

Published vs. Postgraduate Writing in Applied Linguistics: The Case of Lexical Bundles

Hassan Jalali ^{1*}, Gholam Reza Zarei ²

^{1&2} *English Language Center, Isfahan University of Technology, Isfahan, Iran*

Abstract: Lexical bundles, as building blocks of coherent discourse, have been the subject of much research in the last two decades. While many of such studies have been mainly concerned with exploring variations in the use of these word sequences across different registers and disciplines, very few have addressed the use of some particular groups of lexical bundles within some genres of academy. To address generic variations, this research focused on anticipatory *it* bundles as a particular structural group of bundles. More specifically, this study chose to investigate range, frequency, and function of these word clusters in applied linguistics research articles and postgraduate writing. Through the use of two big corpora of research articles and postgraduate theses, two text analysis programs, and a functional taxonomy of *it* bundles, this study found that *it* bundles were used relatively frequently in both published and postgraduate writing. Functional analysis showed that anticipatory *it* lexical bundles served a wide variety of functions in both genres investigated. This study also revealed that some anticipatory *it* lexical bundles commonly used by students in their postgraduate writing did not count as bundles in research articles, both in terms of variety and frequency. As for implications, the study calls for the incorporation of such clusters in L2 and/or EAP (English for Academic Purposes) courses.

Keywords: Applied Linguistics, Research Articles, Postgraduate Writing, Anticipatory *it* Lexical Bundles

Introduction

Lexical bundles, also known as clusters and chunks (Hyland, 2008a, 2008b), were first introduced and defined by Biber, Johansson, Leech, Conrad, and Finegan (1999). They

* Corresponding Author.

Authors' Email Address:

¹ Hassan Jalali (h.jalali@cc.iut.ac.ir), ² Gholam Reza Zarei (grzare@cc.iut.ac.ir),

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referred to lexical bundles as recurrent expressions, regardless of their idiomaticity, and regardless of their structural status. More importantly, they considered frequency as the defining characteristic of bundles; in order for a word combination (e.g. *on the other hand*, *at the same time*, *it is necessary to*, etc.) to count as a bundle, it must occur at least twenty times in a corpus made of one million words with the additional requirement that this rate of occurrence be realized in at least five different texts to guard against idiosyncratic uses.

Lexical bundles are identified on the basis of frequency and breadth of use (Cortes, 2002, 2004). Fixedness in form (e.g., *on the basis of* not *on a basis of*) and non-idiomatic meaning are other properties of bundles. Among other registers, lexical bundles have been found to be an important part of academic discourse too (Biber et al, 1999). Such word sequences have been classified structurally (Biber et al, 1999; Biber, Conrad & Cortes, 2004; Biber, 2006; Jalali, Eslami Rasekh & Tavangar Rizi, 2008, 2009) as well as functionally (Cortes, 2002, 2006; Biber & Barbieri, 2007; Hyland, 2008a, 2008b; Jalali, 2009, 2013; Jalali & Ghayoumi, 2010). Lexical bundles can serve a wide range of discursive functions such as organization of discourse, expression of stance, and reference to textual or external entities (Biber & Barbieri, 2007; Jalali, 2013). Some studies conducted in this regard are briefly reviewed here.

Since 1999, a number of studies have been specifically launched to explore possible differences and/or similarities in the use of bundles between a few disciplinary fields (Cortes, 2002, 2004; Hyland, 2008a, 2008b), registers, such as conversation, fiction, news, academic prose, classroom teaching and non-conversational speech (Biber et al, 1999; Biber et al, 2004, Biber & Barbieri, 2007), genres (Hyland, 2008b; Jalali, 2013), and different degrees of writing expertise (Cortes, 2002, 2004; Jalali, 2009; Jalali et al., 2008, 2009).

Overall, these studies have indicated that lexical bundles are strong discipline, genre, and register discriminators. This means that apart from some overlaps, each discipline, genre, or register draws on its own set of bundles to organize its discourse, express stance, and refer to different parts of the evolving text or elements outside the text. The findings have also stressed that many lexical bundles favored by experts in a given disciplinary area may not be used by novices who could be students or developing writers with varying degrees of language proficiency and disciplinary expertise.

