Ensure that deadlines are met for the assignments.

Table 3.29

Students' Answers to Phrasal Verbs

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
30	60	17	34	3	6	**50**	**100**
14	28	30	60	6	12	**50**	**100**
4	8	27	54	19	38	**50**	**100**

The table above represents the students' answers to phrasal verbs which are considered as one of the syntactical features that affect formality. This feature were used in three sentences in the informal paragraph in which students are supposed to change these phrasal verbs to formal ones as they are presented in the above table. The majority of students 60% gave the correct answer in the first sentence and 34% gave the incorrect answer. However, 6% of students did not provide the answer. In the second sentence, 28% of students

gave the correct answer and 60% of them could not give the correct answer; while, 12% of students did not answer this sentence. Moreover, only few students 8% answered correctly in the third sentence where they change the phrasal verb to a formal verb and 54% of students provided the incorrect answer. Meanwhile, 38% did not provide the answer of this sentence.

Table 3.30

Sum of Students' Answers to Phrasal Verbs

Phrasal Verb	N	%
Correct	48	32
Incorrect	74	49.33
No answer	28	18.67
Total	**150**	**100**

The above table summarizes the student's answers to phrasal verbs. 32% of the participants answered correctly where they gave the correct verb in all sentences. There are some possible answers that were accepted and considered as correct ones. For example, in the second sentence, students use other formal verbs, such as "exclude" and some students change the structure of the sentence e.g., (attending all classes). Whereas, the majority of students 74% answered in a wrong way where they remained phrasal verbs in the sentences above and some students gave informal verbs e.g., (picked out). In addition, 28% did not answer these sentences.

Feature 03: Contractions

Sentences:

They have to attend all classes because if they do not…

They will probably lose their EMA money.

They do not make as much of an effort initially

Table 3.31

Students' Answers to Contractions

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
16	32	25	50	9	18	**50**	**100**
25	50	20	40	5	10	**50**	**100**
8	16	6	12	36	72	**50**	**100**

The table mentioned above represents students' answers to some sentences that were selected from the paragraph and they contain "contractions" as one of the syntactic features of formality that should not be used in a formal writing because contractions are used only in an informal writing. The sentences that are presented in the table above show the correction (full form) of contractions. Hence, 32% of students represent the students' correct answer in the first sentence. However, 50% of them provided the incorrect answer. Also, 18% of the participants did not answer. Moreover, 50 % of students gave the correct answer in the second sentence and 40% gave the incorrect answer; whereas, 10% of students did not answer it all. Furthermore, it is shown that 16% of students could provide the correct answer. While, 12% could not provide the correct answer and the majority of students 72% did not answer this sentence.

Table 3.32

Sum of Students' Answers to Contractions

Contractions	N	%
Correct	49	32.67
Incorrect	51	34

No answer	50	33.33
Total	**150**	**100**

The result in the table above demonstrates the students' performance in contractions which is a syntactical feature that should be avoided in formal writing. Hence, 49% of students answered correctly where they eliminated contractions from the paragraph and provided their full forms and others gave other possible correct answers where they omit contractions and replaced them by other words. For example, the use of "otherwise" instead of "do not" in the first sentence; meanwhile, 51% of students did not correct the contractions used in the paragraph of the task rather they remained them as they are. Furthermore, 50% represents students' no answer of these sentences.

Feature 04: Nominalization

Sentence:

However, In case of illness..

Table 3.33

Students' Answers to Nominalization

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
8	16	31	62	11	22	**50**	**100**

The above table clearly indicates the students' answers to "nominalization" as one of the features that represents formal writing. Hence, students should transform the verbelized sentence that was used in the paragraph into the sentence with nominalization that was presented in the table above. It is shown that only few students 8% provided the correct

answer where they change verbalization into nominalization; however, 31% of the students gave an incorrect answer and 22% of them did not answer.

Feature 05: Abbreviations

Sentences:

For example, essays.

Presentations, evaluations and so on.

Table 3.34

Students' Answers to Abbreviations

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
16	32	18	36	16	32	**50**	**100**
23	46	13	26	14	28	**50**	**100**

The above table illustrates the students' answers in two sentences that contain abbreviated forms. The later is considered as one of the informal features that should be avoided in formal writing. Thus, regarding the data show in table (3.34), 32% of students answered correctly where they gave the correct forms of the abbreviations in the first sentence; however, 36% of students could not provide the correct answer and 32% of them did not answer this sentence. Meanwhile, in the second sentence, the majority of students 46% provided the correct answer and 26% of the participants gave the incorrect answer. While, the rest of them 28% did not give any answer.

Table 3.35

Sum of Students' Answers to Abbreviations

Abbreviations	**N**	**%**
Correct	39	39
Incorrect	31	31
No answer	30	30
Total	**100**	**100**

This table shows the sum of students' answers to abbreviations where the high number of test takers 39% could provide correct answer. However, students who did not answer correctly and others who did not answer at all were approximately the same in which 31% provided the incorrect answer and 30% students did not provide any answer.

Feature 06: Passive Voice

Sentences:

Deadlines are met for the assignments.

They will not be counted.

Smoking is not allowed on compus.

Exessive noice is forbidden in the library.

ID must be worn at all times.

Table 3.36

Students' Answers to Passive Voice

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
5	10	33	66	12	24	**50**	**100**
3	6	30	60	17	34	**50**	**100**

9	18	13	26	28	56	**50**	**100**
4	8	17	34	29	58	**50**	**100**
4	8	14	28	32	64	**50**	**100**

The table above illustrates the students' answers to some sentences extracted from the paragraph. These sentences contain "active voice" in which students were supposed to change them into "passive form" as one of the syntactic features that characterized formal writing. They were presented in the table above. Only few students 10% answered the first sentence correctly; however, the majority 66% answered incorrectly. The rest of students 24% did not provide any answer. Similarly, in the second sentence only 6% provided the correct answer and the majority 60% gave incorrect answer. While, the rest of students 34% did not answer. Moreover, students' answers of the third sentence were somewhat different than the previous sentences. In fact, 18% of them represents the students' correct answer and 26% represents the students' incorrect answer; meanwhile, the highest number 56% represents students' the no answer. Similarly, only 8% gave the correct answer to the fourth sentence and 34% gave incorrect answer; while 58% did not answer. Furthermore, the percentage of the students' correct answer of the last sentence presented in the table above is the same as the fourth sentence which represents 8%. However, the percentage of the correct answer in this sentence is 28%; while the majority of students did not provide any answer.

Table 3.37

Sum of Students' Answers to Passive Voice

Passive Voice	N	%
Correct	25	10
Incorrect	107	42.8

No answer	118	47.2
Total	**250**	**100**

This table shows the sum of students' answers to passive voice that were found in five sentences extracted from the paragraph. The percentage of correct answer is 10%. As it was mentioned at the start of this task, there are some possible correct answers. For example, in the first sentence (the deadline should be met), in the second sentence (they will be discounted), and in the third sentence (smoking is forbidden).The percentage of incorrect answer is 42%; while, the highest percentage 47.2% represents no answer.

Feature 07: Rhetorical Questions

Sentence:

It raises the issue of why the college should lecture students on their habits, especially legal ones.

Table 3.38

Students' Answers to Rhetorical Questions

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
3	6	4	8	43	86	**50**	**100**

The table above illustrates the result of students' answers to the last syntactical feature which is rhetorical questions. This later must be avoided in formal writing. Only three students which represent 6% answered correctly this feature where they omit the question used in the paragraph and replaced it with a statement, and 8% of students provided the incorrect answer in which they remained the question used in the paragraph. However, the majority of them 86% did not answer.

