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ПРЕДГОВОР

Почитувани читатели и соработници,

Благодарение на вашата заинтересираност за читање трудови, давање свој придонес со пишување и рецензирање трудови, меѓународното списание за лингвистички, книжевни и културолошки истражувања „Палимпсест“ го доживува својот осми број.

Мисијата на „Палимпсест“ е да развива соработка со универзитетите, научните работници, истражувачите и наставниците од Македонија и од другите земји во светот преку можноста во него да се објавуваат трудови на седум јазици: македонски, англиски, руски, турски, германски, француски и италијански јазик.

Во осмиот број на „Палимпсест“ во рубриците *Јазик*, *Книжевност*, *Култура*, *Методика на наставата* и *Прикази* се распределени вкупно 17 труда од автори од Македонија [Марија Леонтиќ, Виолета Јанушева, Марија Ѓркова, Надица Негриевска, Данче Стефановска, Екатерина Намичева, Петар Намичев, Осман Емин (Osman Emin), Анастасија Киркова-Наскова, Виолета Дамчевска, Ранко Младеноски], од Босна и Херцеговина [Зорана Ковачевиќ (Zorana Kovačević)], од Полска [Сара ди Џанвито (Sara Di Gianvito)], од Италија [Марчела ди Франко (Marcella Di Franco)] и од Турција [Гонца Ал (Gonca Al), Ѓулшен Ѓлмаз (Gülşen Yılmaz), Реџаи Озџан (Recai Özcan)]. На сите автори на трудовите искрено им се заблагодаруваме за разноликоста што ја внесоа со темите и јазиците на кои пишуваа. Голема благодарност и до анонимните рецензенти кои со своите забелешки даваат голем придонес во развојот на научната критика во Македонија, а истовремено го зголемуваат квалитетот на трудовите и на списанието.

Посебна благодарност до 30-те членови на Уредувачкиот одбор на „Палимпсест“ кои го презентираат списанието во својата научна средина и ни доставуваат трудови од сите континенти на светот, до членовите на Редакцискиот совет и на јазичните и техничките уредници кои во изминатите четири години докажаа дека со добра идеја и волја, коректна соработка, самопрегорен труд и здружени сили може да се креира меѓународно списание кое во иднина ќе претставува споменик на меѓународната и на мултилингвалната соработка и ризница за истражување за следните генерации.

Марија Леонтиќ, уредник на „Палимпсест“

FOREWORD

Dear readers and contributors,

Thanks to your interest in reading the articles as well as your contribution in writing and reviewing for the journal, the international journal Palimpsest has reached its eighth issue.

Palimpsest's mission is to develop collaboration with universities, scholars, researchers and teachers from Macedonia and other countries around the world through the ability to publish papers in seven languages: Macedonian, English, Russian, Turkish, German, French and Italian.

In the eighth issue of Palimpsest there are 17 papers in seven rubrics such as Language, Literature, Culture, Teaching Methodology and Book Reviews written by Macedonian authors (Marija Leontic, Violeta Janusheva, Marija Grkova, Natica Negrieva, Danche Stefanovska, Osman Emin, Anastazija Kirkova-Naskova, Violeta Damchevska, Ranko Mladenoski), authors from Bosnia and Herzegovina (Zorana Kovačević), Poland (Sara Di Gianvito), Italy (Marcella Di Franco) and Turkey (Gonca Al, Gulsen Yilmaz, Recai Özcan). We sincerely express our gratitude to all the authors for the diversity of topics and languages they wrote in. Many thanks to the anonymous reviewers who, with their remarks, make a great contribution to the development of scientific criticism in Macedonia, and at the same time increase the quality of papers and journals.

Special thanks to the 30 members of the Palimpsest Editorial Board for presenting the journal in their scientific circles and submitting papers from all continents in the world. Special thanks also to the members of the Editorial Board, to the proofreaders and technical editors who have proven over the past four years that good ideas and willingness, proper collaboration, self-sacrifice and combined efforts can lead to the creation of an international journal that will in the future be a memorial to international and multilingual collaboration and treasury of research for the future generations.

