

Lexical Bundles in Academic Writing: A Comparative Study between Native and Non-Native Writers

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Abstract

The present research investigates the use of specific types of lexical bundles in academic writing, all of which are written by native and non-native speakers of the English Language. This very corpus-based research aims at presenting a frequency-derived, statistically- and qualitatively refined list of the most pedagogically used lexical bundles in this type of text by both native and non-native academic text writers in order to show how both styles differ. Forty-seven articles are chosen for the analysis in the present study; twenty-five of them are written by native scholars and twenty-two are written by non-native scholars, all in the field of linguistics; the total corpus consists of over four hundred sixty thousand words. The analysis is carried on depending on an eclectic model of analysis, taking into consideration the functional role of lexical bundles. The results concluded in this study shed lights on how native writers intend to focus more in their texts on keeping the reader to be part of the text and the argument, as shown in the number of Discourse Organizers Bundles used in the analysed texts, whereas the non-native writers intend to care more about the presentation of grammatically correct texts, as the analysis shows in the large number of Referential Bundles used; maybe not paying good attention to whether this perfect text urges the readers mentality to catch the discussion easily or not. Addressing the readers intellectually emerges quite clearly in native scholars' texts more than non-native scholars' writings, and this what the results of the analysis shows in the present study.

Key words: lexical bundles, academic writing, corpus linguistics, frequency, investigate, analysis

1. Introduction

Academic writing, sometimes referred to as scholarly writing, is the type of writing that is usually characterized by formal style, and it is used by educators, scholars, and researchers to express their ideas, explain their analysis, and construct their effective discussions and arguments; this formal style helps researchers lead their readers to comprehend and understand their points and topics via logical reasoning. Academic texts vary in style depending on the different disciplines in which the text is written; however, academic writing style share some common features, such as:

1. a well-constructed text: academic writing addresses certain type of readers, all of which show interest in the same discipline, however, they do not logically stand at the same level in terms of knowledge in the discipline in question. This fact paves the way for scholars to use quite clear style in their writings, very well structured sentences, logically built text, i.e., starting with an introduction in which you mostly find the theses sentences to attract the readers' attention so that one may catch the main idea of the text from the very beginning, to be followed by body paragraphs that are well constructed in terms of ideas that are arranged logically, language structure, and meaning, and a conclusion paragraph that gives the reader the result of the discussion which is carried on in the body paragraphs.

2. Formal style: as long as the scholar does not know the reader personally, academic writings require a type of formal style that matches the writer-reader relationship as well as the topic discussed. Besides, scholars intend to use formal style (which is known for its well-constructed sentences that are grammatically correct and discuss topics logically) in order to sound as clear as possible in carrying on their logically based discussion in the various discipline in question.

3. Objective opinion: academic writing is characterized by building arguments depending on facts, proofs, and reason. When writing academic discourse, scholars build up their arguments and discussions on objective bases; subjective opinions and arguments do not have place in the style of academic writing. This characteristic helps readers accept the arguments much more. Objective style in presenting evidences and proofs usually to convince readers more.

Based on Firth's quotation (1957) that "[y]ou shall know a word by the company it keeps", in addition to Hyland's (2008) explanation of as he considers lexical bundles to be: "[lexical] bundles are not only central to the creation of academic discourse, but they offer an important means for differentiating written texts by discipline", the present study aims at investigating the use of various types of lexical bundles in academic discourse, namely articles in the field of linguistics, written by native- and non-native scholars. The comparison is carried out in order to show not only

in what type of discourse the frequency of lexical bundles increases, but also to figure out the widely used type of lexical bundles according to the corpus analysis of the chosen articles.

2. Theoretical Background

2.1 Related Previous Studies

Many studies had been written about lexical bundles (both in prose and conversation), some of which were introduced in different terms: such as formulaic sequences (Wray, 2000), lexical cluster (Hyland, 2008b), and n-grams (Stubbs, 2007). Moreover, Biber et al. (1999) in their study, defined lexical bundles as “recurrent expressions, regardless of their idiomaticity, and regardless of their structural status”, showing how lexical bundles widely display in academic texts. This is on one hand, on the other hand, other studies (e.g. Biber, 2009, Biber, Conrad, & Cortes, 2004; Chen & Baker, 2010; Durrant, 2015; Hyland, 2008a; Pan, Reppen, & Biber, 2016; Pérez-Llantada, 2014) shed lights on different types of lexical bundles in various registers, genres, and fields of knowledge, such as students writings, biology, history, chemistry, etc. In the present study, the purpose is to investigate the use of lexical bundles by both native- and non-native writers in the genre of academic writing of articles concerned with linguistics.

In those previous studies, the importance of lexical bundles was clearly highlighted. Schmitt (2005), explains the significance of lexical bundles in academic writing for both native- and non-native speakers in terms of importance to determine and categorize the “recurrent discourse building blocks” in functional categories. Such studies helped creating lists of clusters of words (lexical bundles) that are quite useful for pedagogical purposes. Besides, those lists will be beneficial for scholars in investigations in corpus linguistics to find a place in classrooms or academic writing courses (Römer, 2010), and they will help us avoid the problems the critics draw our attention with regards to the lack of the theories that facilitate lexical bundles to be accessible in the classrooms (Granger, 2015).

Bestgen & Granger (2014) focused in their study on the misuse, overuse, and underuse of lexical bundles by analysing academic texts all written by non-native speakers of the English language. They also investigated the various structures of lexical bundles used. The study showed how the four-word lexical bundles caused sometimes misunderstanding in various texts, due to the misuse of such somehow long structures.

2.2 Academic Discourse

At the most general level, academic discourse is understood to be a specialized form of reading, writing, and thinking done in the "academy" or other schooling situations. It has been referred to as the "peculiar ways of knowing, selecting, evaluating, reporting, concluding and arguing that define the discourse of our community." (Bal, 2010:4).

Because it appears to require a kind of language with its own vocabulary, norms, sets of conventions, and modes of inquiry, academic discourse has come to characterize a separate culture, one within which each discipline may represent separate cultural community. (ibid: 4-7).

