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The Use of Academic Language Functions in Arabic Articles of “Al-Majallah Al-Urduniyyah Fi Al-Ulum Al-Tarbawiyah” Journal: A Register Analysis

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Abstract

Language register refers to the use of a form of language in a specific context and academic language register is the use of language in a scientific or academic discipline. Meanwhile, the academic language function (ALF) is a function of language that should be used by students or researchers in writing academic content. This study aims to analyze the language register used by researchers in presenting the function of academic language in Arabic language research articles. In this study, six research articles associated with the Arabic language that were published in the journal of ‘Al Majallah Al-Urduniyyah Fi Al-Ulum Al-Tarbawiyah’, Jordan, were analyzed for its language registers which contain ALFs. The academic language register was analyzed by adopting Ure and Ellis’s (1977) theory, while the ALF was adapted from the ALF proposed by Chamot and O’Malley (1994). The results of the study found that the use of functions include informing, categorizing, comparing, and synthesizing, which are presented in various patterns through the use of sentences and vocabularies. The authors diversify the presentation of the language register by using nominal sentences and verbal sentences. The authors also managed to choose the appropriate vocabulary in sentences to fit the particular context of academic function.

Keywords: Language Register, Arabic Language, Academic Language Function (ALF), Articles, Research

Introduction

The study of language registers emerged around the 1960s, when Halliday (1964) introduced the viewpoint that speakers have a choice of using different vocabularies according to different times. This shows that language can be used in different ways depending on the situation. The theory of systemic functional linguistics (SFL) was introduced by Halliday

around the 1960s (al-Murashi, 2016), who was heavily influenced by the thinking of his teacher, J. Firth. According to this theory, language is a system used to perform certain functions. There are seven functions of language introduced by Halliday in 1973 in his writing "Explorations in the Functions of Language", which include:

- a) Instrumental: to express desires.
- b) Control/regulation: to control/regulate something.
- c) Casting - making statements, conveying information.
- d) Interaction: to build relationships, maintain social relationships.
- e) Personal: to express opinions, feelings, attitudes, etc.
- f) Heuristics: to learn and obtain information (e.g. queries).
- g) Imagination: to express beauty or delusion.

Halliday (1993) examined the relationship between language and context, where language is seen to be understood through the context of the situation. Furthermore, language is closely related to the social context and is considered as a semiotic system realized by an abstract semiotic system in the social context (Halliday & Martin, 1993). Language can also be analyzed by referring to the following three metafunctions:

- a) Related to knowledge of discourse/ideas to be analyzed (ideational).
- b) Communication between speaker and listener (interpersonal).
- c) Related to how the language is written or spoken (textual).

A text can be analyzed based on four components, namely context, semantics, lexicogrammar, and phonology. The context component is the focus of the SFL theory discussion as it is a key aspect that serves as an important reference in looking at sentence meaning (Matthiessen & Halliday, 1997). The context in this view refers to two aspects, namely the cultural context and the situational context. The cultural context is a system of values, beliefs, and norms that are practiced in a society. Meanwhile, situational context refers to the direct surrounding that exists in a discourse. According to Halliday (1985a; 1994; Halliday & Hasan, 1985; Martin, 1992), the context of a situation consists of three aspects namely:

- a) Field – register;
- b) Language sounds - formal/ informal/who is the speaker/status (tenor); and
- c) Mode of delivery - written/spoken (mode).

These three elements complement each other to form the context of a situation that generates a particular meaning in a certain discourse. For example, the language used in a research report is the academic language register, which is used formally and imparted through writing. It can only be understood by users in certain groups of societies such as students, lecturers, researchers, professionals, and so forth. In the context of academic writing, in particular, the mastery of the use of academic language functions (ALFs) is essential so that each function could be conveyed clearly and accurately. Additionally, the ALFs that are conveyed need to use appropriate scientific language.

Students at the university level are required to conduct research and administer research proposals and reports in the language learned. In the context of foreign language students, for instance, Malay language students who are still in the infancy phase of mastering the Arabic language find the acquisition of academic language to be more challenging. Fatoni (2020) in his study of a group of Indonesian students who have mastered Arabic for academic purposes found that students' success in academic language acquisition depends on the use

of daily language and academic language through discussion activities. Students should also be exposed to appropriate examples of academic language use in mastering effective writing endeavors. According to Fawzi and al-Hattami (2017), the publication of scientific materials and the results of empirical research is an essential asset in institutions of higher learning. However, among the factors that hinder researchers in producing research are weaknesses and lack of confidence in academic writing. Thus, exposure to ALFs in the context of research is essential for students or researchers to generate effective reports. This study attempts to emphasize the academic language register by focusing on the use of ALFs of Arabic language native speakers. It is hoped that the findings of this study may assist students and researchers to improve the mastery of academic language through academic language functions in academic writing.

Statement of Problem

In the context of academic writing, the mastery of ALFs is essential so that each function can be clearly written. There are many ALFs that can be identified, such as the functions of explaining, informing, justifying, comparing, explaining, categorizing, proving, debating, persuading, and evaluating (Chamot & O'Malley, 1994). The use of good academic language is a significant predictor in determining the quality of writing (Fang & Park, 2020). In other words, a good mastery of these functions will determine the quality of a research report written by a student or researcher.