Interestingly, there is also usually a correlation between the structural type of bundles and the function they serve in the discourse (Biber et al, 2004); for example, anticipatory *it* bundles (e.g. *it should be noted*, *it can be seen*), the subject of the present study, are usually

used to act as metadiscourse elements (Hyland, 2000, 2008a, 2008b) or expressions of stance (Biber, 2006). Biber et al. (1999) have shown that *it* clauses followed by either *to* (as in *it is important to note that this relationship may always be true*) or *that* (as in *it is clear that this policy is unlikely to lead to fruitful results*) are common in academic writing and their relatively frequent presence has been substantiated in a range of academic genres (Hewings & Hewings, 2002).

The study of this structural group of lexical bundles can be important for two reasons. First, there is some evidence to suggest that for many non-natives, this structure can pose serious degrees of difficulty, mostly because of the absence of an anticipatory *it* structure in some languages (Jacobs, 1995, Hewings & Hewings, 2002). Second, due to the importance of this structure as a metadiscursive element or a stance expression, it can be important to identify the range of interpersonal meanings conveyed by such word clusters as *it* bundles are usually good means by which writers can express their opinions, evaluate the subject matter, and engage with readers (Hewings & Hewings, 2002).

According to Hewings and Hewings (2002), lexical bundles starting with an anticipatory *it* have four metadiscoursal or interpersonal roles: hedges (showing speaker or writer's tentativeness and uncertainty about the following proposition), attitude markers (expressing writer's attitude toward the content), emphatics (stressing writer's certainty about the force, and the credibility of the propositional meaning), and attribution (convincing the reader through a general or specific reference). The review of the literature showed that very few studies have focused on the use of anticipatory *it* bundles within some key genres of academy (see Hewings & Hewings, 2002; Hyland, 2008a). Especially important is that there is the scarcity of studies addressing specific phraseological practices in different disciplinary areas, especially with an aim to describe and explain possible differences and/or similarities between experts and novices in their use of these word combinations in their respective high-stakes genres.

The purpose of this study was to compare the use of one structural class of bundles in some key written academic genres of one disciplinary area of applied linguistics through the use of two corpora of academic writing. The assumption was that exploring possible variations in the use of such word combinations across genres could be a good contribution to a better understanding of phraseological preferences and practices in different discourse communities.

More specifically, the study probed the use of anticipatory *it* lexical bundles in two genres of applied linguistics. Applied linguistics was selected as the discipline of interest for two reasons: (1) it has not been subject to rigorous analysis in terms of such clusters and (2), raising awareness of genre features through such studies can become part of its disciplinary content. Accordingly, two corpora of research articles and postgraduate writing in applied linguistics were employed to find the extent to which these two academic genres in a single disciplinary area are similar to or different from each other. At the same time, by comparing the two genres of applied linguistics, this study attempted to show the extent to which students' use of anticipatory *it* bundles could be compared to that of published writers.

The study

Research questions

This study, therefore, addressed the following questions:

1. What are the most frequent four-word anticipatory *it* lexical bundles in applied linguistics published and postgraduate writing?
2. To what extent is there evidence to support similarity or contrast in the range, frequency, and function of anticipatory *it* lexical bundles across the two genres?

Corpora

Two corpora were used in this study. The first corpus included published writing in the discipline of applied linguistics, and the second one represented students' unpublished writing at post graduate level. The second corpus consisted of master theses and doctoral dissertations written by some EFL students within the discipline of applied linguistics, with relevance to English language teaching and translation. Each of these corpora will be described more below. The first corpus had been originally prepared by Jalali (2009) for his study on variations in the use of lexical bundles within a single discipline: applied linguistics.

Table 1. Research Articles Corpus Word Count

Journal	No of texts	No of words
Applied Linguistics	29	240212
English Language Teaching	45	151506
English for Specific Purposes	37	250576
English for Academic Purposes	20	125236
Second Language Writing	14	108663
Linguistics and Education	11	94614
System	45	247156
Total	201	1217963

The basis for the selection of journal articles was mostly previous corpus-based studies done on the scientific discipline of applied linguistics (e.g. Ruiying & Allison, 2003), the advice given by experts in the field, and access to the electronic files of papers. Table 1 represents the journals, the numbers of texts, and the number of words in this corpus. The second corpus, also collected by Jalali (2009), included master theses and doctoral dissertations written by some postgraduate EFL students during 2004-2009 time period.