Table 3.39

Students' Answers to Syntactical Features of Formality

Syntactical Features of Formality	Correct		Incorrect		No answer		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Third person	9	18	40	80	1	2	**50**	**100**
Phrasal verb	48	32	74	49.33	28	18.67	**150**	**100**
Contractions	49	32.67	51	34	50	33.33	**150**	**100**
Nominalization	8	16	31	62	11	22	**50**	**100**
Abbreviations	39	39	31	31	30	30	**100**	**100**
Passive voice	25	10	107	42.8	118	47.2	**250**	**100**
Rhetorical questions	3	6	4	8	43	86	**50**	**100**

This table demonstrates the students' answers to the most common syntactical features that were presented in this task. Firstly, they were presented separately (one by one). Secondly, they were summarized and presented in one table. They are as follow third person, phrasal verbs, contractions, nominalization, abbreviations, passive voice, and rhetorical questions. It is shown in the above table that «abbreviations» is the feature that presents the highest percentage (39%) of the correct answer among all features; while, «rhetorical questions» is the lowest percentage (6%) of the correct answer. In addition, «third person» represents the highest percentage (80%) of the incorrect answer; meanwhile, «rhetorical questions» is the lowest percentage (8%) of the incorrect answer. Moreover, the feature that represents the highest percentage (86%) of no answer is «rhetorical questions»; while, the lowest percentage (2%) is «third person». Thus, «abbreviations» as one of the syntactical

features represents the highest percentage (39%) of the correct answer, which means students changed the abbreviated form into full form and this result indicates that students know that «abbreviations» is one of the syntactical features that affect formality and it should not be used in formal writing. However, «third person» represents the highest percentage (80%) of the incorrect answer. This means, students did not change the personal form in the paragraph into impersonal form and this shows that they did not know that the use of «third person» is one of the features that should be used in formal writing; while, the use of impersonal form affect formality. Moreover, «rhetorical questions» is the highest percentage (86%) which represents no answer and this means that approximately all students did not know the answer or because the question was used almost at the end of the paragraph and the majority of students did not complete the task.

Table 3.40

Sum of Students' Answers to Syntactical Features of Formality

Syntactical Features	N	%
Correct	181	22.62
Incorrect	338	42.25
No answer	281	35.13
Total	**800**	**100**

This table summarizes the students' answers to the most common syntactical features of formality that were presented in the previous table. Hence, the distribution of the correct, incorrect, and no answer were shown in this table. Only 22% of students gave the correct answer; whereas, nearly half of the target population, 42.25%, gave an incorrect response and 35.13% did not answer.

Analysis and Discussion of Lexical Features of Formality

Feature 01: Formal Adverb

Sentences:

However, in case of illness…

It makes people somewhat lazy.

Thus, they do not make as much of an effort initially.

Thus, for example, smoking is not allowed.

Table 3.41

Students' Answers to Formal Adverbs

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
10	20	32	64	8	12	**50**	**100**
4	8	16	32	30	60	**50**	**100**
1	2	12	24	37	74	**50**	**100**
0	0	13	26	37	74	**50**	**100**

The table above demonstrates students' answers to four sentences that contain informal adverbs. This later is one of the lexical features that represent informality of language. Thus, students should avoid it in their formal writing. As it is shown in the first sentence, 20% of students gave the correct answer where they changed the informal adverb "but" to formal one "however" and 64% provided the incorrect answer; while others 12% did not answer. On the other hand, only few students 8% answered correctly in the second sentence which contains the informal adverb "a bit" where they omitted the informal adverb and change it to formal one, and 32% of students provide incorrect answer where they remained it the same. Whereas, the majority of students 60% did not provide the answer.

Moreover, only 2% of students gave the correct answer to the third sentence where they changed the adverb (so) which is informal to the formal one (thus), and 24% of them failed to provide the correct answer. Whereas, the majority of students 74% did not provide any answer to this sentence. Furthermore, in the last sentence that contains the informal adverb (so), no one 0% could provide a correct answer to this sentence; while, 26% of students provided an incorrect answer where they remained the same adverb used in the paragraph. In addition, the majority of them 74% did not provide any answer to this sentence.

Table 3.42

Sum of Students' Answers to Formal Adverbs

Formal Adverbs	N	%
Correct	15	7.5
Incorrect	73	36.5
No answer	112	56
Total	**200**	**100**

The table above demonstrates the sum of students' answers to formal adverbs. Students should omit the informal adverbs and replace them with the informal ones. From this table, it is clearly illustrated that the majority of students 56% did not answer to this feature, and 36.5% of them gave the incorrect answer. However, only few students 7.5% provided the correct answer.

Feature 02: Formal Adjectives

Sentences:

Students have numerous responsibilities.

They have a valid reason for the absence.

You have to complete a great many assignments.

It is arguable that smoking is unfair.

There is plenty open space round the college.

Table 3.43

Students' Answers to Formal Adjectives

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
21	42	28	56	1	2	**50**	**100**
6	12	24	48	20	40	**50**	**100**
16	32	24	48	10	20	**50**	**100**
3	6	11	22	36	72	**50**	**100**
1	2	8	16	41	82	**50**	**100**

The data demonstrated in the table above shows the students' answers to four sentences that contain informal adjectives that were extracted from the paragraph of the third task. In fact, these sentences represent informal language because they contain informal adjectives. In the first sentence where the informal adjective (a lot of) was used, over half of the sample, 56%, gave an incorrect response where they did not change the word to formal one (numerous) as it is presented in the above table. In addition, 42% gave the correct answer where students used the formal adjective (numerous) instead of the informal one (a lot of). There are some possible correct answers, such as (many). On the other hand, only one student did not answer which refers to 2% from the target population. In addition, students' answer to the second sentence represents that few students constituting 12% of the sample gave the correct answer in which they changed the informal adjective (good) to formal one which is (valid)

and other students which represent 48% gave an incorrect answer because they did not omit the informal adjective and replaced it with the formal one, and 40% of them did not answer at all. Moreover, 40% of the sample answer correctly the third sentence where they replaced the informal adjective (a lot of) to formal one (a great many); whereas, the use of only the word (many) is acceptable and considered as a correct answer, and nearly half of the sample 48% provided an incorrect answer and 20% did not provide any answer. On the other hand, the majority of students 72% did not answer the fourth sentence, and 22% of them provided the incorrect answer. However, only 6% answered correctly in which they omitted the informal adjective (crap) and used the formal one (unfair). Furthermore, students' answer of the last sentence demonstrates that only one students that represents 2% of the sample could give the correct answer where he or she changed the informal adjective (lots of) to formal one (plenty); however, 82% of them did not give any answer to this sentence, and 16% gave an incorrect answer where they remained the informal adjective used in this sentence.

Table 3.44

Sum of Students' Answers to Formal Adjectives

Formal Adjectives	N	%
Correct	47	18.8
Incorrect	95	38
No answer	108	43.2
Total	**250**	**100**

The above table summarizes students' answers to all the sentences that contain formal adjectives. Thus, regarding the data shown in table (3.44), 18% of the students provided the appropriate answer; however, 38% of them provided inappropriate one and 43.2% represents no answer.

Feature 03: Formal Verbs

Sentences:

They can provide a doctor's note to inform the college.

Students, have to complete a great many assignment.

They can redo them.

It means they have an opportunity.

To improve.

They will repeat the work.

They do not make as much of an effort initially.

They follow college rules.

Table 3.45

Students' Answers to Formal Verbs

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
13	26	21	42	16	32	**50**	**100**
2	4	35	70	13	26	**50**	**100**
1	2	27	54	22	44	**50**	**100**
12	24	19	38	19	38	**50**	**100**
5	10	22	44	23	46	**50**	**100**
2	4	14	28	34	68	**50**	**100**
0	0	13	26	37	74	**50**	**100**
9	18	12	24	29	58	**50**	**100**

The data presented in the table above shows the students' answers to all sentences that contain informal verbs as an informal feature that should be avoided in formal writing. These sentences were extracted from the paragraph of this task. Thus, from the above table, students' answer to the first sentence demonstrates that 26% out of 50 students answered correctly where they omitted the informal verb (to let) and used the formal one (to inform), 42% answered incorrectly, and 32% did not answer. However, in the second sentence, only 4% of students could answer correctly where they omitted the informal verb (to do) and replaced it with the formal one (complete); while, the majority of them answered incorrectly and the rest 26% did not answer. In addition, students' answer to the third sentence is approximately the same as the previous one; thus, only 2% of students provided the correct answer in which they replaced the informal verb (do them again) with the formal one (redo) because formal writing required a high use of formal verbs; however, 54% of students provided an incorrect answer and 44% did not provide any answer. Moreover, in the fourth sentence, 24% of the sample provided the correct answer where they omitted the informal verb (get) that is used in informal writing to the formal verb (have); however, 38% of them represent the same percentage of both students' incorrect and no answer. In the fifth sentence, only 10% of the students answered correctly in which they used the formal verb (improve) instead of the informal one (do better) that was used in the paragraph; while, 44% could not provide the correct answer and 46% of them did not give any answer to this sentence. Furthermore, from the table above, students' answer of another sentence which contain the informal verb (do things again and again) shows that only 4% of students provided a correct answer where they changed the informal verb to formal one (repeat), and 28% of them provided the incorrect answer; while, the majority 68% did not provide the answer. Furthermore, students' answer to the sentence before the last that was presented in the table above, illustrated that no one of the test takers could provide a correct answer; however, 26%

of the students provided the correct answer and the majority of them 74% did not answer this sentence. At the end, this table also showed the students' answer to the last sentence which contain other informal verb. Thus, 18% of the test takers answered correctly where they correct the informal verb (stick) and write the formal one (follow). In addition, 24% of the students provided the incorrect answer, and 58% of them did not provide the answer.

