# Academic Language Register In Arabic Articles From Al-Majallah Al-Urduniyyah Fi Al-Ulum Al-Tarbawiyyah

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**Abstract**

This study falls under discourse analysis studies, focusing on using the academic register in Arabic research articles. Language register refers to using a form of language in a specific context. The use of language register varies according to the structure of discourse and field. For example, language register is used in scientific discourse, entertainment, politics, and health. Using accurate and appropriate scientific language in terms of vocabulary can demonstrate the strength of an article in reporting research results. The current study was conducted to identify the use of the academic register in Arabic via research articles focusing on academic vocabulary. This study was prompted by several issues, such as the weakness of students and researchers in producing quality research reports from the aspect of scientific writing, in addition to the limited number of studies about the academic language register in Arabic. This study was descriptive, using a qualitative approach and content analysis techniques. The unit analyzed was academic vocabulary words taken from six journal articles on Arabic language issues. All articles were written by native Arabic speakers and published by the Arabic journal "al-Majallah al-Urduniyyah fi al-Ulum al-Tarbawiyyah" in Jordan. The academic language register was analyzed using the approach of Ure and Ellis (1977). It was based on the 100 academic vocabulary words (Academic Vocabulary List or AVL) generated by Gardner and Davies (2014). The study's results found that all the suggested words from the AVL were used by Arabic-language researchers in writing their articles with various frequencies. Out of the 100 words selected from the AVL, 71 to 90 vocabulary words were used in each article. The most used word was the word دِرَاسَة which appeared 464 times, but the word شَجَّعَ appeared only 3 times, the lowest frequency.

**Keywords**: Language Register; Academic Register, Academic Vocabulary; Research; Journal Articles; Academic Vocabulary List.

## INTRODUCTION

The development of language register studies is said to have started around the 1960s with the view of Halliday (1964), who stated that speakers have a vast choice of different words in their vocabulary to use according to other times. This flexibility shows that language can be used differently depending on the situation. Halliday introduced the theory of systemic functional linguistics (SFL) around the 1960s, and he was heavily influenced by the thinking of his teacher, Firth (al-Murashi, 2016). According to this theory, language is a system used to perform certain functions and can only be understood through the context of the situation.

SFL is an approach that has been used effectively in discourse analysis studies. The SFL theory posits that language is closely related to social context. Language is considered a semiotic system realized by an abstract semiotic system, i.e., the social context (Halliday & Martin, 1993). Based on the SFL theory, language can be analyzed by referring to the following three aspects: relation to the knowledge of discourse/ideas to be investigated (ideational aspect), communication between speaker and listener (interpersonal part), relation to how the language is written or spoken (textual aspect).

Moreover, according to the SFL theory, a text can be analyzed based on four components: context; semantics, grammar and lexicon; and phonology. The context component becomes the focus of the SFL theory discussion because it is a critical aspect that serves as an essential reference in looking at sentence meaning (Matthiessen & Halliday, 1997). The context in SFL refers to two factors, which are cultural context and situational context. The cultural context is a system of values, beliefs, and norms followed by society, while the context of the situation is a natural environment that is in discourse. According to Halliday (1985; 1994), Halliday and Hasan (1985), and Martin (1992), the context of the situation consists of three aspects: field — register (field), language sounds — formal/informal, or the speaker's identity/status (tenor), mode of delivery— written/spoken (mode).

These three elements complement each other to form the context of a situation that produces a particular meaning in discourse. For example, the language used in research reports is the language in the academic language register, which is used formally and delivered in writing that can only be understood by users in certain groups of society (students, lecturers, researchers, and professionals). In the academic context, mastery of the academic register is very much needed by students, especially at the tertiary level, when preparing written or oral assignments.

