

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY 8 MAI 1945 GUELM
FACULTY OF LETTERS AND LANGUAGE
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جامعة 8 ماي 1945
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قسم الآداب و اللغة الانجليزية



MASTER DISSERTATION

Students' Awareness about Language Formality/Informality Inside and Outside the Classroom.

Case study: Third Year Students' writing at Department of English Language, 8 Mai 1945 University, Guelma.

A Dissertation Submitted to the Department of Letters and English language in Partial Fulfillment of the Requirements for the Master's Degree in Anglophone Language, and Culture.

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June 2018

DEDICATION

God knows how much I worked to bring this
work into light.

To my beloved MOTHER.

To the memory of my FATHER.

To the people who believe in me: my sister Safana, and my
brothers, Khaled, Youcef and Salah.

To my grandmothers, Yakout and Akila

To my best friends, Khaoula and Hasna.

To all my family.

To REZGUI AICHA.

Acknowledgements

Above all, I would thank Allah, the almighty for providing me with patience and will to study and reach this level and finish my dissertation.

This dissertation could not have been completed without the help of my supervisor Ms. Meriem Serhani to whom I would like to express my sincere thanks. I am grateful for her encouragements and insightful advice throughout the completion of this work.

I am utterly grateful to the board of examiners, Ms. Samiya HARIDI and Mrs. Katia MEBARKI, for reading this work, for their observations and feedback that will help me to polish this work.

Special thanks go to Ms. Samiya HARIDI for her assistance in collecting credible data, of students' test and questionnaire.

Finally, I owe a lot of thanks to Ms. Naziha BENKAMOUCHE and Ms. Amel CHIHEB, and to all students who helped me in conducting the questionnaire. Thank you all.

ABSTRACT

The present paper aims at investigating the importance of raising students' awareness about writing style variation inside and outside the classroom to improve learners' academic writing. One of the difficulties facing students is the use of the inappropriate style inside the classroom. This issue is the result of students' lack of awareness and shortage of knowledge about the convenient language style to use in the academic environment. On the contrary, awareness about the appropriate style could enhance students' skills and improve their writing in relation to the situation in function. Thus, it is hypothesized that there could be a correlation between style variation awareness and enhancing students' academic writing. To test this hypothesis, qualitative comparative study is conducted on third year students. Two data gathering tools are used. First, students' test is conducted to collect samples of the students' classroom writings from one group out of six (36 participants out of 230), and 40 corpuses of their Facebook online communication. Both corpuses are contrasted to identify the extent of formality and informality in their inside and outside the classroom written English. Second, a questionnaire, as a follow-up tool, is needed for further understanding. The analysis of the gathered data taken from three groups out of six (100 participants out of 230), reveal that students lack of awareness about formal and informal registers impacts the use of the appropriate language style in academic setting. The results of this study confirm that a linear relationship exists between style variation awareness and the improvement of students' academic writing. Therefore, it is recommended to raise students' awareness about writing styles for the crucial role it plays in improving students' written English.

LIST OF ABBREVIATION

EFL: English as Foreign Language

CMC: Computer-Mediated Communication

SNSs: Social Network Services

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Introduction

Language is a systematic medium of communication. Its use varies from one region to another, from one social class to another, and from one situation to another. This fact is the area of research within sociolinguistics which deals with language variation and language change. It is emerged since 1960's as the first wave of variation studies.

Language variation has remarkably contributed to the field of learning foreign languages, we state English as a foreign language (EFL), where students position themselves in relation to different interactional moments, utilizing their linguistic resources in different ways in relation to the situation. Language variation examines the discourse context, the ideologies and the social categories that frame the personal stylistic repertoire, to reveal the meaning of discourse forms. Therefore, variation in English presents a considerable challenge to students in academic discourse, grounded Standard English.

Stylistic variation is the different linguistic choices in the actual language use. This study establishes the analysis of the linguistic variability according to a certain context and different situations. It is described as the difference between two ways of saying the same thing. These stylistic choices are the tool for achieving the communicative purpose of the writer with the reader. It refers to what is called style.

Style, for instance, is a pivotal construct in the study of sociolinguistic variation. Stylistic variability in speech affords the possibility of observing linguistic changes in progress. Thus, style variation is an important factor of choosing the appropriate stylistic repertoire for EFL learners. In our dissertation, we will investigate the impact of students' awareness about style variation in their writings, inside and outside the classroom, and its effectiveness on their academic writing.

1. Statement of the Problem

Students at the department of Letters and English Language at 8 Mai 1945 University_ Guelma, face difficulties in the writing process. One of these difficulties is the use of inappropriate language style in their written English inside the classroom. This difficulty is due to several factors such as students' lack of awareness about style variations and shortage in their stylistic repertoire.

Even though, stylistic variation has gained importance in the field of research, especially that of language use, learners are still unable to identify themselves in the required style of writing or communication. Moreover, they lack the ability to adopt the appropriate style that best suits the academic environment, in which the written language plays a crucial role in determining student's success or failure. It is a necessity that students learn about writing styles for the purpose of attaining language learning objectives and develop their academic achievements.

2. Aims of the Study and Research Question

Students' stylistic is an important activity in the field of language written use, that writing constitutes a key nexus between students and their educational friction as a measurement medium. Thus, the aims of this study are, to investigate learner's awareness towards writing styles inside and outside the classroom and its impact on strengthening learners' ability in using the appropriate writing styles in relation to the situation in function. The present study attempts to answer the following questions:

- What are the differences and similarities in the use of written English as Foreign Language inside and outside the classroom?

- Are learners aware about the style variation and differences in using English inside and outside the classroom?
- And in what ways students' awareness may affect learners' academic writing?

3. Research Hypotheses

This research aims at investigating the style variation in the written use of English as a Foreign Language, inside and outside the classroom. Hence, it is hypothesized that:

- If learners are aware of the style variation inside and outside the classroom, then their ability to use the appropriate language in the appropriate situation would improve.
- If learners are aware about the use of the appropriate language style in the situation, inside or outside the classroom, then their academic writing would enhance.

4. Research Methodology and Design:

4.1. Research Method and Data Gathering Tool

The present investigation follows the experimental method for the purpose of verifying the hypothesis. This would be carried through administering a learners' test, on one hand; and collecting students' writings outside the classroom, on the other. The test is administered during their writing expression class, while their outside classroom writings will be a collection of their Facebook posts and comments. Then, the variation analysis corpuses will take into practice on student's collected data, as a comparison data gathering tool. The study is succeeded by a students' questionnaire as follow-up tool for further understanding of students writing styles.

4.2. Population of the study

The population of the study consists of third year students at the department of Letters and English Language, University of 8 Mai 1945, Guelma. The sample is chosen randomly, and is composed of both sexes. Such population is selected because, third year students are

supposed to possess the necessary knowledge about academic writing, and the needed experience of practicing it.

5. Structure of the Dissertation

This dissertation is divided into three chapters. The theoretical part consists of chapter one and two, while the practical part includes chapter three. In addition to the general introduction and general conclusion. The first chapter accounts for the history, definitions, and scope of stylistics; then insights of style variation, and a number of studies that have been established by researchers, as well as the relation between style/ register variation. The second chapter is devoted to the writing skill, and academic writing inside the classroom and informal writing outside the classroom. The third chapter is the field of investigation that includes a description of all aspects related to the population under study. It presents data gathered from learners through two data gathering tools, along with the analysis, summary, and interpretation of findings. It concludes with research implication, limitations and a set of proposed recommendations.

CHAPTER ONE: STYLISTIC VARIATION

Introduction

1.1. Stylistics

1.1.1. Historical background

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Introduction

Language change and variation is the phenomenon whereby features of language vary over time, region, and context. Accordingly, the linguistic description of language changes is concerned with sociolinguists studies about the relationship between language and society. The qualitative study of language variation and change traced back to the American linguist William Labov in 1960s, making the sociology of language into a scientific discipline. Moreover, the descriptive statistics is set to measure the influence of linguistic and extralinguistic factors which controls stylistic variation.

Stylistic variation is an important research as a type of study in language variation. Even though, the field that situational and stylistic variables are still among the most neglected in sociolinguistic corpora and theory. The emphasis on the analysis of style is to discover a producer's sociolinguistic competence and performance according to the context.

This chapter will shed lights on the concept of stylistics in language variation. Hence, it discusses language style and the differences between formality and informality of language.

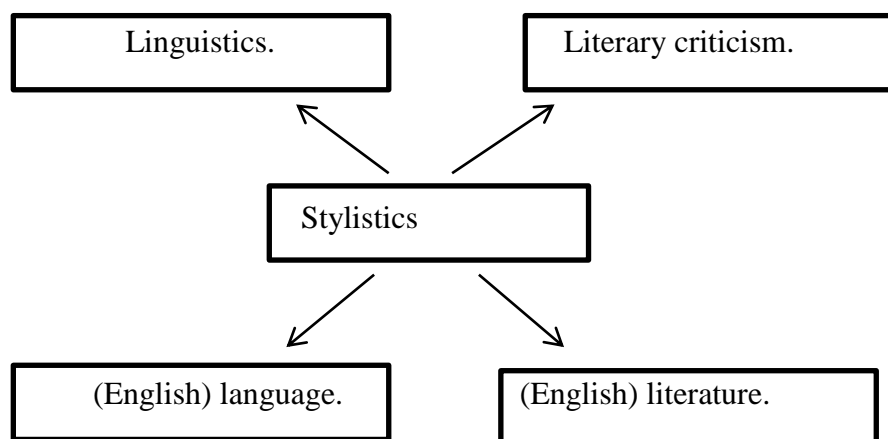
1.1. Stylistics

1.1.1 Historical Background

Stylistics is a difficult and evasive topic, which studies the devices in a language that produce expressive value. According to Widdowson (cited in Murtaza & Qasmi, 2013, p. 4), the term stylistics involves both literary criticism and linguistics, as its morphological making suggests: the « style » component relating it to literature and the « istic » component to the

linguistic study of language style. Stylistics is a means of relating disciplines and subjects, as shown in the following: diagram:

Disciplines:



Subjects:

Figure1: *stylistic as an inter-disciplinary* (cited in Murtaza & Qasmi, 2013, p. 4)

Thus, stylistics is related to two disciplinary imperatives. On one hand, it aims to define the specific linguistic features used to create images, models or deformation of the real world “literary language”. On the other hand, it studies the relation between the use of language and its context and objective, which is the interest of our study “Language as an active element of the real world” (Bradford, 2005, p. 11-13).

The main concern of stylists is the study of style in language (Verdonk, 2002, p. 3), which can be traced back to the classical rhetoric as concept in persuasive analysis. Then, it is studied under the discipline of stylistics that began in the literary study by Charles Bally 1909, to be adopted later on as a bridge between linguistics and literary devices stylistics in the field of linguistics “is the linguistic study of style” (Mesthrie, 2011). With the development of linguistic notion of style, it is studied over three schools: as choice, as register and as deviation (Alrubaat, 2005, p. 6).

Stylistics is originated from the literary criticism in the early of twentieth century under the practical criticism approach in Britain and the new criticism in America, focusing on the text at the expense of the author who has been the focus of the analysis in the nineteenth century (Mick & Archer, 2005). The study has the same objective in both approaches; that to define the literary text as a discourse and art form, indicating it as an appropriate piece of study.

A remarkable influence for the extension of stylistics is the Russian literary criticism by members of the formalist linguistic circle in Moscow known as Russian formalists. The most prominent in the circle is Roman Jakobson (1896-1982) with his interest on defining the qualities of what he has termed the 'poetic language'. The poetic language is that to call attention to its own medium as an invitation to look at the codes of a text for a literary experience, unlike the non-literary reading that necessitates for the reader to look through the text (Buss & McIntyre, 2010).

Stylistics has perceived a notion of development in the 1960s by formalists in the Centre of Europe with the British and American teachers and writers. The new critics and the formalists have gone over the literary text and have given interest to other types of text (nonliterary texts), adhering the difference between the two in terms of style. This new vision of stylistics is mainly focusing on the study of the structure of a language which is adopted by structuralists and poststructuralists (Bradford, 2005, p. 16-18).

Moreover, the literary language becomes the center point in both literary criticism and linguistics to investigate a branch of language known as textualism, which studies the literary

features in both written and spoken language. The second central point, is contextualism; which is characterized by its converge on the relationship between the text and context Stylistics in its development root seems to be regarded as an independent discipline (Jaioru, 1995 as cited in Alrubaat, 2005, p. 12).

1.1.2 Various Definitions

Stylistics as an independent discipline is defined as a method assigned to language in order to interpret texts. It has flourished in the early twenty-first century; it is taught and researched in wide world university departments of language, literature and linguistics. Stylistics has noticed a rapid increase where its methods are improved by theories of discourse, culture and society, thus, integrating in language teaching and language learning (Simpson, 2004, p. 2).

Scholars in their concern of literary stylistics attempt to clarify the concept through various definitions. Geoffrey N. Leech in *A Linguistic Guide to English Poetry* defines stylistics as “simply the study of literary style, or to make matters even more explicit, the study of the use of language in literature. When we discuss style, we often have in mind the language of a particular writer, a particular period, a particular genre, even a particular poem” (cited in Murtaza & Qasmi, 2013, p. 4). Stylistics in relation to literature has a deep analysis to the whole work which would shape its general image in the eyes of the reader effecting his interpretation.

Stylistics is when the linguistic analysis is applied to literature. Murtaza and Qasmi (2013, p. 4) report Widdowson’s view of stylistics as a linguistic branch without reference to literary criticism and the opposite; literary criticism without reference to linguistics. However,

in another opinion suggesting that language involves in the literary interpretation; literary criticism is impossible without studying the language of the text. In other words, stylistics is the relation between two disciplines (linguistics and literature) that study two different subjects (language and literature).

According to Verdonk (2002) “Stylistics can be defined as the analysis of distinctive expression in language and the description of its purpose and effect” (p. 2). The particular use of the linguistic features and characteristics would shape the produced language which would be analyzed as well as categorized as special type of assertion in relation to its purpose, thus, language has its own hidden impact in addition to the authors personal influence.

The involvement of stylistics is an important concept in the study of language. In its traditional interests, it provides a deep analysis of the produced utterance by a certain writer to check the validity of the used language in relation to its significance as literature. With the linguistic notion of stylistics, ‘style’ is investigated from other perspectives of non-literate language studies such to relate the linguistic feature to its social context and situations in terms of variation.

Stylistic as a term, refers to the general linguistic analysis of the language on its various forms; phonological, grammatical, lexical and prosodic, to texts of all sorts, to be distinguished from the literary stylistics. It is the linguistic study of style which has a remarkable history in and outside the field of sociolinguistics; that linguists have witnessed a

necessity to apply the linguistic techniques in the analysis of either literary texts or other forms of written language, as well as the spoken language.

Stylistics is also considered as a branch of linguistic 'scientific' inquiry. It is the analysis of the full gamut of language system that exceeds the limited understanding of language. The restricted perception of stylistician's insight is simply the old grammarian analysis of nouns and verbs counting. Moreover, the modern purview of stylistic analysis methods is much broader to be interested in language as a function of texts in context; acknowledging the utterances which are produced in a time, a place, a cultural and cognitive context (Simpson, 2004, p. 3).

