

## HOW CAN EFL TEACHERS USE LEXICAL BUNDLES TO PROMOTE ENGLISH L2?

*Rasool Hajizadeh<sup>1</sup>, Rahman Sahragard<sup>2</sup> & Alireza Ahmadi<sup>3</sup>*

<sup>1</sup>Research Scholar, TEFL Shiraz University, Shiraz, Iran, Lecturer, Islamic Azad University,  
Department of English, Firoozabad Branch, Iran

<sup>2</sup>Professor, Department of Applied Linguistics, Shiraz University, Shiraz, Iran

<sup>3</sup>Associate Professor, Department of Applied Linguistic, Shiraz University, Shiraz, Iran

---

Received: 09 May 2018

Accepted: 15 May 2018

Published: 23 May 2018

---

### ABSTRACT

*Lexical bundles are defined as a combination of three, four or more words that are frequently recognized without change for a set number of times in a particular corpus. Basically, the delineation of lexical bundles must also have this requirement that the bundles must occur widely in the texts that make up the corpus. It is also academically and statistically indicated that lexical bundles comprise approximately 80% of English vocabulary. Recent research has additionally documented the significance of lexical bundles – recurrent sequences of words – as a major component in - coherent linguistic production and an essential aspect of the shared knowledge of a professional discourse community. While most investigations of lexical bundles in academic discourse have focused on their identification, structure, discourse functions and discipline variation, significantly less attention has been paid to the problems non-native speaker's experience in acquiring genre- and discipline-specific recurrent expressions. As a final point, it can be suggested that lexical bundles can be investigated for their effectiveness in the English Academic Purpose disciplinary writing interactions and accomplishments. Additionally, it is surely presumed that teaching and learning of lexical bundles in classroom levels in terms of their structural and functional taxonomies still remain comparatively unexplored. The present paper mainly is concerned with the use of lexical bundles in native and non-native speakers' writings and the role of the teacher of English as a Foreign Language as a facilitator to teach them to enhance English L2 learning process.*

**KEYWORDS:** Accuracy, Disciplinary Discourse, Functions & Structures, Lexical Bundles, Linguistic Production, NNS, NT Academic Writing, L1 & L2 Interferences

### INTRODUCTION

One of the most significant subjects that are very crucial to ESL students' success in mastering the English language is grammar. The fundamentals of grammar are crucial for achieving fluency in any language, and acquiring another language's grammar can be difficult. This difficulty is related to the degree of difference between the speaker's native language (first language or L1) and the language being learned (second language or L2). Covering every trivial difference which exists in English grammatical structures requires a great deal of extensive research, and this matter is beyond the scope of this research. The focus, instead, will be on one aspect of English grammar that is the use of lexical bundles in the academic writing of native vs non-native speakers of English. As empirical work with multi-word sequences

have increased, it has become clear that individual words are, indeed, the building blocks of language—combined with the application of syntactic rules. And today, language users and scholars see a great deal of novel language use, with innovative phrases and clauses. Instead, much language use consists of repeated expressions. This fact has become particularly obvious as corpus-based research has been used in lexical studies. Depending on the definition given to formulaic language use, estimations have been shown that as high as 80 % of the words in a corpus consist of recurrent sequences. As a matter of fact, retrieving and recognizing such multi-word units would facilitate the level of fluency that speakers exhibit even with processing pressures, such as time constraints or attention given to other tasks. At this time, it seems that it is impossible to ignore their importance for describing the lexicon of a language.

Basically, it is undeniable that English has proved and introduced itself as a language of international prestige and it is also given its position of *lingua franca* in many fields of contemporary life (Hoffman 2000). As a matter of fact, the predominance of English language in higher education and research studies is distinctive in a large number of academic journals that are being published in English; it is noteworthy that second-language speakers studying academic subjects in English are required to carry out most, if not all, of their scholarly work in English. Moreover, the growth of English as the international language of academic communication is a hotly disputable issue, with one side defending the language as a valuable tool that can empower its users by cracking down linguistic obstacles to acquiring the real knowledge, and the other, viewing it as “a powerful carnivore gobbling up the other denizens of the academic linguistic grazing grounds” (Swales 1997, p. 374).

The problems confronted by non-native writers in producing accurate, efficient expository texts in English have motivated a multitude of studies on the elements that constitute well-written academic prose and the best system to teach them to the students who are known as non-natives. At present, there are specifically designed computer programs which can be employed to analyze language corpora and large collections of digitally stored, naturally occurring texts with the aim of establishing linguistic and textual patterns and developing systematic descriptions of these patterns (Nesselhauf, 2005).

Formally, recurrent word combinations are often fairly easy to recognize; they can also promote language production. Although ignored by traditional, word-based language descriptions, these lexical sequences are essential to acquiring native-like competence and fluency and are thus very important aspects that have to be taken into consideration in language teaching and learning process (Coxhead 2008; Howarth 1998b; O’Keeffe, McCarthy & Carter 2007; Wray 2000). Furthermore, corpus-based research has also shown that these multi-word expressions that come so naturally to native speakers can be considered as a source of difficulty for non-native users of English language (De Cock2003; Granger 1998; Howarth 1998a; Nesselhauf 2005). Researchers in the field of language teaching has also made extensive use of corpora to inform their studies. One area which has lent itself particularly well to the corpus-based approach is the realm of writing pedagogy. Language corpora, apart from their applications in materials development (Flowerdew, 1996, Stevens, 1995), have been used to improve various aspects of writing such as knowledge of grammar (Diniz & Moran, 2005), genre awareness (De Cock2003) and vocabulary knowledge (Nation, 2001). Also, among the multiple applications of language corpora, the ability to extract repetitions of multi-word choices in combinatorial distribution has been of particular interest to language teaching practitioners.