It is from this notion of a separate culture that the terms discourse or interpretive "community" are taken. Bal (ibid: 6) captures this notion, and he puts it as follows:

The students have to appropriate (or be appropriated by) a specialized discourse, and they have to do this as though they were members of the academy...; they have to invent the university by assembling and mimicking its language.

The idea of a culture suggests the kind of immersion, engagement, contextualization, fullness of experience, that is necessary for someone to be initiated into and to be conversant that culture, for someone to understand the ways in which that culture works.

Unfortunately, the description of a discourse or interpretive community has often been reduced to identifying the language. conventions, and generic forms that supposedly represent the various disciplines. This idea leads us to raise the question of whether academic discourse communities are such monolithic, unchanging, and easily identifiable entities. Harris (1989), for example, argues to the contrary that academic disciplines are not as coherent and well-defined as some of us think; and he suggests that these disciplines ought to be viewed as "polyglot", as a system whereby "competing beliefs and practices" overlap and intersect. Similarly, Elbow (1991) wonders whether academic discourse and the discourses of particular communities can be delineated so readily.

The tendency to categorize academic discourse and the discourses of particular communities can lead to theoretical frameworks and instructional models that oversimplify our understanding of academic work and reduce it to a fixed idea that does not reflect reality.

Scholars often suggest that academic discourse is not unitary, believing that disciplines themselves are not fixed, but, like all cultures, are subject to continual reshaping as others enter the discourse community and change its terms. This helps us understand why dealing with academic discourse as if it consists of a uniform set of norms and conventions not only does not represent the reality that students will encounter but may make it even more difficult for them to deal with this reality because such a model of instructions removes them from the kinds of experiences that demonstrate how knowledge is genuinely made in a community (See Coles & Wall 1987; Harris 1989; Elbow 1991).

To present 'academic discourse' to basic readers and writers as if it were a unified body of literacy conventions and procedures to be mastered is to mystify what our students most need to have demystify: how work gets done in the university. For while we speak broadly of the university as a 'discourse community' particular interpretive communities come into existence only when particular students and teachers are gathered there. When this happens, neither students nor teachers have their histories behind; they bring them to class, to every academic discussion... (Coles & Wall 1987).

Elbow (1991), similarly agrees upon the same idea, pointing to the problematic language of academic prose with its tendency to exclude the personal voice, to remove the author from the text, and argues that a detached and impersonal stance is a pretence, for we cannot separate the "idea and reasons and arguments from the person who holds them".

As a consequence, academic discourse reflects the field's deepening awareness of variation in language use in professional communities and society generally. In short, academic discourse is the language of a particular cultural group who shares the common stock of knowledge and a language that offers the academic community better opportunities for rational criticism of what we share with the larger community.

2.3 Lexical Bundles

As a term, “lexical bundles” was first introduced by Biber et al. (1999); before that time, the concept of words chunks spread with various terms to refer to. By this time, scholars started wondering whether lexical bundles could be the same as all types of formulaic expressions or they might have their own distinguished features. Biber and Barbieri (2007) made it clear that lexical bundles are combinations of words that are neither idioms (speaking of the level of meaning) nor formulaic expressions, clarifying the fact that at the structural level, they do not represent a unit of complete structure, they rather connect structural units in order to complete the meaning or emphasize it. For instance, they occur at the beginning of a phrase or clause and at the same time you find the last word of the bundle occurring as the first element of the very next structural unit.

In order to carry on systematic study of lexical bundles, and depending on previous researches’ results of analysis, including Biber 2006, Biber and Barbieri 2007, in addition to Hyland 2008a, the following categorization of the various types of lexical bundles is assumed, depending on the structural classification, as shown in Figure (1) below:

1. noun phrase category: which includes a noun that is often headed by a modifier, and followed by another modifier (mostly a prepositional phrase beginning with of) such as: as a result of /
2. Verb phrase category: which includes different types of dependent clause fragments such as: suggested to be / assumed to be; or passive voice as well as anticipatory it clauses and structures as in the following examples: it is realized that / it is concluded / might be obvious / can be recognized.
3. Prepositional phrase category: which starts with a preposition followed mostly by a type of noun phrase as in the following examples: on the basis of / at the presence of.

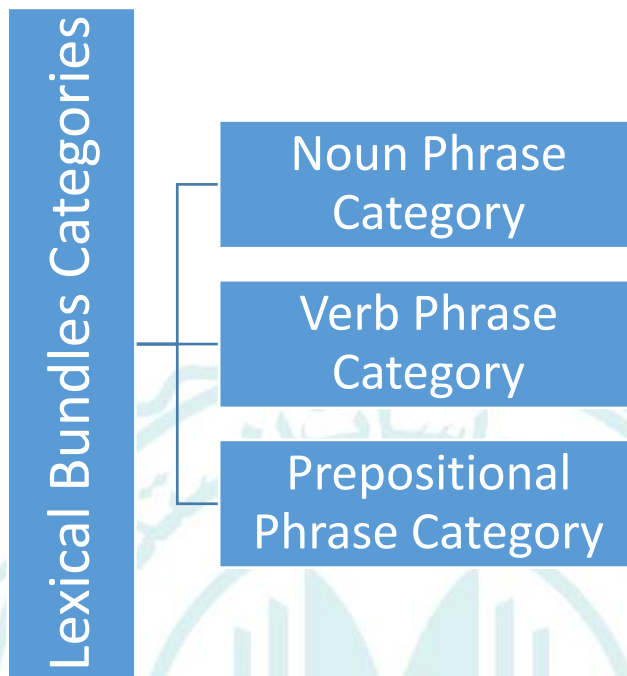


Figure (1): Lexical Bundles Categorization According to the Structural Classification

The importance of lexical bundles emerges from comprehending their discourse functions in every single type of genre they are used. Biber and Barbieri (2007) highlight the important point that, lexical bundles are “a kind of pragmatic ‘head’ for larger phrases or clauses, where they function as discourse frames for the expression of new information.” This actually sheds light on the significant point that lexical bundles do not only pave the way for the reader to understand the meaning of the discourse by bridging the ideas, but also highlights the new information stated in the text.