Again, stylistics addresses multiple zones of language varieties and styles, where the user is able to produce different types of texts and speeches; monologue or dialogue, formal or informal, scientific or religious etc. Thus, style is defined according to the particular analysis of the linguistic variability in factual use of language. The different ways of language use are the basis to define the concept of style, moreover are all for the same purpose that discuss and negotiate meaning.

'Style' can be defined based on two different disciplines: Style in literature and style in linguistics, (in addition to the historical development of stylistics). Style in literature has two remarkable notions of interest. First; language in relation to the author's way of expression according to the purpose of writing in relation to the study of the 'poetic language' traced back to the Prague school or the Prague structuralism circle (Mick & Archer, 2005); that it is

independent from the standard language by intentional change and replacements to its norms. Second, style in linguistics is mainly studied in terms of social context under the concept of sociolinguistics.

1.2. Style

1.2.1 General Definitions

Alfadil (2013) in his paper “An Introduction To English Stylistics” reviews style as a broad concept than it is regarded as a term which can be used in architecture, literature, behavior, linguistics, dress and other fields of human activities. He reports different scholars’ definitions about ‘style’ such as:

Buffon, (1753) has pointed out that “Le style est l’homme meme” (Style is the man himself).

Sir Arthur Quiller-Couch has stated that “Essentially style resembles good manners. It comes of endeavoring to understand others, of thinking for them rather than yourself—or thinking, that is, with the heart as well as the head”.

Finally, style is the study of language function that requires statistics, analysis of grammar, stylistic devices.

Furthermore, Salameh (2010) mentions scholars’ definitions about ‘style’; according to Sencer (1964) “style may be regarded as an individual and creative utilization of the resources of language” (cited in Salameh, 2010, p. 16), in addition to Beg (2002-03) “linguistics regard style as a variation in language, as choice between alternative expression, as deviations from the linguistic norms, and as special usage of language” (cited in Salameh, 2010, p. 16).

Due to the various studies of style which is tackled from different perspectives, scholars review diverse definitions to represent its spacious function based on the field of study.

1.2.2 The Traditional Notion

The concept of 'style' is originated from the classical school of rhetoric as a persuasive technique under the branch of oratory which is the art of noticing the potential means of persuasive in the sphere of philosophy and literature (Alrubaat, 2005, pp. 3-5). According to Aristotle, style is the use of flat, simple language while expressing thoughts with minimal use of metaphors and other figures. Many opposing views claim that this would be regarded only to convey information. However, contemporary scholars such as Paul Butler and Catherine Prendergast standing for the deviation of style from the norms of language as means of individuality; using complicated sentences to represent complex ideas. While Plato is concerned with ethical and moral subjects, arguing that it is not an art rather it is a routine which collects the less truth and wisdom (Ray, 2015). Moreover, rhetoric in Ferdinand De Saussure modern ideas about language and reality has the interest in literary language, that language style is used to address the mental images in terms of signifier signified relationship (Bradford, 2005, pp. 16-18).

1.2.3 The Linguistic Notion

Over centuries 'style' is regarded as point of study based on criticism from different angles and interests, from the days of Aristotle to the rise of stylistics on the literary criticism and more to the linguistic study. Style is seen as a bridge between linguistics and literature by continental European scholars, among them Leo Spritzer (1948). Then, to the impact of Chomskyan linguistic, which is never with literary texts and their influence, but rather on the development of linguistics on stylistics. While linguists investigate the concept of style in relation to literature, there is a new view in nonliterary texts by the work of Crystal and Davy, and Enkvist in 1960s as an exploration in nonliterary stylistics. David Crystal and Derek Davy focus particularly on the important role of social contexts to choose the linguistic options in non-literary language during 1960s. Yet, Enkvist suggests that the stylistic choices can also

affect the context for the addressees. The study is after the reason that the linguistic frameworks may lack the ability to deal with the contextual issues (Buss & McIntyre, 2010).

The intervention of society in the study of style is almost related to the field of sociolinguistics as social science, that studying language in relation to the social contexts of its use. Such investigation is mainly remarkable with works of Halliday (1964) in his theory of register which “means a variety of language according to the situation” making it known by ‘style as situation’ which is effected by three factors: field (subject matter), medium (speech or writing) and tenor (the addresser) (cited in Alrubaat, 2005, p. 11). In other words, language is used according to a given situation which has a prominent influence on the choice made of the linguistic features. That; the language choice in writing or speaking is based on the context to determine the appropriate words for certain circumstances. Thus, sociolinguists have considered the variety of language as set of linguistic forms to determine ‘style’ under the theory of register.

According to Ogunsiji, Dauda, Daniel, & Yakub (2013, p. 6), while dealing with style as situation is to point out for the concept of register, reviewing that register is an aspect to style which is associated with a particular group or situation. Language realizes the meanings and elements that each situation contains based on Halliday and Hassan (1978) claim that “The register is the set of meanings, the configuration of semantic patterns specified condition along with the words that are typically drawn upon under the realization of these meaning”(cited in Ogunsiji, *et al.*, 2013, p. 99). Register is an occupational variety of languages in the sense that each profession has its language. The variables of register are the field, tenor and mode as mentioned above. Register is characterized by these different

dimensions of situational features to determine the meaning of ‘occasion’ by what we are doing, with or to whom and through which channel.

1.2.4 Major Determinants of Register

Ogunsiji *et al.*, (2013, p. 99-102) reports Halliday’s theory (1964) on the dimensions of register characterization that are explained as tripartite function of language to have the sense of:

- Field: Ideational function
- Tenor: Interpersonal function
- Mode: Textual function

The field refers to what is happening, i.e., the nature of social interaction taking place or the content of the context (Zasler, Katz, & Zafonte, 2013, p. 1126). The used language is reflected through the nature of the activities in which people are engaged: the language of medicine is different from the language of farming; thus, the representation of experience or the experiential function conducts what the language is being used to talk about.

The tenor refers to the formality and informality of the linguistic medium. It identifies the roles, the relationships and the interactions between the participants; for example, husband/wife, teacher/student, doctor/patient, etc. the interpersonal choices in the linguistic system are influenced by the tenor to frame the right choice of register (formal/informal).

The mode refers to the medium of communication by which thoughts and ideas can be expressed, written/spoken medium and which channel is used, such as visual contact, computer-mediated communication, telephone conversation and other. Or it can be the

symbolic organization of the experiential and the interpersonal meanings into a coherent whole, to identify the language in the interaction.

Based on the theory of register, the language we use varies according to the situation and people's relationship, which will affect the choice of the tenor (formal/informal) regardless the mode.

1.3 Formality of Language

1.3.1 Formal Language

Formality of language is avoidance of ambiguity by minimizing the context-dependence and maximizing clarity of expression. The elements of the context need an explicit and precise description to disambiguate the linguistic expression. Formality has different definitions by various scholars, such as the followings:

The anthropologist, Irvine (1979, p. 775) states that: "when formality is conceived as an aspect of social situations, it is common to extend the term to linguistic varieties used in such situations, regardless of what those varieties happen to be like otherwise" (cited in Heylighen and Dewaele, 1999)

According to the oxford dictionaries formal language is the language that tends to be used in academic journals or official documents, etc., and notices where it provides an extra degree of seriousness and quality of to the subject matter. It is not appropriate for everyday situations as generalized rule.

Another definition about formal speech in *The Dictionary of Language Teaching and Applied Linguistics* (Richards, Platt & Platt, 1997, p. 144) "the type of speech used in

situations when the speaker is very careful about pronunciation and choice of words and sentence structure. This type of speech may be used, for example, at official functions, and in debates and ceremonies” (cited in Heylighen and Dewaele, 1999).

All the definitions previously mentioned are closer to define the situation than formality as a term; it gives a specific hypothesis about the characteristics of formal situation rather than defining the intrinsic structure of the formal language. As a result, researchers are puzzled in diverse disciplines. The difficulty to find a precise definition led to the decline of stylistic variation in sociolinguistics in which separating the ‘careful’ from the ‘casual’ in reliable and objective studies.

Therefore, formality has different levels according to the situation: high formal and semi-formal (Bolton & Kachru, 2006, p. 336). High formal language is mainly the remarkably used vocabulary by respectful words for addressing people who are older or high social status and/or referring to the person or person’s act of noted dignity. Semi-formal also known as humble formal, is the vocabulary which degrade either the person’s own or the others’ actions but in respectful way that regards the persona (Adelaar & Himmelmann, 2005, p. 101).

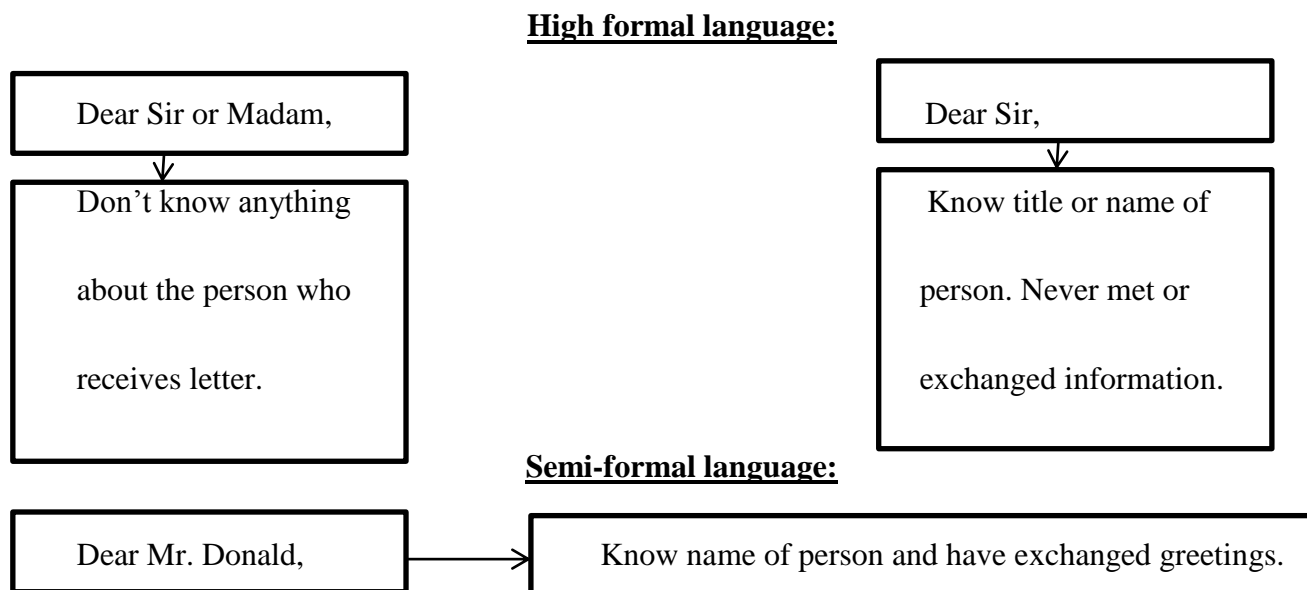
Example:

Figure2: *Rules of Language Styles* (Business Language Services S.r.l. 2013, April, p. 3).

1.3.2 Informal Language

In general, informality is distinguished from formal one which would be not a difficult notion to identify. Informal language addresses the questions of usage that are answered within virtually all guides, manuals and textbook. Such usage is accepted in familiar situations and contexts where the participants are relaxed, spontaneous, mainly in everyday interactions. The use of informal language is a sign of assumption that the audience has shared background knowledge with each other (with writer or speaker) (Neufeldt, 1999).

Informality is used in informal situations that include typical casual conversation, letters to close friends and/or internet chats, or a relationship between a magazine or newspaper and a writer which shares certain interests (Houghton Mifflin Company, 1996).

In different views about the study of informality of language, slang is a remarkable aspect in such investigations. In certain studies, slang is a related word to informal usage of language/formalism (Kenwood, 1969: 5). However, slang is a part of informal language. It is

the most common category of informality that the other categories are unconsciously and mistakenly considered as slang. But, in fact informal language has various categories as pointed out by Jelínková (2011, p. 18-19):

Cant: Are secret codes of language used by beggars, thieves and criminals to regard secrecy. It is regarded as a synonym to slang but Cant is an old language whereas slang is dynamic and up to date in sense of modernity.

Jargon: is a language that contains technical vocabulary related to certain group based on shared activity and profession such as officers or astronomer, thus it is a way to distinguish the member of the group from the outsiders. Example: sport jargon: matchball (the last ball after a match is finished).

Collocations: are group of common words used in English or any other language. Such words are used naturally by native speakers in logical connection to form a phrase. It is characterized as stable words and hard to be changed. Example: chain smoking (smoking another cigarette after one is finished).

Words with local coloring: are referring to words used in certain areas to be known as a dialect. However, it is affected by the standard language taught in schools to be changed over generations, the traditional dialect is used much more by the previous generations when there have been less education opportunities.

Slang refers to “a non-standard and informal vocabulary which represents near synonyms for words and phrases used in standard language” (Jelínková, 2011,p 12). It is linked to uneducated people, with time it becomes related to all social groups because of change according to its user’s recent fashion, habits and background. Thus, slang is something new and creative which can be a source of new words in the standard language or the slang

word itself can enter to the standard language words. And in other cases the slang word would disappear in short period of time simply because it is boring. Moreover, slang is widely used in Facebook and text messaging; example: LOL which is universally used.

1.3.3 Formal Vs. Informal Language

Formal and semi-formal are considered to be levels of formality of language that the difference is on the degree of the relationship between the participants. However, formality and informality of language serve various purposes that affect the choice of the words and the way they are connected together.

Formal and Informal Differences

The following examples illustrate the main differences between informal and formal English (Businness Language Services s.r.l., 2013, p. 4):

Table 1.1*Different Styles between Informal & Formal English*

Formal language	Informal language
<ul style="list-style-type: none"> Punctuation, proper grammar, and correct sentence structure are very important to form long/complex sentences in formal usage. an example of sentence in academic journal : ‘‘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’’. 	<ul style="list-style-type: none"> Short sentence for the same idea: ‘‘Learning another language can improve your career and social life. Some people also say it can make you smarter, but others disagree’’.
<ul style="list-style-type: none"> The use of passive voice : Although the fault was repaired on 12th June, payment for this intervention has still not been received 	<ul style="list-style-type: none"> Rather than active voice: Our technician repaired the fault on 12th June. Now it’s your turn to pay us.
<ul style="list-style-type: none"> The use of formulaic language: We regret to inform you that... We have pleasure in announcing that ... 	<ul style="list-style-type: none"> Avoiding direct language usage: I’m sorry but ... I’m happy to say that ...
<ul style="list-style-type: none"> The use of plural person: We can assist in the resolution of this matter. Contact us on our toll-free number. 	<ul style="list-style-type: none"> By contrast the singular person use : I can help you to solve this problem. Call me!
<ul style="list-style-type: none"> Avoiding the use of slang: It was raining very heavily. 	<ul style="list-style-type: none"> The use of slang: It was raining cats and dogs.
<ul style="list-style-type: none"> Avoiding the use of contractions: Do not, it is, I will... 	<ul style="list-style-type: none"> The use of contractions: Don’t, it’s, I’ll...