Table 2. Postgraduate Writing Corpus Word Count

Students' genres	Number of texts	Number of words
Master theses	22	441033
Doctoral dissertations	12	476922
Total	34	917955

Data analysis tools

Computer programs

Two computer programs were used in this study: Antconc3.2.1w (Anthony, 2007), and Wordsmith (Scott, 2008). The former was used for the identification of lexical bundles and concordancing while the latter was only employed to find the number of texts within which each bundle had been used. These two are described more below.

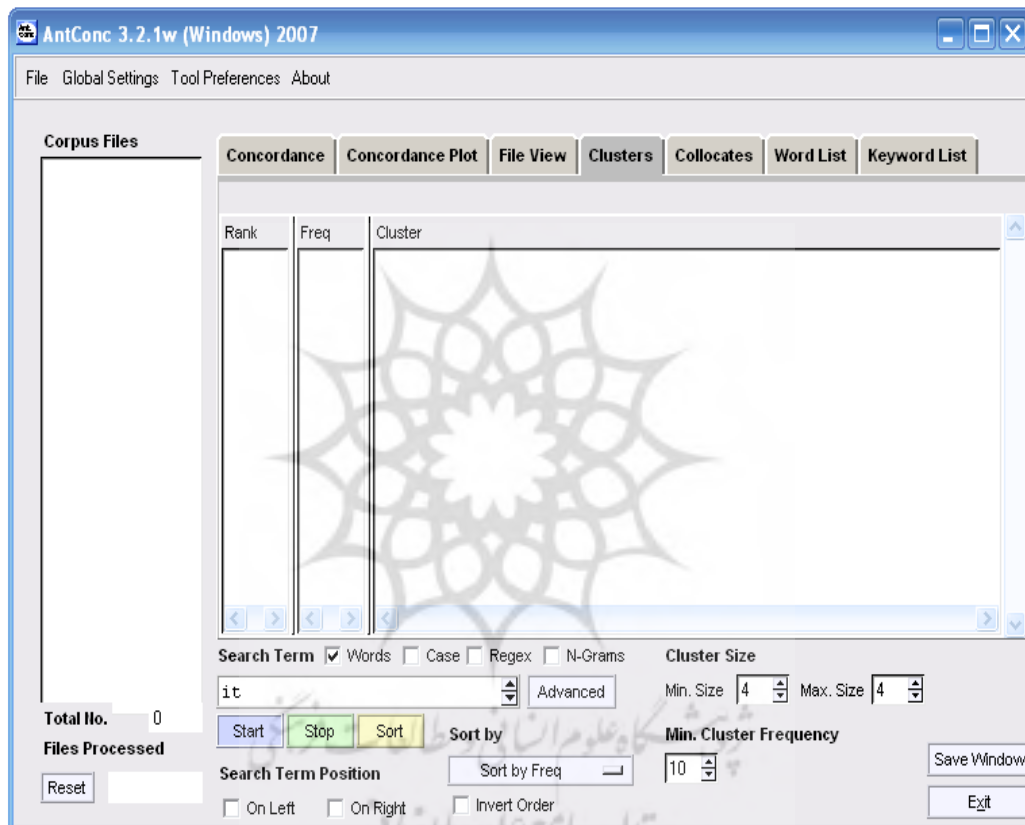
Antconc3.2.1.w is a free concordance program designed and developed by Anthony (2007) (see Fig.1). This study used it to identify anticipatory "it" lexical bundles and find their frequency. It has useful tools such as concordance, concordance plot, file view, N-grams, collocates, word list, and keyword list that are used to analyze texts of different kinds and lengths. The concordancer also makes it possible to see each of the clusters in actual textual context within which it has originally been used.