Table 3.46

Sum of Students' Answers to Formal Verbs

Formal Verbs	N	%
Correct	44	11
Incorrect	163	40.75
No anwser	193	48.25
Total	**400**	**100**

The result that is shown in the table above recapitulates the students' answers to all sentences that consist of informal verbs. Thus, it is revealed that only 11% of the sample answered correctly; however, almost 41% gave an incorrect response and approximately the half of them, 48.25%, did not provide the answer.

Feature 04: Formal Nouns

Sentences :

This later has both advantages and disadvantages.

They have an opportunity.

Attendence.

Course work.

Behaviour.

Table 3.47

Students' Answers to Formal Nouns

Correct		Incorrect		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
9	18	16	32	25	50	**50**	**100**
2	4	30	60	18	36	**50**	**100**
2	4	16	32	32	64	**50**	**100**
0	0	19	38	31	62	**50**	**100**
0	0	9	18	41	82	**50**	**100**

The table above shows the distribution of correct, incorrect, and no answer of five sentences that contain informal nouns. The latter is considered as one the informal feature that should not be used in a formal writing. This table illustrated the result of students' answer to some sentences. Thus, in the first sentence only 18% of students provided the correct answer where they omitted the nouns (a good and bad things) and used instead the formal ones which are (advantages and disadvantages) and 32% provided an incorrect answer; however, half of the sample did not provide the answer. In the second sentence, only few students 4% answered correctly where they changed the informal noun (chance) to the formal one (opportunity); while, the majority 60% provided the incorrect answer and 36% of them provided no answer. Moreover, only 4% of the students gave the correct answer to the third sentence, only 4% of students provided the correct answer in which they omitted the informal noun (turning up) and replaced it with formal one (attendance) and 32% gave an incorrect answer where they remained the word as it was used in the paragraph; however, 64% did not provide the answer. Furthermore, in the fourth sentence no one could provide the correct answer to this sentence where they did not provide the formal equivalent noun to the

informal one (doing the work). In addition, 38% of students provided the incorrect answer where they did not omit the informal word; however, 62% of them did not provide the answer to this sentence. Similarly, in the last sentence, out of the sample no one 0% could provide the correct answer to this sentence which contain another informal feature (following rules) which represent the informal noun, and 18% answered incorrectly to this sentence; while, the majority 82% did not provide the answer.

Table 3.48

Sum of Students' Answers to Formal Nouns

Formal Nouns	N	%
Correct	13	5.2
Incorrect	90	36
No answer	147	58.8
Total	**250**	**100**

This table reveals the recapitulation of the students' answers to formal nouns. Only few students constituting almost 5.2% of the sample gave the correct answer; whereas 36% gave the incorrect answer, and 58.8% did not provide the answer.

Table 3.49

Students' Answers to Lexical Features of Formality

Lexical Features of Formality	Correct		Incorrect		No answer		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Formal adverb	15	7.5	73	36.5	112	56	**200**	**100**
Formal adjective	47	18.8	95	38	108	43.2	**100**	**100**
Formal verb	44	11	163	40.75	193	48.25	**400**	**100**

Formal noun	13	5.2	90	36	147	58.8	**250**	**100**

The above table summarizes the students' answers to lexical features that were presented separately in the preceding tables. Hence, it shows the distribution of correct, incorrect, and no answer to these features. They are as follow formal adverb, formal adjective, formal verb, and formal noun. It is shown that "Formal adjective" is one of the features that present the highest percentage of the correct answer 18.8%; whereas, "formal noun" is the lowest percentage of the correct answer 5.2% among the features. In addition, "formal verb" is the highest percentage 40.75% of the incorrect answer; however, "formal adverb" is the lowest percentage 36.5% of the incorrect answer. Moreover, "formal adverb" is the highest percentage 56% of no answer, and "formal adjective" is the feature that has the lowest percentage of no answer 43.2%. Hence, "formal adjective" is the highest percentage 18.8% of the correct answer where students used the formal adjective instead of the informal. This result indicates that students have more knowledge about the use of formal adjectives rather than the others word classes. In addition, formal verb is the highest percentage 40.75% of incorrect answer among all features. This means that the students did not omit the informal verbs. This may be because students did not know that these verbs are informal and that formal writing characterized by the use of formal words. Moreover, formal noun is the highest percentage 58.8% of no answer among all the lexical features where students did not provide the answer.

Table 3.50

Sum of Students' Answers to Lexical Features of Formality

Lexical Features	N	%
Correct	119	10.82
Incorrect	421	38.27
No answer	560	50.91
Total	**1100**	**100**

The data represented in the table above demonstrates the recapitulation of students' answers to lexical features. The result shown in this table indicates clearly that half of the sample 50.91% did not provide the answer to these features because there are many students who skipped some sentences and others answered only the first sentences. Meanwhile, out of the sample only few students 10.82% provided the correct answer to the sentences that contain informal words. In addition, 38.27% of students gave the incorrect answer.

Sum of Students' Answers to Task Three

Table 3.51

Students' Answers to Syntactical and Lexical Features of Formality

Syntactical and Lexical Features of Formality	N	%
Correct	300	15.79
Incorrect	759	39.95
No answer	84	44.26
Total	**1900**	**100**

The table above summarizes students' answers to the most common syntactical and lexical features of formality in this task. Based on the result shown in this table, the highest percentage is 44.26% where students did not provide the answer; while, the lowest percentage is almost 16% which represents students' correct answer and nearly 40% represents the students' incorrect answer to both syntactical and lexical features.

Sum of Students Test Result (Three Tasks)

Syntactical Features of Formality

Table 3.52

Sum of Students' Answers to Syntactical Features

Syntactical Features	N	%
Correct	375	28.84
Incorrect	576	44.31
No answer	349	26.85
Total	**1300**	**100**

The table shows the summary of students' performance in the most common syntactical features of formality in the three tasks. As it is shown, 28.84% represents students' correct answer; whereas, 44.31% represents students incorrect answer which is the highest percentage. In addition, 26.85% represents students who did not provide the answer.

Table 3.53

Sum of Students' Answers to Lexical Features

Lexical features	N	%
Correct	293	20.93
Incorrect	533	38.07
No answer	574	41
Total	**1400**	**100**

The above table recapitulates students' performance of lexical features of formality that were discussed in the three tasks. Hence, 20.93% represents the students' correct answer and 38.07% is the percentage of the students' incorrect answer. However, 41% is the highest percentage that represents the students' no answer.

Table 3.54

Sum of Students' Answers to Syntactical and Lexical Features of Formality in Students Test

Syntactical and Lexical Features	N	%
Correct	668	24.74
Incorrect	1109	41.07
No answer	923	34.19
Total	**2700**	**100**

The recapped data from the table above shows the students' answers to the most common syntactical and lexical features of formality in the student's test that is composed of three tasks. Thus, 24.74% represents the students' correct answer and 41.07% represents the students' incorrect answer; however, the percentage of the students' no answer is 34.19%. Thus, the highest percentage is the students' incorrect answer. This result may explain that,

third year licence students have a lack of awareness about the characteristics of formal writing which refers basically to some syntactical and lexical features of formality. In other words, they are not aware of the use of formal language in their writing. In addition, they did not know that formal writing is required in an academic setting as universities.

3.4. Analysis of Students' Essays

3.4.1. Description and Administration of Students' Essays

Students' essays are another research tool which was used in this research work as the best means for data collection and analysis. The students' essays were taken from their writing during a written expression session where students were asked to write an argumentative essay in which they discussed whether the use of mobile phone has a positive or negative impact on human's life. The choice of this type of essays was purposeful because it requires the use of formal style, and students were taught such type of essay before given this assignment i.e., it was a kind of practice. Moreover, for obtaining more valid and reliable data, students' essays were taken from the same students who answered the test in order to compare their performances in the test and their written essays. The time allocated to the assignment was 90 minutes. These essays are about two pages long each.