The mastery of the academic language register and the writing skills of ALFs is crucial in all types of academic content writing. In mathematics, for example, in order to explain how a word problem in mathematics has been solved, a student needs to provide an explanation that conveys the desired message in a mathematically appropriate way. In cultural studies, the function of academic language is used to justify values in one culture and to analyze different values in another culture. For example, to justify conclusions about democratic values as a form of government, a student may need to analyze the characteristics of an important feature of democracy and compare it with other types of government (Mufidah et.al, 2012). In the field of science, Freeman and Freeman (2009) articulated that students may need to justify conclusions from an experiment that requires them to analyze and reject alternative hypotheses. Thus, the need to understand the diversity of ALFs that can be used in academic writing is important to ensure that the delivery of information can be executed effectively.

Yet, some students and researchers are seen to be lacking in demonstrating appropriate use of academic language, which ultimately results in poorly written research reports and their articles not being accepted for publication in research journals (Eaton, 2012). In this case, Chamot and O'Malley (1994) suggested that the teaching of academic language and opportunities for practice should be integrated with the teaching of academic content. Similarly, Fatoni (2020) also found that students' mastery of academic language depends on the extent of daily language use and discussion activities they perform using academic language.

The personal observation of the researchers as lecturers through research reports such as articles, dissertations, and theses found that the language register used for ALFs comes in various forms. For instance, for the comparison function, there are various sentences and vocabularies used such as: "this finding is different from..." "there is a significant difference between..." "it is parallel to...", "no difference is identified between...", "the results show similarities between", and so on. The diversity of language registers used for ALFs is very

interesting to refine, especially in the Arabic language. This is necessary to explore the extent to which writers diversify the function of academic language in generating clarity in writing. Thus, the language register data obtained can be a useful reference for Arabic language students, especially those who are non-native speakers.

This study is conducted based on the lack of studies done on ALFs in Arabic. There are several studies that have been conducted on language registers in Malaysia, but they do not focus on the register of academic languages, such as tourism language register (Ahmad, 2014), song lyrics (Sulong & Rahim, 2016), novel language register (Salleh et al., 2016), health language register (Wahab, 2016), register of recipes (Karim, 2010), and so forth. The study of academic language especially in Arabic is very limited, as most studies focused on other countries abroad such as the study of Salimatin et.al (2012); Conrad Susan (2019); Bahr et.al (2020); Blom et.al (2017); Goulart et.al (2020) and others. In this regard, it is hoped that this study can further develop the body of knowledge in the field of academic language registers in Arabic. At the same time, it can benefit students and researchers through the analysis of various registers used by native Arabic speakers based on ALFs.

Objective

- to analyze the language register used by researchers in presenting the function of academic language in Arabic language research articles

Literature Review

Academic Language

Academic language is defined as the language used by teachers and students to acquire new knowledge and skills (Chamot & O'Malley, 1994:40). Academic language, according to Zwiers (2008), is the combination of vocabulary, syntax, and organizing techniques used to explain complex topics, higher-order cognitive processes, and abstract notions. Furthermore, the academic language is more complex and takes more time to learn than social language (Cummins, 1984), which are used more often in daily life, such as greetings and small talk. According to Cummins (1984), two factors affect language comprehension, which are context and cognitive complexity. The cognitive complexity of the information and the task for which language is used affects comprehension. Academic language, on the other hand, may be less interactive and may provide limited context clues to assist comprehension (Chamot & O'Malley, 1996). However, academic language can be interactive in the sense that teachers and students can discuss new concepts, share analyses, and argue about values in both teacher-student and student-student interaction (Chamot & O'Malley, 1994:41) in the classroom setting (Bailey, 2004).

Academic language is used for specific purposes, such as to convey new information, describe abstract ideas, and develop students' conceptual understanding. The identification of academic language is an inexact science, most probably because it is closely intertwined with the academic content. Furthermore, academic language functions are tasks that language users must be able to perform in different content areas, as it involves language functions such as identifying and describing content information, explaining a process, analyzing and synthesizing concepts, justifying opinions, or evaluating knowledge (Chamot & O'Malley, 1996). In order to master academic language, learners need to acquire ALFs (e.g., seeking information, informing, comparing, ordering, etc.) to convey ideas or information. The researchers found that the ALF is necessarily academic language, which can be used in non-

specialized and specialized academic vocabulary. ALFs can be considered as a tool to convey various knowledge in the academic realm.

It is worth noting that the academic language is a register that is used to perform distinct ALFs and draws on lexicons, syntax, and discourse resources (Bailey, 2004) which are less common in everyday language. It is accomplished in various text structures and genres across disciplines, and it provides signals about the interpersonal elements of academic engagement (Ranney, 2012).

Social Language vs Academic Language

Social language differs from academic language in linguistic function, language structure, and vocabulary usage among others. In terms of linguistic function, both social language and academic language focus on common functions e.g. describing and managing conversation, while academic language focuses on language structures e.g. analyzing and interpreting. For language structure elements, social language emphasizes on simple present, past, and future verb tenses, while academic language emphasizes on complex and passive verb tenses, participle phrases, and auxiliaries. For vocabulary usage, social language uses less complex words. In contrast, academic language uses a large number of words with specialized meanings. In sum, the researchers perceived that social language is simple and can be identified as daily language, whereas academic language is a complex language with specialized meaning. Table 2.2 articulates the distinction between social language and academic language.