Among all these tools, there is one by which it is possible to identify word combinations, clusters, or lexical bundles of different lengths and frequencies in small or large corpora. All lexical bundles in corpora of different sizes with their actual frequencies can be found and displayed by inserting a set of commonly key words with which the bundles collocate, such as prepositions (e.g., at, of, on, etc), modals (e.g., can, should, could, may, etc), etc, and deciding on the minimum optimal frequency (e.g. twenty in a corpus of one million words) and the required number of words in clusters (i.e. three, four, five, or six).

However, As Antconc3.2.1.w could not count and display the number of different texts, WordSmith tools5 (Scott, 2008) was applied for the identification of lexical bundles in different texts. This program is similar in many ways to Antconc3.2.1.w, but it does show the

number of texts in which bundles have been used. So when all candidate lexical bundles were identified by the first computer program, each of them was again searched on Wordsmith tools⁵ to find the number of texts with which they have been used. Only those four- word combinations could count as lexical bundles that had been used ten times and in at least five different texts no matter how frequent they were (Biber et al, 1999). This was to guard against idiosyncratic and repetitive uses of the same bundle in the same text by the same writer.

Figure1. Tools of Antconc 3.2.1.



Functional analysis of bundles

The focus of this study was on 4-word *it* bundles because previous research has shown that they are far more common than 5-word strings and offer a wider range of structures and functions than 3-word bundles (Cortes, 2004). Bundles are essentially extended collocations defined by their frequency of occurrence and breadth of use, but the actual frequency cut offs are somewhat arbitrary. This study took a conservative approach by setting a minimum frequency of 10 times per million words and occurrence in at least 10% of texts, i.e. the word combinations has to appear in five or more texts to be regarded as a lexical bundle.

Table 3. Interpersonal Functions of *It* Clauses (Hewings & Hewings, 2002: 372)

Interpersonal functions <i>It</i> -clauses of	subcategories	Example realisation
1 hedges	1a likelihood/possibility/ certainty; importance/value/necessity etc. 1b what a writer thinks/assumes to be//will be/ was the case	<i>It is likely, it seems improbable, it would certainly appear, it could be argued, it was felt</i>
2 attitude markers	2a the writer feels that something is worthy of note 2b the writers evaluation	<i>It is of interest to note; it is worth pointing out; it is noteworthy; it is important</i>
3 emphatics	3a the writer indicates that a conclusion/deduction should be reached; that a proposition is true 3b the writer strongly draws the reader's attention to a point 3c the writer expresses a strong conviction of what is possible/ important/necessary, etc.	<i>It follows; it is evident; it is apparent It is important to stress; it should be noted; it must be recognized It is clear; it is impossible; it is safe to assume</i>
4 attribution	4a specific attribution (with a reference to the literature) 4b general attribution (no referencing)	<i>It has been proposed (+ reference) It is estimated (+ no reference)</i>

The data were analyzed in three steps. First, all anticipatory *it* lexical bundles were identified in the two corpora along with their actual frequencies and the number of texts in which they had been used. Second, by using a functional typology of *it*-clauses developed by Hewings and Hewings (2002) (see table 3) and the AntConc 3.2.1 concordancer (Anthony, 2007) and Wordsmith tool5 (Scott, 2008) for conducting the quantitative analysis of lexical bundles, an attempt was made to probe the context in which bundles had been used to decide on the most predominant functions. This was done by both authors until reaching an agreement of 100% on all cases. In the third stage, the results were compared to determine the extent to which research articles of applied linguistics were different and/or similar to postgraduate writing in terms of range, frequency, and function of anticipatory *it* bundles. It must be noted that while there are already some functional classifications of lexical bundles (e.g. Cortes, 2002; Biber et al, 2004; Hyland, 2008a, 2008b), Hewings and Hewings' functional taxonomy of *it*-clauses (2002) was used in this study since it specifically dealt with the interpersonal functions of this structural group.

