A Comparative Analysis of Lexical Bundles in Academic Writing: Insights from Persian and Native English Writers in Applied Linguistics

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Abstract : This research explores how lexical bundles are utilized in writing in the field of linguistics by comparing professional Persian writers with native English writers using corpus-based studies and advanced computational techniques to examine the occurrence and characteristics of lexical bundles in academic writings. The review of literature emphasizes how important lexical bundles are, in organizing discussions and conveying opinions in both spoken and written language contexts across genres and proficiency levels in fields of study. Previous research has indicated that native English writers tend to employ an array and diversity of bundles than non-native writers do; these bundles are essential elements in academic writing. In this study's methodology section, the research utilizes a corpus-based method to analyze a collection of writings such as research papers and advanced theses at the doctoral and masters' levels. The examination uncovers variances in the utilization of groupings between writers who are native speakers of Persian and those who are native English speakers with the latter group displaying a greater occurrence and variety, in types of groupings. Furthermore, the research delves into how these groupings contribute to aspects classifying them into categories based on their relevance to research text structure and individuals as outlined in Hyland's framework. The results show that Persian authors employ phrases and demonstrate distinct structural and functional tendencies in comparison to native English writers. This variation is linked to differing language skills, levels, disciplinary norms and cultural factors. The study also highlights the pedagogical implications of these findings, suggesting that targeted instruction on the use of lexical bundles could enhance the academic writing skills of non-native speakers. In conclusion, this research contributes to the understanding of lexical bundles in academic writing by providing a detailed comparative analysis of their use by Persian and native English writers. The insights from this study have important implications for language education and the development of effective writing strategies for non-native English speakers in academic contexts.