

## FEATURES AND DISCOURSE FUNCTIONS OF GOOD ACADEMIC WRITIGN

خصائص ووظائف النص للكتابة الاكاديمية الجيدة

Lect.

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### ABSTRACT:

Recently, academic writing (AW) has received a considerable attention. It is the means by which many scholars, researchers, academics, and students at universities present their works. This paper first defines the term of 'academic writing' as it is necessary to understand its concept. In the second part, the work highlights the significant features of AW such as organization, task achievement, cohesion and coherence, and many others. Third, it focuses on language discourse functions, which are used to express particular ideas such as description, definition, narration and so on. These two parts, the features of AW and language discourse functions, will show how these ideas add great value to the text and make it easier for the readers to understand and follow the piece of writing on academic context. Then, the work moves to discuss the most prominent challenges that might arise from such features and language discourse functions for Non-Native Speakers (NNS) of English. The challenges could be problems of spelling and punctuation, mis-uses of tenses and the omitting verb 'to be', lack of electronic resources, and some others.

**KEYWORDS:** Academic Writing, Features, Discourse Functions, Challenges

### 1- What is an 'Academic Writing'?

It is necessary to identify what is meant by the concept of 'Academic Writing', since it is a term frequently used in the literature. Some authors (for example, Hamp-Lyon & Heasley, 2006, p.16-17; Jordan, 1999, p.8) argued that AW should be associated with academic readers. Its organisation and argumentation must be clear and well-planned, its grammar and language have to be free of errors and colloquial, and its content should reflect serious thought as well as it should be

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characterized by the use of varied structures. They also added that this definition should be based upon which language discourse functions it has. So, they define AW in terms of its formality. However, Thaiss and Zawacki (2006, p.4) define 'academic writing' in a broad definition as any piece of writing that fulfils a purpose of education in a university or a college. That is, they talk about AW in terms of its purposes because it concerns writing done for several reasons and whether the writing is supported by past research to confirm a particular subject or performs a certain claim usually assigned by academic institutions. We can say that the first view supports any piece of writing placed in the academic field, because any work, whatever its purpose is, should be characterized by certain features and language discourse functions.

### **2- Features of Good Academic Writing.**

To become well-acquainted with AW, we should explore the good characteristics that help the readers to navigate their way in accessing information easily. There is a large volume of published studies describing these features (such as: Jordan, 1999; Hamp-Lyon & Heasley, 2006; Hamp-Lyon & Heasley, 1987; Carter, 1999; Trzeciak and Mackay, 2000), each stating these features in a different genre. Some of these features address the title which reflects the significant part of the writing. Others constitute the core structure and format which help the audience to absorb the subject matter, such as organization the piece of writing, its achievement towards addressing a question, accuracy, and coherence and cohesion that should provide precise aims and clear conclusions.

#### **2-1: Organisation**

One of the most prominent features of AW is the organisaion of the work, how the writing could be best planned and outlined. The goal here is to help writers to organize their essay more easily and to make sure that it includes all the essential components. Therefore, talking about organization means that we need to concentrate on three major parts: introduction, body, and conclusion. Jordan (1999, p.9) argues that most pieces of academic writing are structured in a similar manner: introduction, analysis of the main points in the body, and a conclusion which includes the results.

Trzeciak and Mackay (2000, p.63-4) confirm that the introduction should present the main targets that expresses the central thoughts in the work, stimulating the readers to continue their reading. The writer should explain the question, indicating why it is important and telling the reader

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how will address the task In a logical and coherent style. As we go ahead, the progression of the argument and ideas in the body should be constructed hierarchically, including several paragraphs addressing the main purpose of the essay germanely, introducing the arguments obviously with a reasonable support and writing a topic sentence that carries the main theme for every paragraph. The conclusion should give a clear impression that the writing accomplished the purpose of the essay summarizing the main points. Furthermore, there are sub-cases which improve the work organization such as making effective use of headings and sub-headings. As a result, the writing would be organized in a highly academic manner, giving the readers the flow to understand the text more easily.