Snow and Uccelli (2009) stated that the basis of academic language mastery is very closely related to the everyday language used by speakers since childhood. Language mastery develops in line with the development of individuals while they are in primary school, secondary school, and higher education through learning activities such as reading and writing in various fields. For foreign language students, such as the Malay-language students who are mastering Arabic, mastering the academic language is more challenging. A study of Indonesian students who learned Arabic for educational purposes found that students' success in getting the academic language depends on their daily vocabulary and scholarly discussions (Fatoni, 2019). Undoubtedly, students and researchers need to be exposed to academic language to enable them to produce quality writing. For tertiary-level students, they need to conduct research and make proposal papers and research reports in Arabic. According to Fawzi and al-Hattami (2017), the publication of scientific materials and the results of empirical research are essential assets in institutions of higher learning. However, among the factors that hinder researchers from producing research are their mutual weakness and lack of confidence in academic writing.

Thus, exposure to academic language in the context of research, for example, is essential to producing valuable reports and publications. This study will focus on the academic language register (research-related) written in Arabic by native Arabic speakers. It is hoped that the findings of this study can help students and researchers improve their mastery of academic language in the context of research language.

In general, there are two important skills that need to be mastered by a researcher, namely the skills of conducting research and the skills of writing a report. In writing a research report, the aspect of word selection and sentence order in the target language can make a study be conveyed clearly to the reader. Good command of the language register will determine the quality of a research report prepared by a researcher. Eaton (2012) stated that among the factors that cause research reports submitted for publication in research journals not to be accepted is poor academic writing by authors or researchers. Some researchers are found to be unable to use the correct language register in their research reports.

To illustrate, final year students at the university level are found to face problems in terms of the correct use of the academic language register in preparing the final report of an academic project. Such problems involve the use of incorrect terminology, an informal writing style, and sentence processing that does not conform to syntactic, morphological, and lexical aspects. Manchishi, Ndhlovu, and Mwanza (2015) also discovered that problems in the use of the academic language register are also faced by postgraduate students in preparing proposal papers. Their proposal papers would include problems such as unclear titles and inaccurate research terms in reporting literature reviews. In fact, exposure to this academic language register is not only important to students at the undergraduate and postgraduate levels, but it is also to the researchers themselves to enable them to produce quality writing. Fawzi and al-Hattami (2017) in their study also evinced that among the factors that hinder researchers from producing academic publications and their research results are their weakness and lack of confidence in academic writing.

Apart from identifying the use of the academic language register in Arabic, this study was also conducted to fill the gap of studies conducted specifically on the academic language register of Arabic. Several studies have been conducted on language registers, such as the tourism language register (Ahmad, 2014), song lyric register (Sulong & Rahim, 2015), novel language register (Salleh et al., 2016), health language register (Wahab, 2016), and recipe register (Karim, 2010), but none of these focused on the register of academic language. The study of the academic language register in Arabic is very limited and largely focused on English (Bahr, Lebby, & Wilkinson, 2020; Blom et al., 2017; Conrad, 2019; Goulart et al., 2020).

There are various definitions of register by local (Malaysian) and Western scholars. Omar (1984), for example, stated that register is determined by the use of language that is unique to certain fields. Ure and Ellis (1977) argued that register is the type of language used depending on various situations. Halliday (1978) defined a language register as a variation of language that has different functions. Register varies according to the situation (Halliday, 1978). A register is also associated with the appropriateness of the field, the situation of the language, or the context of utterance. In addition, the register can be defined as the characteristics of language use according to the field of discourse used either orally or in writing.

The register is different for each field of knowledge (Yeob, 2011) such as politics, economics, health, tourism, science, and sports. In the field of politics, for example, the vocabulary that is often found are "democracy", "elections", and "cabinet ministers". In the field of economics, the words that are frequently used are "inflation", "import", "demand", and "supply". Ure and Ellis (1977) divided the register into two main features:

a) descriptive features and b) linguistic features. The descriptive characteristics are further divided into two: a) the external situation and b) the environmental situation. The environmental situation is divided again into four: a) the mode of delivery, b) social and personal relationships, c) the spoken material, and d) the social function of language behavior. Meanwhile, the other main feature, linguistic features, is divided into three aspects: a) vocabulary, b) sentence, and c) cohesion. All these divisions of register by Ure and Ellis (1977) are illustrated in Figure 1.