As a matter of fact, scientific discourse is also governed by stylistic conventions established by community expectations. To do this, Gledhill (2000a, 2004b) for instance, talks about the “phraseological accent” that penetrates lots of technical writing, a predisposition evident by the widespread use in scientific English of formulaic constructions unusual in general English. This subject, as he claims, happens to be a kind of evidence not only of the existence of a scientific discourse community but also can be considered as the effects of community norms on scientific expressions (Gledhill, 2004 b). However, despite these very strong motivations, teaching-related discussion on the application of frequently occurring word combinations in academic contexts has largely been limited to brief sections on possible pedagogical implications of the results at the end of research reports merely.

In addition, a lot has been written on why recurring phrase logical units such as lexical bundles should be taught to language learners, but very little has been published by way of practical advice on which bundles to teach and how to teach them. And also, corpus linguistics has emphasized and demonstrated that language in use can be characterized by the repetition of fixed and semi-fixed multiword combinations and by using formulaic patterns (Cortes, 2004). Providing a ground-work for EAP writing instruction calls for a complete linguistic description of the registers of interest, in this case, the research article. Numerous studies have set out to document the prominent linguistic features of the academic research article register. For example, studies have been carried out into characteristics such as stance (Charles, 2003, Hyland, 1994), verb class (e.g., Hunston, 1995), discourse organization (Ferguson, 2001), and vocabulary (Coxhead, 2008, Nation, 1990, 2001, Schmitt and McCarthy, 1997). One area which has lent itself particularly well to the corpus-based approach is the realm of writing pedagogy. Language corpora, apart from their applications in materials development (Flowerdew, 1996, Stevens, 1995), have been used to improve various aspects of writing such as knowledge of grammar (Diniz & Moran, 2005), genre awareness (Tribble, 2002) and vocabulary knowledge (Nation, 2001, Altenberg, 1997). Also, among the multiple applications of language corpora, the ability to extract repetitions of multi-word choices in combinatorial distribution has been of particular interest to language teaching practitioners.

These patterns can run from one word too many words. They include, at least, frames such as *the importance of the, at the end of, as a matter of fact, in case of the* etc., idioms, collocational pairs, and sets of two, three, four or more contiguous words. Surely and hopefully, the ability to recognize and to reproduce such patterns is thought to be of significance for language learners to develop and enhance both fluency and appropriate usage for particular settings. As a result, several studies are now reporting on high-frequency multiword sets (e.g., Baker, 2006; Biber & Barbieri, 2007; Biber, Conrad, & Cortes, 2004; Cortes, 2004; Hyland, 2008a). Currently, much of the reported research focuses on lexical bundles. By the way, the latest research on the identification of lexical bundles which had been done by the author of this article attempted to compare the frequency and type of four-word lexical bundles occurring in sub-sections of applied linguistics dissertations by authors for whom English is a native language and their Iranian and Arab non-native speaker counterparts. For this purpose, a corpus of 20 dissertations for each group was selected. The identified lexical bundles then underwent both qualitative and quantitative analyses, which revealed how recurrent lexical patterns were used by writers in the process of writing academic texts conforming to the standards of the genre (Hajizadeh, p.7. 2017).

The analyses also served to describe the various functional and structural taxonomies performed by these lexical bundles in the academic dissertations register and how they may be used by expert writers of the field to achieve particular communicative goals. There was also a comparison of the results from the native-English authors' sections with the sub-corpus of Iranian and Arab writers. This comparison led to the similarities and differences between native and non-native writing as well as patterns and functions of usage to indicate that the use of lexical bundles could improve various aspect of writing such knowledge of grammar components in terms of competence and performance in doing and using language interaction by ESL/EFL learners to get close to native speakers' input.

## Methods

It is a formally and totally accepted notion that *Lexical bundles* are a combination of three, four or more words that are repeated without change for a set number of times in a particular corpus. Lexical bundles can be identified by having a software program find all of the set phrases of a certain length in a certain range of texts in the corpus. The program then reports back on the frequency of the sets that are found. And also, the cut-off points decided by the researcher would be based on what seems reasonable given the volume of the collected data (Biber, 2006). To show the above subject clearly, Biber, Johansson, Leech, Conrad, and Finegan (1999) used a cut off of 10 occurrences per million words. Scholars such as Biber (2006), Cortes (2004), and Hyland (2008a) emphasize that lexical bundles take place at least 20 times per million words and Biber and Barbieri (2007) raise the limit to 40 occurrences per million words for the phrases to be analyzed in the study of spoken and written university language.

Currently, lexical bundles are used to analyze characteristic language for different forms and expectations of communicative types and purposes. As a matter of fact, corpus linguistics has demonstrated that language in use is characterized by the repetition of fixed and semi-fixed multiword combinations and by use of formulaic patterns. Being able to understand the vast potential of the individual word's meanings assists the language learner to integrate the different forms and the use of lexical bundles. These abilities can help them to be creative when that vocabulary is used. Moreover, these bundles have been incorporated into regular language applications and all can be viewed together and not considered to be used as individual words. The skills and knowledge of the use of these bundles save time and space and also can exhilarate the use of the individual words that exist in the bundle. While Conrad & Cortes (2004) have dealt with what they call 'formulaic sequences' whose definition differs somewhat from what we call a lexical bundle, they recognize the value of these groups of words to language learners. As they note, "...non natives rely on formulaic language a great deal in their efforts to produce fluent speech" (Cortes, 2004, p.23). Non-natives need to memorize and repeata sample table of the followings to get more input of real and natural knowledge of English lexical bundles.

