



DOES LEARNING LEXICAL BUNDLES
INCREASE FLUENCY?

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80% of natural speech is formulated from lexical bundles, making them the ideal basis for use in second language classrooms.

Altenberg (1998) as cited in Tian (2014)

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RESEARCH AIMS



Two aims are better than one

RESEARCH AIMS

To investigate whether an increase in writing fluency occurs with exposure to lexical bundles



To help my learners become better writers



DATA COLLECTION



It's not the *what*, it's the *how*.

Speaking fluency to Writing fluency?



- While speaking fluency has become somewhat well researched, writing fluency remains rather under represented in the literature.

- Can speaking descriptor be transferred to writing

Table 1: A comparison between speaking fluency measures and writing fluency measures

Speaking fluency measures	Writing fluency measures
Breakdown fluency	Writers' pausing (Spelman Miller 2000).
Repair fluency	Changes made to the text (Knoch 2007)
Speech rate	Composing rate (Sasaki 2000)
	Text quantity (Baba 2009)
Length of bursts occurring between pauses	Length of translating episodes written between pauses (Abdel Latif, 2009)
	Length of rehearsed text between pauses (Chenoweth and Hayes 2001)
Listeners' perceptions of speakers' fluency	Linguistic features characterizing rhetorical functions (Reynolds 2005)
	Number and length of <i>t</i> -units (Storch 2009)
	Sentence length (Johnson <i>et al.</i> 2012)
	Text structure, coherence, and cohesion (Storch 2009)

THE PROJECT

Lexical bundles
On the basis of
On the other hand
As a result of
The end of the
At the end of the
The nature of the
At the same time
In terms of the
In the form of
In the absence of
At the time of
As well as the
In the United States
The way in which
It is possible to
It is important to

5 lexical bundles per week, totaling 20. Lexical bundles were from Coxhead & Byrd (2010) identified as 20 most frequently used EAP bundles.

Small group discussions prior to the writing task aimed at helping learners to familiarize themselves with the topic prior to writing. Students were asked to write approximately 150 words. No record was kept of their pause time while writing.

2 writing samples were selected and language specialists (teachers) and non-specialists (administration) were asked which sample was

THE WRITING SAMPLES

-SAMPLE A

-Yakitori is one of the most popular food in Japan. It is called Japanese kebabs because of shape. It is very easy to cook Yakitori, you cut meat into bite sized pieces and then you stab meat to skewer, and you bake it.

-There are so many kinds of Yakitori, for example chicken and green onions, chicken skin, liver, round and tukune, tukune is grilled chicken or fish meat balls made with egg. There are many restaurants with seek Yakitori in Japan and there are very cheap, so many Japanese people buy them.

-It is not too much to say that most Japanese people, in particular men, like to eat Yakitori. It is amazing time when you eat Yakitori beer. Why don't you try to eat Yakitori with beer, and then you must feel happy.

-SAMPLE B

-There are ball point pens with erasable ink in Japan. They're called "frixion ball". Pilot Japanese company invented these product in 2004. The nature of this product is erasable ink. This ink vanishes at 60 degrees. when this ink were invented, Pilot trid to invent color changing ink and they succeeded. However, because color changing ink is not practical, only erasable ink became popular in Japan. Now, there are not only ball point pens not also products in the form of highlight pens. So it can play an active part in the absence of the correction fluid or when you make some mistakes with your writing or highlighting. There products are not so expensive. Moreover, you may be able to find these in Europe. You should buy one if you find, you must be amazed and take it in your pen case.

THE RESULTS

Total Number of
Participants: 46
Specialists: 23
Non-Specialists:
23

THE RESULTS

Teachers who chose sample A	15
Teachers who chose sample B	7

Reasons teachers found sample A fluent	Reasons teachers found sample B fluent
'Natural' 5 (21.7%) (Collocations, tone, expressions, register)	Cohesive/Coherent markers 3 (13%)
Similar to spoken language 4 (17.3%)	'Better flow' 2 (8.6%)
Accuracy related features 4 (17.3%) (Errors, pronouns, topic specific lexis)	More experienced writer 1 (4.3%)
Easier to understand/ follow/read 2 (8.6%)	Miscellaneous: 1 (4.3%) Greater tense, control, variety
	10

WHAT DID I LEARN?



Quite a lot I didn't expect...

Specifically, the transferability of speaking to writing descriptors or lack thereof...

- Give more attention to the writing *process* especially as it pertains to **pauses** in writing and speaking tasks.
- Examine the finding that writing is perceived as fluent when in an informal tone and register. Run the experiment again in an academic context and compare the results.
- In the future, I will focus on increasing **automaticity** for heightened retrieval of lexical bundles via frequent exposure in all language skills.

Studies in Automaticity	Studies in Pausing
Wood (2001),(2004),(2009)* Tian (2012) Cohen (2013) Kowal (2014)	Van Bruggen (1946) Matsuhashi (1981) Flowers & Hayes 1981 Miller (2000) Olive and Kellogg (2002) Wood (2001), (2004)* Miller, Lindgren & Sullivan (2008)

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THANKS!

Any questions?

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