### **2-2: Relevance to the title ‘Task Achievement’**

The work must be strongly related to the topic, addressing the task in an efficient, accurate and direct manner. Davis (2008) confirms that the writer should read the question thoroughly and make sure what it asks before selecting the assigned information, bearing in mind what sort of subjects are being sought by the question. Relevance does not only apply to the material used, but also the way that the author used to select useful topics. Furthermore, it is a good policy for AW to check the final draft of the work, asking whether the current arguments are related to the task effectively, clear and suitable.

### **2-3: Cohesion and Coherence**

Cohesion and coherence factors can add great value to academic writing. On one side, cohesion can be defined as the different grammatical ties and connections that link a number of sentences forming a text. It is created by the use of synonyms, pronouns that refer back to key nouns, demonstrative adjectives such as this, these and so on. There are also the transition signals which state the relation for what follows and for what went previously: for example, therefore, however, consequently, hence, as a result, etc. Cohesion gives us a full insight that the writing looks as a unified whole. On the other side, coherence is “a text is perceived as a coherent when it makes consistent sense, with or without the help of devices of cohesion” (Carter, 1990, p.245). It is closely related to how the ideas are presented in the text. Here, we have to obey the unity of the subject, the logical thinking when we present our argument in a written text. The paragraph should represent a single focus, and the sentences should lead on logically from each other so as to answer the question that has been generated in the reader’s mind.

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From our perspective, failing to see meaningful connections in the text might cause severe confusion and wrong understanding of the whole idea. Consequently, cohesion and coherence have a close relation to each other in which the readers should see the text holding together in line with the whole discourse. Therefore, the readers can more easily follow the gist of the argument.

### **2-4: Range, style and appropriateness**

The reader would not only look at the intellectual content of the writing, but also at the wide range of resources, varied vocabulary and structures, and the style used in the text. This means that academic writing represents different genres derived from various disciplines. We should use 'elegant variation' of vocabulary which improves the text and avoids repetition, because sticking to one kind of vocabulary and repetition would mark weaknesses and inadequate use of language. For example, in the sentence (A) the words 'fast cars' are not repeated with the same words in (B), they would then make the text sounds better.

A- I really like fast cars.

B- Yes, I would like to buy one myself. But they are too expensive.

As for style and appropriateness, the language should be suitable to the topic in a particular context. It has to be formal, not mixed with colloquial uses; also it should be distinguished by uniformity and consistency. Jordan (1999, p.91) lists the main areas which are not suitable for AW, we can summarize them as follows:

- Abbreviations or 'contractions' (such as it has, he is, they have instead of it's, he's, they've).
- Hesitation fillers, they are popular in spoken language, examples are 'er, um, all right, well, you know'.
- Some of the phrasal verbs are not suitable for AW, for instance, 'look into, find out', more formal verbs like 'investigate, discover'.
- Personal pronouns 'I, you, we' are not preferable in AW, instead the writer can use 'it, there' or passive construction.

Moreover, using signposts, avoiding overly long sentences and several paragraphs are another ways to create a good style of AW. It is essential therefore that range of vocabulary use, good style and appropriacy of language are critical aspects of AW.

### **2-5: Objectivity**

According to Andy Gillett's web site <http://www.uefap.com/writing/writfram.htm>, objectivity is an important feature of AW in which the

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main emphasis should be based upon the information and analysis that the writer wants to make in a fairly objective manner. The audience want to explore the information that the author has analyzed and searched, they do not want to hear the writer's personal thoughts. For this reason, the conventional approach of AW avoids writing in the first person pronoun and prefers using the third person pronouns. For example, AW should not include words like 'I, myself, me, you', or phrases like 'in my opinion, this is a very interesting work'. That is, AW avoids stating the researcher's personal attitudes and feelings. However, it is sometimes necessary that the author expresses his opinions about a certain argument, but they should be supported by evidence.