**Table 1**

<b>I + don't+ know</b>	<b>I + (don't) + think</b>	<b>I + (don't) + want</b>	<b>I +tobe+ going</b>
I don't know what Well, I don'tknow I don't know I don't know how I don't know whether	I don't think so but I don't think I don't think he I don't think it's I think it was I thought it was I thought I would	I don't want to I want to I want toget	I was going to I'm not going to I'm going to get I'm going to have

Adapted from [http:// www.Sciencedirect.com](http://www.Sciencedirect.com)

Encouraging learners to apply lexical bundles in their academic writing is also crucial to building phraseological knowledge, even though a great deal of examinations have shown that this task is far from being an easy undertaking (Cortes 2006; Coxhead 2008; Jones & Haywood 2004). Thus, many researchers are now reporting on high-frequency multiword sets; there are, indeed, a few well-known scholars such as Baker, 2006; Biber & Barbieri, 2007; Biber, Conrad, & Cortes, 2004; Cortes, 2004; Hyland, 2008b who claim and approve the work and study of many reported researchers who are currently focused on lexical bundles as the reliable and knowledgeable learning of multi-words for native and non-native speakers of English. Another problem is deciding what to do when shorter bundles occur within longer ones; for example, at the end of contains both at the end and the end of the, the beginning of, and the beginning of the. Teachers and students need information on the use of bundles in context. They also require convincing arguments as to why it is worth spending time on potentially well-known words such as result in the bundle as a result of. At this point, it is considered as very crucial duties of EFL teacher's to illustrate how lexical bundles could be linked to particular discourse functions and could greatly benefit them in overcoming such pedagogical problems, and encouraging their students to learn and apply these phraseological units in their daily interaction with others (Coxhead, 2008). Figure 4.1 below, likewise, statistically shows the structural distribution of NP with 18586 frequency of occurrence PP with 15296, VP with 5978 FOC, Clausal-based with 11438, Connectors with 8635, SB-that based with 2620, and other expressions with 5041 in the collected sub-corpora of abstracts, introductions, methods, discussions, and results sections of doctoral dissertations written by AELAs, IELAs, and ENSAs in Figure 1 below.

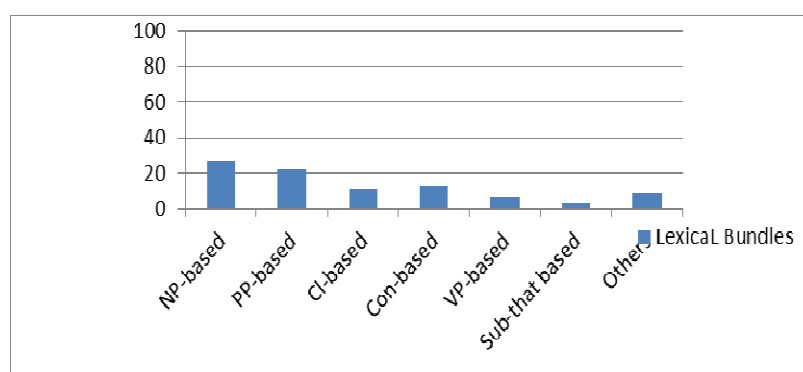


Figure 1

This is especially true considering that students may not encounter these bundles often in their reading and listening activities. Generally speaking, the structural analysis of lexical bundles constructed by Biber et al.'s (1999) taxonomy showed that noun phrase bundles were the most predominated type discovered in the entire corpus, with 615 occurrences. To follow this type, verb phrase bundles ranked second, with 176 lexical bundles found in the corpus. As a final point, the least commonly-found functional category of lexical bundles was the verb phrase bundle with a subordinate component, which consisted of 106 lexical bundles belonging to this category. Basically, many various, comprehensible frequencies of bundles of all categories were found and analyzed in the Arab English Learner Authors (AELAs), Iranian English Learner Authors (IELAs) and English native speaker authors' (ENSAs) dissertations sub-corpora which are placed in Figure 1 above. The greatest differences in the number of lexical bundles can be seen in NP-based. In this category, the total number of NPs was collected as 18586 LBs and the analyzed data indicated that IELAs with 8537 used. So, IELAs used more lexical bundles NP-based than AELAs with 5942 bundles and ENSAs with 4107 used NP-based bundles. Parenthetically, in terms of SB that bundles with 2620, it was revealed that the smallest difference

was found in SB- that category such as “the fact that they” or “that they can practice”, in which authors of the three groups’ corpus used less bundles of this type. The three groups were more or less similar in terms of the number of SB-That lexical bundles used (Hajizadeh, 2017).