Three types of bundles are included in the investigation of the functional classification of lexical bundles in the present research; all divided further into sub-categories as follows:

1. Referential bundles: that often reflect representation of reality (Biber and Barbieri 2007, and Hyland 2008); this is further divided into three sub-categories that express:

- a) time/place/text-deixis bundles as in for example, at first, at the beginning of, at the end of.
- b) attribute bundles: which usually refers to reality description and explanation as in procedures description for instance. For example as in the use of: a kind of, the use of the, the structure of the

- c) topic-specific bundles: in this very sub-category, the writer would sound quite specific in the choice of lexical bundles, as he/she is controlled by the topic. For instance, structures and lexical bundles such as: in the text of, the classification of the are often found.
2. Discourse organizers as referred to by Biber and Barbieri (2007); which corresponds to what Hyland (2008) refers to as text-oriented bundles list that often deliver textual meanings concerned with the how the text is organized and how the writer argues and develops the argument throughout the text:
- a) logical relations bundles
- transition bundles (addition/contrast) such as: on one hand, on the other hand, in addition to(this/that/ etc.), in opposition to, in contrast to
 - resultative signals – it is concluded that, as a result of, it was found that, these results suggest that
- b) intra-textual reference bundles that are usually used to organize smaller and larger extracts of discourse; for example: in the present study, as shown in this study, in the next section, in the following Figure.
- c) framing bundles which intend to focus on arguments in order to attract the readers' attentions; as exemplified in the following bundles: in the case of, with respect to, with the exception of.

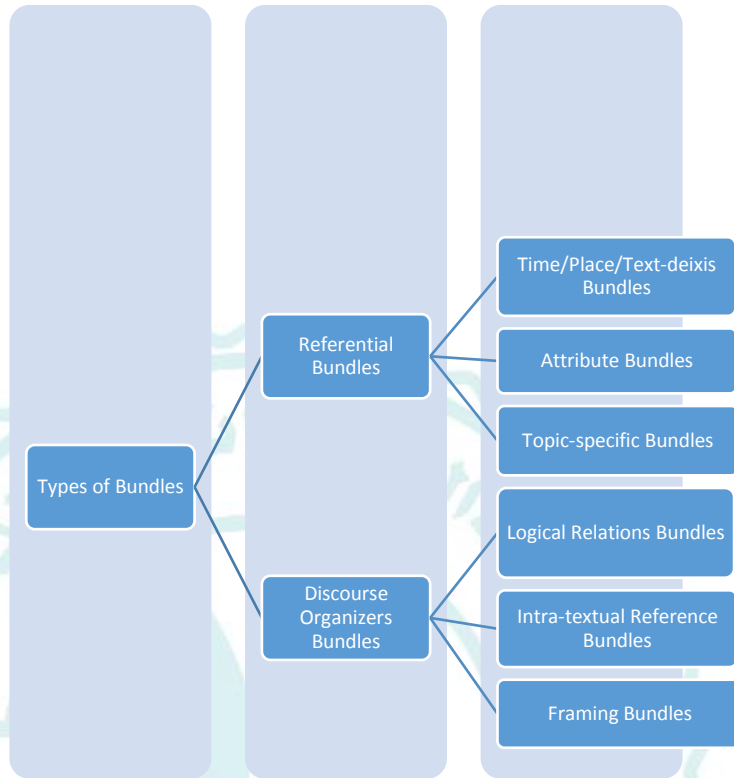


Figure (2): The Types of Lexical bundles Investigated in the Research: The Model of Analysis According to the Functional Classification

3. Methodology

The methodology adopted in the present study is in the area of corpus linguistics, the type of driven corpus in which observations, descriptions, and explanations of various aspects of language nature, structure, usage, and changes are subject to investigation showing how the items that are under investigation are repeated and used in specific type of text. The analysis of such a type in corpus linguistics is often carried on depending on specific model of analysis, that is usually chosen by the researcher to be either a ready model of analysis or an eclectic one, as in the case of the current study. (Kennedy, 2014).

Based on a corpus-driven analysis, the present study aims to figure out the shared and distinct uses of different types of lexical bundles in the academic article corpus in the field of linguistics that are chosen for the purpose of analysis in this study, written by native and non-native speakers of the English language. The number of articles that are chosen for each type shows as follows: 22 articles that are written by native linguists and 25 other articles

that are written by non-native linguists; with a total corpus of over forty-six thousand words. In order to carry on the comparison between the two types of articles in terms of choice of lexical bundles, an eclectic model is designed or chosen by the researcher is used to cover specific types of lexical bundles with sub-types are only examined in the present research, as shown in Figure (2).

3.1 Data (Corpus) Discussion

The corpus chosen for the present study is articles in the field of linguistics, all written within the era between 2010-2020. Twenty-two articles are written by native speakers of the English language, and twenty-five articles are written by non-native speakers of the English language. The total number of words is over forty-six thousand words. The aim behind this choice is to carry on a comparison to figure out the differences between the writers in the choice of various types of lexical bundles, the most frequently used ones, and the commonly used lexical bundles for both types of writers. The articles are all analyzed depending on an eclectic model of analysis that investigates two types of lexical bundles, namely: referential and discourse organizers bundles. Each type includes further sub-types as shown in Figure (2). In order to raise the consistency of the results of the study, the researcher tried to find out articles that are as much as possible to be close in number of words for both types, i.e., the ones that are written by native and non-native speakers of the English language.

Table (1): Corpus Statistics

Details	Native Writers' Articles	Non-native Writers' Articles
Number of articles	25	22
Number of words	21.769	25.893
Types of Lexical Bundles Investigated and Pinpointed	2 major types 6 sub-types	2 major types 6 sub-types

3.2 Data Design Analysis

Depending on the functional classification of the lexical bundles, the first type of bundles in the eclectic model of analysis investigates the use of deixis bundles that express time, place, and text, showing how those bundles connect the text with reference to time, place, etc. Moreover, it examines the use of bundles that concentrate more on description and clarification; in addition to that, it focuses on the use of bundles that care for topic control, so that the unity of the text is saved from being distracted; this is all examined under the umbrella of the first type which is referred to as referential bundles. (See Table (1)).