3.4.2. Analysis and Discussion of the Students' Essays

After having analyzed the results obtained from the students test and collecting the required data from the students' papers, the following analysis will deal with the analysis of the result obtained by means of students' essays. Hence, students' writing were analyzed quantitatively and qualitatively to shed the light on the students' use of the most common features of formality by dividing them into syntactical and lexical features and analyzing each feature separately. In other words, the purpose of analyzing students' essays is to evaluate their writing on the basis of their awareness in terms of using the most common syntactical and lexical features of formality. The result obtained from their essays is classified according

to the use and not use of both syntactical and lexical features of formality in the students' essays. There are some grammatical features that affect formal writing. Hence, the use of these features are considered as informal, and the non-use as formal. On the other hand, there are some grammatical features that should be used when writing academic essay. their use is considered as the formal use, and the non-use as the informal. Furthermore, the examples which will be given after each discussion of the results were taken from students' papers.

Syntactical Features of Formality Used in Academic Essays

Feature 01: Third Person

Table 3.55

Students' Use of Third Person

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
9	18	41	82	**50**	**100**

The table above demonstrates the students' use of third person which is a feature of formality. University students should write their academic essays in a formal style; however, the majority of them 82% did not use it and they use the first person instead. This decreases the level of their formal writing. Meanwhile, only 18% of the sample used the appropriate personal pronoun (third person).There are some students who used the third person in combination with the first person (i.e., randomly) and others gave their opinion subjectively. In addition, some of them could not distinguish between personal and impersonal form. Indeed, they referred back to the word "mobile phone" with the pronoun "he" rather than "it". Hence, their writing essays were considered as personal.

The following examples from students' essays illustrated this point.

- We need to exchange them.
- It seems to me that...
- We can also chat whenever we want…
- Mobile phone allow us to…

Feature 02: Passive Voice

Table 3.56

Students' Use of Passive Voice

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
8	16	42	84	**50**	**100**

The data obtained from the above table illustrates students' performance in passive voice when they wrote their essays. Nearly the whole sample 84% used only the active voice; while, 16% of them used the passive. These examples were taken from students' papers to illustrate this result.

- You can use your smart phone in your studies in collecting information.
- They use the mobile phone in different research.
- We should avoid abusing them.
- The administration does not allow cell phones in school because…

Feature 03: Nominalization

Table 3.57

Students' Use of Nominalization

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
16	32	34	68	**50**	**100**

As the table above reveals, only 32% of the participants used nominalization in their essays. This means that their essays are not formal because more than half 68% of them used verbalization rather than nominalization. These examples are extracted from students' papers to illustrate their inappropriate use.

- The most important advantage of using mobile phones is to communicate.
- … also use mobile phone while driving increased the risk of traffic accidents.
- but only if they use them wisely.
- … the main reason that causes car accidents.

Feature 04: Complex Sentences

Table 3.58

Student's Use of Complex Sentences

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
15	30	35	70	**50**	**100**

This table shows the distribution of fifteen students' performance in the use of complex sentences in their academic essays where the majority 70% of them did not use complex sentences in their essays; while, 30% out of fifteen used them. This result indicates that the majority of students used simple sentences more than the complex. The following examples demonstrated the students' results.

- it can harm our brain. The World Health Organization (WHO) classified RF radiation as possibly carcinogenic for humans, based on an increased risk for "glioma", a type of brain cancer.
- Furthermore, mobile phones have a lot of good functions such as camera, music players, radio, etc. But the most important one of all is internet, so you will always be connected to it all the time and enjoy social media and other sites.
- Mobile phones are nowadays a necessity to life. People from all ages use these devices.
- it is very difficult to imagine our lives without it. It is rare to find someone who do not have one. Mobile phones have advantages and disadvantages.

Table 3.59

Students' Performance in Syntactical Features Used in Formality

Syntactical Features	**Used (Formal)**		**Not used (Informal)**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**
Third person	9	18	41	82	**50**	**100**
Passive voice	8	16	42	84	**50**	**100**
Nominalization	16	32	34	68	**50**	**100**
Complex sentences	15	30	35	70	**50**	**100**

The table above demonstrates the students' performance of the use of some syntactical features (third person, passive voice, nominalization, and complex sentences) which characterized formal academic essays. The highest percentage 84% (passive voice) represents students' inappropriate use of those features; while, the highest percentage that illustrates their appropriate use was 32% (nominalization).

Table 3.60

Sum of Students' Performance to Syntactical Features of Formality

Syntactical Features	**N**	**%**
Used (Formal)	48	24
Not used (Informal)	152	76
Total	**200**	**100**

The results mentioned in table 3.55 show that the majority of the participants 76% did not apply the syntactical features of formal writing in their academic essays. However, 24% of them use the appropriate syntactic features of formality.

Syntactical Features Affecting Formality in Academic Essays

Feature 01: Contractions

Table 3.61

Students' Use of Contractions

Used (Informal)		**Not used (Formal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**

29	58	21	42	**50**	**100**

The data collected in table (3.56) illustrates the students' use of contractions in writing their academic essays. Students should not use contracted forms in their essays because it affected their formality; however, more than half 58% of them used it. The rest 42% of the sample used full forms rather than contractions. The following examples represented this point.

- Students don't have time…
- they won't get time to study.
- that can't be overloded.
- That's why a lot…
- we shouldn't depend on it.

Feature 02: Abbreviations

Table 3.62

Students' Use of Abbreviations

Used (Informal)		**Not used (Formal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
24	48	26	52	**50**	**100**

This table shows the result obtained from students' writing. It indicates whether EFL students use the abbreviations or not in their academic essays. Thus, 48% from the sample used it; while, more than half 52% of the participants did not use abbreviated words. The following examples are taken from students' essays to illustrate the above results.

- We can watch TV online.
- search in the net to get…
- GPS can handle the problem.
- just send SMS or call straight away…
- People can download apps such as games, videos..ect.
- The world healt organization classified RF as possibly…

Feature 03: Rhetorical Questions

Table 3.63

Students' Use of Rhetorical Questions

Used (Informal)		**Not used (Formal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
18	36	32	64	**50**	**100**

As can be seen from the table, the majority 64% of the participants did not use rhetorical questions in their essays. However, 36% of them asked those questions. The following examples are taken from students' papers that used rhetorical questions in their essays.

- How the mobile phone have affected people's life?
- so is this affection positive or negative?
- Can you imagine you life without cell phone device?
- What are the positive and negative aspects of mobile phone?
- Have you ever thought of a life without phones?

Feature 04: Phrasal Verbs

Table 3.64

Students' Use of Phrasal Verbs

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
20	40	30	60	**50**	**100**

The table above shows that more than half 60% students from the whole sample did not use phrasal verbs in their academic essays; while, some phrasal verbs were considered as correct use (e.g., depends on, based on, and wake up) because they do not have full equivalent verbs. They used full verbs in their academic essays because using phrasal verbs in their academic essays decreased their formality. The other students 40% used them. The examples below illustrated the phrasal verbs used in students' exam papers.

- to just check up on updates.
- also looking for lessons…
- but end up surfing the internet for hours…
- if not get rid of them completely.
- their prices have gone down and with…
- Mobile phone can keep you up with the…

Table 3.65

Students' Performance in Syntactical Features Affecting Formality

Syntactical Features of Formality	**Used (Informal)**		**Not used (Formal)**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**
Contractions	29	58	21	42	**50**	**100**
Abbreviations	24	48	26	52	**50**	**100**
Rhetorical questions	18	36	32	64	**50**	**100**
Phrasal verbs	20	40	30	60	**50**	**100**

As shown in the table above, the majority of students did not use the syntactical features of formality that should be used in formal writing (third person 82%, passive voice 84%, nominalization 68%, and complex sentences 70%). However, the syntactical features that should not be used in academic essays (contractions, abbreviations; rhetorical questions, and phrasal verbs) were used appropriately except the contractions they were highly used 58%.

Table 3.66

Sum of Students' Performance in Syntactical Features Affecting Formality

Syntactical Features	**N**	**%**
Used (Informal)	91	45.5
Not used (Formal)	109	54.5
Total	**200**	**100**

This table indicates that 45.5% of the participants used the syntactical features that affect formality while writing their academic essays. However, almost the same percentage 54.5% represents students who did not use the syntactical features that decrease formality in their writing essays.