So, this research aims to study the measure of the usages of lexical bundles in Iranian EFL learners’ development of academic writing vs English native academic writing, specifically doctoral dissertations. Studies on lexical bundles such as those of Jones and Haywood (2004) and Neely and Cortes (2009) have brought phraseology closer to the language classroom by designing and implementing a range of consciousness-raising tasks and productive exercises that can encourage learners to notice multi-word units in their reading and introduce these units into their writing. These pedagogical activities involve doing comprehension tasks, identifying lexical bundles and/ or their functions in a source text, comparing the use of bundles in different text samples or text types, filling gaps in a text extract with the appropriate bundles, rewriting whole paragraphs using a given set of bundles and writing entire essays. Neely and Cortes (2009) even suggest the use of concordancing activities designed for lexical-bundle instruction. Yet, despite these laudable efforts, there is still very limited information on the long-term effectiveness of these teaching techniques, and so far only a few examples of these exercises with a restricted number of lexical bundles have made it to published research reports. The significance of the present research is that it attempts to fill this gap by examining the use of lexical bundles in scientific discourse from a pedagogical perspective by choosing twenty academic doctoral dissertations written by Arab speakers of English, twenty academic doctoral dissertations written by Persian speakers of English and ten of doctoral dissertations written by native speakers of English, third in the field of English language.

## DISCUSSIONS

By the way, there have been a large number of studies that have examined the distribution of lexical bundles, as an empirical and frequency-based index of formulaic language, across different registers. Some of these studies have looked at spoken as well as written registers and many others have investigated disciplinary variations or differences between texts by native vs. non-native. For example, Biber et al. (2004) carried out a study to compare the use of lexical bundles in university classroom instruction with textbooks and the Longman corpus of spoken and written English. They discovered that the bundles found in the academic corpus differed greatly from those found in the general English corpus, and they, moreover, reported that university lecturers used twice as many lexical bundles compared to ordinary conversations and four times as many compared to university textbooks. This study also basically revealed that student writing can often depart from the standard texts of a register based on the structure or function of the lexical bundles used. In a follow-up study, Cortes (2004) compared texts by university students who were non-native speakers of English with published journal articles in two academic fields. The findings revealed that students seldom made use of lexical bundles found in the corpus of published articles. In a similar study, Scott and Tribble (2006), by comparing student writing with that of professional, published authors, discovered that the bundles used by novice writers were simpler and less differed.

In another study, Hyland (2008a, 2008b) made a review on the application of lexical bundles related to a corpus of research articles, master’s theses and doctoral dissertations. His findings of this study displayed that postgraduate students were not eager to use more lexical bundles than native English-speaking academics. He also found that university disciplines varied in terms of the frequency, function and type of lexical bundles used. The use of these bundles could prove that the authors were completely aware of using them academically. By the way, the comparative usage of structural

categories of lexical bundles in the sub-corpora of abstracts, introductions, methods, discussions and results revealed that IELAs used more lexical bundles in all five sections than their counterparts, AELAs and ENSAs. Additionally, an analysis of the IELAs sub-corpora of abstracts, introductions, methods, dissertations and results sections discloses that Iranian authors of the field consistently used more bundles of each structural category in comparison with Arabs and English native speaker authors of Applied Linguistics research doctoral dissertations.

Contrastively, in the IELAs sub-corpus of dissertations a total of 4570, in introductions 2053, in methods sections 1437 noun-phrase lexical bundles and in terms of PP sub-corpus of dissertations 3840, introductions 2443, and methods 1410 were found. In the VP sub-corpus of dissertation, a total of 450, introduction 560, methods section 223 and Clausal-based sub-corpus of dissertations a total of 1193, results 2660, introduction 587, methods 499 and in Conc sub-corpus of results 1741, discussions 1143, introductions section 587 and SB-that sub-corpus of results 290, discussions 183, introductions 138 and methods section 37 were used. Moreover, in the use of “Other expressions” sub-corpus of results 1238, discussions 490, introductions 233 and methods section 197 were used. Regarding the use of the functional categorization of the lexical bundles in this investigation, the taxonomy planned by Cortes (2002) and upgraded by Biber and his colleagues (Biber et al., 2003, 2004, 2007) was used. In this taxonomy, three main categories which were called: “stance bundles”, “discourse organizers,” and “referential expressions” were recognized (see Table 4.2 below).

**Table 4.2: Lexical Bundles in AELAs', IELAs', and ENSAs' Dissertations Sub-Corpora According to their Functions in the Context**

<b>Stance Bundles</b>	Epistemic Stance Bundles	Obligation and Directive of Stance Bundles	<i>Ability</i>	
<b>Discourse Organizers</b>	Topic Introduction	Topic elaboration	Inferential	Identification/ focusing
<b>Referential Expressions</b>	The Function of Attribute Specification	framing bundles	Quantifying expression divided to	1. Tangible Framing Attributes and 2. Intangible Framing Attributes

As is shown in above table 4.2 the concordance program AntConc was again used to analyze the target bundles in their corresponding contexts and determine the specific semantic relationships and functions that they perform. The research attempts to reveal the classification of this corpus as a significant number of lexical bundles with multiple functions which had been collected and used by three groups known as: Explorative-Research Referential included the following LBS such as: *participant of the study, participate in this study, question in this study, aim of this study, the purpose of this, results of this study, to participate in the, to the result of, the results of the, the aim of this, purpose of this study*. Moreover, the research referential group introduced by Hyland (2008b) encompassed bundles such as *at the beginning of, the role of the, the size of the, in the present study etc*. However, when compared to the “explorative-research-referential” bundles in the AELAs', IELAs', and ENSAs' dissertations, it seemed that, Hyland's categorization was recognized a little bit broad and neither of the bundles found in the AELAs, IELAs and ENSAs except for purpose of this study had been identified and included in Hyland's group of research-oriented bundles. Dissimilar to the bundles presented by Hyland, the bundles identified and named as explorative-research referential in the AELAs, IELAs and ENSAs devoted categorically to the terms “the study and participant.” Logically, the analyzed sub-corpora indicated facts that focused fully around the goal, aim, procedure, purpose, results and participants who were involved in the study as shown in F. section of referential expressions above. Comparatively, the bundles identified and named as explorative-research referential bundles found in the AELAs, IELAs and ENSAs were more realistic and more related to the text itself and indicated more emphasis on its goal and purpose of the text than the one which was introduced by Hyland's bundles (Hajizadeh, 2017).