Table 2.2 Distinction Between Social Language and Academic Language

Elements	Social Language	Academic Language
Linguistic function	Common functions comprise describing, seeking information, and managing the conversation.	Typical functions require complex language structures (e.g., persuading, analyzing, interpreting, hypothesizing).
Language structure	Simple present, past, and future verb tenses appear frequently in short, simple sentences.	Complex and passive verb tenses, participle phrases and auxiliaries, compound sentences, and the like are frequently used.
Vocabulary usage	Fewer and less complex words are most common.	A huge number of words and word forms, often with specialized meanings, are required.

Source: Chamot and O'Malley (1996).

Academic Language Functions (ALF)

ALFs are tasks that language users must be able to perform in different content areas (Salimatin Mufidah, 2007) which comprise eleven functions: a) Seek information, b) Inform,

c) Compare, d) Order, e) Classify, f) Analyze, g) Infer, h) Justify and Persuade, i) Solve Problem, j) Synthesize, and k) Evaluate (Chamot & O'Malley, 1996). Most of these functions are necessary for all content areas. For example, in order to explain how a word problem in mathematics is solved, a student needs to organize the explanation so that it communicates the desired message in a mathematically appropriate way. On the other hand, in order to justify a conclusion about the values of the Islamic banking system, a student may need to analyze the crucial features of the banking system and compare them to other types of the conventional banking system. In this instance, academic language is used to justify the characteristics on both systems. In science, students may have to justify a conclusion from an experiment that requires them to analyze and reject alternative hypotheses (Chamot & O'Malley, 1996).

Kidd (1994) categorized ALF into two basic types, called microfunctions and macrofunctions. Microfunctions are small-scale: they involve the performance of rather specific language tasks with comparatively limited purposes (Kidd, 1996: 288). In other words, microfunctions are short stretches of language that usually follow the syntactic (grammar) domain. Moreover, they are sometimes accompanied by a signal word (Kidd, 1996: 288).

Microfunctions can generally be accomplished by means of limited stretches of discourse with one or two sentences at most. Furthermore, they tend to be realized through a relatively small number of distinctive sentence patterns which allow for easily identifiable form-function matchups and are often signaled by distinctive discourse markers. To illustrate, consider the following examples of 'defining', a typical microfunction: "Fractures in the rocks of the earth's crust are known as faults". The microfunctions may be recognized as 'defining', 'hypothesizing', 'contrasting', and 'expressing cause and effect' (Kidd, 1994).

Macrofunctions are larger-scale uses or more general language tasks with broader purposes. They are usually accomplished through longer stretches of discourse and are not necessarily associated with particular sentence patterns or discourse signals (Kidd, 1994). They could be recognized by 'explaining', 'describing', 'reporting', and 'summarizing' (Kidd, 1994), 'narrating', and 'instructing' (Lechner, 2016). Table 2.1 demonstrates eleven types of ALFs .

Table 2.1 Types of ALFs

No	Academic Language Function	Students Use Language to:	Examples
1	Seek information	observe and explore the environment.	Use who, what, when, where, and how to gather information.
2	Inform	Identify, report, or describe information.	Recount information presented by the teacher or text; retell a story or personal experience.

3	Compare	Describe similarities and differences in objects or ideas.	Make/explain a graphic organizer to show similarities and contrasts.
4	Order	Sequence objects, ideas, or events.	Describe/make a timeline, continuum, cycle, or narrative sequence.
5	Classify	Group objects or ideas according to their characteristics.	Describe organizing principle(s), explain why A is an example and B is not.
6	Analyze	Separate whole into parts; identify relationships and patterns.	Describe parts, features, or main idea of information presented by teacher or text.
7	Infer	Make inferences; predict implications; hypothesize.	Describe reasoning process (inductive or deductive) or generate hypothesis to suggest causes or outcomes.
8	Justify and Persuade	Give reasons for an action, decision, point of view; convince others.	Tell why A is important and give evidence in support of a position.
9	Solve Problem	Define and represent a problem; determine solution.	Describe problem-solving procedures; apply to real life problems and describe.
10	Synthesize	Combine or integrate ideas to form a new whole.	Summarize information cohesively; incorporate new information into prior knowledge.
11	Evaluate	Assess and verify the worth of an object, idea, or decision.	Identify criteria, explain priorities, indicate reasons for judgement, confirm truth.

Cognitive Discourse Function (CDF)

A discourse function that is similar to the ALF is the cognitive discourse function (CDF) by Dalton-Puffer (2018). The CDF construct is theoretically founded in both educational curriculum theory and linguistic pragmatics and consists of a seven-fold categorization of

verbalizations. They express acts of thinking about the subject matter in the classroom (classify, define, describe, evaluate, explain, explore, report). The CDF is typically associated with Content and Language Integrated Learning (CLIL) or English-Medium Instruction (EMI) programs (Breeze & Dafouz, 2017; Doiz & Lasagabaster, 2021; Schmidt-Unterberger, 2018; Dalton-Puffer, 2011; Francisco Lorenzo, 2016). The researchers perceive that 'classify' and 'evaluate' are two similar elements to ALF, however, the CDF emphasizes cognitive skills in using academic language while ALF emphasizes on comprehension of the content. In addition, it is worth noting that both the ALF and CDF were evolved or inspired by Bloom's taxonomy (1956) in terms of the arrangement of functions. In addition, the focus of the current study is not the CDF. Rather, ALFs would be highlighted by emphasizing on four functions only, namely 'informing', 'comparing', 'classifying', and 'synthesizing'.