Summary of Students' Performance in Syntactical Features of Formality Used in Students' Essays

Table 3.67

Students' Performance in Syntactical Features of Formality

Syntactical Features of Formality	**Formal**		**Informal**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**
Third person	9	18	41	82	**50**	**100**
Passive voice	8	16	42	84	**50**	**100**
Nominalization	16	32	34	68	**50**	**100**
Complex sentences	15	30	35	70	**50**	**100**
Contractions	21	42	29	58	**50**	**100**
Abbreviations	26	52	24	48	**50**	**100**
Rhetorical questions	32	64	18	36	**50**	**100**
Phrasal verbs	30	60	20	40	**50**	**100**

As shown in the table above, the majority of students 64% did not use rhetorical questions in their formal academic essays; however, only 16% used passive voice as a feature of formal writing. Hence, 84% is the highest percentage that represents the students' use of

active voice rather the passive, and 36% represents the use of rhetorical questions which contribute the informality of writing.

Table 3.68

Sum of Students' Performance in Syntactical Features of Formality

Syntactical Features	**N**	**%**
Formal	157	39.25
Informal	243	60.75
Total	**400**	**100**

The table above recapitulates students' performance in writing academic essays. They should write in a formal way; however, the majority 60.75% of them wrote their essays informally and did not use the appropriate syntactical features of formality. On the other hand, only 39.25% from the whole sample wrote their essays formally.

Lexical Features of Formality

Feature 01: Formal Verbs

Table 3.69

Students' Use of Formal and Informal Verbs

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
11	22	39	78	**50**	**100**

The preceding table demonstrates the result of students' performance of formal verbs in writing essays. The highest percentage 78% represented students who did not use formal verbs; while, the rest 22% of them used them. Some examples are taken from students' papers to show this result.

- They won't get time for studying.
- to get the right meaning of words.
- He can easily go to the internet.
- it allows you to play games.
- A lot of students need a dictionary…
- we can get in touch with our beloved family.
- and makes him lose attention to the road.

1.2. Formal Nouns

Table 3.70

Students' Use of Formal and Informal Nouns

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
26	52	24	48	**50**	**100**

The data presented in the table above shows that the use of formal and informal nouns in students' essays is approximately the same. Hence, 52% of the participants used formal nouns in their academic essay; however, 48% of them used informal ones. The following examples illustrated this point.

- it is not easily to have a chance to…

- everybody have a cell phone even kids.
- Mobile phones are the proof of our technological advancement.
- With the help of internet,…
- That is 50% of them are teens.
- Everything has it's pros and cons.
- A lot of other stuff.
- Mobile phone is a necessary thing in human's life.

1.3. Formal Adjectives

Table 3.71

Students' Use of Formal and Informal Adjectives

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
12	24	38	76	**50**	**100**

As the table (3.60) indicates, the majority of the sample 76% used informal adjectives when writing academic essays. While, only 24% of them used formal nouns. The following examples illustrated students' use of informal adjectives in their writings.

- mobile phones lead to a lot of accident.
- concerning those smart ones.
- students may use cell phones in wrong way.
- mobile phones have a good as well as bad impact.
- and for no good reason.
- they spend a big time on the mobile phone.

1.4. Formal Adverbs

Table 3.72

Student's Use of Formal and Informal Adverbs

Used (Formal)		**Not used (Informal)**		**Total**	
N	**%**	**N**	**%**	**N**	**%**
9	18	41	82	**50**	**100**

The results obtained in the table above shows the students' performance in writing academic essays in terms of using formal or informal adverbs. Approximately the whole sample 82% used informal adverbs. Meanwhile, few 18% of them used formal ones. The following examples illustrated the results obtained above.

- nowadays mobile phone is very…
- they make our life easier but we shouldn't depend on it.
- it really saves their times.
- Next mobile phone help people…
- Also studies shown that people…
- so you will always be connected to it.

Table 3.73

Students' Performance in Lexical Features of Formality

Lexical Features of Formality	**Used (Formal)**		**Not used (Informal)**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**
Formal verbs	11	22	39	78	**50**	**100**
Formal nouns	29	58	21	42	**50**	**100**
Formal adjectives	12	24	38	76	**50**	**100**
Formal adverbs	9	18	41	82	**50**	**100**

The data presented in the table above shows the students' performance in lexical features of formality. The majority of them used informal words (verbs 78%, adjectives 76%, and adverbs 82%) in their academic essays. However, they used formal nouns 58% more than informal 42%.

Table 3.74

Sum of Students' Performance in Lexical Features of Formality

Lexical Features	**N**	**%**
Used (Formal)	61	30.5
Not used (Informal)	139	69.5
Total	**200**	**100**

This table demonstrates the students' performance of the lexical features of formality. Students should use formal words (verbs, nouns, adjectives, and adverbs) in their academic

essays; however, more than half 69.5% of the sample did not use them and only 30.5% use the appropriate words.

Table 3.75

Sum of Students' Performance in the Use of Syntactical and Lexical Features of Formality in Academic Essays

Syntactical and Lexical Features of Formality	**N**	**%**
Formal	218	36.33
Informal	382	63.67
Total	**600**	**100**

The table above illustrated the students' performance in the use of the most common syntactical and lexical features that make academic writing more formal. Hence, more than half of the participants 63.67% wrote their academic essays in an informal way; however, only 36.33% of them wrote it formally. This means that the majority of the participants wrote their academic essays in an informal style.

3.5. Overall Analysis and Interpretation of Results

The results obtained from the two research instruments revealed that third year LMD students are unaware of formality as a style of writing, in general, and the use of the most common grammatical (syntactical) and lexical features of formal writing, in particular. However, it was noticed that students performed slightly better in writing their essays compared to their poor performance in the test. On the basis of the data obtained from both the students test and the analysis of their essays, it was shown that 24.74% is the sum of

students' correct answers to the most common syntactical and lexical features of formality in the three tasks that comprise the test. Whereas, in the analysis of the essays, 36.33% represents the students who produce a good quality of formal academic essay and respect the syntactical and lexical features of formality. The reasons can be attributed to the fact that in the test students could not distinguish between formal and informal language; i.e., lack of awareness, lack of seriousness while answering the test, difficulty, or even time constraint. In their essays, however, students wrote seriously because it was considered as an assignment. Indeed, 36.33% of students used the familiar words that they have learnt at school and university which are formal language, besides they avoided the use of informal words and expressions when writing their essays. Despite the slight difference between the students' performances in both the test and the essays, the general average of the correct use of these features is not acceptable since they are both lower than 50%; this can be attributed to the lack of awareness concerning formality.

Regarding the analysis of the results obtained from the students test and the students' essays, answers can be formulated to the research questions, namely investigating students' awareness of the most common syntactical and lexical features of formal writing, exploring third year EFL students' awareness of the appropriate use the most common syntactical and lexical features of formality in academic essays, identifying the writing style used by third year students in their essays, and determining which aspect (syntactical and lexical) and feature of formality students performed better while writing their essays.

- **Students' Awareness of the Most Common Syntactical and Lexical Features Formal Writing**

The finding in table 3.54 presents the students answer in the test (task one, two, and three). It shows that 41.07% of students could not provide correct answers and nearly the same percentage 34.19% did not provide any answer. Thus, the answer to the first research

question can be answered that the majority of third year EFL students at the University of Jijel have a lack of awareness about formal writing since they were not successful enough in accomplishing the three tasks of the students test.

- **Students' Awareness of the Appropriate Use of the Most Common Syntactical and Lexical Features of Formality in Academic Essays**

As an answer to the second research question, the result obtained from the students' essays that was presented in table 3.75 demonstrates students' performance in the most common syntactical and lexical features of formality when writing their academic essays. It is revealed that more than half of the 3rd year EFL students 63.67% do not have the adequate level of formal language that enables them to write a proper academic essay. Hence, they are unaware of the appropriate use of the most common syntactical and lexical features of formal essay writing. Hence, they tend to use an informal style when writing an academic essay.

3.6. Pedagogical Recommendations

The present suggestions are some solutions to overcome the issue of the unawareness in terms of using syntactic and lexical formality in academic essays. This dissertation recommends that third year EFL students should master the writing skill because it is one of the most important language skills. They should know that writing at the university is different from writing in other settings i.e., they should recognize the characteristics of each type of writing. For example, academic writing requires a formal style unlike personal writing. In addition, third year students should have enough knowledge about the appropriate use of syntactic and lexical features that contribute to the formality of academic writing, especially the essays as a common assignment at the university. Moreover, it is recommended that the concept of "formality" should be taught, explicitly since it is required in written expression module and even other content modules. In other words, the majority of third year

LMD students are unaware of the features of formal writing; thus, they are advisable to be included in the current syllabus of teaching English.