Critically, when LBs in the research referential group introduced by Hyland (2008a) were closely analyzed, it was realized that all LBs denoted to more overall classifications related to the study rather than referring to the text itself. However, the collected and analyzed sub-corpora of LBs discovered and introduced as “explorative-research-referential” puts its aim on facts that concentrated on the goals, procedure and objectives of the operators. On the basis of these patterns, the criterion for separating prototypical bundles was established. Lexical bundles with distinct meanings, functions and lexico grammatical preferences were to be regarded as separate prototypical bundles, while the rest were to be considered variations of these prototypes. Thus, in the above examples, an essential as well as a critical role which were considered could be the variations of the prototypical used critically and meaningfully in terms of functional and structural taxonomies applied by three groups in their doctoral dissertations. The studies which have been cited above have revealed that academic registers are overfilled with fixed phrases. As pointed out by Hyland (2008a), lexical bundles aid to shape meanings in particular contexts and add to user’s sense of coherence within a text. This research attempts to reveal the classification of this corpus as a significant number of lexical bundles with multiple functions. Lexical bundles with distinct meanings, functions and lexico grammatical preferences were to be regarded as separate prototypical bundles, while the rest were to be considered variations of these prototypes. One group of these studies has indicated that there appears to be a difference between the three groups in terms of the overall number of bundles used (Adel & Erman, 2007, Erman, 2007; Howarth, 1998). The second group of studies displayed that in addition to the variation in frequency, native and non-native users of English also differ with regard to the variety of bundles they intend to use in their writing (Granger, 1998). In addition, De Cock (2000) discovered that L2 users of English did not generally acquire awareness when it came to more common bundles, and they yet less distinguished L2 bundles, and often relied on L1 transfer to compensate for their unawareness. The L1 transfer took place either through the modification or lack of application of forms which did not have an L1 equivalent. In the case of constructions in which there was no match between L1 and L2, it seemed that students commonly misused the L2 form. On the other hand, L2 users exhibited a tendency towards overusing those set of constructions with shared L1 equivalents. In another study, to compare native and non-native texts, Salazar (2010) had done a comparison between medical research articles by Philippine writers and their British counterparts in terms of lexical bundles with the use of the verbs. It showed that both used lexical bundles in an appropriate and right manner without facing any noticeable dilemma.

In a study of formulaic sequences and the way they are accessed and utilized in a multilingual context, Spöttl and McCarthy (2003) found that students presented with unfamiliar chunks taken from a corpus tended to focus on a “strong” lexical verb or noun in or near the chunks as they attempted to retrieve their meaning. Grouping the bundles by keyword take advantage of the presence of these strong lexical units.

There is clearly a new perspective to be gained from grouping the bundles based on shared keywords. Frequency and MI score become of secondary importance as bundles with common nodes are analyzed together, throwing light on typical patterns and variations. This method of analysis also provides evidence in support of John Sinclair’s idea of canonical units of meaning. In an interview conducted by Wolfgang Teubert in 2003, published in Sinclair, Jones, and Daley (2004), Sinclair discussed an innovative model of language where there would be, for each lexical item, one canonical form amid all the variation.

Moreover, there was an attempt to investigate the effects of lexical bundles on Iranian EFL learners’ paragraph writing production proficiency and fluency. To gain this aim, researchers administered an English language proficiency test



to 120 language learners who were studying TEFL at the Islamic Azad University of Dehloran, a city in Iran. Likewise, they randomly chose 90 language learners and divided them into two groups of control and experimental groups, based on their proficiency test scores in order to realize the effects of proficiency and fluency on both experimental and control groups by working on the same textbook content. To do this, the experimental group subjects were instructed on the lexical bundles use extracted from *True to Life* textbook, while the control group received placebo treatment during the course. By the way, the treatment was done during an academic semester. As a matter of fact, the results of the post-test revealed that lexical bundles teaching showed effective and influential achievement in developing Iranian EFL language learners' paragraph writing fluency (Erman 2007).

As the result of the study, developing English language skills as well as the academic writing skill in general and paragraph writing in particular proved that the appropriate methods of teaching enhanced above skills and the use of lexical bundles during instructional courses aided language learners to receive an automatic and easy recall of them in the process of paragraph writings. In addition, lexical bundles teaching should be applied to having a better awareness of the textbooks materials and to enhance and develop language skills (Salazar 2010).

Consequently, the study suggested that content developers should include lexical bundles teaching and, thus, their uses in the teaching and learning processes are very crucial to acquire English skills (Ranjebar, Pazhakh, & Gorgestani 2012).

### **Follow-Up Activities and Further Tasks**

Re-reading of the lexical bundle's materials also provides the students with an added advantage of establishing their previous knowledge about the text. To augment the effect of this re-reading activity, short writing assignments with using lexical bundles text can be given to students to enable them to articulate and further develop their thoughts and the thematic meanings they have discovered through class discussion. Writing assignments based on the assigned LBS enhance the students' involvement with the text and encourage them to think about, re-read, and further explore the text. Tierney and Shanahan (1991) confirmed that recent researches have indicated that writing tasks as a follow-up activity promote better learning and comprehension compared to reading alone; they lead to the long-term recall of text content (Retrieved from [http:// About. com](http://About.com)).