Importance of ALF

ALFs are utilized in the teaching and learning process, especially in delivering content material and specific tasks (Allen & Valette, 1998; Zwiers, 2008; Hengki et al., 2017). It facilitates students in executing tasks, assignments, reports, and projects so that they can understand, compare and contrast the content, and eventually apply various functions in their tasks. ALF facilitates educators in planning lessons, strategies, providing question frames, and sentence frames. It also serves as a tool for students to learn new information, so that students may identify what they have learned at the end of the lesson. For instance, students may learn Arabic language words through the classification of nouns, verbs, and particles. They can use a tree diagram to classify the words (Mrnotarides, 2015).

Meanwhile, adopting the ALF explicitly assists students in understanding what task to do and what skills they possess (Mrnotarides, 2015). ALF assists learners in sharing knowledge and taking advantage of their diverse abilities to improve their learning process, increase their speaking skills in a foreign language, and promote their social skills (Hengki et al., 2017). In sum, ALFs benefit students in their studies, as scientific inquiry is the process by which individuals discover new information through the applications of data gathering, measuring, classifying, organizing, predicting, and problem-solving (Mufidah, 2007).

Previous Studies

There are several studies related to the research topic. From the previous studies, it was found that past studies had emphasized on a) the use of ALFs and the problems of their use in the process of teaching content subjects, b) the use of ALFs in teaching oral skills, c) using ALFs in cooperative learning strategy through the communicative setting, and d) applying ALFs in reading skills.

The first study was conducted by Mufidah et al (2007) who investigated ALFs in teaching content subjects. This study focused on the use of ALFs and the problems of their use in the process of teaching content subjects by using English as a means of instruction. Direct observation and recording were done to gather the data. Based on the overall data analysis and interpretation, the teachers used ALFs in English, but not all teachers used full English in the teaching-learning process. They applied ALFs for the purpose of acquiring knowledge and skills. Furthermore, some teachers did not have adequate mastery of English because they only took a short English course. So, most content teachers experienced difficulties related to vocabulary/diction, grammar, pronunciation, and intonation and they often switched codes from English to Indonesian and vice versa. They had problems expressing their ideas in English due to their lack of vocabulary used and pronunciation. Therefore, it is suggested for content

teachers improve their competence, especially in the classroom interaction using English. Thus, the study mainly focused on the use of ALFs and the problems of their use in the process of teaching content subjects by using English as a means of instruction, while the current study focuses on the use of ALFs in articles published in a journal.

Hengki (2021) studied English camp strategies in teaching oral skills using ALF. The objectives of the study were: a) to identify whether students who were taught with the cooperative learning (CL) strategy through an English camp had higher achievement in English communicative language function on the post-test than on the pre-test; b) To identify whether students who were taught with communicative language teaching (CLT) strategies through an English camp strategy had higher achievement in English ALF on the post-test than on the pre-test; c) To identify whether students who were taught with an English camp strategy had higher self-interest in speaking English on the post-test than the pretest; d) To identify whether students who were taught with an English camp strategy had higher self-confidence in speaking English on the post-test than the pre-test; and e) To identify whether students who were taught with an English camp strategy had better self-regulation in speaking English on the post-test than the pre-test. Thus, the study emphasized on the use of ALF in teaching oral skills, not written skills.

Meanwhile, Hengki et al (2017) studied the effectiveness of a cooperative learning strategy through English Village to teach speaking skills. The study aimed to investigate the effectiveness of the CL strategy through English Village to teach speaking in communicative language function; (2) to investigate the effectiveness of teaching speaking in transactional language function; (3) to identify the significant change on self-confidence after being taught through English Village using the CL strategy; (4) to know the significant change on self-interest; and (5) to know the significant change on self-regulation. The study adopted the experimental design using a one-group pre-test and post-test design. The target population of this study was all students of the English education department of private universities or colleges in Indonesia. The result of the dependent t-test confirmed that the CL strategy through the English Village was effective to teach speaking skills for both communicative functions and ALFs. Thus, the study focused more on using CL strategies in a communicative setting. ALF was not properly highlighted, and the functions were not clearly stated.

With regards to the use of language functions by teachers in schools, Lucero (2012) analyzed the demands and opportunities of a first-grade dual-language program. Three categories of language functions were identified that were embedded in the curriculum across content areas and over the entire school year. They are a) defining and describing, b) comparing and contrasting, and c) predicting and hypothesizing. The finding concluded that the teachers at the Hurley Heights School had some understanding of the structural components of academic language and all were in agreement about the value of teaching it. Yet, despite this, they did not have a deep understanding of the functions that students needed to accomplish. The study highlighted only three categories of ALFs used by teachers in communicating with the students in the class, not in written articles.

Young (2017) investigated the use of a functional language approach to modify guided reading for English language learners. The purposes of the study are to modify the standard methods of teaching guided reading to meet the language needs of non-native speakers, in addition to making some modifications to include the teaching of ALFs with guided reading instruction. The findings demonstrated that students who were taught reading lessons that used modifications to guided reading proposed by Avalos et al (2007) and a functional language

approach to teaching language proposed by Derewianka (1990) accelerated the level of guided reading. Thus, the study focused on applying ALFs solely on reading skills.