Figure 1: Language register according to Ure and Ellis (1977)
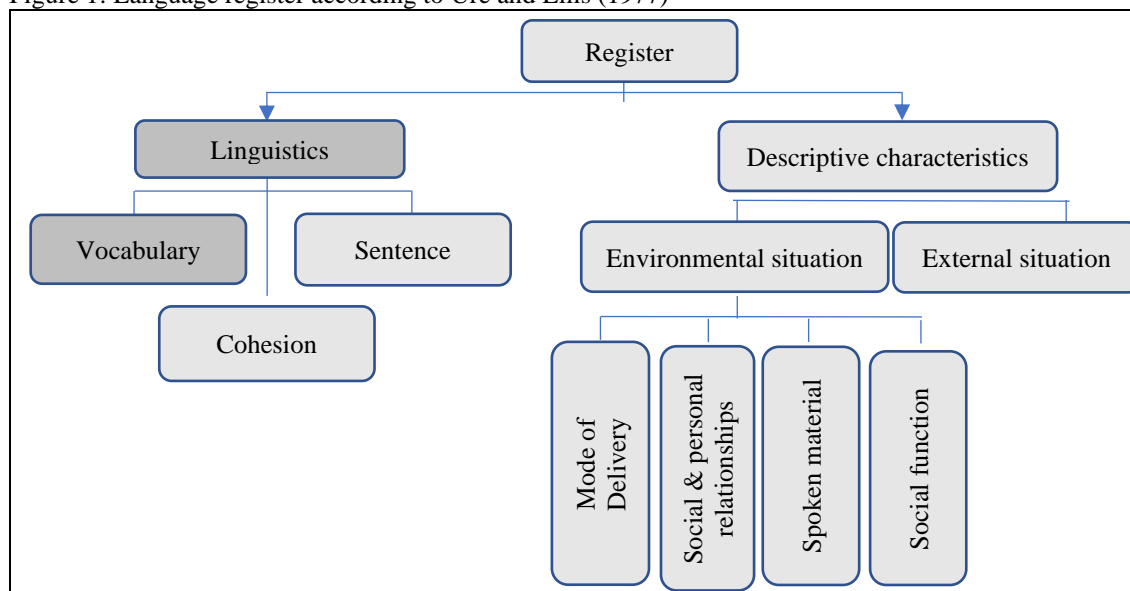


In this study, the focus will only be given to linguistic features in the aspect of vocabulary to identify the words used and their frequency.

**Language Register According To Western Scholars**

There are multiple definitions and terms that describe register by Western scholars. The term used keeps evolving from year to year. Among the terms are "context of situation" (Malinowski, 1921), "special language" (Vendryes, 1925), and "register" (Reid, 1956; Halliday & Hasan, 1968; Turner, 1973; Ghadesy, 1988; Biber, 1994). Apart from that, some also use the terms "context" (Firth, 1956) and "dialect" (Trudgill, 1995). It can be concluded that register refers to language situations that are in context, with specific language use for a specific situation.

**Language Register According to the Perspective Of Arabic Scholars**

Arabic scholars of the past have, in fact, looked at registers with a variety of views. They have used different terms, but their use has been found to lead to register meanings. Wafi (2004), for instance, was sometimes seen to mix the terms "*uslub*" and "*namat al-lughah*". Meanwhile, Ibn Jinniy and al-Jurjaniy (the pioneers of the science of *balaghah*) were more inclined to use the term "*siyaq al-hal*" (situational context). Ibn Jinniy (n.d.) also added more descriptions, such as "*al-nabr*" (intonation), "*al-tanghim*" (tone), and facial and hand gestures. However, Ibn Jinniy's additions were found to refer more to language style and not register. In addition, al-Jahiz (n.d.) also emphasized the concept of context which is "*likulli maqamin maqal*" (لكل مقام مقال) (every situation has a context).