Limitations of the Study

It is worthy to mention that several constraints have been encountered throughout conducting this research; the major one was the strike that happened at the university because of the political issues that Algeria was facing recently in which other obstacles were created. One of them was the limited and insufficient time that was allocated to fulfill this research work. Thus, it was the insufficient time to conduct and analyze a teacher questionnaire because it is a very important research tool to be used in this study. In other words, the teachers' attitudes towards third year EFL students' academic essays in terms of formality would be of great significance to the main aims of this research. In addition, it was difficult to work with a representative sample because there were some students who did not give back the copies. This pushed the researchers to work with only 50 students even the subjects are few in number.

Conclusion

This chapter takes as its main concern the practical part. It deals with the presentation and the description of the results yielded by the research instruments used; students test and the analysis of students' essays to obtain data about students' awareness of the use of the most common syntactical and lexical features of formality in writing academic essays. In the light of the previous results obtained from the test and the essays the hypothesis on which the present research is grounded was confirmed. That is, the majority of third year licence students are not aware of the most common syntactical and lexical features of formality and its appropriate use in academic essays.

General Conclusion

Learning English as a second/ foreign language aims, basically, at acquiring the four language skills. Students, mostly, want to achieve the writing skill because it enables them to express their ideas in a meaningful written message. However, writing at the university demands a high level of proficiency because it is done in an academic setting (university). This type of writing in known as academic writing. EFL students are asked to write an academic essay because it is the most common assignment at the tertiary level. One crucial fact that should be taken into account when writing an academic essay is formality. Despite the fact that students master most rules of grammar and acquire a great number of vocabulary, they, generally, face several difficulties when they write an essay due to the lack of awareness concerning the most common syntactical and lexical features of formal writing.

The ultimate objective of this research work was to investigate the students' awareness of the most common grammatical (syntactical) and lexical features of formality in writing academic essays. The theoretical chapters of this study focused mainly on the concept of formality and its mostly used syntactical and lexical features, and language awareness when writing academic essays. In addition, the practical chapter has dealt with the analysis of the results obtained from the students test and students' essays. Then, this work is ended with a general conclusion where some pedagogical recommendations and limitations of the study were discussed.

The findings reveal that the majority of third year students have unaware of the most common grammatical and lexical features of formality when writing academic essays. The majority of students are not familiar with the difference between formal and informal writing. Moreover, most of students use the informal style and did not respect the syntactical and lexical features when writing their essays. From the results obtained previously, the hypothesis of this study was clearly confirmed because the majority of third year students at

the department of English at Mohammed Seddik Benyahia, Jijel, have a lack of awareness and a lack of practice in the use of the common syntactical and lexical features of formality when writing academic essays.

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Appendices

Appendix 01

Students Test

The present test is a part of Master dissertation. You are kindly requested to answer the following three tasks with full attention, and sincerity.

Thank you, in advance, for your collaboration

Task One: Change the following sentences from informal to formal.

1. My essay will cover four main areas.

……...

2. The bank gave her a loan.

……

3. This essay will discuss why the accident happened.

……

4. There's a problem on the computer system. It won't work between 10 and 12 pm tomorrow.

……

5. Learning another language can improve your career and social life. Some people also say it can make you smarter, but others disagree.

……

……

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6. The survey was conducted ASAP since the respondents needed to leave the country in two weeks' time.

……

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7. This is a problem lots of people have.

……..

Task Two: Underline the formal words in the following sentences.

1. They collected **materials/stuff** for the experiment.

2. The room was **massive/spacious.**

3. Dieters often feel that they should totally **eliminate/get rid** of high-fat and high-suger food.

4. When a patient is admitted to a psychiatric inpatient unit, the clinical team should avoid the temptation **to start/to commence** specific treatments immediately.

5. Unfortunately, since there are so many possible explanations, the correct one is most difficult **to find out/ to ascertain.**

6. Increasing prices, lowering charges **etc/and so on** will helpfully solve the problem.

7. It is difficult to imagine exactly what is meant by saying that such a classification is natural as any collection of **things /objects** could be classified in this way.

Task Three: Read the following paragraph, then change what is necessary to make it more formal.

Responsibilities of Students

I have a lot of responsibilities as a student. These are as follows. Firstly, I have to turn up to all my classes because if I don't, I'll probably lose my EMA money and could even get thrown off the course. But if you are ill, you can provide a doctor's note to let the college know that you have got a good reason to be absent. Secondly, as a student, you have to do a lot of assignments e.g. essays, presentations, evaluations etc and make sure that you meet the deadlines for the assignments or they will not count. If I fail any of these assignments, then I can do them again. This is both a good and bad thing. It means I get a second chance to do them better. But it makes people a bit lazy as they know they can just do things again and

again. So they don't really try as much at the beginning. Something else I have to do as a student is stick to college rules. We are all given a student manual at the beginning of term detailing what we can and can't do. So for example, I cannot smoke on campus; I cannot make too much noise in the library; I have to wear ID at all times. I think the rule on smoking is crap because there is lots of open space round the college. Why should the college lecture us on our habits, especially when they are legal? Overall then, I've got three main responsibilities as a student, turning up, doing the work, and following rules.

The Formal Version

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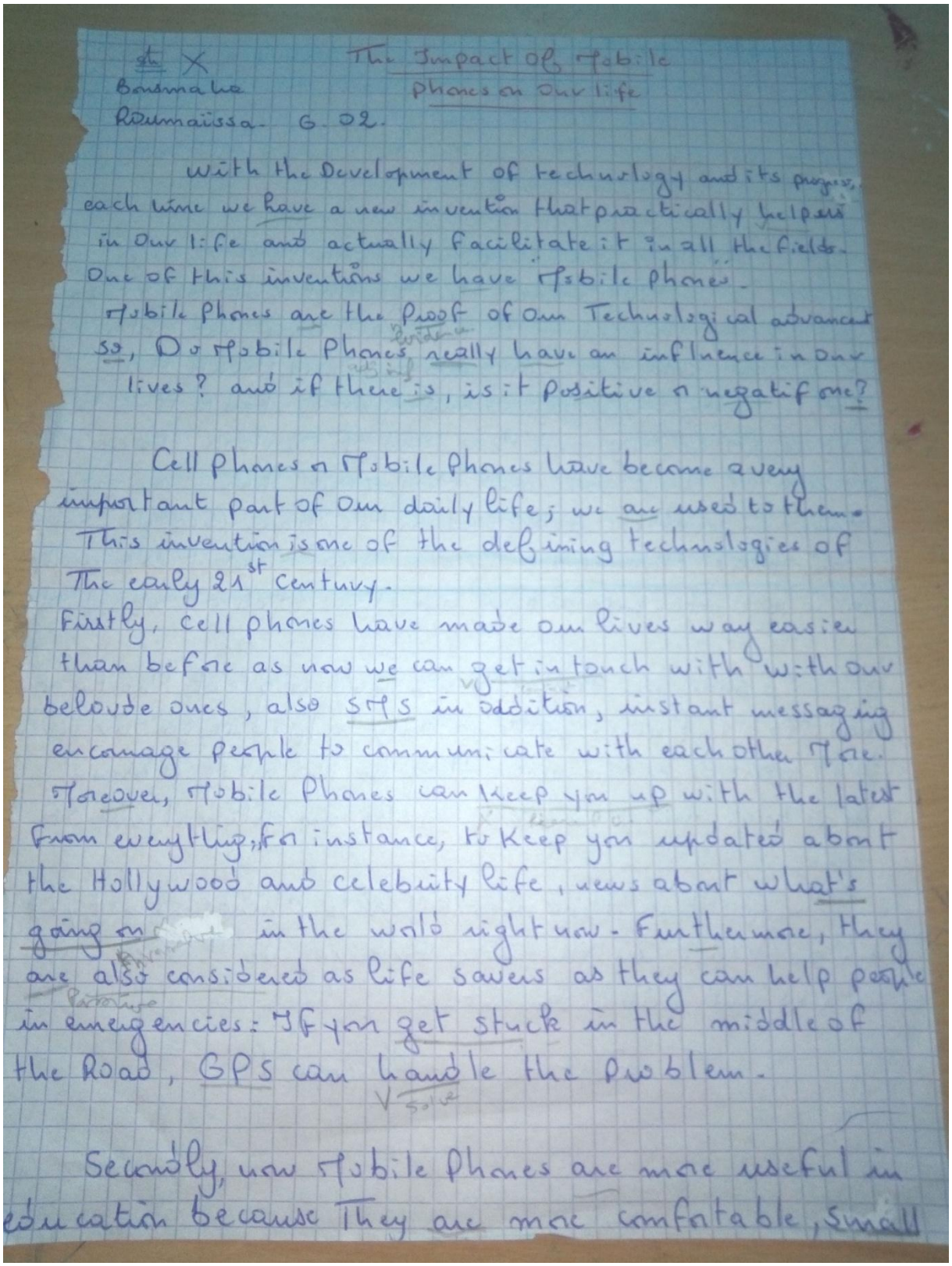
Thank you!