### **2-6: Explicitness and Responsibility**

Explicitness means that the text should be clear and unambiguous. According to Writing Development Centre web site at Newcastle University <http://www.ncl.ac.uk/students/wdc/learning/academic/>, AW will be explicit if the author defines the key concepts in the text, indicates the purpose of the arguments, links the thoughts and ideas clearly using connectors such as 'however, because, in spite of 'and the like, and makes satisfactory and reasonable evidence for what he/she claims. While responsibility indicates that the author is responsible for proving an understanding of the sources used in a text. It is also a criterion for demonstrating justifications and evidence for what writers have been argued. This would enhance and produce a reliable piece of AW.

### **2-7: Hedging, 'Cautious language'**

"Academic writing is rich in hedged proportions", (Hyland, 1994, p.239). In his article, Hyland (2004) confirms the importance of cautious language in AW, stating that 'Hedging refers to words and phrases whose job is to make things fuzzier' (p.240). He indicates that hedges are interactive tools that function as a bridge between the propositional information and the true state of the writer's understanding. Cautious language may be also used to avoid absolute statements which might put writers in an embarrassing position, warrant the highest degrees of agreement or disagreement for certain claim, and to show writers' wishes to reduce the strength of their discussions. Jordan (1999: p.66) also identifies the importance of using hedges in AW and clarifies that the writer should be precise in presenting the arguments and does not falsify others' claims. There should be in any topic a space for others' point of view. The modal verbs, possibility phrases, some of qualifiers and

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adverbials all are means the writer can use to create academic integrity. Here are some examples:

- Modal verbs: will, would, may, might, can, could.
- Modal adverbs: possibly, probably, likely.
- Particular lexical verbs: seem, indicate, assume, presume, suggest.
- That clause: it might be suggested that, it is said to be ... that.
- Double hedging: it seems probable..., this would suggest that.

### **2-8: Referencing and avoiding Plagiarism**

On the one hand, referencing is a salient feature of AW. Literature widely emphasizes its importance in demonstrating what the writers have analyzed critically in the theories and ideas of others' work and using them in building their arguments. For example, Trzeciak (2000, pp.56-59) claims that the readers seek to see the writers have a considerable amount of readings in the field they are making discussions and how they acknowledge that some parts of their work have been taken from others' materials. Jordan (1999, p.98) also consolidates the use of reference in academic writing so that the writer is able to support his/her perspectives and use examples and evidence.

On the other hand, plagiarism can be defined as the presentation of others' work as if it were your own. It occurs when the exact phrases and texts are used verbatim without reference their source. Hence, it is regarded a serious issue in academia. There are various methods to avoid plagiarism and to integrate information from literature in pertinent fields of study. Some of these main methods are summarizing, paraphrasing and quoting. Summarization is a brief explanation of a longer text, using the writer's own words, but keeping to the same content of the original passage. It should be objective and concise, presenting the content a reduced manner as well as capturing the important points in the same voice and style of the first place. While paraphrasing is using the writer's words for what he/she understands from a piece of text. The paraphrasing may be longer or shorter than the original depending on its contextualizing. Ultimately, the writer needs to quote some ideas from the literature, using the same exact words of the original text. In AW, paraphrasing and summarizing are the most common means because they show the writer's understanding among the literature while quotations are found less often and used in exceptional circumstance. Finally, It is said that there are many referencing conventions available. But, the Harvard

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method of referencing has become increasingly common, because its ease in use and flexible readability.