This concept can be understood as each behavioral situation being closely related to its context. Furthermore, al-Jahiz (n.d.) also stressed that every level of society has its own way of speaking. Meanwhile, al-Suyuti (1998) perceived that register is closely related to the field being discussed. Al-Suyuti's insight is said to be more similar to the insight of Halliday and Hasan (1968).

**Academic Language Register**

    The term "academic language" refers to language that deals with something in an academic form. Upon investigation, it was found that many researchers use the term academic language (Fang & Park, 2020; Maamuujav, 2021; Marimuthu et al., 2011; Nagy & Townsend, 2012, p. 92; Qin & Uccelli, 2021; Soruç et al., 2021; Truckenmiller & Petscher, 2020). Academic language, according to Nagy and Townsend (2012), is a specialized language that is either oral or written for the purpose of communication and discussion of a particular discipline's content. In addition, academic language can also be defined as the language of scholars ("*bahasa cendekia*" in Malay) (Lubis & Mohammad, 2008), the academic register (Fang, Cao, & Murray, 2020), or the academic language register.

    Meanwhile, there have been several researchers who questioned the existence of academic language as a robust and sustainable linguistic entity. O'Connor and Michaels (2015), for instance, asserted that there is no clear distinction in the definitions of the academic language and everyday language. However, as stated by Bailey (2007), the main key to determining academic language is from the aspects of a) lexicon, b) knowledge, and c) discourse. These aspects are the background elements that form the academic language. From the lexical aspect, academic language stands out with the presence of general academic vocabulary and specific terminology. From the aspect of knowledge, passive verbs, relative clauses, conditional clauses, and long noun phrases, for example, can be associated with academic language. For the discursive aspect, academic language becomes more prominent when involving activities such as writing reports on science experiments and prosecution supported by evidence (Fang, 2019).

    It can be concluded that academic language is very important to be understood by identifying the elements that support its characteristics. Therefore, in order to achieve the goal of academic language proficiency, academic vocabulary needs to be emphasized. Good mastery of academic vocabulary (and language) makes it easier to understand the learning content and eases interactions between teachers and learners in the classroom (Wei, 2021).

**Academic Vocabulary**

    Academic vocabulary, according to Wei (2021), is divided into three categories: a) general academic vocabulary, b) content vocabulary, and c) word components. As for general academic vocabulary, it is used in all disciplines, including high repetition of words in academic and social conversations, for example, "explain", "analyze", and "compare". Content vocabulary is more field-specific and related to a particular topic. This second category is not often used outside the classroom. However, this type of vocabulary, such as "communism", "capitalism", and "pluralism", is often highlighted in the textbook so that students can understand the content better. The components of a word are its root words (for compound words) or its root word and affixes. Examples of

compound words are "photosynthesis" (photo + synthesis) and "photograph" (photo + graph).

Beck, McKeown, and Kucan (2013) divided vocabulary into three levels. Level 1 vocabulary is words with high frequency, for example, "book", "sad", "run", and "orange". Level 2 vocabulary is words that are important in understanding the text and academic field, such as "formulation", "specific", and "classification". In contrast, Level 3 vocabulary is words that have a low frequency and are more specific in the field, for example, "amino acids", "prima facie", and "secularism".

Researchers argued that academic vocabulary, content vocabulary (Wei, 2021), and Level 2 vocabulary (Beck, McKeown, & Kucan, 2013) are used as the basis for selecting appropriate vocabulary to be used in various fields; this vocabulary is academic and scientific to be used as long as it does not describe overly specialized fields, such as chemistry, physics, law, and economics that have distinctive field terms.

**Previous Studies**

There have been several past studies on academic language, which can also be referred to as academic language register. Each study has various objectives according to the scope of the respective study. Among the topics of the studies are academic vocabulary knowledge, the register of academic language in writing, the use of students' academic language, and the establishment of academic writing courses.

