

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

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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*