Appendix 02

Sample of Students' Academic Essays



Bousmaha
Roumaïssa. G. 02.

The Impact of Mobile phones on Our life

With the Development of technology and its progress, each time we have a new invention that practically helps us in Our life and actually facilitate it in all the fields. One of this inventions we have "Mobile phones".
Mobile Phones are the Proof of Our Technological advancement so, Do Mobile Phones really have an influence in Our lives? and if there is, is it positive or negatif one?

Cell phones or Mobile Phones have become a very important part of Our daily life; we are used to them. This invention is one of the defining technologies of The early 21st century.
Firstly, cell phones have made our lives way easier than before as now we can get in touch with with our belovde ones, also SMS in addition, instant messaging encourage people to communicate with each other More. Moreover, Mobile Phones can keep you up with the latest from everything, for instance, to keep you updated about the Hollywood and celebrity life, news about what's going on in the world right now. Furthermore, they are also considered as life savers as they can help people in emergencies: If you get stuck in the middle of the Road, GPS can handle the problem.

Secondly, now Mobile Phones are more useful in education because They are more comfortable, small

Practical and useful - for example, when you are in the classroom and the teacher asks the meaning of a word or a term that you don't know, you just have to open your phone, click on the dictionary and search for the word and that's it.

However, some people believe that Mobile phones has really turned this generation upside down especially concerning those smart ones and as they say every coin has two sides. Many think that people these days get so much addicted to Mobile Phones for talking and they kind of overlook the actual purpose of the phone and they waste their precious time in needless activities on the phone. Besides, some claim that this latter has a huge impact especially on college students as they use them to cheat at schools.

To sum up, Personally we can't neglect the fact that Mobile Phones have really helped us in our lives. It all depends on the user, they are the most personal device to us. and we should make an optimal use of them.

The positive thing about Mobile phones is not yet fully unfolded in the near future, we'll see more features and advancement.

The Best is yet to come!

Khaoula Khiari -602- 19-05-2019

Mobile phone are literally taking over our lives nowadays; from children to elderly, almost everybody owns one. And eventhough no one can deny that cellphones are pretty useful when it comes to communication, entertainment and some other daily uses, We also can't ignore the negative impact they hold on people's health, work ... etc.

On one hand, cellphones have a noticable positive impact on our lives. First of all, the most important advantage is that phones are very effective communication tools. For instance they can connect people from all over the world only by a simple phone call or by using social media. Another advantage is entertainment, cellphones became like the basic platform of entertainment. In other words people nowadays can use mobile phones to listen to music, play games or even watch movies in order to relax and entertain themselves. Lastly mobile phone have a lot of other function that might be useful for one's daily activities such as calculators, notes, maps, calender and dictionaries ... etc.

On the other hand, despite all these benefits mobiles carry with them many disadvantages that can't be overlooked. Firstly, they effect our health negatively and cause

lots of diseases because of the microwave radition and so on, they also harm one's eyes because of the constat use of these devices. In addition to that people started becoming addicted to their phones which often leads to depression, anxiety and other mental disorders, That is 50% of teens were dignosed with Nomophobia - a proposed name for the Phobia of being out of cell phone contact - and most of them suffered from anxiety and depression. Finally mobiles can be concidered as a waste of time and a huge distraction for example people often attampt on only checking the updates but end up surfing the internet for hours without even realizing it and for no good reason.

All in all, even though mobile phones are quite disadvantagous. We can use them wisely for their positive impacts and take some steps to reduce their negative effects if not get rid of them completely.

Bendebza Fadia G2

The Impact of Mobile Phone on our Life

Throughout this century, several devices have been invented, as a result of the technological advances in the world such as mobile phones. Mobile phones are, nowdays, literally invading our lives, from children to elderly, almost everybody owns one. People take their own phone everywhere with them, and can never stay without it. It become a common habit to be on the phone in every situations, no matter with whom or which ocasion it is. Many people think that mobile phones have bad effects on humans lives; however, others see that phones are important and have more advantages on their lives.

To begen with, The use of mobile phone for long periods badly affects our health. First, it can harm our brain. The World Health organisation (WHO) classified RF radiation as possibly carcinogenic for humans, based on an increased risk for "glioma", a type of brain cancer. Second The use of mobile phone can affect our ability to focus on tasks. No one can exclude the fact that phones are a huge distraction. Many people make in their mind to just check up on updates and instead find themselves surfing the net internet for hours without realizing it, as a result of the distraction it holds. So, mobile phones had big impact on our physical and even psychological health.

Secondly, mobile phones make people more addicted to devices and depressed. Back in days, children used to play outside with their friends, they play football, jump the rope, and rode bicycles. However, nowdays we replaced this kind of entertainment by phones. We are living in virtual worlds. For instance, we get together, we travel, we go shopping, and we play tennis and football through a screen! We become corpses that live in illusions, and we forget the real meaning of life. The thing that cause all this misery and depression in the world. Mobile phones make us living by theories instead of

experiment the real life.

On the other hand, phones have many advantages on humans' lives. Nowdays, mobile phones give us the ability to connect people from all over the world, no matter they may be. People can communicate their families and friends at any anytime they want, and spending messages in few seconds. This is the main reason why almost all people today choose to have a mobile phone. Moreover, phones make people relaxe with phones' applications, for example, playing games, listening to music, or chatting with their friends.

~~For conclusion, the impact of mobile phones on our live~~ still a debate ~~between~~ among people.

In conclusion, mobile phones are an essential device, but people should not use it without limits

mobile phones have become a very important part of our daily lives, people in these days never left their phones is like part of their body. It very difficult to imagine our life without cellphones. mobile phones become a necessity for life, they are invading our lives. Nowdays we can easily find people carrying two or three mobile phones. It has truly become an essential part of our everyday life. So although mobile phones made our lives easier, they have a negative effect on us.

The negative impact of cellphones is on studies, It is true that mobile phones can help students in studies but only if they use them wisely. Most of the student become addictive to mobile phones and are found playing games, chatting with their friends and watching movies. If students are busy keeping their eyes on their mobile phones at all times they won't get time for studying which would lead to poor grades.

Another negative impact of cellphones is Health issues and accidents mobile phones leads to a lot of accidents. A lot of people do their daily work, drive while talking on mobile phones. There is high risk of accident if you are talking on the mobile phones and driving as you are giving your half attention to the mobile call and are having half attention on the road.

Research studies have also claimed that mobile phones have a negative impact on health of an individual. If you are using

mobile phones for long hours daily it might lead to serious health issues, such as cancer, electromagnetic radiation and depression.

The opponent of this idea claim that mobile phones affect our life possitively because it make communication between people easier and can communicate with anyone from anywhere at any place and time this argument is maybe strong argument because make our life easier and help us in many things, but mobile phones affect our life negatively because it overuse of mobile phones lead to addiction which cause anxiety and others.

In conclusion, cell phones is bad but have good side. have advantages and disadvantages and are the most personal device to us and make our life more easier but should use phone properly, we will benefits a lot from it.

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Mobile phone is a means of communication, it can be used to communicate over long distances. It become more popular and they began to cost less money, and more people afford them. Nowadays, people are using smartphones more than the old kind of mobile phone. Everything has its pros and cons, and phones too have its positives and negatives.

The very first positive point of mobile phones is communication. Using phone you can speak to anyone from anywhere and at anytime you want. You don't need to sit beside the receiver as your mobile phone is not attached with anything. In addition to that smart phones have come into existence which not only help you in making calls but also help you to stay entertained by allowing you to play games, listen to music and do a lot of other stuff. Also, you can use your smart-phone in your studies in collecting information or downloading educational applications..