Academic language is closely related to academic vocabulary. Sulaiman et al. (2018) explored academic vocabulary mastery in their study entitled "Academic Word List Knowledge of Malaysian ESL Undergraduates". This study attempted to examine the knowledge of academic vocabulary among Malaysian students majoring in English as a Second Language (ESL). Sulaiman et al.'s (2018) vocabulary was based on the Academic Word List (AWL) introduced by Coxhead (2000). The AWL contains academic words commonly used in academic texts across four disciplines of study, namely literature, commerce, law, and science. The findings showed that 8 out of 10 words in the AWL (which had a low frequency of use in academia) accounted for the highest percentage of words unknown by students compared to other sublists based on the AWL. The distribution of the unknown academic vocabulary also differed among students taking into account the academic subtitles available as well as the students' level of English proficiency. This study has a significant impact on educators and students, enabling them to focus on the correct use of vocabulary in the classroom in addition to their self-learning.

Gilquin and Paquot (2008) conducted a corpus-guided study on the academic language register in a writing entitled "Too Chatty: Learner Academic Writing and Register Variation". The findings of this study indicated that students of English as a Foreign Language (EFL) courses were more likely to use words common in speech than in an academic text; as a result, they were not aware of language differences. Four things were described more clearly to resolve this language register confusion, namely: a) the effect of spoken language, b) transfer from the first language, c) the factors that promote teaching, and d) the factors of the progress in learning.

In a study by Fang et al. (2020) entitled "Language and Meaning Making: Register Choices in Seventh and Ninth-Grade Students' Factual Writing", the language register of seventh and ninth-grade students in factual writing was analyzed. Statistical and

qualitative analyses showed that the use of the academic language register mixed with the daily language register resulted in the failure to convey knowledge in a concise, accurate, and logical manner. In addition, the academic language register and content quality were significantly influenced by a student's social status, not grade or gender. Moreover, language register choice and content quality are positively correlated, i.e., increased use of academic language register means more academic content. These findings suggest that students need good support to build awareness of the importance of academic language learning at the secondary school level.

Academic language skills are very important to students. Truckenmiller and Petscher (2020) conducted a study entitled "The Role of Academic Language in Written Composition in Elementary and Middle School". This study explored academic language skills in students' essay writing. Grade 4 and Grade 8 students underwent tests on general academic language, sentence formation, word recognition, and reading comprehension. The findings discovered that the essay writing test for Grade 4 students obtained a total passing percentage of 65% and for Grade 8 students, 85%. In addition, the academic language showed the difference between skilled and unskilled writers.

Academic language writing is seen as important because it is different from everyday language. A student needs to take a course to master academic language writing. Tardy et al. (2021) in their study entitled "Exploring Global Englishes Content and Language Variation in an Academic Writing Course" suggested the establishment of an academic writing course for students enrolling in English as an additional language. This course would provide support for the development of academic language and writing. Several aspects would need to be considered such as the design, approach, feedback, barriers, and benefits to the students and instructors of the course.

Based on the previous studies that have been described, the current researchers found that register has a variety of study scopes. The scopes of the studies were on: a) academic vocabulary knowledge among ESL undergraduate students using the AWL instrument by Coxhead (2000), b) corpus-based academic language register in EFL students' writing, c) the use of language register by students in their factual writing, d) academic language in students' essay writing, and e) plans for the establishment of academic writing courses. Thus, in this new study, the researchers focus on the academic language register from the aspect of vocabulary usage in chosen Arabic journal articles published by a university in Jordan. The analysis of the Arabic academic register will be based on the Academic Vocabulary List (AVL) instrument by Gardner and Davis (2013).