Marija Leontic, Editor of Palimpsest

FUNCTION OF LEXICAL BUNDLES IN ECONOMICS RESEARCH ARTICLES

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Abstract. This paper investigates the function of 4-word lexical bundles in a corpus of economics research articles in English, written by Macedonian scholars. It adopts a corpus-driven approach, and it follows Hyland's (2008a) tripartite functional classification of lexical bundles, grouping the bundles into three main categories: research-oriented, text-oriented and participant oriented. The findings indicate that lexical bundles contribute significantly to the creation of discourse in the economics research articles by serving various functions. The results also demonstrate that research-oriented lexical bundles are dominant in the academic writing for economics, supporting previous research which showed prevalence of this type of bundles in the academic written genres in general. This suggests that lexical bundles should be considered an important component in the process of language acquisition, and need to be introduced in EAP courses, emphasising the function they serve in specific registers.

Keywords: *lexical bundles, corpus, function, research articles, academic writing.*

1. Introduction

Within the large body of research focusing on multi-word sequences in the language, lexical bundles (expressions such as *on the other hand, it is possible to*) have gained much attention in the last two decades, especially in the written and spoken academic registers. Electronic corpora and concordancing software have enabled empirical investigation of the bundles, demonstrating their high frequency both in the spoken and written language. The study of lexical bundles indicates that they are register specific (Conrad and Biber, 2005), with "considerable variations in the frequency of forms, structures and functions across types of academic writing" (Hyland, 2008a, p. 19). Being recognized as "clearly useful devices for the comprehension and construction of discourse" (Biber and Barbieri, 2007, p. 284), and "a fundamentally important part of writers' and speakers' communicative repertoire" (Biber et al. 2004, p. 400), lexical bundles gained great importance as structures useful for language acquisition. Learning to use the register specific bundles "can contribute to gaining a communicative competence in a field of study" (Hyland, 2008a, p. 5); conversely, the inability to understand their functions and use them appropriately will negatively influence students' pragmatic skills and "might reveal the lack of fluency of a novice or newcomer to that community" (ibid.). Scholars emphasize the need for focused instruction, stating that "the best way to prepare students for their studies is not to search for universally appropriate

teaching items, but to provide them with an understanding of the features of the discourses they will encounter in their particular courses” (Hyland, 2008a, p. 20). Determining the function of bundles, based on corpus-research of various registers, is a starting point in exploring the usefulness of these multi-word units as language teaching items.

Several studies explore the structure and function of bundles in various academic written and spoken registers, for example Biber et al. (2004), Conrad and Biber (2005), Biber and Barbieri (2007), Hyland (2008a), Neely and Cortes (2009), Chen and Baker (2010). Nonetheless, to the best of our knowledge, there is insufficient research of lexical bundles in the academic writing for economics. To fill this void, the present study focuses on the functions of 4-word lexical bundles used in economics research academic articles written by Macedonian scholars. The structure of this paper is as follows. Section 2 provides theoretical background considering function of bundles in the academic writing. Section 3 presents the methodology and corpus used for the present study. Section 4 analyses the function of lexical bundles in economics research articles written by Macedonian speakers of English. The conclusion sums up the results of the research and provides final remarks.

2. Theoretical background and research question

Defined as “sequences of word forms that commonly go together in natural discourse” (Biber et al., 1999, p. 990), lexical bundles have several main characteristics that differentiate them from other multi-word units. They are identified in a corpus of texts from a single register using a frequency approach, they do not represent a complete structural unit, and they are not idiomatic in meaning (Biber and Barbieri, 2007, p. 267). Several studies have revealed the large presence of lexical bundles in the academic genres, indicating that they “should be regarded as a basic linguistic construct with important functions for the construction of discourse” (Biber et al. 2004, p. 398). Biber et al. (2003) provided the first functional taxonomy of lexical bundle types, developed for conversation and academic prose. In a subsequent research of the lexical bundles in university classroom teaching and textbooks, Biber et al. (2004) revise and extend their earlier taxonomy. Using inductive approach, they grouped bundles that serve related discourse functions, “based on the typical meanings and uses of each bundle” (Biber et al. 2004, p. 383). Their functional taxonomy is developed “to include functions that can potentially be realized in any register” (Biber et al. 2004, p. 396), and it encompasses three main categories: stance expressions, discourse organizers and referential expressions. The three main categories are further divided into several sub-categories. ‘Stance bundles’ contain (1) *epistemic stance bundles* that express the knowledge status of the speaker, and can be personal or impersonal, (2) *attitudinal/modality stance bundles* that convey speakers’ attitudes, and can express desire, obligation/directive, intention/prediction and ability. ‘Discourse organizing bundles’ include (1) *topic introduction/focus bundles* that signal introduction of a new topic, and (2) *topic elaboration/clarification bundles* that help discuss the topic in more depth. ‘Referential bundles’ are divided into four sub-categories: (1) *identification/focus bundles* that focus on the noun phrase following the bundle as