Conclusion

Language variation is the term used to refer to the small variations which occur in language and which are determined by external, social factors. Moreover, stylistics attempts to establish principles for explaining the particular choices made by individuals, and group of people in their use of language in terms of style. Then, registers have an important role in determining the appropriate language use. Hence, English language is not an exception, it emphasizes recognizing style variation and the importance of distinguishing the differences between registers. Learning English as a foreign language requires learners' awareness about the used register in their academic setting, as well as the stylistic differences between the types of registers. Learners' responsibility to produce the appropriate language register is a significant factor to achieve efficient language proficiency.

CHAPTER TWO: THE WRITING SKILL

Introduction

2.1 The Act of writing

2.2 Writing and other skills

2.2.1 Writing and speaking

2.2.2 Writing and listening

2.2.3 Writing and reading

2.3 The basic rules of writing

2.3.1 Clarity

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2.3.3 Brevity and simplicity

2.4 Status of writing

2.5 Formal writing

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2.5.1.1 Features of Academic writing

2.5.1.1.1 Complexity

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2.6 Informal writing

2.6.1 Features of digital writing

Conclusion

Introduction

Generally, learning a foreign language exposes learners to the four skills that are listening, speaking, reading, and writing. In much the same way as the other skills, writing is described as helping learners to gain proficiency in the foreign language. Moreover, writing as a skill plays the eminent role in foreign language learning and teaching, it represents the most used skill to examine learners' performance.

Writing skill is a crucial task that foreign language learners have to improve their academic achievements, on one hand, and in other settings for communication purposes. Yet, language styles affect the appropriateness of writing process, which need to be taken into consideration.

This chapter will proceed from a general definition of writing, and its rules, to a specific definition of writing styles and its features. It also comprises the relation of writing with other skills: speaking, listening and reading, in addition to English writing status.

2.1 The Act of Writing

Language skills are categorized either receptive or productive; listening and reading are the receptive ones, speaking and writing are the productive ones. Another categorization of the four skills is about oral and written classes; listening and speaking are oral, while reading and writing are written. Writing skill is a crucial one, to be treated as something special that appears to resist limitation in order to be different things to many different peoples in different ages.

Writing is the act of putting a system of recording language by visible means or tactile marks into use which results in a coherent whole; a text. Such a result takes a particular form scripts and various styles to be block letter writing or artistic composition or a professional

occupation report, etc. This variety of 'writing' use detects the aspects of society and culture, touched upon by the technology of mind (Coulmas, 2002, p. 1).

According to Defrancis (1989, p. 5) 'writing' is "a system of graphic symbols that can be used to convey any and all thought" (cited in Ottenheimer & Pine, 2018, p. 203) ; indeed the general accepted definition by most people is that writing is the combination of characters, signs, or sign components of standardized symbols, in order to reproduce the graphic parallel of the human speech, thought, etc., this symbolic system is taking the superficial description of the alphabetic letters in divided words from left to right or from right to left in descending horizontal lines.

Byrne (1988) defines writing as a difficult activity that involves both the first and the second language for the conventional arrangement of letters forming words, and words into sentences avoiding the complexity caused by mainly three categories of problems:

First, the psychological category; which is the physical absence of the reader, thus the lack of interaction and feedback between the reader and the writer. Second, there is the category of the linguistic problems which is due to the absence of certain devices while the spoken medium has such as pitch and intonation that are needed to recompense. Third, is the cognitive problems caused by its unnatural development that requires formal instruction (cited in Mekki, 2012, p. 11).

On the other hand, Al-Mutawa and Taisser provides certain elements that writing requires as a complex cognitive activity (cited in Mekki, 2012, p. 10):

- Complete acquisition of the Alphabet;
- Understanding how letters combine to form words and the relationship between words and its meaning;

- Knowledge of the mechanics of writing: speaking, capitalization, punctuation, and other writing conventions;
- Mastery of the most frequent rules governing the structure of sentences;
- Ability of combining sentences to build an effective paragraph and combining to produce essays;
- Formalization with translations to achieve coherence.

In this context, writing requires the writer to take control over various elements in a conscious way starting by the simplest elements including spelling and the letters formation, punctuation, vocabulary, the format, and the sentence structure; to the complex elements which is beyond the sentence where the writer must have the ability to form the information that is integrated into cohesive and coherent paragraphs then text etc.

The productive skills are commonly used to exchange ideas, thoughts, information..., and then are known to be medium of communication in diverse situations for several purposes. As Aristotle (1938, p. 155) has explained:

Words spoken are symbols of affections or impressions of the soul; written words are symbols of words of spoken. And just as letters are not the same for all men, sounds are not the same either, although the affection directly expressed by these indications are the same for everyone, as are the things of which these impressions are images (cited in Coulmas, 2002, p. 2).

To sum up, writing is a condition to clarify the relationship between thoughts, ideas and words, because words can take two distinct forms; as sounds produced by human voice and as letters. Thus, things already exist in the phenomenal world to be realized by men then transformed into language which in turn precedes literacy; such assumption reflects the

literacy practice of Greek antiquity which has had place in society, but as a secondary sign system that serves to represent the primary sign system (vocal speech).

2.2 Writing Skill and other Skills

2.2.1 Writing and Speaking

According to Brown (n.d) the productive skills are distinguished in terms of permanence, production time, distance, orthography, complexity, and formality (cited in Bader, 2007, p. 8).

Permanence refers to “the lasting nature” of the written medium, that the written language is everlasting because it ‘leaves trace’ unlike the oral language which is processed in real-time to be non-permanent. Production time, relates to the fact that writing passes through a whole process of planning, drafting, revising; hence, it takes much more time of production. However, speech is naturally spontaneous that the flow of the conversation would not have enough time to totally listening of the talk. Distance, there is no direct relationship between the writer and the reader; then no immediate feedback requires clear and intelligible text. Moreover, the difficulty of writing is the orthography “which carries a limited amount of information compared to the richness of devices available to speakers” such as pauses and pitches. Furthermore, the complexity of long clauses and subordinators in writing is the simplicity of short sentences combined by coordinators. Last but not least, writing is considered to be more formal than speaking in terms of communication.

The language is acquired in early age, that speaking as a skill is learned in natural way through listening and imitating sounds without being thought. However, writing as a skill has to be learned and developed through reading then to be produced; people who never learn to read, consequently never learn to write. That, writing becomes a challenge throughout its importance in life.

2.2.2 Writing and Listening

Listening is the ability that people have by nature and enables them to speak by imitating the sounds. This ability is, also, developed through learning process to be a skill which a learner uses to enhance other skills (speaking, reading and writing).

Listening is the receiver's comprehension skill. Listener has the opportunity to revise, interpret and broaden the idea, which refers to the consciousness of the mind receiving messages then to ideas that can be written down. Listening and Writing relation interferes in teaching learning process that learners may be good or passive listeners, in both cases writing process is used as note-taking of the main and important ideas. Thus listening is an important skill; it is the first of communication skills to be developed, then speaking, then reading and writing (Worthington & Fitch-Hauser, 2016, p. 161). According to Kleinmann and Selekman (2008) listening is considered as test measurement for writing proficiency; dictation as an activity to the teaching of writing that can teach the mechanism of writing such as spelling, punctuation, capitalization (cited in Tomlinson, 2013, p. 225).

2.2.3 Writing and Reading:

Writing and reading are interconnected skills that cannot be separated; writing and reading skills have been regarded as related language process from the part of the center of cognitive studies at Harvard (e.g., Brown and Bellugi, 1964; Bruner, Goodnow and Austin, 1956; Weir, 1962) during the period of extensive interdisciplinary research into language and thought (Langer & Flihan, 2000).

Writing and reading as learned skills effect each other's development. Stosky (1983) has published a review of correlational and experimental studies that investigated reading and writing relationships in which she reported that "better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing

than poorer readers” (p. 636). The more students read the more their writing improves and vice versa, because the theoretical study of grammar do not fit the needed results; however the reading practices with the writing experiences have been as much as beneficial. Furthermore, the reader will face different writing styles according to the situation and the context that enables him/her to distinguish the appropriate choice of words and structures while writing. These relationships become even more pronounced across the teaching, learning languages (cited in Langer & Flihan, 2000).

While writing is the productive skill, reading is the receptive one; that, the written thoughts, ideas, theories, information are needed to be read which makes them the two aspects of literacy. The previous involves encoding the message, whereas, the latter involves its decoding or interpretation; the written piece would be senseless without interpretation which brings it alive and that cannot be achieved without reading (Mekki, 2012, p. 15).

2.3 The Basic Rules of Writing

People may face obstacles while conveying a message through writing, which causes misinterpretation or misunderstanding of the intended idea. Thus, good writing requires certain criteria such as clarity, coherence, simplicity and brevity.

2.3.1 Clarity

Clarity is an essential element of effective writing; it refers to ease of understanding of the writer’s ideas, the purpose and the use of the language. The reader is able to picture a descriptive writing, thus, the sequence of events make a sense (Atlee, 2005, p. 27).

Usually, clarity problems occur in writer’s first draft, because drafting is considered to be a creative process that requires a must for general revision of the content to the spelling mistakes. According to Starkey 2004 (cited in Mekki, 2012, p. 12-13) the learner should follow certain steps to achieve clarity:

- Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation;
- Use powerful, precise adjectives and adverbs;
- Be concise, i.e., to avoid repetition and wordiness by getting directly to the point;
- Word choice, to use the word according to its literal meaning and connotation in the context.

Clarity is a developed concept through revision based on the writer's presentation of ideas that can be changed or modified.

2.3.2 Coherence

As Connor and Johns (1990) note, coherence has become “a popular topic” since 1970s and it “is of increasing interest to researchers around the world” (cited in Oller & Jonz, 1994, p. 11). Coherence has various meaning, linguistically, coherence is the act of presenting the ideas existed in the mind with arrangement that enables the reader to understand the development of the events.

For instance, Peter McCagg (1990) says:

Coherence refers to a semantic property of textuality. It is an aspect of comprehension that is established in the mind of the reader as result of a perception of relatedness among a text's propositions and between the knowledge that the reader possesses of the world (cited in Oller & Jonz, 1994, p. 25).

2.3.3 Brevity and Simplicity

Regarding the reader's time and patience the maximum information is necessarily conveyed with minimum and simple words. As much as the sentences are few with the appropriate choice of word as much as the reader is attracted to read, understand more and even communicate effectively that “simplicity has always been held to be a mark of truth; it is

also a mark of genius” (Schopenhauer cited in Salter, 2004, p. 62). People are attracted to the rich, important ideas and the useful information but without hard work or observed effort, therefore, the writer needs to write to express not to impress.

2.4 Status of Writing

English as a written language had and still has high status than spoken language, either among linguists or society. Originally, it is the language of religious documents, laws, and great authors that is regarded even by the common man with respect, admiration and reverence.

The traditional appropriation of the written language is mainly related with the literate people who can use it properly whom are considered to be a few. The common attitude towards the written language makes it as something special “writing was the pursuit of scribes and preserved as a ‘mystery’, a ‘secret treasure’ ” (Good & Watt, 1972, cited in Linell, 1982, p. 25), which made the civilized man into an intellectualized individual who expresses his feelings and his commitment.

The correct language as a medium is a means for nationalism and central state authorities to consolidate their power and strength by imposing a national identity onto a conglomerate of different tribes and ethnic groups. Therefore, linguists are interested in the development of the written standard language; thus, they focus on the written language norms of standardization. Moreover, standardization is the natural and inherent feature of any attempt to convert speech into writing, then to be separated from the private life as a contrary to the normal casual speech (Linell, 1982, p. 26).

In the modern world, writing gained an over importance as means of communication mainly starting with delivered letters, emails to business contracts that have a type of formality. Moreover, the rapid development of information and communication technologies

in recent years is associated with a corresponding growth in interest in phone and computer mediated communication (CMC) that is a process of data interaction which occurs through one or more networked telecommunication systems (Wright & Webb, 2011, p. 3).

The prestigious status of writing is no longer something special when it comes to digital based communication which is considered to be electronic communication. Feasibly, the latter exists to take the place of spoken communication. On the contrary to the previous regards of spoken and written languages that tend to differentiate between the two by giving more importance to the second one, a new writing style is emerged and speedily adopted in all over the world due to its practical and easy use (Royal, 2016, p. 336).

The phone as facilitator does not require the grammatical rules and the formal structure of writing while sending text messages, which is the same for some electronic devices such as instant messaging, chat rooms, online forums and social network services (SNSs). Then, with the internet explosion the social network services largely covered huge usage, like; Facebook, Twitter, LinkedIn, Messengers, Instagram, Snapchat, YouTube and Vimeo accounts.

Facebook is the oldest device appeared as a sign of technological over success. Since 2004, it is extremely popular mainly among college students. Ellison, Heino, and Gibbs (2006), based on their research, find that participants' average use of the site ranges from 10 to 30 minutes each day, with 21% of participants spending more than one hour on the site every day. Then, it experienced an exponential growth to reach 100 million active users in August 2008, to exceed 400 million active users by July 2010 (cited in Wright & Webb, 2011).

According to recent statistics there is a shift in the demographics of social media usage, while Facebook usage is dominated by the younger generation, in which 46% of Facebook users are aged over 45. Facebook reports show that 57% of its users are college educators.

Similarly, in Onlinemba.com (2012) report, 50% of Facebook users base have a university degree (cited in Ivala, 2013, p. 45).

The first release of the writing process is always related to educational settings, the learner acquires theoretical knowledge of the language function, after that, the practical activities take place inside and outside the classroom. A literate person (who can read and write) who goes through educational process, his writing is usually much more academic, but this cannot deny that even literate people use the conversational style of writing; such a style is referred to as digital writing. The digital world facilitates the process of writing; people with different levels of education can write using common simple style of language.

2.5 Formal Writing

The traditional or paper-based writing is most often associated with formal writing, which is the “writing consisting of multiple paragraphs that is meant to be distributed and read by one or more person” (Royal, 2016, p. 336). Formal writing includes academic writing like; reports, essays, articles, books, long e-mails and formal letters, etc.

2.5.1 Academic Writing

Academic writing in English is a linear writing style, it has only one main topic to be discussed and contributed to every part of the supporting arguments lines. The use of the written standard language aims to inform rather than entertain; it is the means to acquire and present the skills and knowledge for specific objectives. Such type of writing is usually related to the academic world ‘the academy’. Furthermore, it is not absolutely separated from many other types of writing like fictional, narrative, journalism and even other sorts of advertising; so that certain features are commonly shared but used in different manners. For instance, the journalist reports the summary and presents the comments of various experts; however, in an academic essay the presence of much detail, analysis is remarkable (Davis & McKay, 1968, p. 2-4).

The academic writing is to write for specific audience. The submitted research is based on set of rules and conventions defined by them. The process of careful consideration of the topic involves the writer's research about the logic support and objective evidence in which the readers will accept the presented point of view as true or plausible. Thus, it is the result of knowledge work by applying the theories and methods to analyzing and reporting the research (Chin, Ried, Wray, & Yamazak, 2013, p. 2).

2.5.1.1 Features of Academic Writing

Many English language users criticize the language of academic writing as bizarre, not only different from every day speech, even different from the most other English registers. The main features that characterize its distinction are: complexity, objectivity, hedging, and responsibility.