Results

Lexical bundles in applied linguistics published writing

Table 4 shows anticipatory "*it*" lexical bundles in the corpus of published writing in applied linguistics along with the frequency and the number of texts in which they had been used. A

total of seventeen different *it*-bundles were drawn from this corpus. The overall use of these bundles was 449, mounting to 0/036% of the whole corpus. In terms of function, this corpus capitalized maximally on attitude markers (43.20%) and minimally on the attribution markers (3.80%) (see table 5). Some of the most frequent *it*-bundles were: *it is important to* (88 times), *it should be noted* (40 times), *it is possible that* (38 times), and *it is difficult to* (36 times). A large number of anticipatory "*it*" lexical bundles in this corpus had also the pattern of *it + V+ adjective + that/to*. It also seemed that the use of such bundles by published writers in applied linguistics helped writers to encode different interpersonal meanings. The following examples from this corpus can show the use of some of such bundles by published writers:

(1) As a result of these experiences, *it is possible that* these students retrospectively constructed the mainstream basic writing section as being for American students and assumed that such an environment would have been more stressful for them than the multilingual one.

Table 4. Anticipatory *It* Lexical Bundles Applied Linguistics Published Writing

Lexical bundles	frequency	Number of texts
<i>it is important to</i>	88	58
<i>it should be noted</i>	40	32
<i>it is possible that</i>	38	23
<i>it is difficult to</i>	36	31
<i>it is necessary to</i>	34	29
<i>it is clear that</i>	33	26
<i>it is possible to</i>	25	22
<i>it is interesting to</i>	25	18
<i>it was found that</i>	19	15
<i>it is important that</i>	17	15
<i>it can be seen</i>	17	11
<i>it is hoped that</i>	14	12
<i>it is not clear</i>	14	11
<i>it is suggested that</i>	14	10
<i>it could be argued</i>	12	12
<i>it may be that</i>	12	8
<i>it seems that the</i>	11	10

(2) *It may be that* students in the sciences, all PhD students in our case, focused more on the explicit goals of the courses, which answer an urgent need to publish; others seemed rather more open to acknowledging more personal gains.

(3) *It is important to emphasize* in this section that although the majority of the words that remind us of a non-Spanish spelling are grouped among those which form their plural by adding the suffix -s, we have found two examples of zero plural morpheme: Bluetooth and réflex.

(4) By way of final comment, *it is interesting to* note that the results of the study are compatible with a view of language learning that distinguishes the acquisitional processes involved in the development of implicit L2 knowledge from the general deductive learning strategies involved in the development of explicit knowledge.

Table 5. Overall Functional Description of *It*-Bundles in Applied Linguistics Published Writing

Subcategories	number	frequency	Percentage %
Hedges:			
1a likelihood/possibility/ certainty; importance/value/necessity etc.	2	63	14.03
1b what a writer thinks/assumes to be//will be/ was the case	3	35	7.79
Attitude markers:			
2a the writer feels that something is worthy of note	0	0	0
2b the writers evaluation	6	194	43.20
Emphatics:			
3a the writer indicates that a conclusion/deduction should be reached; that a proposition is true	0	0	0
3b the writer strongly draws the reader's attention to a point	1	40	8.90
3c the writer expresses a strong conviction of what is possible/ important/necessary, etc.	2	67	14.92
Attribution:			
4a specific attribution (with a reference to the literature)	1	17	3.78
4b general attribution (no referencing)	0	0	0
Epistemic:			
5a Certain	0	0	0
5b uncertain	1	14	3.11
5c impersonal	1	19	4.23
Total	17	449	100

Lexical bundles in applied linguistics postgraduate writing

As shown in table 6, there were again seventeen different anticipatory "it" lexical bundles in the corpus of postgraduate writing: *it was found that*, *it is important to*, and *it should be noted* were some of the more frequent lexical bundles used by postgraduate students. The overall frequency of all *it*-bundles in this corpus was 354, covering 0.038% of the whole corpus. However, the overall frequency of "it" lexical bundles in this corpus was lower than that of applied linguistics research articles (0/036%). Interestingly, however, there were some bundles in this corpus (i.e. *it should be mentioned*, *it was revealed that*, and *it is assumed that*) that were only used by postgraduate students, not published writers, in applied linguistics.