especially important, (2) *imprecision bundles* that indicate imprecise reference, (3) *specification of attributes bundles* that identify specific attributes of the head noun that follows, and (4) *time/place/text-deixis bundles* that refer to places, times or locations in the text itself (Biber et al. 2004, pp 389-396). Biber et al.'s (2004) functional taxonomy has been widely accepted, and has been applied in numerous studies, for example: Conrad and Biber (2005), Biber and Barbieri (2007), Biber (2009), Chen and Baker (2010), Dontcheva-Navratilova (2012), Cardinali (2015). The findings of these studies indicate that the function of lexical bundles differs noticeably across registers, and that bundles are developed "to serve the most important communicative needs of a register" (Biber, 2009, p. 285). Biber et al. (2004), Conrad and Biber (2005), Biber and Barbieri (2007) state that referential bundles are dominant in academic writing and the most common subcategory is *specification of attributes*, "with bundles covering quantities, tangible attributes and a variety of intangible attributes" (Conrad and Biber, 2005, p. 68). Cardinali (2015) also found that referential bundles are the most frequent in biology research articles. Conrad and Biber (2005) report high proportion of personal stance bundles in conversation, and, conversely, very low presence of personal stance bundles in academic prose. They state that only three 4-word bundles express stance in their corpus, all of which impersonal. Biber (2009) also points out the difference in the use of lexical bundles in conversation and academic prose, stating that the majority of bundles are used to express stance in conversation, and to a smaller extent for discourse organizing functions, while most bundles in the academic prose are used for referential functions. These results support the notion that conversation is "a stereotypically 'oral' register, characterized by high interaction, expression of personal stance and real time production circumstances", while academic prose is "a stereotypically 'literate' register, characterized by an informational rather than personal focus, and extensive opportunity for crafting, revising and editing the written text" (Biber et al., 2004, p. 374).

Another framework for analysis of bundles has been developed by Hyland (2008a), based on Biber's classification (Biber, 2006; Biber et al., 2004), but modified to his research-focused written genres. Hyland's taxonomy contains three main categories: research, discourse, and participants. These three categories are loosely based on Halliday's (1994) linguistic macrofunctions: research, or real-world clusters, serve an ideational function, text-oriented clusters are combinations concerned with textual functions, and participant-oriented bundles express interpersonal meanings (Hyland, 2008b). In other words, ideational function construes human experience, interpersonal function enacts human relationships, and textual function creates discourse. As mentioned above, since Biber et al.'s taxonomy (2004) was developed from a broad corpus of spoken and written registers, Hyland (2008a) adapted and condensed his classification to fit research-oriented genres (research articles, doctoral dissertations and Master's thesis in four different disciplines). The main categories in these two taxonomies are similar - Hyland's research-oriented, text-oriented and participant-oriented bundles correspond to Biber et al.'s referential, discourse organizing and stance bundles, accordingly. More detailed description of Hyland's (2008a) functional taxonomy is provided in Table 1. Hyland (2008a) reports that research-oriented bundles are the