The second type of lexical bundles that is chosen in the model of analysis in the present study is the discourse organizers bundles which focuses more on the meaning of the text and how lexical bundles can act positively in connecting the text. This is clarified in the sub-types of bundles that are examined under the umbrella term: discourse organizers bundles, namely: logical relations bundles (under which transitional bundles and resultative signals are examined to guarantee the use of certain bundles that help both the writer in connecting the text logically and from the point of view of meaning, and also help the reader in comprehending the text perfectly). Another important sub-type of the discourse organizers bundles is the intra-textual reference bundles that plays a significant role in organizing the smaller extracts within the text in order to link them to the larger extracts. Of course, this cannot be finished without the help of the third sub-type: the framing bundles that act as a magnet that intend to attracts the reader more and more to the text. (See Table (1))

4. Results and Discussion

According to the model of analysis chosen for the present study and applying the criteria for the analysis of the chosen texts, the following results are identified: the commonly used type of bundles by both native and non-native scholars is the four- and three-word lexical bundles; however, the analysis shows that non-native scholars used the four-word lexical bundles much more than native scholars. This significant result may not match some previous studies, as in (Erman 2009, and Granger 2010) studies through which they proved less use of lexical bundles of those types by non-native writers. The analysis of the texts shows that the total number of the identified lexical bundles comes up to 1641 in the academic texts written by native scholars, whereas it is 2677 in total in the texts written by the non-native scholars, as shown in Chart (1).

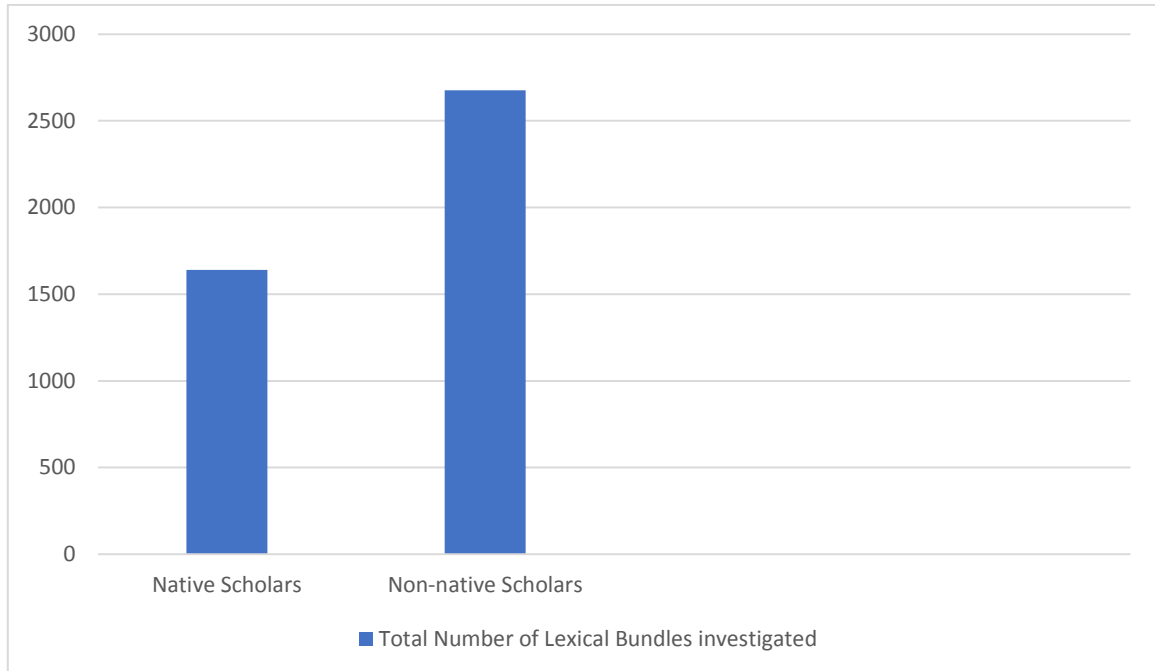


Chart (1): The Total Number of the Lexical Bundles Investigated

The total number is identified as follows: 1019 for the Discourse Organizers Bundles and 622 for the Referential Bundles, and 1879 for the Referential Bundles and 798 for the Discourse Organizers Bundles in the analysed texts written by native- and non-native scholars respectively, as shown in Chart (2).