### 3- The role of discourse functions in ‘Academic Writing’

Discourse is defined by Carter (1999, p. 249) as “the properties of texts designed by a writer and interpreted by a reader”. There should be some language functions helping the reader to follow the ideas without difficulty. This part is designed to discuss the language discourse functions and how to employ them in the piece of AW to create simplicity when writing reports, papers, essays, etc.... The focus will be on the following main functions:

#### 3-1: Description

In AW, we need to describe things, people, procedures, processes, figures and so on. Jordan (1999, p. 21) examines three areas we need to describe AW: first, physical description that can happen according to different methods and topics. Second, there are also the descriptions of people, careers, locations, relations, and the other institutional and social issues. The last point to be considered is the descriptions of equipment which might occur in the science fields. It is said that the present active and passive tenses are generally used in all kinds of descriptions. Examples of active tense:

- The professor looks like an encyclopedia.
- The figure has three general trends.

As for passive examples, we have the following:

- She can be described as a princess.
- They are invented for travelling.

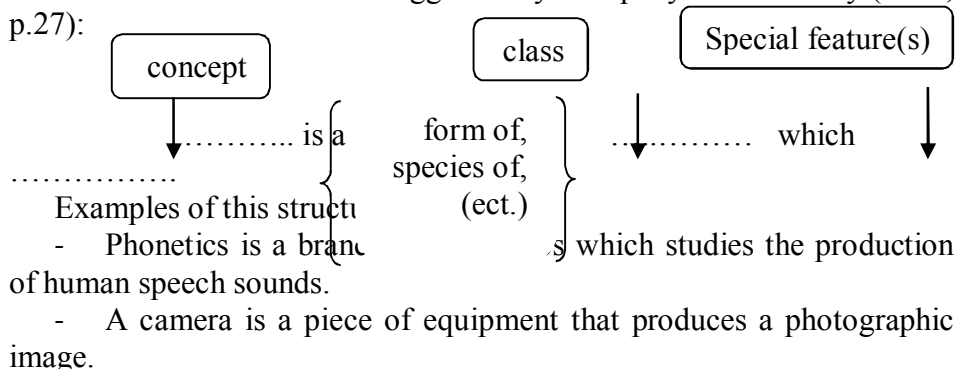
The role of description discourse has a great impact in AW. It can be used to describe the importance of the topic, for instance, in the introduction, details in the body, and results in the conclusion of writing an essay.

#### 3-2: Definition

Definitions are at the heart of our understanding to the new concepts. We have to define terms, whether they are scientific, technical, or literary, because in AW we are not going to write only for specialists, but also for non-specialists. Jordan (1999, pp.34-35) confirms that ‘definition’ would make the text completely understandable for its readers and he also indicates that both, the writer and the audience, should have the same interpretation of concepts. Definitions can be classified into two types: short and extended definitions, where the

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former gives a brief description to the term while the latter offers more information. We also need to nominate, state, and classify things when we introduce them for the first time in the texts. Here is a formal definition structure which is suggested by Hamp-Lyon & Heasley (1987, p.27):



**3-3: Narration**

It is often necessary to explain the background and development of the topic in AW. We need to respect the chronological order of data and describe the sequence of events, beginning with the earliest and ending with the most recent. The form of narrative in academic text is emphasized by Jordan (1999, p.27) as many pieces of AW include a sort of ‘historical background or development’. He illustrates that ‘narrative’ is a kind of description of events in the past which involves chronological order of time succession. The past simple active and passive tenses are the most commonly forms used in narrative as well as past perfect tense such as (they found/ it was invented/ it had improved). Moreover, there are some connectors and expressions can help in creating the chronological order such as sequences: first(ly), second(ly) , then, Subsequently, after that, finally...etc., and connectives: before, after, while, during... etc.

We would indicate here that the role of narrative function is to state a progression of an action, therefore it could enhance the discourse to become more planned and logical. It resembles the ‘description’ feature mentioned earlier because it is also a type of describing a series of events.

**3-4: Cause and Effect**

It is necessary to explain why certain things happen in AW. The writers need to give reasons and justifications for any claims they make. Many events are linked by cause and effect; this denotes that the language would act as a significant criterion in creating a good academic



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text (Jordan, 1999, p. 58). Cause and effect have a linear relationship; causes always lead to effects. In academic work, we often find that one effect can be the result of a number of causes. These causes might be of various degrees of significance. Similarly, a particular cause can create a number of different effects.