2.5.1.1.1 Complexity

The complexity in academic writing is studied and discussed from the linguistic angle of the grammatical structure. By the language development process, ideas are first expressed through coordination in a simple manner, the more language competence is developed the more complex ideas by means of subordination are expressed; the language becomes more complex. However, according to Ortega (2003) the advanced level of language use is actually characterized by complex phrases, along with higher lexical density, instead of complex sentences (cited Pietila, 2017, p. 111). Biber and Gray (2016) consider the grammatical complexity and the elaboration of dependent clauses with great deal of subordination of the academic writing as just stereotypical concepts, the same as the beliefs that it is explicit and clear, with logical relations between ideas overtly expressed. Actually, English academic writing is both; concise, with heavy reliance on phrasal structures, and inexplicit, that relations between grammatical constituents are often unspecified.

2.5.1.1.2 Objectivity

Objective tone is a statement of non-biased language based on factual information that does not vary. The writer is outside of the information; the personal point of view is totally absent, s/he has the ability to describe and argue with logic specific words, rather than emotional, and expressive language. Heather Douglas (2004) consider the term objective as something positive that should be adopted while delivering knowledge as a ‘rhetorical force’ which has been used in various contexts; it can refer to the criteria and method used in collecting data to the reported conclusions (cited in Jukola, 2015, p. 11). The development of mechanical objectivity, its meaning is taken from comparative context with subjectivism; any interference of human judgment, assumption, belief, suspicion, or rumor is standing opposite the sense of objectivity.

2.5.1.1.3 Hedging

Hedging is “the act of expressing your attitude or ideas in tentative or cautious ways” (singh & lukkarila, 2017, p. 101). This act is recognized through the use of verbs, adjectives, adverbs, nouns, and other grammatical structures that rise the reader’s ability to distinguish the writer’s claims by introducing uncertainty and doubt. Scholars of all types discussed the importance of hedging in academic writing as the ethical recognition that is one step of possibly proving a claim based on the findings. Since, science seeks for the ethical principle “objective truth”, any claim must be proven, hedge points that scientific “truths” can be precarious or not the “truths” for another in a given moment, in addition to the scientific limitation in proving facts. Such act may have a positive attitude from the part of the readers by accepting more the writer’s arguments; the feeling of consideration influences the way they receive the information.

2.5.1.1.4 Responsibility

Responsibility is fundamental value of academic integrity in building academic writing that is having a duty towards the knowledge presented. Academic responsibility is the reference citation of the used source about each and any information. The writer's responsibility is to differentiate between a claim and fact, the last is always based on factual references. Moreover, the act of taking others experiences or even ideas is plagiarism which is an academic misconduct; "using another's words or ideas without proper citation" (University of Washington, 1997).

2.6 Informal Writing

The over spread of informal writing style is emerged since the late of twentieth century with the growth of media that has been the opportunity to express the public individual thoughts, without the need of the traditional conditions like editors, publishers or record labels. The new technologies of the websites, blogs and wikis during the 1990s opened up the media to the less formal voices. According to the computer programmer Ward Cunningham, the global use of the word 'wiki' means 'fast' in Hawaiian slang, to refer the quick edit regardless to the technical process of writing codes (Cummings, 2011, p. 246).

The informal written use of English is mainly for communication purposes, which is often associated with the electronic or data-based communication. Such style of writing includes short personal e-mails, text messaging, blogging, and massaging on social network sites such as Facebook. The possibility of the rapid responses and interaction between the participants facilitates the process of communication for double times than the traditional or the paper-based writing. The comparison between the past and the present development imposes itself on the distinct dynamics of the static and non-static written communication (Royal, 2016, p. 337). In point, thoughts and ideas used to be checked and revised through supervision which takes a long period of time before being published. By contrast to the

digital world that fasters both the uncontrolled data publication and the freedom public feedback.

2.6.1 Features of Digital Writing:

The common stylistic differences those are associated with informal writing: short sentences with optional punctuation, non-capitalized words, and the frequent use of abbreviation, ellipses, smileys and e-mail acronyms, but less use of adjectives and adverbs (Royal, 2016). The written codes are usually used to fit certain features reported by The Open University (2012). :

- The piece of writing is written to be read online which is tend to be quick by adopting the scanning and skimming strategies;
- The key information is clear and direct, due to the limited number of words;
- The use of hyperlinks to guide the user to other places on the web;
- The possibility of using images as means of illustration and to gain much visual appeal;
- The flexibility of sharing the piece with others, like posts on Facebook or twitter that enables the conversation to take place by responding and commenting;
- The writing style is generally relaxed and simple that suits all levels of mental capacities and skills of understanding.

The writer needs to take into account the principles of the writing process, it is important to clarify the purpose of communication. The relationship between the audience and the writer has to be considered in order to use the appropriate style of language and the format, which refers to the convenient medium through which the post can be available for the reader to read and interact.

Conclusion

Writing is the act of collecting letters into words and words into sentences to exchange thoughts, ideas, and facts then to be developed to a skill by adapting its basic rules. Moreover, writing styles change in which formal writing style is not necessarily appropriate than an informal style, rather each style serves a different setting that is taken in choosing which style to use according to the situation. Indeed formal writing style differs from the informal one. For writing skill proficiency, it is a necessity to distinguish the differences between the styles, and to raise awareness about the appropriate use of these styles.

CHAPTER THREE: FIELD INVESTIGATION

Introduction

3.1 Population and Sample of the Study

3.2 Students' Test and Online Corpus

3.2.1 Description of Students' Test and Online Corpus

3.3 Students' Test

3.3.1 Administration of Students' Test

3.3.2 Analysis of Findings of the Students' Test

3.4 Students' Online Corpus

3.4.1 Corpus

3.4.2 Analysis of Findings of the Students' Online Corpus

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3.5 Students' Questionnaire

3.5.1 Description of Students' Questionnaire

3.5.2 Administration of Students' Questionnaire

3.5.3 Analysis of Findings of the Students' Questionnaire

3.5.4 Summary of Results and Findings from Students Questionnaire

Conclusion

Introduction

This chapter is dedicated to present the results obtained from comparative statistical analysis of student's test, on one hand, and their Facebook posts and comments as the outside classroom writing, on the other hand. It sheds light on students' perception and awareness about the importance of written English styles inside and outside the classroom, and its effectiveness in enhancing learner's academic writing. Both, test and online corpuses are treated separately, by identifying formality and informality in their writing based on the necessary and sufficient conditions under which the written data occurs in reality. Furthermore, the findings are analyzed by means of comparison to review the similarities and differences. The study is succeeded by a questionnaire as a follow-up tool, for more understanding; the questions are analyzed in tables including number of respondents, percentages, and followed by interpretation. In addition to the analysis, the present chapter includes a summary of their results and findings in addition to a general conclusion.

3.1 Population and sample of the study

The chosen population for this study is Third year LMD students at the Department of Letters and English Language, University of 8 Mai 1945 (Guelma), that enrolled for the academic year 2017/2018. The reason behind selecting third year students is the adequate hours of studying the writing skill, of three years; in which in their 1st and 2nd years the students have been studying three hours per week, and one hour and half per week in their third year for approximately twenty two weeks per year. Thus, they are supposed to possess the necessary knowledge about academic writing, and the needed experience of practice.

The first part of the corpus was the test that is administered to one group out of six which has been chosen randomly. The other part was the corpus of outside the classroom that is collected from their posts on a Facebook group created by them to share information. The

follow-up tool, which is the questionnaire, is administered randomly to three groups out of six.

3.2 Students' Test and Online Corpus

3.2.1 Description of Students' Test and Online Corporuses

The test is conceptually designed; it is consisting of two unrelated questions. The participants are asked to write a paragraph for each task considering a number of elements that they have to tackle in their writings. Students are expected to apply their knowledge of writing in order to investigate their style of writing inside the classroom. It is worth mentioning that the two topics they are asked to write about are based on the type of posts' they usually share in their Facebook groups. Unlike the restricted questions; their online writings are not supervised by the teacher in which they freely express their thoughts and data using common style.

The first topic of the test consists of writing a formal request in the form of a letter in which they address their colleagues for handouts and information about the exam. The points that the students will inquire about are the following:

- The handouts of the concerned module.
- The lessons included in the exam.
- An answer if the exam would be common between the teachers.
- Some opinions about the types of the questions.

The second topic is about writing an announcement addressed by the delegate of the group to other students. The announcement covers the topic of providing information and procedures to reschedule a particular course, in which s/he reports information about the following four points:

- The concerned module.
- The meeting of the teacher with the department.
- The need to write a formal request as administration's procedure.
- Classmates' suggestions.

3.3 Students' Test

3.3.1 Administration of Students' Test

The test is administered at the department of Letters and English Language, University of 8 Mai 1945 (Guelma), to Third year students by their teacher of writing expression during a normal session: (dated, May, 29th 2018), in which they are given half an hour to answer. The main reason for administering the test this way is to make students answer these tasks as they usually do in a normal activity and not to make them behave differently knowing that the test is a part of a research for a master degree. The aim here is to ensure the credibility of the answers. Students' names are erased by the supervisor from the test sheets to assure anonymity.

3.3.2 The Analysis of the Findings of the Students' Test

According to Mann (2017), for the first (B2) and proficiency (C2) writing paper, 25% of marks for each composition are explicitly given to register. The importance of register in writing tasks is conducted through four concepts:

- **Content:** focuses on the fulfillment of the required task.
- **Communicative achievement:** focuses on the usage of the appropriate register.
- **Organization:** focuses on the logical order of the writing piece.
- **Language:** focuses on the vocabulary and grammar and the range of the language.

Thus, the respondents are analyzed considering the four elements; vocabulary/set phrases that can be related to the features of complexity and objectivity, grammar, and

punctuation in relation to the complexity of language, and information to investigate clarity of the message, in addition to the factor of politeness, mentioning the number of students and percentage of formality (high-formal and semi-formal) and informality. Since, the sample is required to write a discursive piece in the form of a letter and announcement using correct English, with the appropriate style as an academic task, politeness is extremely important factor as context dependent. Linguistic politeness “is an expression of concern for the feelings of the others” (Holmes, 2013. p, 4). Based on Wolfson’s ‘bulge’ model, linguistic politeness behavior is treated by relative social distance as major factor to determine its aspects (negative and positive politeness). Negative politeness devices generally occur in formal settings and interactions to express distance and power distinctions, whereas, positive politeness devices are used to express solidarity and emphasis equality between participants in less formal/informal settings.

Question one: You are third year student at the department of English. Unfortunately, at the period of the exams you have lost the handouts of a certain module which obliged you to ask for help from your colleagues.

Table 3.1

A third year student letter

	Number	Percentage
High-Formal register	04	11.1 %
Semi-formal register	06	16.6 %
Informal register	26	72.2 %
Total	36	100%

The answers of the first question are classified under three types of register: high-formal, semi-formal and informal. The number of participants in the test is 36, in which

all students were able to accomplish the first task. The majority of students (72.2%) use the informal style in writing the letter. However, 16.6% of students employ the semi-formal style and the others who represent the minority (11.1%) write with high-formal style.

High-Formal Register/Style

The high-formal corpuses tend to be more informative; discussing the required points of the task which can provide clarity and brevity of the message and, using the appropriate objective formal vocabulary when: greeting, beginning, making a request, apologizing, closing remarks providing, and complementary closing. Other criteria are: correct formal grammar when using: complete sentences, complete words (no contractions or abbreviations), and the right spelling of words while developing the ideas. And well situated punctuation marks. The following is an example of formal respondent:

Example1

Dear colleagues,

I am a third year student from G: 4. the reason of writing this letter is to ask for help. Unfortunately, I could not find my handouts of the last lesson of literature course entitled 'American minor literature', I would be grateful if you could give me a copy of the lesson.

I regret but, if there is any information about the included lessons as well as the types of the exam questions, and if the exam will be common between the teachers. Anyone could help us please with the previous exams as an example.

Thank you again, and I look forward your answers in the near future.

Your sincerely,

The example above represents the needed criteria of high-formal letter. Moreover, politeness behavior is materialized in the answers; using the negative politeness devices to show the seriousness of the subject matter and high status of respect to the reader.

Table 3.2*High-formal letter*

The writers use:	Information	Vocabulary and Structure	Grammar	Punctuation
High-formal letter	<p>The required information is present:</p> <p><i>'literature course entitled 'American minor literature'</i></p> <p><i>'any information about the included lessons'</i></p> <p><i>'if the exam will be common between the teachers'</i></p> <p><i>'the types of the exam questions'</i></p>	<p>Greeting: <i>'Dear colleagues'</i></p> <p>Beginning: <i>'I am a third year student from G: 4'</i></p> <p>Making a request: <i>'I would be grateful if you could give me'</i></p> <p>Apologizing: <i>'I regret but'</i></p> <p>Closing marks: <i>'I look forward your answers in the near future'</i></p> <p>Closing: <i>'Your sincerely'</i></p>	<p>Formal correct grammar: <i>'I am'</i> <i>'I could not'</i> <i>'Please'</i></p> <p>No spelling mistakes</p>	<p>Correct punctuation, comma after greeting and closing: <i>'Dear colleagues,'</i> <i>'Your sincerely,'</i></p> <p>No exclamation marks.</p>

Semi-Formal and informal Register/Style

The semi-formal and informal corpuses are generally similar, yet, they differ in the choice of vocabulary. Both are less informative; they lack some requested points with no details, but rather mentioning only the most important information according to their understanding. The use of simple and incorrect grammar: run-on sentences, sentence sprawl, imperative form, contractions and abbreviations. In addition to wrong situated punctuation marks. However, the informal register is less polite than the semi-formal in which the linguistic choice of words is more personal. The following are some semi-formal respondents:

Example 1

Dear, students

I'm writing this letter because I have a request for you as only you can help me since I was absent last week due to some health issues, could you please give me handouts of psychology course?! I would be grateful to you.

yours sincerely

Example 2

Dear colleagues,

I would really appreciate it. If you provide me with the lessons included in the exam I could not find my handouts of civilization course and the exam is this Sunday, I am really in need as soon as possible, I apologize for any inconvenience

Yours truly,x

Example 3

Dear, colleagues.

According to many problems that I have faced this semester, and especially health ones, as I was absent for a long time, so I would be very thankful if you could help me with the lessons handouts because exams are very near and I need to start revising.

your sincerely,

Students' answers miss some required points such as clarity that is neglected. In terms of vocabulary, students are objective. While, in terms of structure, the beginning and closing remarks are missing. Even though, most of students respect the principle of politeness as a strategy of request, that they hire the positive politeness devices as sign of intimate and appreciation, like: *'I would really appreciate it'*. *'I would be grateful to you'*.

Table 3.3*Semi-formal letter*

The writers use	Information	Vocabulary and Structure	Grammar	Punctuation
Semi-formal letter	Limited information is provided: <i>'could you please give me handouts of psychology course'</i> <i>handouts of 'civilization course'</i> <i>'could help me with the lessons handouts'</i>	Greeting: <i>'Dear colleagues,'</i> Making a request: <i>'I have a request for you'</i> <i>'I would realy appreciate it. If you provide me'</i> Apologizing: <i>'I apologize for any inconvienasce'</i> Closing: <i>'your sincirly,'</i>	Contractions: <i>'I'm'</i> <i>'Couldn't'</i> <i>'Can't'</i> <i>'it's'</i> <i>'You'r'</i> <i>'I've'</i> Spelling mistakes: <i>'realy'</i> <i>'exame'</i> <i>'inconvienasce'</i> <i>'thinkfull'</i> <i>'abscent'</i> <i>'Yourse'</i> <i>'Sincirly'</i>	Wrong situated punctuation marks in greeting : <i>'Dear, students'</i> <i>'Dear,colleagues.'</i> And closing: <i>'yours, friendly'</i> <i>'Yourse truly,x'</i> Or the absence of the punctuation mark: <i>'Dear students'</i> <i>'yours sincerely'</i> The use of exclamation and question marks <i>'!?'</i>

Over and above, the following informal respondents do not have even the form/structure of 'letter', but a block of words in a form of demands, which are expressed in impolite manner:

Example 1

Yo! People of my group – and others -. Wanna ask you about an upcoming exam , any idea if it will be the same for all f us ? and what type of the questions are we expecting here ? oh and, I may have lost my handouts to the generous people. It would be very enough to send only what's included. Cheers!