To sum, previous studies were found to focus on oral (communicative) and reading skills. Meanwhile, the current study highlighted the ALFs used in articles that were published in Arabic journals that are associated with the academic register and which can be recognized through various sentences and functions.

Methodology

This study aimed to identify the use of Arabic language register that presents the function of academic language in research articles. It is a descriptive study that uses the qualitative approach. Researchers use content analysis techniques to analyze the data. The content units analyzed in this study are academic language registers that focus on the function of academic language. The sample of this study consists of six Arabic language research articles from the Jordan Journal of Educational Sciences published at the University of Jordan since 2020. The titles of the selected articles were related to the teaching and learning of Arabic. Below are the six articles that have been selected for this study:

- 1- أثر استخدام الألعاب اللغوية في مناهج اللغة العربية في تنمية الأ نماء اللغوية لدى طلبة المرحلة الأساسي
- 2- أثر استراتيجيات (فكر-زواج-شارك) في تحسين مهارات التحدث في اللغة العربية
- 3- استخدام الحاسوب والإنترنت في إعداد وتدريب معلمي اللغة العربية للناطقين بغيرها: تجربة معهد اللغويات، جامعة الملك
- 4- إستراتيجيات تعلم اللغة العربية لدى الطلبة الماليزيين في جامعة اليرموك وعلاقتها بتغيري التخصص والجنس
- 5- استراتيجيات تعلم المفردات لدى دارسي اللغة العربية في جامعة العلوم الإسلامية بماليزيا
- 6- تقييم الوسائل التعليمية في مناهج اللغة العربية الأ زهري للمرحلة الثانوية الديدنية العالية في ولاية جوهر الماليزية.

There are four ALFs used in this study, which are providing information, comparing, categorizing, and synthesizing. The academic language register was analyzed using the approach by Ure and Ellis (1977) while ALF was adapted from the academic function of Chamot and O 'Malley (1994). The data of this study were analyzed manually using Microsoft Excel.

Data Analysis

The following are the findings of this study which presents the academic language register of six selected articles based on four functions, namely information, comparison, categorization and synthesis.

Language Register for 'Informing'

Table 4.1: Examples of language register for 'informing':

No	Sentence/Phrase	No	Sentence/Phrase
1	...ذكر كل من بلقيس ومرعي. Balqis and Mar'ei stated that ...	17	(...) 2002 وعرف الشрман And Al-Shurman (2002) defined...
2	...ويؤكد الدليمي والواكلي على Al-Dulaimi and Al-Waeli asserted that...	18	..وفي الدراسة الحالية تعرف "الألعاب اللغوية" بأنها In the current study, "language games" are defined as...
3	وهذا ما أكدوه الربابعة والخشاشنة من أن This was asserted by Al-Ribabiah and Al-Khashasha that...	19	... ويعرفه كل من: عبد الباري وأبو حشيش وباسندي بأنه Abdel Bari, Abu Hashish, and Bassendi define it as...
4	...ويشير بوهارسا إلى Buharsa indicates that...	20	...ويمكن للباحث تعريف التحدث باستقراء ما سبق بأنه The researcher may define speaking by extrapolating the above as...
5	وهذا ما يؤكد عاشر والحامدة من أن This is affirmed by Ashour and Hawamidah that...	21	...ويرى مقابلة وبطاح أن Muqabalah and Battah perceive that...
6	...وهذا من أن استراتيجية، ما أشار إليه بدوي This is from that strategy, what Badawi referred to...	22	(...) بأنه Levy, 1997 وقد عرفه Levy, (1997) defined it as...
7	...وقد أوضحت الدراسة أن The study showed that...	23	...فتري أكسفورد أن Oxford perceives that...
8	...ويشير حصول مفردات المقرر على And the result of the vocabulary syllabus indicates that...	24	...كما يعرفها ريتشارد وبلات بأنها Moreover, Richard and Platt define it as...
9	...وقد ذكر (He) has stated	25	ويعد تعريف ريبكا أكسفورد أشهر تعريفات "استراتيجية تعلم اللغة"، إذ تعرفها بأنها Rebecca Oxford's definition is considered the most famous definition of "language learning strategy", as she defines it as...
10	...ويؤكد هؤلاء الطلاب أن These students assert that....	26	... ويعرفها براون الواردي: العبدان والدويش بأنها Brown define in: Al-Abdan and Al-Dawish as...
11	...فقد أكدوا أنهم They affirmed that they....	27	... وعرفت أيضا بأنها It was also defined as...
12	...وفي هذا الإطار يشير براون إلى أن In this context, Brown points out that...	28	... كما يركز الحيلة As Al Hilatt states...
13	... ومما يؤكد ذلك ما أشار إليه عبد الله وآخرون Al-Hilatt and Wishash state that	29	... ويذكر كل من الحيلة، وشاش Al-Hilatt and Wishash state that

This is asserted by what has been indicated by Abdullah et al...	
14	...كشفت دراسة الشويرخ أن Al-Shuwairekh's study revealed that...
15	...إذ يرى البطل أن Al Batal perceives that...
16	...أشارت الأقطاش وآخرين، Al-Aqtash et al., 2010: 100-99 pointed out that it is.....
30	...ويشير كريستال إلى أن Crystal indicates that...
31	...ويذكر عبد العزيز أيضا أن Abdulaziz also states that...
32	...وبناء على ما تقدم يورد عكي According to what has been presented by Yurid Aki...