### **CONCLUSIONS**

It is evident that formulaic language plays a substantial role in language acquisition and production. There is also a great degree of agreement among scholars that formulaic sequences are multiword units stored in long-term memory and retrieved as chunks. They have been cataloged by researchers such as Nattinger and DeCarrico (1992) and Wray and Perkins (2000) and linked to both child and adult language acquisition. First, they appear to be acquired as wholes, and then they become segmented and analyzed into component parts while retaining their original status as formulas. Moreover, studies of writing fluency demonstrate that formulas are critical to maintaining smoothness and speed of real-time writing activities, and they perform an important role in written expression as well, especially as regarding the development of textual cohesion. Based on this research, it can be said, repetition of formulas in a range of appropriate contexts is vital to ensure their acquisition. In addition, the list of bundles based on functional and structural classification could be of considerable use to EAP writing instructors who seek to improve their learners' writing performance, as well as

syllabus designers who wish to incorporate lexical bundles into their materials. The academic lists of lexical bundles which were organized and prepared by this study could be beneficial to be used by paying attention to the consideration of having three major advantages for all NFL teachers who are dealing with teaching English as a second language. First, it is based on a large corpus which could be said to adequately represent the target register. Second, the target bundles on the list have been sorted by frequency, structure, and function. These groupings provide teachers and materials developers with the type of quantitative and qualitative data that can aid them in deciding which lexical bundles are more useful for their particular teaching purposes. Third, it is narrow in its focus and highly specialized, meaning that, unlike most lists, it only includes texts from one specific discipline, and therefore does not include lexical bundles which may be common in one field, but absent in another. Indeed, students should be able to carry an interaction with the LBS beyond the oral class discussion to develop their language skills effectively. A more useful task would be to require the students to prepare creative, relevant LBS comprehension materials and written responses and reaction reports. Tierney and Shanahan (1991) stated that writing tasks at this stage can take various forms. Students may be encouraged to keep an LBS journal. Thus, they may be asked to write their personal attitudes about the tests in general. They may also be asked to comment on the outcome of the measurement and how they evaluate the ending. By the way, to get more benefits from LBS reading comprehension materials, the following tips are also recommended and essential to apply to facilitate the below tasks (Tierney & Shanahan, 1991).

(1) Create an LBS literature classroom that enhances learning meaningfully with the friendly framework of attitudes and values. (2) Create and send a clear message about LBS in the target language. Students must know that mistakes are natural steps in learning and can point the way to success. They must know that they can improve their weaknesses. At this point, we should not give up on these kinds of students. We need to give them different homework and ask them to do it with other students using LBS approach. We know that the things which some students need to learn can be helpful to all students as well (Retrieved from <http://www.finchpark.com/afe/w.htm>). (3) Teach famous illustrations of LBS and its relation to the learning and teaching strategies that have genuine importance, and let your students know how and why. At this point, teachers must know that language awareness is conceptualized and it is defined as a person's sensitivity to conscious awareness of the nature of language and its role in human life (Donmall, 1985, p. 7). Vanlier (1995) explained it exactly as "an understanding of the human faculty of language and its role in thinking, learning, and social life". The processes involved in understanding and producing utterances in an L2 are active and creative and are central to L2 learning. Therefore, it seems to be a need to better understand the following processes as the basic rules for developing appropriate steps for understanding. In order to get the best result of LBs materials and texts, teachers must go through the following states: teaching for understanding:

(a) They teach information that has genuine importance and let their students know why. They should make connections between life and school, and convey the significance and usefulness of what they are teaching (Bailey 1990). (b) They must organize what they are saying and have a flexible and motivated lesson plan (Bailey, 1990).

(4) In order to make sure that the young learners understand the continuum of LBS process, styles, and its strategies, make a list of some of the related materials and texts and assess them to see how much they learn. In this case, build students' self-motivation, risk-taking and help them to develop intrinsic motivation (Brown 2006). (5) Teach in a very friendly manner try to introduce and explain new vocabulary in context before students use it formally in the text. The teachers should also try to put their emphasis on the definition as well as keywords which are related to LBS. (6) Apply