Example 2

**Yo, do you have the handouts of (the concerned course), if it is a boy*

**hello, how are you?(start a small conversation in which I show her that she is smart and funny) by the way do you have the handouts of ...(if is a girl).*

**hello beautiful nice people, what are the lessons included in the exam of.../gonna be a unification of power and evil between teachers.*

Example 3

You peple of 'exlusive' (a small group of elite of group 04) does any one of you have the handouts of the courses, university-I don't know where I've put them or else. I have a good feeling that lesson 3 is gonna be in the exam, they both like "pick the right answers" kind of question.

Example 4

Send me course n°:06 of Civ, I just found out that I don't have iiiit ☺

Damn it! I feel so useless, please send it as fast as possible. ☺

Also sweets! Did anyone send you any previous questions????

Thank youuu so much Deary ☺

my Savior <3# Kisse#Hugs

As it is presented in the examples above, students use high level of informality of language including orality as casual discussion such as 'yo', 'gonna', and 'wanna', as well as abbreviations like 'Civ', also the over use of punctuation and images. But, as an academic task the structure of 'letter' must be respected and applied, based on the provided knowledge in written expression module. Moreover, students should use correct grammar.

Table 3.4*Informal letter*

The writers use	Information	Vocabulary and structure	Grammar	Punctuation
	<p>Information is limited:</p> <p><i>'send only what's included'</i></p> <p><i>'Send me course n°:06 of Civ'</i></p> <p><i>'the exam of.../gonna be a unification of power and evil between teachers'</i></p> <p><i>'I have a good feeling that lesson 3 is gonna be in the exam'</i></p>	<p>Greeting:</p> <p><i>'Hello mate,'</i></p> <p><i>'Good evening dear mate,'</i></p> <p><i>'Hello mates'</i></p> <p>Beginning:</p> <p><i>'I hope you are well'</i></p> <p>Making a request:</p> <p><i>'Can you led me your handouts'</i></p> <p><i>'can you please give me'</i></p> <p><i>'Plz send them to me'</i></p> <p>Apologizing:</p> <p><i>'I'am sorry to disturb you but'</i></p> <p>Closing:</p> <p>Thank uuuuuu (:</p> <p><3<3</p>	<p>Contractions:</p> <p><i>'don't'</i></p> <p><i>'that's'</i></p> <p><i>'couldn't'</i></p> <p><i>'didn't'</i></p> <p><i>'what's'</i></p> <p><i>'I'll'</i></p> <p><i>'I'm'</i></p> <p><i>'I'd'</i></p> <p><i>'you've'</i></p> <p>Net speak:</p> <p><i>'yo'</i></p> <p><i>'iiiiit ☹'</i></p> <p><i>'youuu'</i></p> <p><i>'yo!'</i></p> <p><i>'oh'</i></p> <p><i>'&'</i></p> <p><i>'tooolate'</i></p> <p><i>'Damn it'</i></p> <p><i>'<3# Kisse#Hugs'</i></p> <p>Direct language:</p> <p><i>'send me'</i></p> <p><i>'You people of exclusive'</i></p> <p><i>'I want you to help me'</i></p> <p><i>'hit me up'</i></p> <p>Slang language:</p> <p><i>'the exams are on the doors'</i></p>	<p>Wrong situated punctuation:</p> <p><i>'Hello mates!'</i></p> <p><i>'do you have any exam papers!!!'</i></p> <p><i>'Gracias!'</i></p> <p><i>'Yo!'</i></p> <p><i>'Thank you!'</i></p>

Question two: You are the delegate of the group. The teacher informed you about the meeting with department to change the unsatisfied timing of the module based on the desire of your colleges.

Table 3.5

A delegate announcement

	Number	Percentage
High-Formal register	00	00 %
Semi-formal register	04	11.7 %
Informal register	30	88.2 %
No answer	02	5.5 %
Total	36	100%

The answers of the second task are either semi-formal or informal, whereas the high-formal register does not appear in all corpuses. Moreover, not all of the participants were able to accomplish the task; two of the participants have not done. The main possibility is time constraints, while inability to understand the question is still to be another possibility. So, of a total of 34 respondents, 04 (11.7%) participants use the semi-formal register, whereas the others (88.2%) write in the informal register.

According to Krashen (n.d) formal register is used in impersonal formal settings; announcement speeches are common for this register. An announcement is the written or spoken official statement about a fact, “a piece of information given over a public address system” (Oxford *Living Dictionaries*). The act of announcing a subject is based on the readers’ attention. An attractive announcement is to imply the subject but not in a direct way. Scholars and scientists emphasize the non-literal state especially for school themes to other colleagues, instead of explicit announcement (the literal state in some fashion or other), it is smoother to establish the subject by implication, that the reader does not have to be ‘hit over

the head'. The second choice is to announce the subject immediately or to delay; a delayed announcement is to catch the readers' eye and interest about the subject by a provocative statement to pique their curiosity, but the immediate announcement is to state the information directly (Kane, 1988).

Informal Register:

The majority of the answers are informal announcements using explicit and immediate linguistic choice of statements. Politeness behavior is remarkably absent in the respondents; neither negative nor positive devices are used. Students use direct language as a sign of power or high position than the others. The following are examples of informal respondents:

Example 1

Dear mates

The teacher of written expression is meeting the department's administration to reschedule the course. So we as students have to write a request. Don't hesitate and contact me for suggestion. Peace!!!

Example 2

Dear mates

I just received an email, about attending a meeting in departement with all teachers, about concerned cours, And as am suppose to be delegate. I need to write administration's procedure request, so your suggestions are welcomed!

Ps: Don't fight!

Example 3

Dear loyal subjects .

This is delegate speaking. I came with good news! , the administration and the teacher have finally decided to reopen the literature session case, I, your great ruler, was invited to the meeting, we need also to complete the procedures and give them a written request plus I need to hear your suggestions.

Example 4

Hi guys,

I hope you're enjoying your spring holidays the way I'm not, and speaking of which, I have bad news for you which is a rescheduling of our French course session. The meeting will be held on the 5th of April. As usual! I will start a poll on our facebook page in which you could suggest another time & vote for it. Please, don't be selfish. May the best suggestion win & have a nice day:

Your beloved delegate :3

Example 5

Attention group 04, as your delegate, to inform you that the translation's teacher has finally agreed to reschedule the course, but that can't be done only with meeting with administration, So you are all concerned with this

I hope you will be understandable and write a request to complete administration's procedures and contain your suggestions

Example 6

Dear subjects, XD

Mrs 'I' of translation has finally accepted our request of changing the timing of her session.

We first need to write a request, so if you have any suggestions send now or stay quiet forever (jk XD)

My meeting will be a week from now, So hurry up if you please!!!

The announcements are less informative, in which the message contains no details or explanation to the reader. The used vocabulary principles are expressed in personal manner like 'hi guys'. The remarkable use of direct language; imperative form, contractions, run-on sentences, sentence sprawl, and mistaken situated punctuation marks is very informal.

Table 3.6*Informal announcement*

The writers use	Information	Vocabulary and structure	Grammar	Punctuation
Informal announcement	<p>Limited information is provided:</p> <p><i>'This is delegate speaking'</i></p> <p><i>'the civilization course is to be rescheduled'</i></p> <p><i>'we must write a request as administration's procedure'</i></p> <p><i>'My meeting will be a week from now'</i></p> <p><i>'write down your suggestions to select what suits the majority'</i></p> <p>No information about the addressee</p> <p>No exact timing for the meeting</p>	<p>Greeting:</p> <p><i>'Hi guys,'</i></p> <p><i>'Dear subjects, XD'</i></p> <p><i>'students of distinct 04'</i></p> <p>No beginning</p> <p>No making request:</p> <p><i>'if you have any suggestions send now or stay quiet forever'</i></p> <p>No apologizing</p> <p>Closing:</p> <p><i>'thank you'</i></p> <p><i>'Your beloved delegate :3'</i></p> <p><i>'Peace!!!'</i></p>	<p>Contractions:</p> <p><i>'I'm'</i></p> <p><i>'I'll'</i></p> <p><i>'I'd'</i></p> <p>Net speak:</p> <p><i>'peace niggas (:'</i></p> <p><i>'-_-'</i></p> <p><i>'sooo'</i></p> <p><i>'&'</i></p> <p><i>'yo'</i></p> <p>Direct language:</p> <p><i>'Attention group 04,'</i></p> <p><i>'Don't hesitate and contact me for suggestion'</i></p> <p><i>'don't be selfish'</i></p> <p>Spelling mistakes:</p> <p><i>'holodays'</i></p> <p><i>'rescheduling'</i></p> <p><i>'departement'</i></p> <p><i>'cours'</i></p>	<p>The use of exclamation marks:</p> <p><i>'Yo!'</i></p> <p><i>'Peace!'</i></p> <p><i>'welcomed!'</i></p>

Semi-Formal Register:

The semi-formal answers vary from the previous pieces in the remarkable politeness behavior (positive politeness devices) that is presented with objective vocabulary. In part, the formality is related to the politeness behavior, and to the correctly situated punctuation; but not to the complexity of grammar to produce meaningful and well-structured piece of writing.

The corpuses are regarded to be semi-formal based on the analysis measurements. As in the following example:

Example 1

Dear classmates,

I would like to inform you that a meeting with miss (x) would be held this tuesday morning in order to reschedule the linguistic course, I would attend the meeting with teacher and the department, my request is to ask all of you to meet and write a formal request as administration procedure and to convey our needs. and finally I would be thankful if you all submit your suggestions to take it into consideration

Your delegate.

Students are tending to be semi-formal, mentioning the important information in polite way. They use objective vocabulary like greeting and closing.

Table 3.7

Semi-formal announcement

The writers use	Information	Vocabulary and structure	Grammar	Punctuation
Semi-formal announcement	Limited information: -Missing the time of the meeting: <i>'a meeting with miss (x) would be held this tuesday morning'</i>	Greeting: <i>'Dear classmates'</i> Beginning: <i>'I would like to inform you that'</i> Making request: <i>'my request is to ask all of you to'</i> Closing marks: <i>'finally I would be thankful'</i> Closing: <i>'Your delegate'</i>	Correct grammar: <i>'I would like to'</i> <i>'I would attend'</i> <i>'I would be thankful'</i>	Correct punctuation marks after greeting: <i>'Dear classmates,'</i> <i>Dear colleagues,</i> And closing: <i>'Your delegate'</i> No exclamation mark

The test has included 70 various answers between the first topic and the second one, the analysis focus on the writing register/style which is the purpose of the study. As it is noticed, the main used registers in the respondents are the semi-formal and informal; very few students are formal. However, the others are not, they neglect the setting, and the language, focusing on the relationship with the readers.

3.4 Students Online Corpus

3.4.1 Corpus

The corpus of the study is collected by the supervisor in order to erase the participants' names. It comprises 40 pieces written in English and posted on the official Facebook group of English students, University of 8 Mai 1945. The reason of choosing Facebook is, firstly, because they are freely accessed site in which no member registration is needed to access the site. Secondly, the language of communication on this site is mostly English, when it comes to students of English language.

The selected data are studied to assess the level of formality of the corpuses. Due to the informality of the electronic medium, the corpuses are analyzed by taking into account the four writing elements of the traditional formulae of letter and announcement with the possibility of employing these courtesy formulae; vocabulary/set phrases (focusing on salutation and closing), grammar, punctuation and information, mentioning the number of respondents and percentage of high-formality, semi-formality and informality.

Online writing is characterized by several features and principles. The writer needs to focus on the purpose of writing to produce the appropriate language which should be simple and summarized by short sentences that fits the audience and the setting (The Open University, 2012).

3.4.2 The Analysis of Findings of the Students' Online Corpuses

3.4.2.1 The Social Networking Site Facebook

The growth of web has allowed many services to be created which facilitates collaboration in the World Wide Web that is defined as “the web-based services that allow individuals to construct a public or semi-public profile...articulate a list of other users with whom they share a connection and view and traverse their list of connection” (Boy & Ellison 2008, p, 211 cited in Perez-Sabater 2012, p. 82). Facebook is one of the most popular social networking websites “as a cross between a tool for meeting new people and a platform for networking with people you already know” (Baron 2008, p. 84 cited p. 82). It is characterized by adding or modifying the information already online, for instance, a user can create a group which is open to other users. It is interesting to indicate that Facebook is originated from educational platform design between classmates, involving into online communication tool for diversified fields.

The most common researches on Facebook have analyzed its use from a sociological or pragmatic approach, identifying the sense of community based on participants' relationship in social networking, and as a platform of enhancing learning. However, the study of the linguistic aspects of this online social networking website is rare; not only because of its modernity but also due to its complexity in which different genres concurrently exist on one social networking website. In the last decade, sociolinguistics was interested on the issue that Baron (2000) considers the traditional boundary between the author and the audience is merged in online writing mainly in terms of formality (cited in Perez-Sabater 2012).

Table 3.8*Online students writing*

	Number	Percentage
High-Formal register	00	00 %
Semi-formal register	02	05 %
Informal register	38	95 %
Total	40	100%

Following the formality/informality criteria, the corpuses are divided into two applied registers; semi-formal and informal. The majority of students use the informal register/style in their electronic writing texts and comments, 38 (95%) out of 40 corpuses present the informality level of the written English use. The minority of the published posts sound to be formal in which only 02 (5%) pieces are representing the semi-formal register. Whereas, the high-formal register does not appear in all web writing data.

The presented topics of the corpuses are the basis of the test's topics. The most common and frequent subjects posted by students on their official Facebook group site, are either about the planning of sessions and exams, or asking for help concerning the courses and handouts.

Semi-Formal Register

The two online posts start with formal greeting: *Dear+ Group*; in separate position from the main body, as general call without specification of the addressee names or nicknames. In addition to the correct placement of the punctuation mark (comma) after the salutation. At the end of the written text only one of them have used the farewell '*TANK YOU.*' as polite closing of the message. As in the examples 1:

Example 1

Dear Group,

THIS IS THE FINAL POST CONCERNING THE #PLANING.

S proposal has been submitted to the administration this afternoon. It was accepted and to be printed and published tomorrow as max.

Again I don't serve individual's interests...I serve what the majority accepts. TAKING IN CONSIDERATION THE SPECIAL CASES.

Think of what suits 345 person. ... Not you what suit you as individual. You are a drop in the sea. If you need a week before literature (as I was yelled at this morning) have your own exams.

Please don't judge according to your interests and this is not only concerning the Exam...

Thank you.