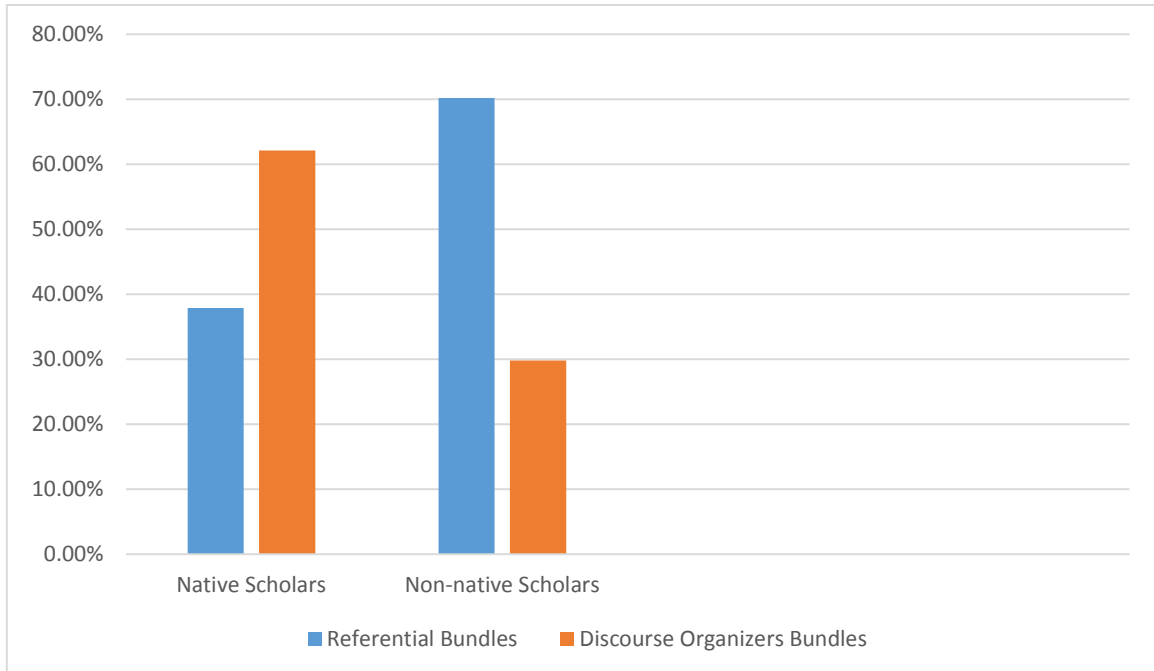


Chart (2): The Lexical Bundles Percentages in the Two Types of Analysed Texts

4.1 The Results of the Analysis of the Texts Written by the Native Scholars
Analysing the academic texts that are written by the native scholars shows that the total number of lexical bundles is 1641; this number covers the following (See Chart (3)): 1019 Discourse Organizers Bundles (that reaches up to 62.1% of the total number of lexical bundles identified in this research) which in turn are classified as:

(1) Framing Bundles (401 items are used in the analysed texts), with a percentage of 39.4% of the total number of Discourse Organizers Bundles that native scholars use; it is the highest number among the three sub-types.

The following examples are taken from the analysed texts:

Example (1) ...in the case of pragmatic use of ... (Text No. 13)

Example (2) ...with the exception of a number of adjectives ...
(Text No. 4)

Example (3) It sheds light on the type of phrases ... (Text No. 6)

Example (4) ...with respect to the explanation of the ... (Text No. 17)

(with respect to the type of texts)

(2) Intra-textual Reference Bundles (331 items are found in the analysed texts) are used by the native scholars and this sub-type comes next in number with the percentage of 32.4% of the total number; it comes immediately after

Framing Bundles in use by native scholars as shown in the following examples which are taken from the analysed texts:

Example (5) As mentioned above,... (Text No. 21)

Example (6) ...as stated in the previous article ... (Text No. 3)

Example (7) In the following section,... (Text No. 8)

Example (8) In Chart / Figure / Table (13), the percentage of ...

(Text No. 5)

The last sub-type which is used less than the other subtypes by the native scholars in the analysed texts is the:

(3) Logical Relations Bundles: (287 items are found in the analysed texts) with a percentage of 28.2%; the following examples are from the analysed texts:

Example (9) ...compared to the other ... (Text No. 23)

Example (10) ...as a result of... (Text No. 19)

Example (11) It is found that... (Text No. 20)

Example (12) ...as concluded from the... (Text No. 22)

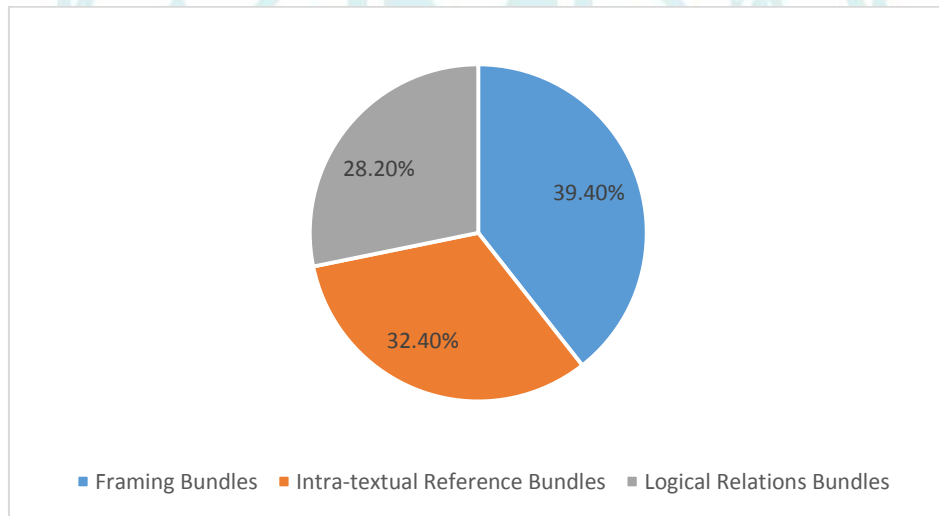


Chart (3): Discourse Organizers Bundles Distribution in the Academic Texts Written by Native Scholars

As mentioned previously in Figure (2), the second type of lexical bundles which is under investigation in the present research is Referential Bundles.

The total number found in this type of texts is 622 (with the percentage of 37.9% of the total number of lexical bundles used by the native scholars):

(1) Attribute Bundles are used 223 times. They are often used to express reality explanation to the reader, reaching a percentage of 35.9%, and this is

the highest sub-type recognized. The following examples are taken from the texts under analysis:

Example (13) One example of the... (Text No. 9)

Example (14) ...the structure of the clause ... (Text No. 11)

(2) Topic Specific Bundles: this sub-type comes next in number, as the frequency of this category is 201 items, reaching the percentage of 32.3%; in this type of lexical bundles, the writer tries to be as precise as possible in choosing specific expressions that are quite to the point in order to sound as accurate as possible. The following examples are taken from the texts under analysis:

Example (15) In the present study,... (Text No. 14)

Example (16) ...the categories of the ... (Text No. 21)

(3) Time/ Place/ Text-deixis Bundles: is the last sub-type of lexical bundles in question; it is are used 198 times in the texts analysed, with the percentage of 31.8%. In this sub-types of lexical bundles, the writer organizes accurately the information of the text, whether referring to time, place etc., as shown in the following examples which are taken from the texts under analysis:

Example (17) In the previous paragraph,... (Text No. 2)

Example (18) ...in the last line,... (Text No. 15)

Chart (4) below shows how the percentages of the use of all the sub-types of Referential Bundles in the academic texts that are written by the native scholars are classified.