multisensory teaching. The multisensory teaching technology relates to the different usages and applications of many different ways of teaching and learning LBS strategies that promote learning in a wide variety of steps. (7) Encourage students by giving them the opportunity to verbalize, explain, summarize, express personal reactions, ask and answer questions and participate in discussion related to LBS. (8) Use clear, simple and well organized visual references and teaching aids, if they are available, such as maps, charts, and diagrams. Make use of the blackboard, overheads, and if it is possible, use of computer. Teacher should highlight and put in an order the organized information by using different and attractive colorful board markers. (9) Give special attention to recognize information and skills that are practiced to the point of automaticity as well as fluency with frequent regular assignments to practice these skills. We should recognize our student's capacity to do homework of the DA automaticity (Retrieved from <http://Education.com>). (10) Always offer flexible alternative tasks and involve students in the LBS reading and working process in discourse dexterities. It is very useful if NFL/TESOL teachers always offer the learners multiple kinds of assignments and tests. They must permanently evaluate them with a range of ways to learn and to express their understanding. They should also support LBS learners who have appropriately documented a disability with students' services through providing modifications, such as alternative test environment, methods of evaluations, and time of tests. As Coxhead (2008) illustrated lexical bundles could be linked to particular discourse structures as well as function greatly to create some benefits for teachers in overcoming such pedagogical problems, and encouraging their students to learn these phrase logical units. As a result, teachers would be able to assess as well as measure and evaluate their students' phrase logical performance in their classroom writing task. An overall comparison between AELAs, IELAs and ENSAs on analyzed data collections corpora indicated that the tendency in using structural and functional categories of lexical bundles is very similar in the texts of third groups. ALL of the authors of three groups steadily used more phrasal bundles, most of which were noun phrase elements, across all sections of their research doctoral dissertations. This finding validates that of Byrd and Coxhead (2008) and Hyland (2008a) and similarly improves Swales' (2008) assertion that academic writing is for the maximum part grounded on noun elements. As Brindley (2002) pointed out "We need to find out more about the ways in which tests and other assessments are used. Only through the systematic exploration of such questions will it eventually be possible to improve the quality of teaching (LBS approaches and its connection to learning and teaching processes and strategies) that language assessment can provide".

As argued above LBs composite an essential role in indicating fluency, accuracy, and idiomaticity in academic writing. They could also be considered as significant indicators of one's membership of a specific discourse community since they conform to conventional expressions. Finally, the devoted teachers of LBS should use strategies-based instruction to make the language classroom an effective milieu for learning due to the fact that teaching learners how to learn is crucial for them to be able to perceive the whole instruction meaningfully and accurately. Because, learner strategies are called the key to learners' autonomy that is considered one of the most significant purposes of language teaching which this has to be considered as the facilitation of that autonomy (Wenden, 1985). Finally, for students who haven't acquired such significant academic abilities and skills, the task of mastering content often comes with failure, principally in inclusive general education classes. In response to this challenge, many students with learning problems, including those with learning disabilities (LD), have acquired and use specific learning strategies to become successful despite their knowledge and skill deficits. Simply put, a learning strategy of LBs could be considered as an individual's approach to complete a task. More precisely, a learning strategy of LBs introduced by NFL teachers is mainly

indicated and considered as an individual's way of organizing and using a particular set of skills in order to learn content or achieve and accomplish related and other tasks more effectively and efficiently in school as well as in non-academic settings (<http://Education.com>). Therefore, NFL teachers who deal with learning strategies of LBs teach and assist all students how to learn, rather than teaching them specific curriculum content or specific skills.

## REFERENCES

1. Ädel, A., & Erman, B. (2012). *Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach*. *English for Specific Purposes*, 31, 81-92.
2. Bailey, K. M. (1990). *The use of diary studies in teacher education programs*. In J. C. Richards, & D. Nunan (Eds.), *Second language teaching education* (pp. 215-240). CUP.
3. Bygate, M. (1981). *Speaking*. Oxford: Oxford University press Migrant Education Service.
4. Baker, P. (2006). *Using corpora in discourse analysis*. London: Continuum.
5. Biber (Eds.) *Using corpora to explore linguistic variation [Studies in corpus linguistics 9]*, 131–145. Amsterdam: John Benjamins.
6. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Harlow: Pearson Education.
7. Biber, D. & Conrad, S. (1999). *Lexical bundles in conversation and academic prose*. In H. Hasselgard & S. Oksefjell (Eds), *Out of corpora: studies in honor of Stig Johansson* (pp. 181–190). Amsterdam: Rodopi.
8. Biber, D. Conrad, S. & Cortes, V. (2004). *If you look at...: Lexical bundles in University teaching and textbooks*. *Applied Linguistics* 25(3): 371–405.
9. Biber, D., & Barbieri, F. (2007). *Lexical bundles in university spoken and written registers*. *English for Specific Purposes*, 26(3), 263-286.
10. Brown, H. D. (2006). *Principles of language learning and teaching*. Addison Wesley Longman, Inc.
11. Charles, M. (2003). *'This mystery...': A corpus-based study of the use of nouns to construct stance in theses from two contrasting disciplines*. *Journal of English for Academic Purposes*, 2, 313-326.
12. Cortes, V. (2004). *Lexical bundles in published and student disciplinary writing: Examples from history and biology*. *English for Specific Purposes* 23(4): 397–423.
13. Cortes, V. (2002). *Lexical bundles in freshman composition*. In: Y. H. Chen, & P. Baker. *Lexical bundles in L2 academic writing*. Lancaster University, June 2010, 14(2), 30-31.
14. Cortes, V. (2004). *Lexical bundles in published and student disciplinary writing: Examples from history and biology*. *English for Specific Purposes*, 23, 397–423. <http://dx.doi.org/10.1016/j.esp.2003.12.001>.
15. Cowie (Ed.), *Phraseology: Theory, analysis and applications*, 145–160. Louvain-la-Neuve: Centre English Corpus Linguistics, Catholique University Louvain.