Based on Table 4.1, there are 32 examples of ALFs for informational purposes. Writers mostly use sentences that begin with a verb, either in present tense or past tense. Some sentences begin with an emphasis word as well as an appropriate connecting word. ALFs that are used to indicate the informing function and which begin with a verb can be seen from these examples :

to define (...وعرّفت أيضا بانها)	to perceive (... ويرى مقابلة ويطاح أن)
to state (... كما يذكر الحيلة)	to confirm (... فقد أكدوا أنهم)
to reveal (... كشفت دراسة الشويرخ أن)	to point out (... ويشير بوهار سارالي)
to explain (... وقد أوضحت الدراسة أن)	to present (... وبناء على ما تقدم يورد عكي)

Language register for "comparing":

Table 4. 2: Examples of language register for 'comparing':

No	Sentence/Phrase	No	Sentence/Phrase
1	أن هؤلاء الطلبة يستخدمون استراتيجيات تعليمية تختلف عن تلك التي يستخدمها الطلبة الناطقون بالعربية... These students use different learning strategies from those used by Arabic-native speaking students	12	أكدت بعض هذه الدراسات أن مستوى... أحسن من... Some of these studies affirmed that the level of ... is better than...
2	فيما تختلف هذه النتيجة مع دراسة العبدان والدوليش التي أشارت نتائجها إلى أن الطلبة الأجانب يستخدمون استراتيجيات تعلم اللغة العربية بمستوى مرتفع. This result differs from the study of Al-Abdan and Al-Dawisy which indicated that the foreign students use Arabic learning strategies at a high level,	13	وتتفق أيضا مع ما أكدته دراسة البرزايث التي ترى أن اللعب له أكبر الأثر في التعلم والتطور، ويعد جزءا أساسيا في التطبيق داخل الصف. It is also in line with what was affirmed by Elizabeth's study, which believes that playing has a greater impact on learning and development, and is an essential part of the application in the classroom.
3	وتأتي هذه النتيجة متفقة تماما مع دراسة بيوك وهو، ودراسة أوک اللتين أشارت نتائجهما إلى أن الاستراتيجيات التوعوية هي أكثر استراتيجيات التعلم اللغوي استخداما لدى الطلبة، This result is exactly in line with Peacock and Hu's study, and Oak's study, in which	14	من نتائج أبحاث أن تحصيل الطلبة الذين درسوا باستخدام الألعاب اللغوية كان أفضل من تحصيل الطلبة الذين درسوا بالطريقة الاعتيادية. The results ascertained that the attainment of students taught using language games was better than the

<p>the results indicated that compensatory strategies are the most frequently used language learning strategies among students.</p>	<p>attainment of students that studied in an ordinary way.</p>
<p>4 وتتفق النتيجة جزئياً مع دراسة التتبيبي ودراسة كاما، اللتين أظهرت نتائجهما أن الاستراتيجيات التعويضية هي أكثر استراتيجيات التعلم اللغوي استخداماً لدى الطلبة.</p> <p>The result is partly consistent with the Al-Otaibi and Kama studies, whose findings show that compensatory strategies are the most commonly used in students' language learning strategies</p>	<p>15 وتفوق ذات دلالة إحصائية تعزى إلى طريقة التدريس... فروق ذات دلالة إحصائية تعزى إلى طريقة التدريس... The outcome of this study is consistent with the results of Atallah's study which showed that there were statistically significant differences attributed to the teaching method</p>
<p>5 ويظهر من النتائج أن استراتيجيات "استخدام المعجم" هي أكثر الاستراتيجيات استخداماً بين دارسي اللغة العربية الملائيزيين،</p> <p>The results indicate that the "lexicon" strategies are the most commonly used among Malaysian Arabic language students,</p>	<p>16 ونجد أن الدراسة الحالية تتفق في هذا المضمار مع الدراسات السابقة في التأكيد على أهمية استخدام الاستراتيجيات في اللغة العربية: (قواعد، بلاغة ومهارات)...</p> <p>We find that the current study is in line with previous studies in emphasizing the importance of using the strategy in Arabic: (grammar, rhetoric, and skills)...</p>
<p>6 وفي المقابل حصلت استراتيجيات "تخمين المعنى من السياق" على أقل المتوسطات، مما يعني أنها أقل الاستراتيجيات استخداماً؛ الأمر الذي قد يعكس صعوبة هذا النوع من الاستراتيجيات،</p> <p>In contrast, "guessing meaning from context" strategies obtained lowest averages in the sense that they were the lowest used strategies, which may reflect the complexity of this type of strategy,</p>	<p>17 ويلاحظ مما سبق أن استراتيجية (فكر-زاوج-شارك) تتوافق مع مبادئ العمل التعاوني؛ لإنتاج المعرفة...</p> <p>It is noted from the above that the (think-pair-share) strategy is compatible with the principles of cooperative work to generate knowledge...</p>
<p>7 وتتشابه هذه النتيجة مع نتائج الدراسات التي أجريت على استخدام تدوين الملاحظات في تعلم مفردات اللغة الثانية؛</p> <p>This result is similar to the results of studies administered on the use of note-taking in learning vocabulary of the second language;</p>	<p>18 وهذا يتوافق مع ما يشير إليه ليمن من أن استخدام أنواع التعليم الفردي، والتبادلي، والتعاوني؛ وإجراء عمليات مصاحبة لأنواع التعليم يعمل على تحسين عمليات التعلم اللغوي لدى الناشئة...</p> <p>This is consistent with what Lyman points out the use of type of learning, for instance, individual, reciprocal, cooperative, and conducting companion the types of education that improve the linguistic learning process of young people...</p>
<p>8 وتتسق النتيجة المتعلقة بتدوين معنى الكلمة بلانجليزية مع نتيجة العبارة 13 الواردة في الجدول (4)؛</p> <p>The conclusion regarding the codification of the meaning of the word in English is consistent with the result of the phrase 13 in table (4);</p>	<p>19 وتتفق هذا الكلام مع نتائج دراسة القاضي وطراد في جانب فاعلية الاستراتيجيات في تنمية قواعد اللغة العربية...</p> <p>This statement is consistent with the results of the study of Al-Qadi and Trad in the aspect of effectiveness of the</p>