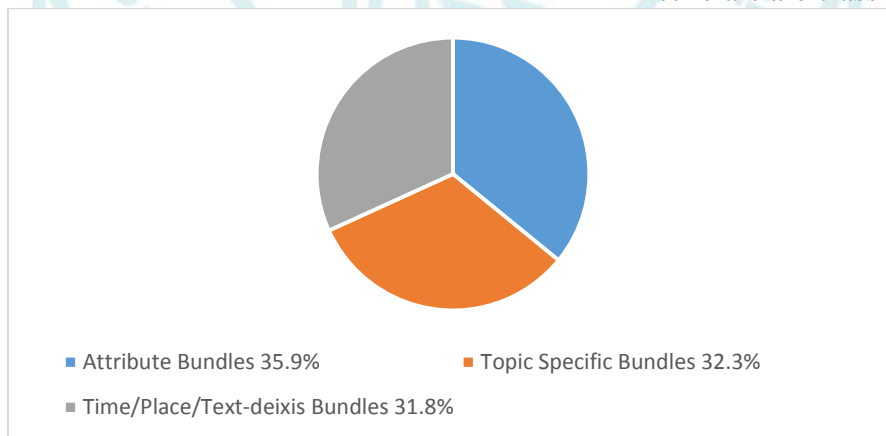


Chart (4): Referential Bundles Distribution in the Academic Texts Written by Native Scholars

4.2 The Results of the Analysis of the Texts Written by the Non-Native Scholars

As displayed in Chart (5), the analysis of the academic texts that are written by non-native scholars shows that the total number of lexical bundles used in the texts in general is 2677; this number is classified as: 1879 Referential Bundles (with a percentage of 70.2% from the total number of lexical bundles that are investigated in the present research, as they are used by the non-native scholars and according to the analysis) and 798 Discourse Organizers Bundles (with a percentage of 29.8% from the total number of lexical bundles that are investigated in the present research, as they are used by the non-native scholars and according to the analysis). In this type of texts, the sub-type of Referential Bundles (which is widely used) is: time/ place/ text-deixis with the 1113 frequency that comes to the highest percentage which reaches 41.6%, as shown in Chart (6):

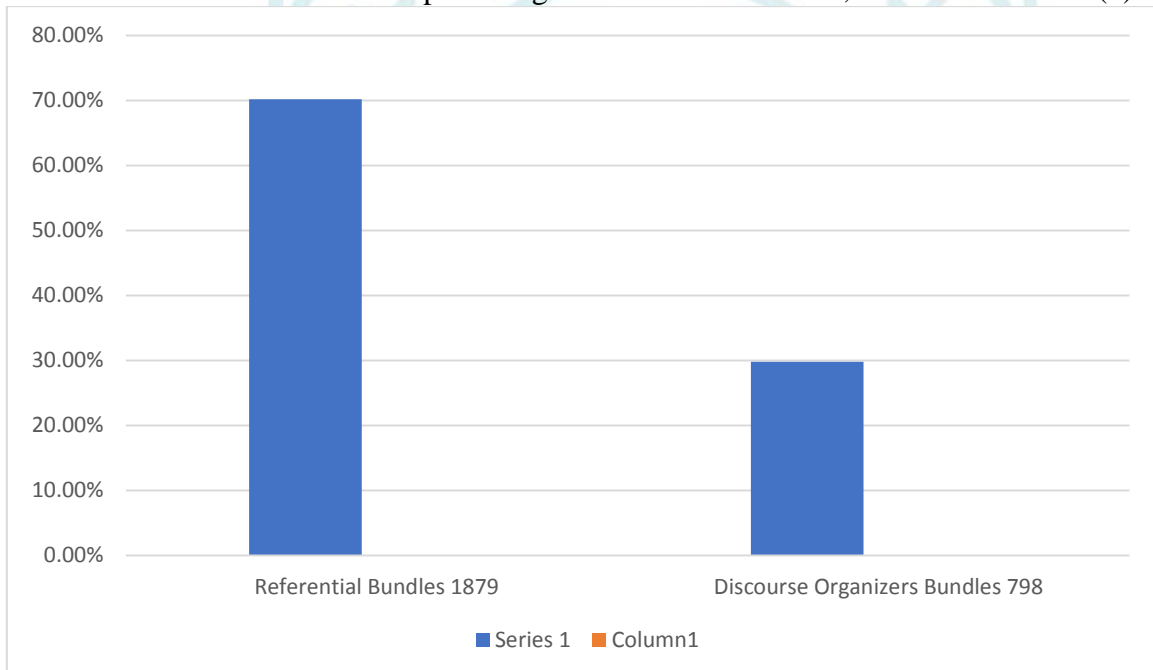


Chart (5): The Two Types of Lexical Bundles Investigated in the Academic Texts Written by the Non-Native Scholars

(1) Time/ Place/ Text-deixis Bundles: is the sub-type of lexical bundles in question that has the highest percentage as it is used 1113 times in the texts analysed, with the percentage of 59.2%. In this sub-types of lexical bundles, the writer intends to arrange the given information of the text as precise as possible, whether referring to time, place etc., as shown in the following examples which are taken from the texts under analysis:

Example (19) At the same level ... (Text No. 32)

Example (20) ...in the beginning of ... (Text No. 41)

Example (21) First of all,... (Text No. 29)

(2) Topic Specific Bundles: this sub-type comes next in number: 881, as the frequency of this category is distributed in the analysed texts with the percentage of 46.9%; in this type of lexical bundles, the writer intends to keep the ideas connected by choosing suitable expressions and lexical bundles that help the reader avoid distraction. The following examples are taken from the texts under analysis:

Example (22) Table (2) below exemplify... (Text No. 44)

Example (23) The classification of the ... (Text No. 39)

Example (24) In the following table... (Text No. 30)

(3) Attribute Bundles: is the less frequently used sub-type of Referential Bundles in the analysed non-native scholars' texts. They occurred 683 times in different types of sentences in the texts to express explanations to clarify various points to the reader, with a percentage of 36.3%. The following examples are taken from the texts under analysis:

Example (25) ...a kind of ... (Text No. 33)

Example (26) ...the content of the ... (Text No. 46)