The intended message in the previous posts is clearly detailed with the exactly needed information, capitalizing the key terms and highlighting the others with the Hashtag sign “#”. Furthermore, it is characterized by the current use of dots rather than conjunctions or adverbs to connect the sentences, the use of slang ‘*you are a drop on the see*’, contractions, and the shift between tenses.

Table 3.9*Students' online semi-formal writing*

The writers use	Information	Vocabulary and structure	Grammar	Punctuation
Semi-formal posts	Detailed information: <i>'this is the final concerning the planning'</i> <i>'I am here to inform you that the planning is not final'</i>	Greeting: <i>'Dear group'</i> Closing: <i>'THNK TOU'</i>	Contraction: <i>'don't'</i> Net speak: <i>#planning'</i> <i>#not_final'</i> <i>#civilization'</i> <i>#personal'</i> <i>#desires'</i> <i>#Suits'</i> <i>#majority'</i> Capitalization: <i>'MOST LIKELY'</i> <i>'EXPIRSE'</i> <i>'TAKING IN CONSIDERATION'</i>	Correct situated comma after greeting: <i>'dear group,'</i> And closing: <i>'THANK YOU,'</i> The use of dots to connect phrases: <i>'...'</i> <i>'take as not...there is'</i> The use of full stop between paragraphs

Informal Register:

The majorities of Facebook members use nicknames for their accounts. In addition to using nicknames, they neither present themselves nor sign off their posts which make them unknown to the others; such situation can block the communication between the participants because of the message ambiguity. Especially, when the writer use direct request without clarification or detailed information about the subject matter as it is presented on the following example:

Please help me I did not find writers in minor narrative American if you have any information help me

Are u a third year student?

You should get a visa and many things to be done to get some help from this “people”

She is a second year I wanna help her but at least she should be specific, otherwise no 3rd year group is taught by miss chahat this year

Writing process is the writer’s responsibility towards the reception of the intended message; the writer needs to create the appropriate situation of discussion and communication with the addressed audience, regarding the nature of the writer’s relationship and his/her audience mainly to save ‘face’, and to provide the full information to assert clarity.

Concerning the type of announcement posts, the information is presented in direct way without any introductory or provocative sentences or even details, and directly addresses the students without salutation, beginning or closing, in which the words used by the students are of oral casual discussion; as in the example bellow:

Group 5 :tomorrow there is no session of written and Thursday too.

Moreover, the use of salutation does not assure the follow up of farewell at the end of the message in some cases; or both are presented with informal language. They use a mixed language between capital words and normal formula structure, fundamentally to highlight the key terms of the message. Opposing the structure of formality; the important information in formal writing is highlighted through the selection of words, use expressions and syntactic structures choices. Besides to the common use of images or Hashtag (#) to form a visual appeal or to show emotional situation like in the example **1:Example1**

Dear pieces of “STIHS”

THIS IS FROM MISS CHIHEB...

AS SHE PROMISSED ABOUT THE BLOG THING..

ABOUT

“The texts we will tackle for understanding language processes in minor literature”.

In the studied corpuses, students use direct language presenting the features of online writing to announce information or to ask for help from colleagues. Their writings are mostly characterized by the use of capitalization, the highlighting of the most needed words focusing on the meaning at the expense of the structure, for which they do not spend time.

Table 3.10

Students' informal writing

The writer use	information	Vocabulary and structure	Grammar	Punctuation
Informal posts	Personal information: 'She told me...' 'On behalf of your king' 'So concerning the majority will, tomorrow we will not attend the course'	Greeting: 'Dear pieces of sheets' 'Not so dear group' 'Group 5' 'Hi there' 'Hey guys' Closing: 'Thnkx in advance' 'Thank you' 'Thanks' 'and good luck to u all' 'I'll be grateful' 'Good luck'	Capitalization: 'I HOPE' 'FOCUS ON' Contractions: 'Don't' 'It's' 'didn't' 'I'll' 'I'm' Abbreviation: 'U' 'Plz' 'Slm'	The use of comma after greeting: 'Not so dear group,' The use of colons: 'Group 5:' The use of dots: '...' Exclamation mark: 'Hi there!' 'not to revise!!!' smiley: (:

3.5 Results

The visual representation of the outcomes can be found in the chart below:

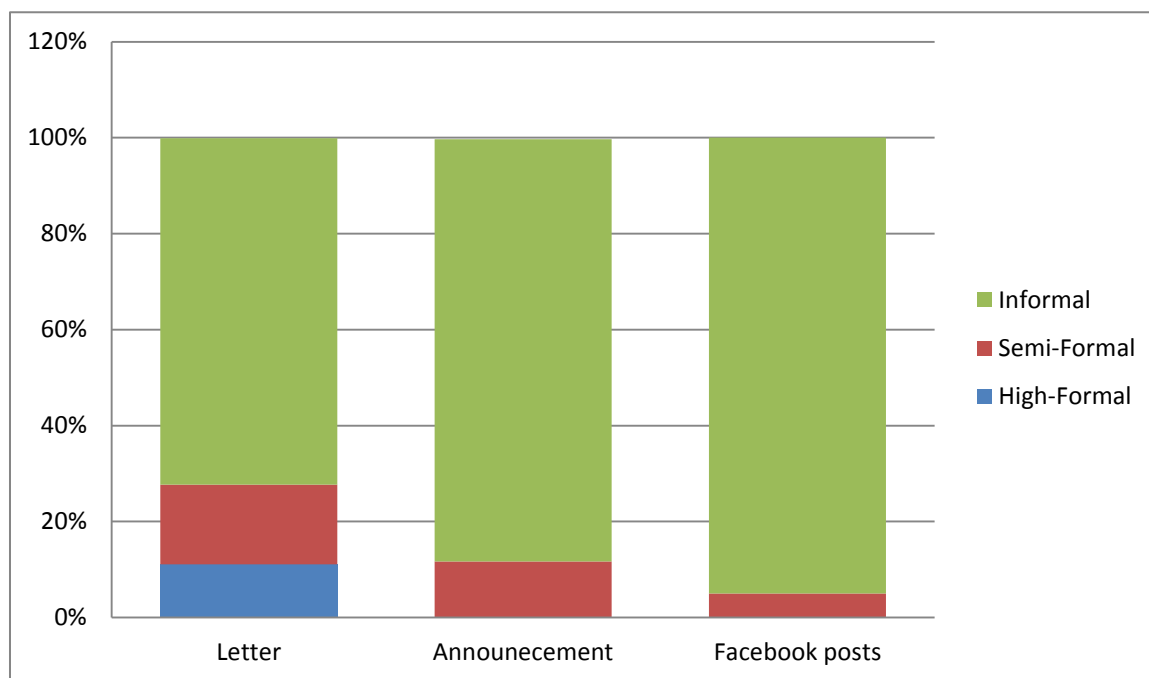


Chart 1: *Level of Formality*

The results show that there is a huge variation between the levels of formality per genre of writing. All genres possess a relatively informal register, indicating informal texts. A possible reason for the remarkably low level of formality is the unawareness of the appropriate use of registers according to the setting, situation and context, In addition to the influence of netspeak on writing on a paper in general.

‘Letter’ scores the highest level of formality in the test, with 27% including both levels of formality (high-formal and semi-formal). Subsequently, ‘Announcement’ scores lower level of formality, with 12% of only the semi-formal writings. This is a remarkable result, as it was not expected that the test would score such a low level of formality, despite the fact that the setting is academic. Considering the fact that the digital writing is considered to be informal, Facebook posts and comments score the lowest level of formality with only 5% of semi-formal register use.

3.6 Inside the Classroom Corpus vs. Outside the Classroom Corpus

Table 3.11

Inside the classroom corpus

	Letter	Announcement
Structure	Students' formal letters are shaped according to the formal structure. Whereas, informal letters are written in form of blocks.	Neither formal nor informal announcements are written according to the structure rules.
Vocabulary	Formal letters are seen to be objective using polite vocabulary. However, informal letters are subjective by using intimate greetings and closings.	Students disrespect the common features of vocabulary in their informal announcements. But in semi-formal announcements are mentioned with less polite words.
Grammar	High-formal letters are written in formal grammar; respecting the academic writing features like complexity and objectivity; ideas are expressed through coordination in simple manner. However, semi-formal and informal are less academic by the use of contractions, spelling mistakes, direct language, netspeak, and smileys.	Students' informality is represented in their direct language contractions, netspeak, and abbreviation, unlike their semi-formal announcements where they use correct and complete words.

Table 3.12*Outside the classroom corpus*

	Letter	Announcement
Structure	In both letters and announcements the formal structure is almost absent in students' online writings.	
Vocabulary	Both letters and announcements are written using wrong situated vocabulary; either greetings or closings are produced within the main body of the text.	
Grammar	Students use incorrect grammar in both letters and announcements: contractions, abbreviations, netspeak and capitalization of words and sentences.	

The analysis of the students' test reveal that the majority of students' first consideration while writing is to deliver the intended message taking into account the most important information. The students' classroom writing does not reveal the use of basics of the writing skill, neither the appropriate writing register that is noticed to be almost absent in both questions. Students do not follow the appropriate norms of classroom writing at the different levels: of structure, of vocabulary and of grammar. Yet, the outside classroom corpus, which is Facebook online writing, is already the informal register that has no norms or rules to follow, students use of English is very relaxed full of the computers' tools as images, smileys, and Hashtags.

Contrasting writings of the test and of the Facebook corpuses, we find that while formality is almost absent in Facebook corpus, it is not really considered by the majority of the students in classroom writing. The style of writing in and outside the classroom resemble to a great extent, due to the influence of informal style on the classroom writing rather than the influence of formal style on outside the classroom writing.

3.7 Students' Questionnaire

3.7.1 Description of Students' Questionnaire

The questionnaire is subsequently designed; a follow-up data gathering tool, to seek more information and to support results from the students' test. The questionnaire is more restricted and closed because of the nature of the study; in which we are investigating the students' awareness about the writing style to use in and outside the classroom. To reduce ambiguous answers, different types of closed-ended questions are provided such as dichotomous and multiple choices questions. Depending on the question, participants are required to choose either one or more answers out of various pre-determined possible options. Yet, a follow-up question is accompanied almost all questions seeking additional comments if the students want to offer, in which the aim is to provide more clarification, or addition. It consists of fifteen (15) questions categorized under three main sections.

The first section is entitled 'General Background' which includes three questions about participants' gender, age and duration of learning English. The second section, from **Q4** to **Q9**, focuses on formal and informal writing styles; in which the aim is to investigate learners' knowledge about writing styles. Finally, the third section, from **Q10** to **Q15**, is about the use of written English in social network; to look for students' awareness of the English written style variation in and outside the classroom.

3.7.2 Administration of Students' Questionnaire

The questionnaire is administered at the department of Letters and English Language, university 8 Mai 01945 (Guelma), to third year students during two days April 30th and Mai 3rd, 2018. Students were collaborative, answering the different questions. They are given twenty minutes to answer them. Also, it is worth mentioning that the researcher was present while students were answering to provide them with needed explanation when needed to avoid ambiguity.

3.7.3 Analysis of Findings of Students' Questionnaire

Section one: General Background

Question 1: What is your gender?

Table 3.13

Third year students' Gender

	Number	percentage
Male	19	19%
Female	79	79%
Total	100	100%

The dominant gender of Third year students of letters and English language at the University of 8 Mai 1945 is the female gender, in which 79% of the participants are females, whereas, only 19% present males. This indicates that males are less interested about learning English. In fact, many studies report females' positive attitudes and greater interest in learning foreign language and languages in general.

Question 2: How old are you?

Table 3.14

Third year students' Ages

	Number	Percentage
20	17	17%
21	31	31%
22	27	27%
23	18	18%
24	02	2%
25	01	1%
26	02	2%

Concerning students' ages, the sample ranges between 20 and 26 years old. In which students being 21(31%) and 22 (27%) are the dominant in the Third year, followed by 18% of 23 years old and 17% of 20 years old as remarkable number. However, the minority of students (2%, 1% and 2%) represent the ages of 24, 25 and 26. This implies that the sample is homogenous, in which the majority of students' (95%) age ranges from 20 to 23.

Question 3: How long have you been learning English (including this year)?

Table 3.15

Students' duration of learning English language

	Number	Percentage
3	23	23%
10	60	60%
11	09	09%
12	03	03%
Total	100	100%

Students' answers indicate that the majority of the students were studying English for more than ten years (from 10 to 12 years). Twenty three (23) (23%) students claim that they were studying English for three years, which is not possible given the fact that the educational system in Algeria presents English to students starting from middle school, to high school. Students misunderstood the question, and answer with the number of the years they were studying English at University.

Section 2: The Use of Written English through Social Network Services

Question 4: Where do you use written English?

Table 3.16

Settings where students use written English

	Number	Percentage
In the classroom only	30	30%
Inside and outside the classroom	67	67%
Total	100	100%

As it is shown in the previous table, 67% of students (67) use written English inside and outside the classroom settings. English for them is not only the language they use in academic settings, but their appreciation for English made them use it outside the classroom as well. However, 30% of the students (30) use written English inside the classroom only, as they can use other languages to communicate with all people. While English language is the field they are learning and the medium of education.

Question 5: When you write, it is usually for

Table 3.17

Purposes of using written English

	Number	Percentage
Academic purposes (essay, research papers)	35	35%
Entertainment	02	02%
To communicate	12	12%
*Academic purposes + to communicate	51	51%
Total	100	100%

In this question, students are asked to choose for which purpose (s) they use written English. The majority of the students (51%) use English for ‘Academic purposes’ and ‘to

communicate' in general. The answers of this question support the results of the previous one, which students use written English inside the classroom, for academic purposes and outside the classroom, to communicate. Whereas, the other remarkable finding is that 35% of the students use written English for Academic purposes only, such as in essays, research papers and other educational tasks which are parts of the learning curriculum. These students see English as the field they are learning and not as a language to be used for communication and discussion, or even entertainment. Two students 02 (02%) and 12 (12%) students use English for entertainment and communication and not for academic purposes. The students do not understand the question, or they do not take the research questionnaire sincerely, because they are students of letters and English language in which all tasks, quiz, homework, assignments and exams are handled in English.

Question 6: Does your writing style change according to the situation and the reader?

Table 3.18

Change of writing styles and the factors of situation and reader

	Number	Percentage
Yes	90	90%
No	10	10%
Total	100	100%

In this question, students are asked if their style of writing changes according to the situation and the reader. Most of the students (90%) believe that their writing style changes according to the situation and the reader. Their answers indicate that students have knowledge about the fact that the factors of setting and reader determine the appropriate writing style to produce. But, the other students (10%) answer that their writing style does not change in the different situations or for a given audience. This fact explains the extent of informality that is noticed in students' classroom writings, or that these students tend to formality inside and

outside the classroom. It is always possible that their style changes but they are not aware of it, i.e. they lack clear knowledge about styles and their criteria.

Question 7: Have you ever received comments about formal/informal style on your writing by teachers?

Table 3.19

Teachers' comments on students' writings about formal and informal registers

	Number	Percentage
Yes	30	30%
No	23	23%
Sometimes	47	47%
Total	100	100%

Question seven is about the feedback of teachers about formality and informality in students' writings. In this regard, 30% of the students usually receive comments about the register used from the part of the teacher. The teacher is regularly trying to raise students' consciousness about the appropriateness of writing style to use. Forty-seven students (47%) answer that only sometimes they receive such comments from their teachers. These students are mostly not confused between the appropriate styles to use in its context, unlike the previous 30% who receive comments on their styles regularly due to the fact that they are confused most of the time. However, 23% of the students receive neither comments nor feedback about their used writing style.