		strategy in developing Arabic grammar...
9	كما أظهرت الدراسات أن المتعلمين الذين يتتادون تكرار الكلمات أظهر واسعة في حجم المفردات مقارنة بالذين لا يستخدمون هذه الاستراتيجية Studies also showed that learners who used to repeat words demonstrated a capacity in vocabulary size compared to those who did not use this strategy	9 فقد أبانت الدراسة الحالية أن خلفيات الطلاب التقنية تختلف تبعاً للبلدان التي ينتمون إليها. The current study articulated that students' technical backgrounds differ depending on the countries to which they belong.
10	وأتفقت مع ما توصلت له دراسة زاريمبا في أن الوسائل التعليمية المستخدمة في المدارس تنحصر في استعمال السبورة فحى من أهم المعينات وأكثرها استعمالاً من المدرس في أي مرحلة لمرحلة التعليم، It is in line with Zarema's findings in which the educational methods used in schools are limited to the use of the board so that it is one of the most critical and widely used appointments of a teacher at any stage of education.	21 ت ظهر لبعض الاهتمام بمهارات الحاسوب مقارنة بأقسام اللغة العربية بالجامعات الأجنبية التي تخرج فيها أفراد العينة Some interest in computer skills is shown compared to the Arabic departments of foreign universities in which the samples are graduated
11	وأتفقت نتيجة هذه الدراسة مع ما توصلت له دراسة الزهراني، حيث يرى الباحث أن الصحف الحائطية تعتبر وسيلة تعليمية لجميع المواد لأن الطالب يطلع على هذه الصحف من خلال ممرات الفصول ومعارض المدرسة. The outcome of this study is consistent with the findings of the Al-Zahrani study, where the researcher perceives that wall newspapers are considered an educational tool for all subjects since the student reads these newspapers through classroom corridors and school exhibitions.	22 وقد فرّق تارون بين استراتيجيات التعلم اللغوي، واستراتيجيات تعلم المهارات اللغوية، Taron has differentiated between linguistic learning strategies and linguistic skills learning strategies,

Based on Table 4.2, there are 22 examples of ALFs for 'Comparison' purposes. The comparing function was used by the author through various register forms in two types, either to state the differences or similarities as in the following examples: a) to state difference such as different from (متخالف.. مع) , compared to (مقارنة ب...), better than.. (أحسن من) and b) to state the similarity such as equate (متشابه) , the result is consistent with... (ومتسق النتيجة مع...) and so on.

Language register for 'classifying'

Table 4.3: Examples of language register for 'classifying' function

No	Sentence/Phrase	No	Sentence/Phrase
1	كما أشارت زاجانت و ثومسون وفيمتوري إلى ست استراتيجيات... Trajant, Thompson and Victory also referred to six strategies...	9	فقد قسم الطلبة إلى مجموعات... The students were divided into ...groups

2	... حيث صنفته فيه معدلات استخدام استراتيجيات التعلم اللغوي إلى خمسة مستويات كالتالي: ...which classified the use of rates of language learning strategies into five levels as follows:	10	وقسمت العينة إلى مجموعتين The sample was divided into two groups...
3	وزعت عليهم استبانة تكونت من قسمين... A questionnaire was distributed to them, which consisted of two parts...	11	تكونت عينة الدراسة من (70) طالباً ينقسمون بالتساوي في مجموعتين... The study sample consisted of 70 students, divided equally into two ...groups
4	وقد حدد نيشون الواردي: أربع خصائص... Nishon identified that there are four characteristics...	12 ويتكون البرنامج من أربع مراحل: :The program consists of four phases...
5	تصنيف نيشون: وفيه أربع استراتيجيات تعلم المفردات إلى ثلاثة أنواع، Nishon Classification: vocabulary learning strategies divided into three types:	13	وينقسم هؤلاء الطلاب إلى قسمين... These students are divided into two ...sections
6	وبلخص نيشون (2008) استراتيجيات تعلم المفردات في أربع استراتيجيات أساسية... Nichon (2008) summarizes vocabulary learning strategies into four basic strategies...	14	فقد صنف أومالي وشاموت وستيوزر-مانزانير وكوبر، وروسو استراتيجيات التعلم اللغوي في ثلاث تصنيفات رئيسية... O'Malley, Chamot, Stioner-Manzaner and Cooper, and Rousseau classified linguistic learning strategies into three ...main classifications
7	وتكونت الاستبانة أيضاً من قسمين... The questionnaire also consisted of two sections...	15	وصنفت أكسفورد استراتيجيات تعلم إلى مجموعتين... Oxford classified learning strategies into ...two groups
8	وحاتمان الاستبانتان متدرجتان حسب مقياس ليكرت الخماسي، حيث توزع درجات ليكرت الخماسي على النحو الآتي: درجة (5) مستوى تقويم These two questionnaires are graded according to the five-point Likert scale, where the five-point Likert scores are distributed as follows: A score of (5) evaluation level	16	وقد وضع جرينفيل وهاريس قائمة بعشر استراتيجيات للتعلم اللغوي يستخدمها... Grenfell and Harris have drawn up a list of 10 linguistic learning strategies used ...by