**METHOD**
This study aimed to identify the use of the academic language register in Arabic research articles. This study was a descriptive study using the qualitative approach. Content analysis techniques were employed in analyzing the data. The content unit analyzed in this study was the academic language register with a focus on the vocabulary aspect. The sample of this study consisted of six Arabic language research articles published since 2020 in the Jordan Journal of Educational Sciences, a journal published at the University of Jordan. The following are the titles of the six selected articles, related to the teaching and learning of Arabic:

١. أثر استخدام الألعاب اللغوية في منهاج اللغة العربية في تنمية الأنماط اللغوية لدى طلبة المرحلة الأساسي

٢. أثر استراتيجية (فكر- زاوج- شارك) في تحسين مهارات التحدث في اللغة العربية

٣. استخدام الحاسوب والإنترنت في إعداد وتدريب معلمي اللغة العربية للناطقين بغيرها: تجربة معهد اللغويات بجامعة الملك سعود

٤. إستراتيجيات تعلم اللغة العربية لدى الطلبة الماليزيين في جامعة اليرموك وعلاقتها بمتغيري التخصص والج

٥. استراتيجيات تعلم المفردات لدى دارسي اللغة العربية في جامعة العلوم الإسلامية بماليزيا

٦. تقويم الوسائل التعليمية في منهاج اللغة العربية الأزهري للمرحلة الثانوية الدينية العالية في ولاية جوهر الماليزية

To determine the academic language register used in the articles, 100 academic words in the AVL proposed by Gardner and Davies (2014) were used as reference. Table 1 lists the 100 words in the AVL used.

Table 1: The 100 words selected for this study from the Academic Vocabulary List (AVL) by Gardner and Davies (2014).

| data | element | figure | focus | positive | process |
|---|---|---|---|---|---|
| sector | image | university | study | require | aspect |
| need | seek | effective | information | reveal | goal |
| analysis | researcher | difference | trend | indicate | contain |
| result | value | contribute | current | purpose | use |
| rate | establish | attempt | improve | relationship | factor |
| particular | category | knowledge | impact | section | recognize |
| approach | modern | source | individual | provide | depend |
| measure | group | scale | observe | increase | basic |
| represent | determine | general | type | state | development |
| conclusion | encourage | nature | appropriate | term | concern |
| concept | subject | perform | examine | difficulty | various |
| theory | level | meaning | discussion | specific | performance |
| important | method | relate | necessary | Available | include |
| solution | involve | previous | increase | content | table |
| obtain | following | example | form | participation | individual |
| | research | tool | practice | procedure | |

All these words from the academic vocabulary were translated into Arabic to unveil their identified usage in the six articles. Then, the academic vocabulary found in the six research articles was extracted based on a predefined vocabulary list. The vocabulary used in each article was recorded in Microsoft Excel and analyzed based on the frequency of its appearance in each article.

## RESULTS AND DISCUSSION

This study aimed at identifying the academic language register used in selected Arabic academic language articles. The data obtained were based on 100 out of 500 words selected from the AVL issued by Gardner and Davies (2013). The data were divided into three parts: a) total academic vocabulary used in each article, b) frequency of use of academic vocabulary in six articles, and c) frequency of academic vocabulary according to word category.

## Total Academic Vocabulary Used In Each Article

Table 2: total academic vocabulary used in each article

| Article | Total academic vocabulary used (based on the 100 words selected) |
|---|---|
| Article 1 | 90 |
| Article 2 | 88 |
| Article 3 | 71 |
| Article 4 | 87 |
| Article 5 | 78 |
| Article 6 | 78 |

Based on Table 2, it was revealed that from a total of 100 words suggested by Gardner and Davies (2014), 71 to 90 academic words in the vocabulary list were used in each article. A total of 90 academic vocabulary words were used in Article 1, followed by 88 in Article 2, and 87 in Article 4. Meanwhile, Articles 3, 5, and 6 indicated the use of academic vocabulary under 80 words, which was 71 words for Article 3, and 78 for both Articles 5 and 6.