Table 6. Anticipatory *It* Lexical Bundles in Applied Linguistics Postgraduate Writing

Lexical bundles	Frequency	Number of texts
<i>it was found that</i>	42	13
<i>it is important to</i>	38	17
<i>it should be noted</i>	28	16
<i>it can be concluded</i>	26	13
<i>it seems that the</i>	24	13
<i>it should be mentioned</i>	22	11
<i>it is possible to</i>	20	11
<i>it is believed that</i>	19	11
<i>it is difficult to</i>	18	13
<i>it is necessary to</i>	18	13
<i>it was revealed that</i>	18	6
<i>it is assumed that</i>	17	11
<i>it is not clear</i>	14	12
<i>it is possible that</i>	14	10
<i>it is clear that</i>	12	10
<i>it can be seen</i>	12	8
<i>it is obvious that</i>	12	8

Table 7. Overall Functional Description of *It*-bundles in Applied Linguistics Postgraduate Writing

Subcategories	number	frequency	Percentage %
Hedges:			
1a likelihood/possibility/ certainty; importance/value/necessity etc.	2	34	9.60
1b what a writer thinks/assumes to be//will be/ was the case	1	24	6.77
Attitude markers:			
2a the writer feels that something is worthy of note	0	0	0
2b the writers evaluation	3	70	19.77
Emphatics:			
3a the writer indicates that a conclusion/deduction should be reached; that a proposition is true	0	0	0
3b the writer strongly draws the reader's attention to a point	2	50	14.12
3c the writer expresses a strong conviction of what is possible/ important/necessary, etc.	3	42	11.86
Attribution:			
4a specific attribution (with a reference to the literature)	1	12	3.38
4b general attribution (no referencing)	0	0	0
Epistemic:			
5a Certain	2	37	10.45
5b uncertain	2	43	12.14
5c impersonal	1	42	11.86
Total	17	354	100

Functional analysis also showed that postgraduate students, like published writers, were able to employ lexical bundles in the discourse to serve a wide variety of different functions (see Table 7). As can be seen, among the five categories, 34.45% of all *it*-bundles were devoted to those sequences expressing epistemic meanings. Emphatics were the second group of bundles in terms of the occurrence, covering around 26% of all *it*-bundles, with attitude markers (19.77%) and hedges (16.37) were the next. And finally, the category of attribution was found to be the least used, with a portion of 3.38%. The following examples can show some of these different uses:

5) In general, *it seems that the* newspapers through the language used and, more specifically, through the sequence of discursive features that include transitivity, thematization,

lexicalization, and modality encode and reinforce asymmetries between EU and Iran in their representation, in the context of west-dominated international politics.

6) Also, according to the suggestions, *it is possible to* speculate the meaning of unknown words when 95 percent of the words in the text are familiar to the reader.

7) Thus, when authors use expressions such as my purpose for you in this chapter is to, *it is important to* note that, perhaps, and surprisingly, they are using metadiscourse.

8) Thus, although cognates seem to be better remembered than non-cognates, *it is not clear* that this is due to their sharing a memory representation, as there is a great deal of debate over how bilingual memory is organized.

Comparisons

Comparisons in terms of variety and frequency of bundles

Probably, the most surprising finding of this study was related to the similarity between the two corpora under investigation in terms of the range of *it*-bundles employed. Although the number of texts used in the corpus of applied linguistics articles was six times more than that of postgraduate writing, these two corpora were very similar in terms of variety. Out of seventeen (17) bundles used in applied linguistics research articles, fifty-three percent (53%) were used in the other corpus too. Table 8 shows shared *it*-bundles in the two corpora. The results obtained also showed that the frequency of *it*-bundles was almost the same in the corpus of applied linguistics published writing and the corpus of postgraduate writing (368, and 386, respectively), as shown in table 9.

Table 8. Shared *It*-Bundles in the Two Corpora

Lexical bundles	Frequencies in published/ postgraduate writing
<i>it can be seen</i>	17/12
<i>it is possible to</i>	25/20
<i>it was found that</i>	19/42
<i>it should be noted</i>	40/28
<i>it is important to</i>	88/38
<i>it is clear that</i>	33/12
<i>it is necessary to</i>	34/18
<i>it is difficult to</i>	38/18
<i>it is possible that</i>	38/14
Total	330/202

Table 9. Variety and Overall Use of *It*-Bundles in the Two Corpora

Genres	Published writing	Postgraduate writing
Number of bundles	17	17
Actual frequency	449	354
Per million	368	386

Comparisons in terms of functions of bundles

In terms of generic differences in the variety of bundles used in each major functional category, it was found that the variety of *it*-bundles serving as hedges and attitude markers in applied linguistics published writing was more than that of postgraduate writing. While in the case of emphatics and attributions, there was a slight difference, for epistemic meanings, it was the postgraduate writing that made a considerably heavier use.