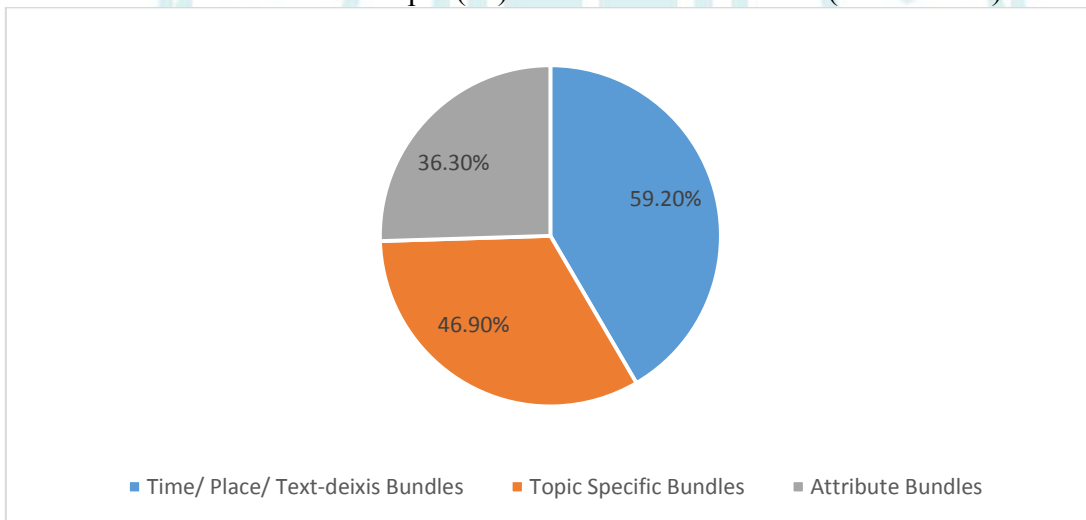


Chart (6): Referential Bundles Distribution in the Academic Texts Written by Non-Native Scholars

As it is shown in Chart (7), the type of investigated lexical bundles that comes next in frequency that is used by the non-native scholars is Discourse Organizers Bundles: 798 in total with the percentage of 29.8% of the total number of the lexical bundles investigated. This number is distributed as follows:

(1) Intra-textual Reference Bundles: 326 lexical bundles of this type are used by the non-native scholars in the analysed texts showing intentions of text connectivity in terms of structures, with the percentage of 45.4% of the total number of Intra-textual Reference Bundles. The following examples which are taken from the analysed texts:

Example (27) As clarified in the ... (Text No. 47)

Example (28) According to this conclusion... (Text No. 40)

Example (29) In the next Figure,... (Text No. 33)

(2) Logical Relations Bundles: this sub-type comes next in frequency: as it occurs 288 times in the analysed texts) with a percentage of 36.1%; the following examples are from the analysed texts:

Example (30) It is concluded that ... (Text No. 31)

Example (31) As a consequence of the ... (Text No. 39)

Example (32) In comparison to the ... (Text No. 42)

(3) Framing Bundles: is the less frequently used sub-type of lexical bundles in non-native scholars' texts that are analysed in the present study, occurring 148 times with a percentage of 18.5% of the total number of Discourse Organizers Bundles that native scholars use. The following examples are taken from the analysed texts:

Example (33) ...as noticed from the ... (Text No. 45)

Example (34) It focuses on ... (Text No. 46)

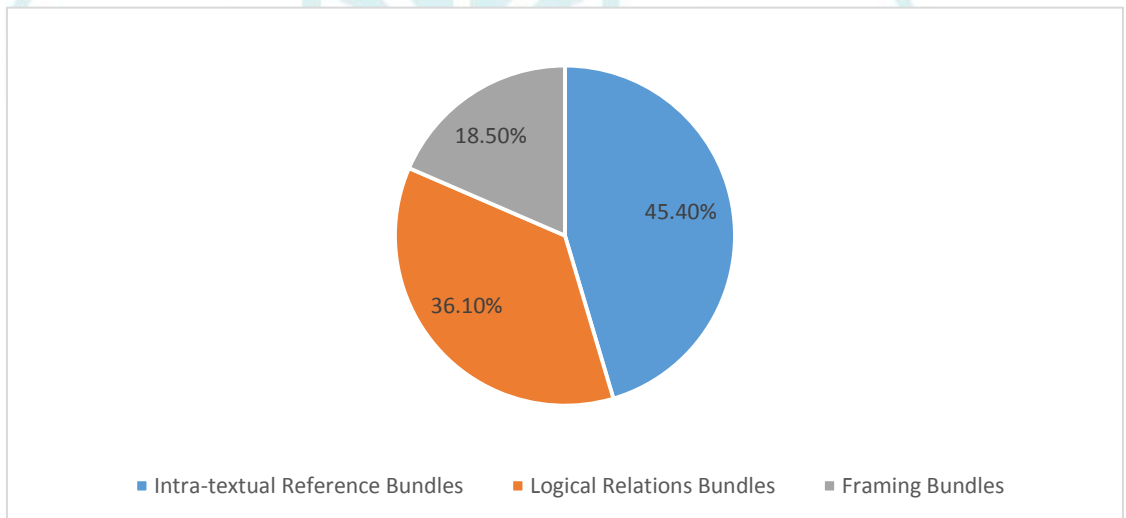


Chart (7): Discourse Organizers Bundles Distribution in the Academic Texts Written by Non-Native Scholars