## Frequency Of Use Of Academic Vocabulary In Six Articles

Table 3 attempts to uncover the frequency of use of academic vocabulary in the six Arabic research articles

Table 3: Frequency of use of academic vocabulary

| Category | Frequency | Total Words | Word and Frequency |
|---|---|---|---|
| Category 1 | >100 | **(3)** Noun = 3 Verb = 0 Adjective = 0 | الدراسة(464)، استخدام(223)، الباحث(140) |
| Category 2 | 61–100 | **(9)** Noun = 8 Verb = 0 Adjective = 1 | الجامعة(84)، معنى(81)، حديث(80)، الشكل(79)، الجدول(75)، أثر(70)، معيار(69)، مجال(69)، المجموعة(64). |
| Category 3 | 41–60 | **(9)** Noun = 5 Verb = 2 Adjective = 2 | مهم(ة)(57)، العملية(56)، هدف(53)، درس(51)، إجراء(49)، عام(47)، طريقة(44)، التحليل(41)، المعرفة(41). |

| | | | |
|---|---|---|---|
| Category 4 | 21–40 | **(19)**<br>Noun = 10<br>Verb = 3<br>Adjective = 6 | الحالي(ة)(40)، النتيجة(39)، البحث(36)، التنمية(36)، تضمن(36)، المستوى(35)، المعامل(34)، مقياس(33)، اهتمام(33)، خاص(33)، المعلومات(29)، أداة(26)، التالي(26)، القيمة(25)، أساسي(25)، مناسب(24)، أشار(23)، مثل(23)، مختلف(22). |
| Category 5 | <21 | **(60)**<br>Noun = 32<br>Verb = 21<br>Adjective = 7 | النوع(20)، الموضوع(20)، أدى إلى (20)، اعتمد(20)، القسم(19)، تضمن(19)، ساهم(19)، محدد(19)، جانب(18)، حصل(18)، تعلق(17)، وضع(17)، إيجابي(17)، معدل(16)، ذكر(16)، العلاقة(15)، الاختلاف(15)، استنتاج(15)، فعال(15)، الأداء(14)، المنهج(14)، التصنيف(14)، محتوى(14)، تعرف(14)، فردي(14)، الممارسة(13)، تطلب(12)، حاجة(12)، المصدر(12)، الطبيعة(12)، نظرية(12)، ركز(12)، كشف(12)، قدم(11)، البيانات(11)، الهدف(11)، مصطلح(11)، الاتجاه(11)، سابق(11)، الرقم(10)، الصورة(10)، زيادة(10)، مشاركة(10)، الفرد(9)، تحدد(8)، حل(8)، صعوبة(8)، ضروري(8)، المتاح(7)، مفهوم(7)، مناقشة(7)، لاحظ(7)، شمل(6)، حاول(6)، عناصر(6)، سعى(6)، نموذج (5)، حسن(5)، زاد(4)، شجع(3). |

Based on Table 3, all the 100 words proposed by Gardner and Davies (2014) (translated into Arabic) were used in the selected articles. The frequency of use of academic vocabulary from this study data was divided into five categories. Category 1 was for the vocabulary words that exceeded 100 times (>100), followed by Category 2 with the range of 61–100 times, Category 3 with 41–60 times, Category 4 with 21–40 times, and Category 5 recording less than 21 times (<21) of use.

In Category 1 that exceeded 100 times, 3 words appeared frequently: a) الدراسة b) استخدام c) and الباحث. The word الدراسة reported the highest frequency, which was 464 times, followed by استخدام with 223, and الباحث with 140.

Meanwhile, in Category 2 (61–100 times), 9 words were identified: a) الجامعة, b) معيار c) أثر (d مجال e) الجدول f) الشكل g) المجموعة h) حديث i) معنى. It was found that the word الجامعة had the highest frequency, which was 84 times, and the word المجموعة had the lowest with 64 times.

In Category 3 (41–60 times), there were 9 words recorded: a) مهم (ة), b) العملية c) هدف d) درس e) إجراء f) عام g) ريقة h) التحليل i) المعرفة. The highest frequency was for the word (ة)مهم with 57 times, and the two words with the lowest frequency were التحليل and المعرفة with 41 times only respectively.