On the other side, cellphones have negative impact on our life, It is true that mobile can help student in studies but only if they use them wisely. Most of the students become addictive to mobile phones and playing games, keep chating with their friends and other stuff. If they are busy keeping their eyes on their phones they won't get time for studying which will lead to poor grades. As well it has many

other negatives in our life.

These were the advantages and disadvantages of mobile phones, the best thing I love about cellphones is that it is quickly find the solution to our most needs. In the end, it all depends on our usage.

As everyone knows we are saurrounded by the new technology called Cell phones. Everywhere you look there is someone talking, playing a game. Even children are acquainted with tools. Due to so many facilities provided by mobile phone nowadays, the abundant part of users becomes sightless about the history, the effect in the future and disease it might cause in our health.

To begin with, the benefits of mobile phones cannot be denied. Cell phones are very good when it comes to Internet. You can use it at any time and everywhere if you have data, Also if you are in a place with free wifi that would also be very useful, through the Internet you can download apps such as games and social media sites. Having a Cell phone doesn't necessarily mean it will interfere with you social life. It is the apps you have on that may distract you from for pursing a social life.

In addition to, All telephones have Cameras, others many also include fromt Cameras. Even though they don't have the best quality at all times, they are still very useful and inexpensive. Also, telphones mobiles are very helpful in staying organized, they include many useful features such as reminders, notepa albums and an alarms that make us remember about what we need to remember

Furthmore, Cell phones are very effective when used for emergency phone Calls. They are not Complicated to use. People Can be saved by just shutt the screen and dialing the emergency number, It is very fast and easy to Even old people will not have a problem using them because it does not t long to use and it takes minutes to have the Call done.

Despite all of this, cell phones also have a negative impact in our lives as well. It helps to increase anxiety, relying on texting as a primary mode of Communication. Texting is instantly gratifying, but it also produces anxiety. The instant reply by the friend can bring joy and elation. But in case of delayed response or no response this same pleasure turns into disappointment. Most people keep their cell phones nearby while sleeping to respond to texts and calls. They feel pressurised to remain reachable around the clock, it leads to sleep interruption and disruption. Teens also become irritable when they are sleep deprived, and spend their all day talking or texting, instead of doing anything productive.

Moreover, researchs show conclusive evidence that cell phon use can be a risk for cancer. for children may have the potential to be at great risk than adults for developing brain cancer from cell phones, their nervous syste are still developing and therefore more vulnerable to factors that may cause Cancer. Also, it can cause pain in hands, back and neck due to poor posture it can also lead to impaired vision & even arthritis down the line.

As a Conclusion, I consider mobile phone as a great method o Communication today. However, it is helpful or not. which depends on ou ways of using it. It will be better if we use it in a meaningful and in appropriate time.

Can you imagine life without mobile phones? Nowadays mobile phones are literally invading our lives; from children to elderly, almost every body owns one. Some people take their own advice everywhere with them and can not bear staying without it. It has eventually become a common habit to be on the phone in every situation, no matter with whom you might be and in which occasion, your loyal friend is always with you, ready to ring and make you happy. yet, have the changes they brought about really been for the better.

To begin with, the benefits of mobile phones cannot be denied. The main important and evident advantage of mobile phone is the fact that as the push of a few buttons we can instantly communicate with almost anyone anywhere else in the world. Being on a small and easy to use device, cell phones can be taken with us everywhere we go.

In addition, many of mobile phone models feature receivers and the user can just turn on the music to be calmed while traveling or driving. And if you like videos and games, mobiles have them, too. They also feature cameras, making it easier to capture crucial moments. This technology enables mobile phone users to access the internet.

One of the most remarkable values of mobile phones is during emergencies, may it big or small. we never know when we or our loved ones may need to make an emergency phone call. In situations when finding public phone is difficult, mobile

are the answer to your need. These devices are also very functional for buisness people and trading companies because they can easily get in touch with their clients.

Despite all of this, cell phones have also had a negative impact in our lives as well. First, telephone user become to addicted their mobile phone if they are too depends on it, moreover, the ability of human Communication is limited if the mobile phone is more present in ... Some event such as class meetings, on the bus, in the park, some people only focus on their phone without Communicating. The use of mobile phones too much will make people take a lot time, it not only influence on study results, makes student distraction but also it is cause of disease about eyes, and also the uses of mobile phone while driving ... it can lead traffic accidents.

As a conclusion, Many scientific studies have proved that the more you are on the phone the likelier it is that you are going to contract a disease related to the warming up of the part of the body exposed to the waves, that is the head. All thing considered, it seems to me that mobiles are of great use for our society, where we need to exchange information faster day by day and ... wehere keeping in touch with others is vital for all of us.

Résumé

L'objectif primordial de cette étude est de découvrir la conscience des étudiants de la troisième année licence à propos des caractéristiques syntaxiques et lexicales plus communes de la formalité et leur usage adéquat dans les essaies académiques dans le département d'anglais dans l'université de Mohammed Seddik Benyahia, Jijel. En fait, l'accent était mis sur les caractéristiques grammaticales sur les structures grammaticales ou le terme 'syntaxe' était considéré comme faisant partie de la grammaire. Cette étude est fondée sur l'hypothèse qui s'articule autour du fait que les étudiants de la troisième année ont un manque de conscience concernant l'usage des caractéristiques grammatical (syntaxiques) et lexicales plus communes lors de la rédaction des essaies académiques. Les méthodes de recherche dans cette étude incluent une collection et un analyse des examens et des essaies académiques des étudiants. Le teste porte sur 50 participants parmes 285 étudiants et les essaies sont récupérer des même participants par la suite, leur performance sont comparées entre les testes des étudiants et leurs productions écrites. Le résultat global obtenu de cette analyse montre que les étudiants de la troisième année licence dans le département d'anglais dans l'université de Mohammed Seddik Benyahia, Jijel, ne connaissent pas les caractéristiques syntaxiques et lexicales les plus communes de la longue officiel et leur usage académique dans les essaies. Pour cette raison, cette dissertation recommande que les étudiants de la troisième année doivent connaitre le style linguistique utilisé dans la situation (contexte) adéquat. De plus, il fait qu'il ait des instructions évidentes et des exercices avancés de la part de l'enseignant à propos de la formalité et leurs traits (caractéristiques) linguistiques parce que l'étudiant doivent acquérir suffisamment de connaissances sur l'utilisation appropriée des caractéristiques syntaxiques et lexicales les plus communes de la formalité dans la réduction académique, en particulier l'essai qui est considéré le plus important au niveau tertiaire, que ce soit dans l'expression écrite ou dans d'autre module de contenu.

ملخص

الهدف العام للدراسة الحالية هو استكشاف وعي طلبة السنة الثالثة ليسانس حول الميزات النحوية و المعجمية الشائعة في اللغة الرسمية و إستعمالهم المناسب في المقالات الأكاديمية في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى جيجل. في الواقع، كان التركيز في الميزات النحوية على الهياكل النحوية حيث أن مصطلح "بناء الجملة" يعتبر جزءا من قواعد اللغة. هذه الدراسة مبنية على الفرضية التي تشير الى أن طلاب السنة الثالثة ليسانس لديهم نقص في الوعي حول إستخدام الميزات النحوية و المعجمية الأكثر شيوعا في اللغة الرسمية اثناء كتابة المقالات الأكاديمية. اعتمدت هذه الدراسة في بحثها على إجراء إختبارا للطلبة وتحليلا لمقالاتهم. هذا الإختبار وزع بدوره على 50 مشاركا من بين 285 طالبا إضافة الى الحصول على مقالات نفس المشتركين. بعد ذلك تمت مقارنة أدائهم بين الإختبار و إنتاجاتهم الكتابية. النتيجة النهائية لهذا التحليل تكشف أن طلاب السنة الثالثة ليسانس ليسوا على دراية بالميزات النحوية و المعجمية الشائعة في اللغة الرسمية وإستخدامهم المناسب في المقالات الأكاديمية. ولهذا توصي هذه المذكرة بأنه يجب أن يكون طلاب السنة الثالثة على دراية بأسلوب اللغة الذي يجب إتباعه في كل سياق محدد. كما توصي هذه المذكرة بتعليمات صريحة و تمارين مقدمة للطلبة من أجل الحصول على المعرفة الكافية حول الإستخدام الصائب للميزات النحوية و الدلالية للغة الرسمية في الكتابة الرسمية، خاصة المقالة، لأنها تعتبر من أبرز التعليمات في التعليم العالي سواء في مادة التعبير الكتابي أو مواد أخرى.