5. Conclusion

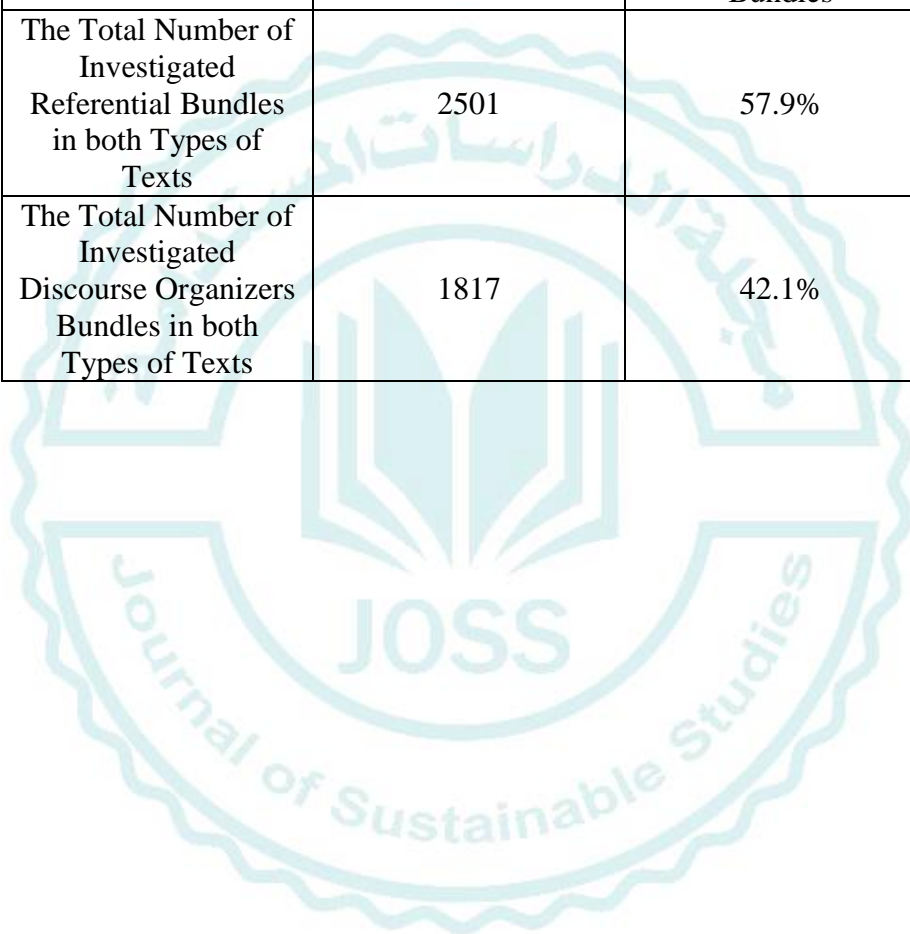
Although investigation of various types of lexical bundles in different types of genre is quite common in the latest researches for the past ten years, the present study focuses more on examination of significant type of text for pedagogical purposes that might be taken into consideration for non-native scholars to make use of in their coming writings.

It is shown from the analysis of the texts in the present research, as clarified in Table (2), that the total number of lexical bundles that are examined in this very research is 4318 items, distributed between 2501 Referential Bundles (which comes to 57.9% of the total number for both native and non-native scholars); and 1817 Discourse Organizers Bundles (coming up to 42.1% of the total number). However, on one hand, it is noticed that native scholars use of Discourse Organizers Bundles is much more than the non-native scholars' use as it is clear from the percentage shown in Chart (2); the number is almost double, whereas the non-native scholars use of Referential Bundles comes in much higher percentage than that for the native scholars. This conclusion indicates that native scholars intend to build and organize their texts in a more professional style than the style used by the non-native scholars. This conclusion is proved even clearly when it comes to observation of the results of the investigated sub-types, namely Framing Bundles which comes the highest in number, and this shows how native scholars intend to professionally attract the readers' attention to the arguments they raise in their academic texts to urge the readers' intellectual abilities in order to keep thinking, and maybe get to convince them more of their discussion.

On the other hand, the analysis also shows that non-native scholars intend to use Referential Bundles much more in the analysed academic discourse. According to this result, non-native scholars sound more interested in making sure that the readers find a coherent text in terms of structure, more than connecting the readers to the discussion or argument. As non-native writers, it might sound reasonable and maybe understandable that they worry about connecting the structure so present it as a well organized text more than paying extra attention to connect the reader to the suggested argument. This result is quite clearly shown in the highest number of Attribute Bundles used in non-native writings.

Table (2): The Total Number and Percentages of The Investigated Lexical Bundles in both Types of Texts

The Total Number of Investigated Lexical Bundles in both Types of Texts	4318	The Percentage from the Total Number of Investigated Lexical Bundles
The Total Number of Investigated Referential Bundles in both Types of Texts	2501	57.9%
The Total Number of Investigated Discourse Organizers Bundles in both Types of Texts	1817	42.1%



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الحزم المفرداتية في الكتابة الأكاديمية : دراسة مقارنة بين الكتاب الأصليين وغير الأصليين

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المستخلص

يبحث هذا البحث في استخدام أنواع معينة من الحزم المفرداتية في الكتابة الأكاديمية ، وكلها مكتوبة من قبل متحدثين أصليين وغير أصليين للغة الإنجليزية. يهدف هذا البحث القائم على مجموعة النصوص إلى تقديم قائمة مستمدة من تكرار المفردات ومُحسنة إحصائياً ونوعياً للحزم المفرداتية الأكثر استخداماً من الناحية التربوية في هذا النوع من النص من قبل كُتّاب النصوص الأكاديمية الأصليين وغير الأصليين من أجل إظهار كيف يختلف كلا الأسلوبين . تم اختيار ٤٧ مقالاً للتحليل في هذه الدراسة ؛ خمسة وعشرون منها كتبها علماء أصليين واثنان وعشرون من قبل علماء غير أصليين ، وجميعهم في مجال اللغويات ؛ تتكون المجموعة الكلية من أكثر من أربعمئة وستين ألف كلمة. يتم إجراء التحليل بالاعتماد على نموذج انتقائي للتحليل ، مع مراعاة الدور الوظيفي للحزم المعجمية. سلطت النتائج التي خلصت إليها هذه الدراسة الضوء على كيف يعتزّم الكتاب الأصليون التركيز بشكل أكبر في نصوصهم على إبقاء القارئ جزءاً من النص والمناقشة ، كما هو موضح في عدد حزم منظمي الخطاب المستخدمة في النصوص التي تم تحليلها ، في حين أن يعتزّم الكتاب غير الأصليين الاهتمام أكثر بتقديم النصوص الصحيحة نحويًا ، كما يظهر التحليل في العدد الكبير من الحزم المرجعية المستخدمة ؛ ربما لا تولي اهتماماً جيداً لما إذا كان هذا النص المثالي يحث عقلية القراء على متابعة المناقشة بسهولة أم لا. تظهر مخاطبة القراء فكرياً بوضوح في نصوص العلماء الأصليين أكثر من كتابات العلماء غير الأصليين ، وهذا ما تظهره نتائج التحليل في الدراسة الحالية.

الكلمات المفتاحية: الحزم المفرداتية ، الكتابة الأكاديمية ، احضار اللغويات، التكرار ، التحقيق ، التحليل