Question 8: do you know enough about the differences between formal and informal styles?

Table 3.20

Students' knowledge about formal/informal writing styles differences

	Number	Percentage
Yes	41	41%
No	10	10%
Somehow	49	49 %
Total	100	100 %

The findings above show that the majority of students (90%) know either enough or little about the differences between the formal and informal styles; in which, 41% of the students confirm possessing enough knowledge about the style differences, while 49% of them have limited knowledge. The rest of the students (10%) they do not know about the differences between the formal and informal writing styles.

Question 9: have you ever studied the formal and informal writing styles in the university?

Table 3.21

Asking students if they have ever studied formal/informal writing styles in the university

	Number	Percentage
Yes	84	84%
No	16	16%
Total	100	100%

As indicated in the previous answers, 84% of the students claim that they have studied formal and informal writing styles in university, which supports the answers of previous question. However, 16% of the students say that they have never studied about formal or informal writing styles in university. Since it is the same syllabus used in the department by

all teachers, it is not possible that some students are through a lesson on formal and informal styles while others are not.

The students who answer yes on the previous question, are asked to state the course (s) in which they dealt with this topic ‘*in which module?*’ Their answers vary between writing expression, oral expression and methodology: 65% of students say that it was during written expression module, 12% of them say that it was during oral expression module, and the remaining (23%) claim that it was during the three modules of oral expression, writing expression and methodology.

Section 3: The Use of Written English through Social Network Services

Question 10: Do you collaborate with your colleagues online?

Table 3.22

Students' online collaboration with their colleagues

	Number	Percentage
Yes	91	91%
No	09	09%
Total	100	100%

Concerning students' collaboration with their colleagues online, the majority (91%) of the students say that they collaborate online with their colleagues on social network services as communication platform setting. Whereas, the rest of the students which represent the minority (09%) do not collaborate online with their colleagues but they prefer to work individually.

The second part of the tenth question is addressed to the students who collaborate online with their colleagues. They are asked if they use Facebook, as it is the most famous social network, or other ones.

Table 2.23*Students' use of Facebook and other computer networks services*

	Number	Percentage
Through Facebook posts	62	62%
Other	29	29%
Total	91	91%

The tables above shows that 62% of students use Facebook to collaborate with their colleagues, while 29% use other social network services in addition to Facebook posts such as Viber, Instagram and E-mails.

Question 11: For what purpose do you use written English while interacting with your colleagues?

The Purpose of using written English online

This question is open-ended; it is about Students' purpose behind writing in English while interacting with their colleagues. 60 of Students say that the purpose is to communicate and share educational information with colleagues, those can be outlined as following:

To communicate with my colleagues

In order to communicate with my colleagues and share information

To have educational news and share know

To communicate with classmates and exchange knowledge and information

In fact, the students here do not answer why they write in English when they collaborate with their colleagues online, i.e. outside the classroom; instead, they answer why they collaborate online.

Question 12: Do you think your writing style inside the classroom differs from outside the classroom?

Table 3.24

Students' opinion of their writing styles inside the classroom and outside the classroom.

	Number	Percentage
Yes	77	77%
No	23	23%
Total	100	100%

As it is represented in the previous table, almost all students report that their writing style inside the classroom differs from the one they use outside the classroom. But, 23% of the students claim that their writing style inside the classroom do not differ from the outside the classroom one. These students do not consider the appropriate style when writing, or they do change the style but they are not aware that they do.

The follow-up question '*if yes, do you pay attention to the differences?*' is directed to the students who change their writing style inside the classroom and the outside classroom.

Table 3.25

Students' attention to the differences between the used styles

	Number	Percentage
Yes	25	25%
No	12	12%
Not sure	40	40%
Total	77	77%

77% of students say that they know their writing style differs according to the setting (inside and outside the classroom). Only 25% of students pay attention to the differences between the styles they use inside and outside the classroom; which would facilitate the

writing process, especially when writing for academic purposes to be scored. Whereas, the majority of the answers (75%) is divided between 12% of students who do not pay attention at all to the differences between their styles inside and outside the classroom, and 40% who are 'not sure' if they do. This indicates that students are writing focusing more on communicating ideas without paying attention to features of the style they use.

Question 13: Where do you feel comfortable while using written English?

Table 3.26

The setting where to feel more comfortable while writing in English

	Number	Percentage
Inside the classroom	06	06%
Outside the classroom	54	54%
Both	40	40%
Total	100	100%

54% of students are comfortable while writing outside the classroom because they are not restricted to rules and criteria of formality such as correctness. 40% of the students feel comfortable in both settings, inside and outside the classroom. This fact indicates that they are competent enough linguistically and communicatively that the setting does not present any obstacle or difficulty when writing. Yet, 6% of students are comfortable when writing in English inside the classroom rather than outside the classroom. Actually, being in the classroom subject to rules of writing and monitored by the teacher is what facilitates the task. These students avoid using English as a medium of communication outside the classroom.

Question 14: What do you think of your style in academic writing?

Table 3.27

Students' appreciation of their academic writing style

	Number	Percentage
Somehow appropriate	64	64%
Appropriate	23	23%
Inappropriate	13	13%
Total	100	100%

Concerning students' appreciation of their academic writing style, 64% of students consider their academic writing 'somehow appropriate'. These students are aware their writing style needs more practice to be improved. 23% of students claim that their academic writing style is appropriate. However, 13% of students say that academic writing style is inappropriate. They are aware of how much they lack knowledge and practice on writing style.

Question 15: Please feel free to add any addition or suggestion.

Students' suggestions

The last question is an open-ended question; it is about further addition or suggestions about the formal/informal writing styles inside and outside the classroom. 15% out of 100% add comments; those can be outlined as follows:

Most students need more formal teaching and courses about writing academically.

They need a list of academic word, expressions and writing style in general.

Formal and informal styles are very important; it help us to improve our writing style. The questionnaire was an evaluation of this three years study.

This topic is interesting and it is a good idea to teach the formal and informal English to students in order to make their English more appropriate.

It is very interesting topic, in which the students, especially third year students should know the differences between in and outside the classroom writing style.

It would be great if they teach us the exact differences between formal and informal language

To sum up, it seems from the above suggestions that these students (15%) need to enrich their knowledge about the differences between formal and informal writing styles. More importantly, they are aware about their poor knowledge on style appropriateness, formal and informal settings, and differences in criteria of these styles. Accordingly, they show awareness about the writing styles to be used inside and outside the classroom, and acknowledged the importance of using the appropriate one while writing.

3.7. 4 Summary of Results and Findings from Students' Questionnaire

The first section about general information shows that female gender is more interested in studying English as Foreign Language than male gender. Likewise, their homogenous ages present a category of youth who are aware about the importance of English Language as an international language.

Concerning learners' knowledge about their writing style, the second section demonstrates that more than half the students are familiar with formal and informal registers, the result of the fact that they have studied formal and informal writing styles at university; and also, the teachers' comments about formality and informality on their writing style. The students show consciousness to the change in their writing styles according to the situation and the reader. However, the majority confirms that they have not enough knowledge about the differences in criteria between the styles; which can adversely affect their writing in academic settings.

The analysis of section three reveals that most of the students use written English through the social networks with their colleagues. Students of English do not use English for academic purposes only, but also to communicate and to share information with their colleagues. In the latter context, students use informal register while writing, in which

students are more relaxed, as there are no norms and criteria to follow. Thus, they are aware about the fact that their writing style inside the classroom differs from outside. While many students are aware about the existence of different styles, half of them either do not pay attention to or not sure about the differences between their classroom writing style and outside classroom writing style. More importantly, students show awareness about the shortage in their knowledge about writing styles and the need for practice to obtain more appropriate style of academic writing.

Conclusion

The analysis of students' test and online corpuses reveal that the majority of students use informal writing register in both settings, in the classroom for academic purposes and outside the classroom, for Facebook posts and comments. In responding the test, students show a great extent of informality. Given the findings of the questionnaire, informal style use in academic setting is not only the result of lack of awareness about differences of writing styles and their appropriate context; also it is the result of shortage of knowledge about and practice of the different writing styles. Only a minority of students use a formal language to answer the test, contrastively, two Facebook posts out of 40 are in formal language in an informal setting. Students' writing skill lacks the appropriateness of writing process in general, because the appropriate linguistic choice is highly based on the concept of register. Formal register is the language characteristic of the academic setting, thus, students' stylistic repertoire is opposing the nature of the educational situation. In the contrary, informality is stylistic feature of digital language; as it is applied in students' online posts.

The analysis of students' questionnaire revealed that the majority of students are familiar with formal and informal registers. In which formality and informality of language is studied in the courses of written expression, oral expression, and methodology, according to students' claims. Students are also receiving comments and feedback from their teachers

about formality and informality in their writings. Even though, their knowledge about the differences between formal and informal writing styles is not highly clear, a fact that is clearly seen in their writings when answering the test. Nevertheless, most of them still believe that their writing style differs according to the situation and the reader. Since students interact with their colleagues on Facebook platform using written English as a medium, they can see the difference between their classroom writing style and the online communication style. However, they are not sure about the differences between and the criteria of these styles. For this reason, more than half of students feel comfortable in outside classroom setting while writing, because this is the setting that does not require rules and norms to follow. Consequently, these students do not appreciate their academic writing, and their knowledge about formal and informal styles, which makes them believe in the urge of more knowledge and more practice.

The findings of this study are highly related; the results of the questionnaire analysis demonstrate the importance of awareness about style variation in the use of written English as foreign language, inside and outside the classroom. Students' unawareness about the differences between formal and informal register is clearly seen through the test informal respondents. Their classroom writing style is similar to their online corpuses to a large extent. The latter is the result of the limited knowledge about the criteria of formal and informal styles, as they is reported in the questionnaire. Thus, awareness about the existence of formal and informal styles is not enough to improve their academic writing, but knowledge about these styles' criteria and rules, and the practice to apply these criteria and rules is what is really needed in order to know when to use each style and more importantly how to use it.

The use of casual language instead of standard formal language in the academic environment requires serious attention from the part of the students, the teachers and the educational curriculum developers. In other words, writing process has remarkable role in

determining student's educational success or failure, that students are evaluated based on given background by written assignments. However, students will not be able to take decision about their academic writing style if they lack awareness to discover the needed features to improve their academic writing.

RESEARCH IMPLICATION

This study confirms the main hypothesis which implies that an adequate awareness of the appropriate language style in the appropriate situation, inside or outside the classroom, would enhance students' academic writing. The research further highlights certain recommendations for the reinforcement of students' awareness about writing style variation, along with the major limitations encountered by the researcher and which, in a way or another; effect negatively the appropriate realization of study.

LIMITATIONS OF THE STUDY

The present study has some limitations. The research has investigated students' awareness of writing style variation, inside and outside the classroom: the case of third year students of English, which makes it limited in scope and cannot be generalized from its results to other levels. Also, only three groups out of six have participated to answer the follow up questionnaire because of the time constraints; in which a long period of time would enable us to conduct a large sample that would help collect more data about the topic. Thus, for further research it is recommended to extend the sample for more understanding.

RECOMMONDATIONS

In the light of the obtained results, we recommend the following:

- The process approach to teaching writing should be generalized and adopted by the teachers of written expression in the Department of Foreign Languages. In other words, teachers should be sufficiently trained till they master the different phases of the writing process.

- Teachers should devote enough time and effort when dealing with the style variation of the writing process.

- Students should recognize the importance of using the writing registers according to the situation, and should be told regularly that the more they know about the differences between them, the more they produce appropriate writing.

- Students should also be made aware of the fact that each writing style requires different portions of cognitive operations.

- Teachers should encourage students to go through the different registers of the writing process by creating activities that involve students to make use of these styles.

- Last but not least, students should be provided with enough time to practice writing styles inside and outside the classroom to ensure their awareness about the differences between the styles.

GENERAL CONCLUSION

This dissertation is undertaken to investigate the students' awareness of the writing style variation in their inside and outside writings. It has comprised two main parts; the first which is a theoretical work and has been divided into two chapters. The first chapter is a general overview of stylistics and the different language styles/registers. The second chapter includes detailed information about the writing as process and skill and its formal and informal styles. The third part of the thesis has been devoted to the empirical research and has been divided into two sections. The first section deals with comparative analysis of the students' test and the online corpus writings. The second one is about the description of the students' questionnaire.

The interesting outcome of the first part is embodied in the useful information we presented on style variation in English language; its origins, its nature, its basic registers, and the difference between formal and informal language use according to the situation.

The second chapter is a thorough exploration of the writing process in terms of its nature, its basic rules, its relationship with speaking, listening and reading, and the main various features of each style that can be used to raise learners' awareness in the written use of EFL.

The second part of the dissertation composed of two sections; the first one is concerned with the analysis of students' corpus to determine the extent to which students are aware of the various styles of the writing process and the situations in which they are used. The second one is concerned with the description of the questionnaire. It is concluded with the extent to which students are aware of the various writing styles to check whether there is any relationship between their writing and their awareness of the writing styles.

The obtained results could confirm to a large extent the hypothesis which stated that students would produce appropriate writing if they were aware about the use of the appropriate language style in the appropriate situation, inside or outside the classroom. Consequently, their academic writing would enhance, in the sense that the majority of students who showed total or partial unawareness of the writing styles have revealed the inappropriate writing in the academic environment.

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APPENDICES

Appendix A

Students' Questionnaire

Dear Students,

This questionnaire is a part of a research for a Master degree. In this research, we will investigate the students' use of written English, inside and outside the classroom. Your opinion as a third year student is very important.

The questionnaires are anonymous, be certain that your responses will remain strictly confidential and will not serve any other purpose than the one stated above. Thank you for your cooperation.

Would you please answer the questions by ticking (✓) the corresponding square? You can give more than one answer or fill in with information where necessary.

Thank you for your cooperation.

Ms. Rezgui Aicha

Department of Letters and English

University of 8 Mai 1945-Guelma

Section 1: General information

1. What is your gender?

a. Male.

b. Female.

2. How old are you?

.....

3. How long have you been learning English (including this year)?

.....

Section 2: writing styles (Formal and Informal)

4. Where do you use written English?

a. In the classroom only.

b. Inside and outside the classroom

5. When you write, it is usually for?

a. Academic purposes (essay, research papers...).

b. Entertainment.

c. To communicate.

6. Does your writing style change according to the situation and the reader?

a. Yes.

b. No.

7. Have you ever received comments about formal/informal on your writing by teachers?

a. Yes.

b. No.

c. Sometimes.

8. Do you know enough about the differences between formal and informal styles?

a. Yes.

b. No.

c. Somehow.

Section 3: The Use of written English through Tele-collaboration

9. Do you collaborate with your colleagues online?

a. Yes.

b. No.

- If yes, is it:

a. Through Facebook posts.

b. Other (please specify).

.....
.....
.....

10. For what purpose do you use written English while interacting with your colleagues?

.....
.....
.....

11. Do you think your writing style inside the classroom differs from the outside?

a. Yes.

b. No.