These examples illustrate the relationship between cause and effect:

- Cause (;) + therefore, accordingly, for this reason, as a result, so, (etc.) + effect, e.g. John worked hard; so he passed his first year exams.
- Because of, due to + cause (noun phrase), effect, e.g. Because of working hard, John passed his first year exams.
- Cause + lead(s), cause(s), result(s) + effect, e.g. working hard leads to getting high marks.

The role of cause and effect is to persuade the audience towards the opinions of the writer through providing reasons behind his/her argument.

### 3-5: Comparison and Contrast

In academic texts, we need to compare things (people, ideas, places, figures, statistics...etc.) by illustrating the ways in which they are similar. We also need to contrast things by describing the means in which they are different. There are many particular patterns used in comparison and contrast which depend on the kind and purpose of the text. Some may keep reminding of the comparison/contrast relations such as connectors: however, while, whereas, etc. (Hamp-Lyon & Heasley, 1987, pp.48-9). Additionally, it is sometimes that the discourse relies on comparative and superlative phrases, for instance, 'Football is the most leisure activity in Europe'. Finally, these two functions can highlight the major themes that can lead the reader to the most pertinent data, making the text more readable and comprehensible.

### 3-6: Opinion, Fact, and Argumentation

AW normally requires that we need to support ideas and opinions with facts. It is necessary to distinguish between facts and opinions (Jordan, 1999, p.76). On one hand, opinions are subjective statements based upon the writer's beliefs or attitudes such as (a) *Smoking is a bad habit*, (b) *Cats are not as friendly as dogs*. Opinions are not acceptable as support. In academic context, it is certainly suitable to express opinions, but they should be supported with facts. On the other hand, facts are objective statements of truth. They help the reader to judge the validity of the writer's ideas as in (a) *There is no life on Plato*, (b) *Cigarettes are*

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*addictive*. Sometimes, facts also need evidence, for instance, while the first example is fact, the second needs proof, the audience may not believe that '*Cigarettes are addictive*'. In this case, the writer should use certain support to prove his statement that it is true fact.

The third point to be considered is that every work in AW is nearly in some way argumentative. The writer should use other people's information to argue in favor of his opinions. It is necessary to note that AW should be persuasive; this means that writers may need to develop strategies to express ideas effectively. Therefore, the process to produce an explicit and convincing argument helps the writer to mature as a thinker and critic since argumentation facilitates the development of mental skills as organizing ideas, evaluating evidence, examining logical consistency, and expressing thoughts laconically.

### **3-7: Classification**

Classification is required in AW because we need to classify objects, people, ideas,...etc into groups and categories (Hamp-Lyon & Heasley, 1987, pp.48-9). Groups and categories can be classified depending on the purpose of writing, for example, if we want to classify students at Salford University, we could divide them into categories based on their subjects, year, age, ...etc. Besides, they should be well-organized having a logical manner. Classification function can behave as a map for the readers to guide them for setting a clear text.

To this point, we have discussed more than seven discourse functions that are equal in merit with the good features of academic texts. There are in fact other language functions that have a vital role in academic writing such as exemplification, structure and many others.

### **4- Challenges for Non-Native Speakers of English (NNS)**

AW can create a challenge for NNS of English. All students are required to produce an essay that meets academic levels. This part will shed some light on the challenges that might arise from the features and discourse language functions. As I am a native speaker of Arabic and have a five years of experience in teaching English language and literature to undergraduate students, I'll discuss some of the problems that students might face such as spelling and punctuation, misuse of the tense and verb 'to be' omitting, the lack of expertise in Internet searching, and referencing.