There were attitude markers (i.e. *it is interesting to*, *it is important that*, and *it is hoped that*) that were only used by published writers in applied linguistics. Especially important was the higher frequency of *it is important to* in the corpus of research articles. *It is difficult to* was another bundle which was also used more heavily by applied linguistics writers. Interestingly and in contrast to some findings of the previous research (e.g. Hyland, 2008a, 2008b, Cortes, 2004), postgraduate students, who might not have established themselves as members of their disciplinary communities, were found to be confident in using those stretches that involved making emphasis. This showed that postgraduate students could express their attitudinal meaning in a straightforward manner.

Table10. Functional Comparison of *It*-Bundles in the Two Corpora (Applied linguistics Published Writing/Postgraduate Writing)

Categories	Number of bundles	Frequency (normalized)	Percentage %
Hedges	5/3	80/64	21.73/16.58
Attitude markers	6/3	159/76	43.20/19.68
Emphatics	3/5	88/101	23.91/26.16
Attribution	1/1	14/13	3.80/3.36
Epistemic	2/5	27/132	7.33/34.19
Total	17/17	368/386	100/100

Discussion and conclusion

Postgraduate students' relatively frequent use of anticipatory *it* bundles in their writing could be taken as a surprising result in this study as the previous research (e.g., Cortes, 2004) had shown that students tended to rely less on bundles in the development of their discourses. The analysis of the corpus of postgraduate writing used showed that the number of different lexical bundles used by students in their writing was almost as many as those used by published writers. It seemed that students, both at the master's and doctoral levels, could handle the use of anticipatory *it* lexical bundles for a wide variety of discursive functions. However, while this relatively frequent use of *it* bundles with metadiscursive functions could be indicative of writing expertise and disciplinary growth, it can also be argued that the heavy use of such a wide variety of bundles may not always be a sign of proficient language use and disciplinary expertise. Less proficient language users may need to rely more on formulaic expressions like lexical bundles. Research article writers, apart from lexical bundles, may rely on other resources like specialized vocabulary, diverse word choices, conjunctions, discourse markers, and manipulation of syntactic devices to develop their arguments.

Students' relatively frequent use of anticipatory *it* bundles could also be due to the fact that they have already been exposed to such word-sequences several times in their prior readings of applied linguistics published literature. There is almost no doubt that postgraduate students have repeatedly observed different lexical bundles in different research articles to which they have been exposed for doing and writing their own research. Furthermore, given that anticipatory *it* lexical bundles are very pervasive in university written language (Biber et al., 1999; Biber & Barbieri, 2007) and they may have a formulaic status (Wray, 2000), the use of such word combinations may not confront students with a very difficult task.

Also, it has been postulated that lexical bundles are retrieved and stored whole from memory through holistic rather than analytical processes (Conklin & Schmitt, 2008) and therefore, postgraduate students may have little if any difficulty not only in understanding but also in producing lexical bundles. There may be a processing advantage in the use of lexical bundles as some formulaic sequences have been shown to be easier to use (Conklin & Schmitt, 2008). It can also be postulated that lexical bundles can act as handy short-cuts or frames (Biber & Barbieri, 2007) through which writers can scaffold their propositional meanings with a relative ease. However, automatic acquisition of lexical bundles should not be taken for granted as this study also showed that there were some lexical bundles in applied linguistics published writing on which students did not draw quite frequently or were not

used at all. These word sequences are not idiomatic in meaning and hence they may be easy to understand, but they may not seem to be marked and perceptually salient. Consequently, there may still be a need to incorporate them in L2 syllabus or EAP (English for academic purposes) courses for an increased pedagogical focus on lexical bundles. This is especially important for those students who need to understand and use such lexical bundles in their future target genres (Hyland, 2008b).

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