-If yes, do you pay attention to the differences?

a. Yes.

b. No.

c. Not sure.

12. Where do you feel comfortable while using written English?

a. Inside the classroom.

b. Outside the classroom.

c. Both.

13. What do you think of your style in academic writing?

a. Somehow appropriate.

b. Appropriate.

c. Inappropriate.

14. Have you ever studied the formal and informal writing styles in the university?

a. Yes.

b. No.

If yes, in which module?

.....

15. Please feel free to add any comment.

.....

.....

.....

Thank you for your cooperation.

Appendix B

Students' test

University of 08 Mai 1945

Name:

Third year students

Group number:

Test

Question one:

You are third year student at the department of English. Unfortunately, at the period of the exams you have lost the handouts of certain module which obliged you to ask help from your colleges. Write a formal letter in which you ask for:

- The handouts of the concerned module.
- The included lessons in the exam.
- An answer if the exam would be common between the teachers.
- Some opinions about the types of the questions.

.....

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Question two:

You are the delegate of the group. The teacher informed you about the meeting with department to change the unsatisfied timing of the module based on the desire of your colleges.

Write an announcement in which you paraphrase the information:

- The concerned module.
- The contact of the teacher with the department.
- The need to write a written request as administration's procedure.
- Classmates' suggestions.

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المخلص

تهدف هذه الدراسة إلى التحقق من أهمية رفع مستوى وعي الطلاب حول نمط التباين الكتابي داخل الفصل الدراسي الأكاديمي للمتعلمين. إحدى المشكلات التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية هي استخدام الأسلوب الكتابي غير المناسب داخل الفصل. هذه القضية هي نتيجة افتقار الطلاب إلى الوعي ونقص المعرفة حول أسلوب اللغة المناسب لاستخدامه في البيئة الأكاديمية. على العكس من ذلك ، يمكن أن يعزز الوعي بالأساليب اللغوية غير الرسمية والرسمية مهارات الطلاب وتحسين كتاباتهم فيما يتعلق بالوضع الوظيفي. وبالتالي ، فإننا نفترض أنه قد يكون هناك علاقة متبادلة بين الوعي بتنوع الأساليب وتعزيز الكتابة الأكاديمية للطلاب. و لإثبات هذه الفرضية ، أجريت مقارنة نوعية على طلاب السنة الثالثة. و قد تم استخدام اثنين من أدوات جمع البيانات. أولاً ، تم إجراء اختبار للطلاب غرض جمع عينات من كتاباتهم داخل في الفصل الدراسي، من جهة، و جمع مجموعة من المشاركات الكتابية عبر الإنترنت على الفيسبوك، من جهة أخرى. و قد تمت مقارنة المجسمات الكتابية لتحديد مدى الرسمية و غير الرسمية كأسلوب كتابي للغة الانجليزية داخل و خارج الفصل. ثانياً ، كان هناك حاجة إلى استبيان ، كأداة متابعة ، لمزيد من الفهم. كشف تحليل البيانات التي تم جمعها أن نقص الوعي بالأنماط الرسمية وغير الرسمية اثر على استخدام أسلوب اللغة المناسب في الإعداد الأكاديمي. و تمثل قلة المعارف في المعايير و الاختلافات النمطية من اهم اسباب استخدام الاسلوب غير المناسب. أكدت نتائج هذه الدراسة وجود علاقة خطية بين الوعي بتنوع النمط وتحسين الكتابة الأكاديمية للطلاب. لذلك ، يوصى برفع مستوى وعي الطلاب بأنماط الكتابة للدور الأساسي الذي تلعبه في تحسين المهارات الكتابية عند استخدام اللغة الإنجليزية.

Appendix C

Students' online corpus

Are u a third year student?



You should get a visa and many things to be done to get some help from this "people" ymedlihom I prof w homa ykhabo beuhk

... She is a second year, I wanna help her but at least she should be specific, otherwise no 3rd year group is taught by miss chahat this year

Salam .. g1 and 2 .. these are the elements that you should consider in your presentations (If a group is formed out of 6 members, which is the maximum number, you should tackle all these elements.. but if the group contains 3, and it is the minimum number, you are to consider the important element; those put in squares). Good luck.

... The Chaos...we r coming 😂😂...Again

Like · Reply · 2w



So what abt section 1 ?! ... Aren't we suppose to have a session , or is it gonna be the whole class ?!

Like · Reply · 2w



March 13 at 9:09pm

Hello there tomorrow nchlhhh kayna psychology cours or no ?!

March 4

So concerning the majority will, Tomorrow we will not attend the course of civilisation At 8:00 and the Written request will be written as soon as possible, good night.

 March 4

Group 1,2,5 and 6: Who's for a paper to change the obligatory attendance to the course session at 8 every Monday and taking a test as a TD mark. And we have all the right to have a separate civilization sessions like the other groups

Group 5 :tomorrow there is no session of Written and thursday too.


 Nigga I love you 😘 1
Like · Reply · 3w


 This is Gayer then zaki
Like · Reply · 3w


 Don't judge me. It's been a long ass day xDDD ...
Like · Reply · 3w 😘 1


February 23


hi there !
does any one have linguistics courses of Ms.Haridi ?? if u have them plz post them
thanx in advance 😊

 Just an advice guys , make sure to have an idea about all topics, because each one of u will have his own topic . And it depends whether u will get the one u wish or not.
Like · Reply · 6w · Edited 🍎 2

 Yes. She gave us the topics then you will choose 3la niya hhhh
Like · Reply · 6w 🍎 1

 Indeed. And there is no option to change it.
Like · Reply · 6w 🤔 1

 Write a reply... 😊 📷 GIF 🗨️

 Thanks
Like · Reply · 6w

 February 18

On behalf of your King ..and since he has no connection he informed me to inform you that we will have translation sessions starting from tomorrow with miss Chiribi...and all the groups that she teaches are concerned
Ps:I'm just a messenger

shared a link.

February 16

Dear Pieces of "STIHS" 😄
THIS IS FROM MISS CHIHEB
AS SHE PROMISED ABOUT THE BLOG THING ..
ABOUT
" the texts we will tackle for understanding language processes in minor literature".

فتاة تهوى الكتب and 19 others

I need it too 👍 1

Like · Reply · 6w

I just met her this evening 😄😄😄 I didn't know you needed her

Like · Reply · 6w

Oh god !! If u just had opened your fb earlier, u would have known !!! 😞😞

Like · Reply · 6w

February 11

Today If anyone is interested and knows enough for sure; i would like to discuss a special subject, i wanna know what do you know about : the assassination of the 16th President of the United States of America : Abraham Lincoln

Also i would like hear your personal point of view :

Was it some random personal revenge! (A normal person's opinion)

Or was it a Political assassination in a despaired attempt to revive the Confederate at it's last days!(A well educated person of science's opinion)

Or was it an even more like a much higher conspiracy : a global one that still living/acting in the shades till the mean time!?(A suspicious wisdom seeker's opinion)

you are accused of attempt to cheating in literature MR walid discovered that you and the one behind you switch drafts in the supreme court Sunday at 8:00

Like · Reply · 9w


no actually they said i cheated with the person who was next to me and that would be you 😊

Like · Reply · 9w

 January 27

Hey guys

Concerning the exam of the module of French we will pass it on Sunday or not

 January 24

NOT SO DEAR GROUP,

I HOPE you are doing well with the last exam. I ASKED MISS CHIHEB to answer those who were a bit worry about the exam... She told me to Tell you to FOCUS ON #TERMINOLOGY AND #UNDERSTANDING ... rely on your TD notes and The blogs are just there to refresh your memory.

Good luck.

 January 24

Hello guys

Plz i need anything written by hand while miss chiheb was explaining the lesson

If anyone can send me any picture of his/her copybook I'll be greatful

 January 24

**IF ANYONE OF YOU GUYS
HAS LAST YEAR'S
LITERATURE EXAM
PLEEEEEEASE SHARE IT WITH
US .**

 shared a link. ...

 January 24

When you thought studying a few days before the exam would be easy peasy lemon squeezy, but its actually difficult difficult lemon difficult

 January 21

"Be merciful to those on the earth and the One above the heavens will have mercy upon you."

If you have any Didactics' exam paper, show mercy & share please. 😊

January 21

guys can i have 2 lesson of main views of language teaching plz

January 16

slm , people from group 1, 2 , 5 , and 6 can u tell me what lessons have u dealt with in the class room 'cause i'm getting confused i mean i don't know what to revise and what not to revise !!!!

ps: write the names of the lessons u've dealt with in the classroom and in the presentations .

i personally rember that we had these lessons : Br an Amr politicl culture , constitution, advancing lib and rights , and in the presentations we dealt only with the exucative .

and good luck to u all 😊

How about the presentations ? P.M and president and.. are they included ?? Answer please 😞

Like · Reply · 11w



She said things I didn't explain are not included

Like · Reply · 11w



the presentations are included as presedency,uk prime minister ,usa president and its role(of course what we have delt with) all what shewas explained is included even if it was short or briefly this what they ued to say each and ev.ery exam..

Like · Reply · 11w · Edited



January 15

Good evening , I found that there is confusion about the civ exam we (G2) didn't study civil rights, and group six didn't have the lesson of legislature ! !! What is included and what is not included in the exam ? What should we do ?



January 13

Hello guys I just want to ask if I gave my copybook to anyone
Note: I am guehdour marwa from grp 1



January 12

SLM, anyone who can provide me with the lesson of "Error Analysis" in Applied linguistics? Thanks.

January 13

Good morning, did Mrs mehtali give the lesson of post colonialism to any of you , if she did please post it cuz I think that it will be 50% of our exam 📖



January 10

New official planing week 1 is the one that start with linguistics and week 2 is the one that start with psycholo



January 9

Dear Group,

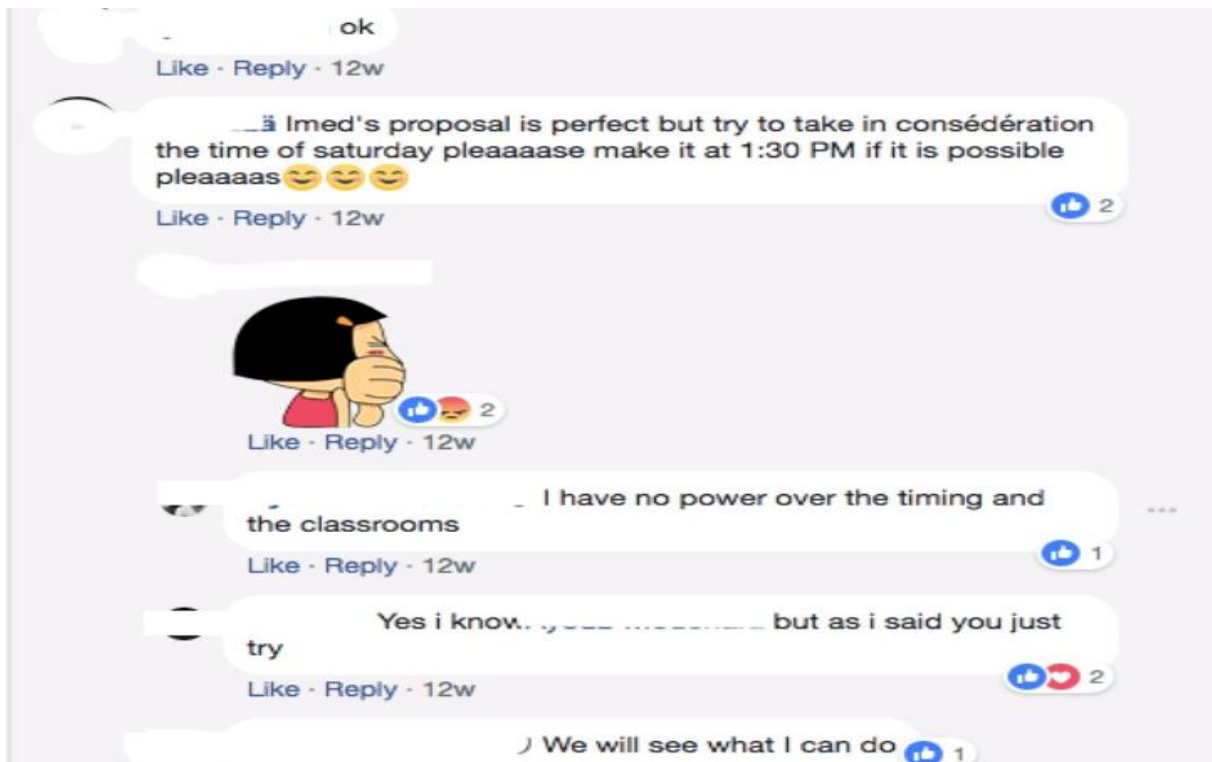
THIS IS THE FINAL POST CONCERNING THE #PLANING.

S proposal has been submitted to the administration this afternoon. It was accepted and to be printed and published tomorrow as max.

Again I don't surve individual's interests ... I serve what the majority accepts. TAKING IN CONSIDERATION THE SPECIAL CASES.

Think of what suits 345 person. ... Not what suit you as individual. You are a drop in the sea. If you need a week before literature (as I was Yelled at this morning) Have your own exams.

Please don't judge according to your interests and this is not only concerning the EXAMS



- January 8

Dear Group,

I am here to inform you that the planning is **#NOT_FINAL** and due to some recommendations from our "Promo-mates" I will deliver you a another proposal in the following post.

I took in consideration the following:

- 1/ Our friend at the Residence. ... they spend the weekend
- 2/ As a third student, as we all are, I have learned that our energy EXPIRES on the second week and by the mid of it to be exact.
- 3/ I also asked multiple categories of students (all levels and all groups) to see what module should go first.and which ones need more time. The answer was by the vast majority **#CIVILIZATION** so you will see my proposal.
- 4/ And also took the administration's obligation (no exams at the first Saturday and The two Tuesdays).
- 5/ take as a note ...There is, **MOST LIKELY**, no french exam.

I hope that you read this as a whole before reading my proposal.

I expect and hope and even beg you to answer **NOT** to your **#personal #desires**. .. but think as what **#suits** The **#majority**.

I will post the proposal 1 hour from now ... to a sure the majority read this first.

Guys does anyone have the Feminism course and TD in PDF form ? Thnx in advance

December 10, 2017

Dear Fellow ...Things,

I ask you as a whole to pray with me for our beloved lost men and women in #GROUP1 and #Group2

....

The Prof. HAD SPOKENYOU ARE DROPED NIGGERS LIKE LITERALLY!

...

YOU will be continuing your #ORAL_EXP with Mrs.Biskri as of this week.

...

As if today, The Hunger games are OVER
thank you for Bringing Honor to this fight.

😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭

#JesuisGroup1et2

December 4, 2017

Dear Subjects of all Groups,

#BADNEWS

As you may heard ... Mr. ... will let go of two of his groups To NON OTHER THEN Mrs. ... he didn't decid yet but I believe this is the HUNGER GAMES ...May luck be in your favor 😄😄😄

I believe Mr. ... will be saying "YOU WONNA MISS ME WHEN I AM

is 😞 feeling sad.

...

November 16, 2017

Salam, g2 sts , I lost my handout of Constitution that we discussd this morning (pages 1,2,3&4) . can any one give me his \ her handout to make photocopy next week plz I need it urgently