For Category 4 (21–40 times), 19 words were registered. The highest frequency word was (ة) الحالي with 40 times and the lowest was مختلف with 22 times only.

For Category 5 (less than 21 times), there were 60 words recorded, in which 3 words scored the highest frequency, namely a) أدى, b) النوع, and c) الموضوع with a frequency of 20 times each. In contrast, the word شجع was found to have the lowest frequency, 3 times only.

**Frequency Of Academic Vocabulary According To The Word Categories**

Table 4 presents the academic vocabulary frequencies by word group from the six language articles used in this study:

Table 4: Academic vocabulary frequency by word category

| Type of Vocabulary | Frequency | Percentage |
|---|---|---|
| Noun | 2,329 | 72.5% |
| Adjective | 445 | 13.9% |
| Verb | 438 | 13.6% |
| **Total** | **3,212** | 100% |

According to Table 4, there are three types of academic vocabulary (or word categories) identified, namely noun, adjective, and verb extracted from 3,212 instances. Furthermore, Table 4 shows that noun vocabulary is predominantly used in all academic articles with a frequency of 2,329 times (72.5%), followed by adjectives with a frequency of 445 times (13.9%), and verbs with 438 times, the lowest frequency (13.6%).

**CONCLUSION**

The data showed that all six articles in this study utilized the academic vocabulary as stated in the AVL by Gardner and Davies (2014). Of the 100 words prescribed, the study found that as many as 90 vocabulary words were used in each article. All the 100 words selected could be found in this article with varying frequencies. This difference in frequency is probably due to the different focus and context of the six studies. The three most frequent words that appeared more than 100 times were الدراسة، الاستخدام، and الباحث. The word الدراسة had the maximum frequency of 464. There were also 60 words in the category of relatively low frequency that appeared less than 21 times. In fact, there was also a word that appeared only 3 times, namely شجع.

As for the types of word (nouns, verbs, and adjectives) found in the six articles studied, the results revealed that nouns were the most used at 72.5%, followed by vocabulary from the adjective category at 13.9%, and verbs were the least used type of vocabulary at 13.6%. The findings of this study are in line with the results of Ahmad (2014) who concluded that the use of nouns is higher as a vocabulary category compared to verbs in the language register of tourism in Arabic in Malaysia.

Through the study conducted, some words in the academic language register that had been proposed in the AVL (Gardner & Davies, 2014) were found to have other meanings outside the research context. For example, the word الدراسة which means "research" in the research context can also explain other meanings in different contexts, namely "study" or "investigation". The word حديث according to the research context means "new", but in other contexts, it can describe "conversation", or "something of an up-to-date nature". The word بحث in research refers to "research activity" or "study"; however, if viewed from a different context it can also mean "search". Thus, the words used in this article are said to be in the register of scholarly language in the context of research and cannot be interpreted as their more general definitions.

This study gives important implications from the aspect of learning, especially to the field of scholarly writing in Arabic such as in writing articles, assignment reports, and research reports. In addition to mastering the correct research techniques, students need to be exposed to the correct academic language register to produce the correct meaning. Students need to be trained to read research articles to be familiar with the correct use of language register, both in terms of vocabulary and sentence structure. Research articles are not only read while students follow a research methods course, but also as a reference

for other appropriate courses before students are exposed to the knowledge of research methods. This strategy is to familiarize them with the terms and academic language register to be able to use this register when doing an assignment or research report. This means that before students begin their research, students should prepare by mastering various forms of academic language register that give specific meanings according to the scope of the study.

Similarly, studies on the register of academic language in the context of research should be intensified and further developed. The varied use of language registers between native speakers from various Arab countries, for example, can be highlighted. This will give the writer a choice in using the appropriate register suitable for the target Arabic variety in writing a research report. The register of scholarly language in the context of sentences can also be studied by looking at research components and the functions of the academic language in scholarly writing. Examples of various scholarly language registers should be highlighted and disclosed to writers to be utilized in producing accurate and effective writing.

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