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First, NNS of any language tend to carry the orthography rules of their native language. As noted by Swan and Smith (2001, p.199), all features and language functions of AW in English can cause problems for Arabic speakers. Arabic is characterized by a cursive spelling system, right to left handwriting and has no capital letter system. Moreover, letters that have mirror shapes could face some difficulty, not only for Arabic users, but also for NNS in general, e.g. q/p; d/b, and spelling of some words like tow for two, twon for town. Each letter also pronounced in Arabic must be spelled while English has many unpronounced letters such as (k) in words like knit, knight, and the letter (t) in subtle, castle,...etc. Consequently, any spelling mistakes would lead to meaningless or unacceptable sentences such as The princess dreamed to meet a \*night (knight).

Second, punctuation is an essential aspect of AW that evokes as an aid to the reader to express style, and meaning. Hence, the rules of punctuations are closely followed in AW. Generally, NNS sometimes overuse the brackets, exclamation marks, and misuse ellipses (...). These areas raise some difficulty to NNS of English. Arabic users specially may not well control the use of commas and full stops which are much freer than in English. For example, Arabic tends to use long sentences connected with 'and', having less frequent use of commas and full stops, replacing sometimes them with dashes and dots. The following example shows how punctuation has a prominent role in changing meaning:

- The examiner said the pupil is a clever. (reports what the examiner said)
- 'The examiner,' said the pupil, 'is a clever'. (reports the exact words the pupil used).
- The examiner said, 'the pupil is a clever'. (reports the exact words the examiner used).

The misuse of tense and verb 'to be' omitting are another crucial factors that might arise. Uses of tenses are different from one language to another. Some languages, as in Russian, do not have perfect or past progressive tenses, there is only the simple past form which refers to actions marked by perfect and progressive tenses. This leads to cause some mistakes for NNS when writing such as '\*I write when she came' and '\*I still didn't write the work' (Swan and Smith, 2001, p.152). For Arabic, users may make mistakes when utilizing past and present progressive tenses, because Arabic has no progressive tenses, it is just the

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past and present simple tenses that signify an action finished for past or unfinished for present, i-e, the past and present simple tenses in Arabic cover the simple and progressive tenses in English. Furthermore, the lack of the verb 'to be', in Arabic for example, generates many errors in using present tenses in English as Arabic has no verb 'to be' in its writing system. Therefore, we might see forms like '\*She go with him now', '\*The boy clever', '\*He working hard', etc. Lacking of indefinite articles and model verbs can also raise another difficulty to Arabic users. The indefinite articles can cause the most problems because they are commonly deleted with plural and singular nouns, so we might see 'this is book', or even 'this book'. Arabic users may also make mistakes in using modal verbs since Arabic has no modal verbs at all, their function is expressed by the lexical verbs used in the present tense. Therefore, some may produce clauses like '\*I can that I go' for 'I can go'. These issues represent a challenge for NNS as they would create unclear and inaccurate text.

One further challenge might generate from the lack of using online searching and electronic resources. Surveys such as that conducted by Jarvis (2001) have shown the importance of using the Internet, library catalogs, search services and so on that they may be helpful for NNS in their studies, especially the main skills of English for Academic Purposes. Jarvis comments that;

"Non-native speakers arrive on EAP courses with a range of computers skills – some are very advanced, others very limited. They also arrive with a range of language abilities – it will always be difficult to meet the needs of such a diverse group. However, all students will clearly need to use the Internet in their academic studies...."  
(Jarvis, 2001: 212)

Hence, the Internet and other electronics serve as a democratizing tool to get access to the mass of information, but they need to be treated carefully and students should know how to extract the useful information. NNS may sometimes avoid using online search as well as they may not be comfortable with the technology, because they may have some problems with mastering computer commands as their access to computers is already limited and they may also find some difficulty in comprehending some phrases and words since the language of using electronics and searching is English. For example, most Arab students may not be well qualified to do their studies and research electronically in which they rely heavily on hard copies hand-writing, and they may not

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have experienced such kind of technology in undergraduate studies in their native countries. These issues would make it difficult for them to cope with the uses of Internet and other electronic resources.