According to Table 4.3, there are 16 examples of academic function languages register for classifying purposes. It includes classification for the purpose of a) group division (مجموعات), b) indicate the phase (مراحل), c) categorize the types (أنواع), d) determine the characteristics (خصائص) and others. The author begins the sentence with an appropriate verb for the purpose of categorizing, such as a) consisted of (تكونت من), b) divided into (تنقسم إلى), c) divided into (قسم إلى), d) determined (حدد), e) categorize (صنفت) and so on.

Language register for 'synthesizing'

Table 4.4: Examples of language register for 'synthesizing'.

No	Sentence/Phrase	No	Sentence/Phrase
1	كشفت نتائج الدراسة عن... The results of the study revealed that...	12	وأظهرت النتائج عدم وجود... The results showed that there was no...
2	أشارت نتائج العينة الاستطلاعية إلى أن... The results of the survey sample indicated that...	13	وكشفت نتائج الدراسة عن وجود... The results of the study revealed that there is...
3	وخلصت نتائج الدراسة إلى أن... The study results concluded that...	14	و نتيجة لندرة الدراسات... The result of the scarcity of studies...
4	كما بينت النتائج أن... The results also showed that...	15	وتوصلت النتائج إلى... The results found that...
5	وقد أظهرت البحوث أن... Research have shown that...	16	وقد أظهرت نتائج الدراسة إلى... The results of the study showed that...
6	وقد خلص بعض الباحثين إلى أن... Some researchers concluded that	17	وتشير نتائج... The results indicate
7	ويظهر من النتائج أن... It is obvious from the results that	18	وفي حين تؤكد نتائج الدراسات الأخرى... While the results of other studies assert
8	وتدل هذه النتائج على أن... These results indicate that	19	و نتيجة لذلك... And the result
9	وتبين النتائج أن... The results explain that	20	والملاحظ أن... It is noticeable that
10	توصلت الدراسة إلى أن... The study came up with	21	أظهرت نتائج الدراسة أن... The results of the study showed that
11	أشارت نتائج... إلى... The results indicated ... to	22	أشارت نتائج الدراسة إلى أن... The results of the study indicated that

According to Table 4.4, there are 22 register examples of ALFs for synthesizing purposes. The researchers found that most sentences start with the use of verbs such as: ... وخلصت نتائج الدراسة إلى أن... compared to nouns such as ... و نتيجة لذلك... Most frequently, synthesizing sentences contain the word 'decision' (نتيجة/نتائج) to show the function of synthesis in the formulation of the study results. There are various verbs coupled with the word decision (نتيجة/نتائج). This includes the words: a) clarify (تبين), b) concluded (خلصت), c) revealed (كشفت), c) emphasizes (تؤكد), and d) came up with (توصلت إلى).

Conclusion

Overall, this study found that all four ALFs highlighted in the study were used in all articles. The language register for each function plays a critical role in distinguishing the variety of functions used in article writing. The use of functions of 'informing', 'comparing', 'categorizing', and 'synthesizing' were exhibited through the use of sentences, language styles, and vocabulary. In terms of sentences, the use of sentences that began with verbs (verbal sentences) was found to dominate the ALFs. This is most likely due to the fact that the suitability of academic language that begins with verbs is easier and more clearly understood

compared to sentences that begin with nouns. Besides that, the authors used verbs that mixes past tense and present tense at the inception of the sentence. It was also found that affirmative words were used to precede verbs such as *فد* (indeed) and connecting words such as *كما* (as). Meanwhile, in the aspect of vocabulary, the authors used vocabularies that are clear and easy to understand and which are in accordance with the academic language register and ALFs. There were varieties of vocabularies used in ALFs as the authors attempted to avoid stereotypes in authoring. For instance, for the 'informing' function, the words e.g., 'express', 'refer', 'explain', 'indicate', 'point out', 'perceive' were used occasionally by the authors. Thus, the variety of vocabularies used makes the writing presentation more intriguing and effective. In sum, the authors managed to choose the appropriate vocabulary in sentences to fit the particular context of academic function.

Based on the study of the language register of ALF conducted, several suggestions can be extrapolated. First, the continuity of language register studies in the field of academic discourse should be further expanded by involving other language functions such as the functions of 'evaluating', 'analyzing', 'problem-solving', and so on. This will benefit Arabic language users who are engaged in academic writing in refining various ways of writing. Second, the diversity of the Arabic language register according to the ALFs should be documented to facilitate the authors to make references in their writing. Besides that, with the advancement of computing technology, it can be utilized in developing a corpus of academic writing in Arabic which is still in its infancy. Thirdly, students in the academic writing course should be exposed to a correct and varied research language register from the beginning to generate better quality research reports.

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