16. Coxhead, A. (2008). *Phraseology and English for academic purposes: Challenges and opportunities*. In F. Meunier & S. Granger (Eds.) *Phraseology in language learning and teaching* (pp.149-161). Amsterdam: John Benjamins.
17. DeCock, S. (2003). *Recurrent Sequences of Words in Native Speaker and Advanced Learner Spoken and Written English*. PhD dissertation, Catholique University: Louvain.
18. Diniz, L., & Moran, K. (2005). *Corpus-based tools for efficient writing instruction*. *Essential Teacher*, 2(3), 36-39.
19. Donmall, B. G. (Ed.). (1985). *Language awareness (NCL Papers and Report 6)*. London: Center for Information on Teaching and Research.
20. Eriksson, A. (2012). *Pedagogical perspectives on bundles: Teaching bundles to doctoral students of biochemistry*. In J. Thomas & A. Boulton (Eds.), *Teaching and language corpora*, 195–211. Brno: Masaryk University Press.
21. Erman, B. (2007). *Cognitive processes as evidence of the idiom principle*. *International Journal of Corpus Linguistics*, 12(1), 25-53.
22. Flowerdew, L. (1998). *Integrating expert and interlanguage computer corpora findings on causality: discoveries for teachers and students*. *English for Specific Purposes*, 17 (4), 329–345 (1998).
23. Ferguson, G. (2001). *If you pop over there: A corpus-based study of conditionals in medical English for specific purpose*, 20/ 61- 82.
24. Gledhill, C. (2000a). *Collocations in science writing*. Tübingen: Gunter Narr.
25. Granger, S. (1998). *Prefabricated patterns in advanced EFL writing: Collocations and formulae*. In A. P.
26. Hajizadeh, R. (2017). *The use of English Lexical Bundles in Applied Linguistics Dissertations of Native English, Iranian and Arab EFL Authors*. Thesis, Shiraz University Iran.
27. Hoffman, C. (2000). *The spread of English and the growth of multilingualism with English in Europe*. In J. Cenoz & U. Jessner (Eds.) *English in Europe: The Acquisition of a Third Language*, 1–21. Clevedon: Multilingual Matters.
28. Howarth, P. (1998a). *The phraseology of learners' academic writing*. In (Ed.) A. P. Cowie. *Phraseology: Theory, Analysis and Applications*. Oxford: OUP.
29. Hunston, S. (1995). *A corpus study of some English verbs of attribution*. *Functions of Language*, 2, 133-158.
30. Hyland, K. (1994). *Hedging in academic writing and EAP textbooks*. *English for specific purposes*, 13, 239-256.
31. Hyland, K. (2008a). *As can be seen: Lexical bundles and disciplinary variation*. *English for Specific Purposes* 27(1): 4–21.
32. Hyland, K. (2008b). *Academic clusters: Text patterning in published and postgraduate writing*. *International Journal of Applied Linguistics* 18(1): 41–62.

33. Jones, M., & Haywood, S. (2004). *Facilitating the acquisition of formulaic sequences: An exploratory study in an EAP context*. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 269-291). Amsterdam: John Benjamins.
34. Meunier, F. & Granger, S. (2008). *Phraseology in Foreign Language Learning and Teaching*. Amsterdam: John Benjamins.
35. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
37. Neely, E. & Cortes, V. (2009). *A little bit about: Analyzing and teaching lexical bundles in academic lectures*. *Language Value* 1(1): 17–38.
38. Nesselhauf, N. (2005). *Collocations in a learner corpus [Studies in corpus linguistics 14]*. Amsterdam: John Benjamins.
39. Nesselhauf, N. (2005). *Collocations in a learner corpus [Studies in corpus linguistics 14]*. Amsterdam: John Benjamins.
40. O’Keeffe, A. McCarthy, M. & Carter, R. (2007). *From corpus to classroom: language use and language teaching*. Cambridge: CUP.
41. Chung-Wei Wu & Pi-Ching Chen, *English Learning Beliefs of EFL Vocational High School Learners*, *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, Volume 5, Issue 10, October 2017, pp. 43-54
42. Ranjebbar, N. Pazhakh, A. Gorgestani. (2012) *The Effect of lexical bundles on Iranian EFL learners linguistic production fluency*. *Journal of International Education Studies*. Vol. 5, No. 4, 2012. ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education.
43. Salazar, D. (2010). *Lexical bundles in Philippine and British scientific English*. *Philippine Journal of Linguistics* 41: 94–109.
44. Scott, M. & Tribble, C. (2006). *Textual patterns: key words and corpus analysis*. In: R. Simpson-Vlach, N. Ellis. *A language education [Studies in Language 22]*. Amsterdam: John Benjamins.
45. Sinclair, J. (2004). *Trust the text: Language, corpus and discourse*. In: Simpson-Vlach, R and Ellis, N. C. *An Academic Formulas List: New Methods in Phraseology Research*. University of Michigan [rsimplach@gmail.com](mailto:rsimplach@gmail.com) [ncellis@umich.edu](mailto:ncellis@umich.edu). To appear in *Applied Linguistics*, 2010 Accepted June 22, 2009 Prepublication draft. 4.
46. Spöttl, C. & McCarthy, M. (2003). *Formulaic utterances in the multi-lingual context*. J. Cenoz, U. Jessner & B. Hufeisen (Eds). In *The Multilingual Lexicon*, 133–151.
47. Tierney, R. J., & Shanahan, T. (1991). *Research on the reading-writing relationship: Interactions, transactions, and outcomes*. In R. Barr et al. (Eds.), *Handbook of reading research*
48. (pp. 246-80). New York: Longman.
49. Vanlier, L. (1995). *Introducing language awareness*. London: Penguin
50. Wenden, A. (1985). *Learner Strategies*. *TESOL Newsletter* 19: 1-7.

51. Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge: Cambridge University Press.
52. <http://About.com>
53. <http://Education.com>
54. <http://www.finchpark.com/afe/w.htm>
55. <http://www.Sciencedirect.com>