Referencing may be another serious challenge for most NNS. Students come from different backgrounds with varied educational systems in which they may not be used to reference sources such as articles, dictionaries, encyclopedias, or acknowledge ideas, sources of particular information, and so on. They may not have the ability to paraphrase, summarize or use referencing inside the text correctly. This matter constitutes a great challenge for NNS, especially for students coming from Arab countries, because their educational system in referencing is noticeably different from English. Arab students are more used to put footnotes by number inside the text without mentioning any information about the author. Information about authors could be written at the bottom side of the page using footnotes. Information taken from common knowledge, such as journals, dictionaries, newspapers and the like, may not be acknowledged. This is why sometimes Arab students fall into plagiarism unintentionally; it is simply a result of lack of skill in referencing.

Last but not least, redundancy is another criterion that NNS might face when applying the features and functions of AW. It occurs when the repetition of ideas or words do not add any value to the preceding usage. It restates what has been previously said without adding new meaning. It would also suggest that NNS are not entirely in control of the material and have not thought efficient about the task and its implications, giving the impression that either the students have not properly understood the language or they may be trying to 'pad' the essay by reiterating the same point.

Indeed, these challenges are not the only ones, but they are the most prominent. There are also vocabulary acquisition problems, gender difficulties as some languages have three genders such as French (*masculine, feminine, and neuter*), word order as in Turkish (*subject-object-verb*), and phrasal verbs as in Persian in which phrasal verbs do not exist.

### **Conclusion**

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We have clearly seen that AW should be defined according to both its features and language discourse functions, because the writer wants to appear his/her text in academic way. The text should be characterized by certain features which make it well-planned, cohesive, objective, explicit, addressing the task, colored by a range of vocabulary and a formal style with high degree of appropriacy, using a proper way of referencing and avoiding plagiarism. It should be also enhanced by the language discourse functions that add great value and attract the reader. The role of the language discourse functions is as worthy as the features of AW; they employ different purposes to the text; each has specific importance that can lead to a readable and comprehensible piece of writing. Finally, such features and functions can generate many challenges for NNS. Many students who came from various backgrounds face some problems to write their academic works into an adequate manner. Their lack of familiarity with the conventions and expectations of AW and the mismatch of writing difficulties in their native country compose their AW problems.

### ملخص البحث

إهتم هذا البحث بتسليط الضوء على الكتابة الأكاديمية حيث عُنيت الكتابة الأكاديمية بإهتمام كبير حديثاً، إنها الوسيلة التي من خلالها يقوم الباحثون والعلماء والاكاديميون والطلبة بتقديم أعمالهم. في الجزء الاول من هذا البحث، قدم البحث مفهوم الكتابة الأكاديمية (Academic Writing) لضرورة فهم المصطلح. في جزءه الثاني، بين البحث أهم المميزات التي يجب ان تتسم بها الكتابة الأكاديمية مثل التنظيم، إنجاز مهمة الكتابة الأكاديمية، تماسك وترابط النص الخ... وقدم في جزءه الثالث توضيحاً للوظائف اللغوية التي يجب توظيفها في النص الأكاديمي مثل الوصف وتعريف المفهوم والسرد القصصي للكتابة وما شابه. فالجزئين الاخيرين يعلمان سويةً على إضافة قيمة كبيرة للنص الكتابي ويجعلان النص مرناً وسهلاً وقابل للفهم من قبل القارئ. كما سلط البحث الضوء على أهم التحديات التي يمكن أن تثيرها سمات الكتابة الأكاديمية

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والوظائف اللغوية على غير الناطقين باللغة الام. وتمثلت هذه التحديات بالمشاكل التي يعاني منها غير الناطقين باللغة الام مثل الاخطاء الاملائية والتنقيطية وسوء استعمال الازمنة وحذف فعل الكينونة "to be" وغيرها.

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