most frequent in the science and engineering texts, where bundles describe research objectives or contexts, equipment, materials or aspects of the research environment, depict research procedures, and are typically realised by noun phrase + of structures. On the other hand, Hyland (ibid.) states that text-oriented bundles, especially framing signals, are characteristic for applied studies and business corpora, and are especially frequent in the register of research articles, represented with two thirds of all bundles. Several other studies follow Hyland's (2008a) functional taxonomy, for example Salazar (2010), Jalali (2013), Jalali et al. (2015). Studying medical articles in Philippine and British scientific English, Salazar (2010) found that research-oriented procedure bundles and text-oriented resultative bundles are the most frequently occurring functional subcategories in both corpora. Jalali et al. (2015) state that the majority of lexical bundles in their corpus of medical research articles are text-oriented bundles, especially framing signals used to frame arguments, make connections, specify cases, and refer to limitations. On the other hand, Jalali et al. (2015) also emphasise the significant presence of research-oriented bundles "used to describe time, place, size and magnitude, the study itself, and research procedures" (p. 61). Conversely, this study reports low use of participant-oriented bundles in this particular register.

Table 1 Functional taxonomy of lexical bundles (Hyland, 2008a)

Research-oriented: help writers to structure their activities and experiences of the real world.

- **Location** - indicating time/place (*at the beginning of, at the same time*).
 - **Procedure** (*the use of the, the role of the*).
 - **Quantification** (*the magnitude of the, the purpose of the*).
 - **Description** (*the structure of the, the size of the*).
 - **Topic** – related to the field of research (*the currency board system*).
-

Text-oriented: concerned with the organization of the text and its meaning as a message or argument.

- **Transition signals** – establishing additive or contrastive links between elements (*on the other hand, in addition to the*).
 - **Resultative signals** – mark inferential or causative relations between elements (*as a result of, it was found that*).
 - **Structuring signals** – text-reflexive markers which organise stretches of discourse or direct reader elsewhere in text (*in the present study, in the next section*).
 - **Framing signals** – situate arguments by specifying limiting conditions (*in the case of, with the exception of*).
-

Participant-oriented: focused on the writer or reader of the text.

- **Stance features** – convey the writer's attitudes and evaluations (*are likely to be, it is possible that*).
 - **Engagement features** – address readers directly (*it should be noted that, as can be seen*).
-

The current study follows this line of research of lexical bundles in the academic prose, through analysis of the functions of lexical bundles in the register of economics research articles written by non-native speakers of English, and it attempts to answer the following research question: what is the function of 4-word lexical bundles in the economics research articles written by Macedonian scholars?

3. Data, methodology and corpus used for the study

The analysis is based on an original corpus of economics research articles (economics research articles corpus, or ERAC), compiled in the period from January to March 2018. The corpus was designed to represent the register of academics prose in economics. ERAC contains articles written by Macedonian speakers of English, published in the economic journals “Economic Development” and “CEO Journal of Economics”, both of which international journals of economics based in Skopje, Macedonia. The “Economic Development” articles made up 60 files, 188,903 word tokens, and 8,128 word types, while the articles from the “CEA Journal of Economics” made up 40 files, 189,299 word tokens and 8,356 word types. The total of 100 files was included in the corpus, containing 378,202 tokens. The concordancing tool AntConc (Version 3.5.7) [Windows] 2018, developed by Anthony Laurence, was used for the analysis. The 4-word lexical bundles were identified using the ‘n-grams’ function of the software, setting the frequency cut-off at 20 bundles per million words, in 10% of the texts, as suggested by Hyland (2008a). To normalize the results, we applied the normalization formula for determining the frequency of lexical bundles in a corpus, as suggested by Biber and Barbieri (2007). In total, 141 bundles met the previously established frequency and range criteria, and were classified by grammar categories in accordance with Biber et al.’s structural taxonomy (1999). In the next step of the analysis, we focused on the functions that 4-word bundles serve in our corpus, following Hyland’s (2008a) functional taxonomy, which is the most appropriate for analysis of research articles since it is based on academic registers. Using concordance listing, each bundle was analysed in its immediate context, and grouped into one of three main categories (research-oriented, text-oriented and participant oriented). In cases where the same bundle had multiple functions (Biber et al., 2004), it was classified in accordance with the primary function it serves in the discourse. The functions of lexical bundles in ERAC are presented in Table 2.

4. Analysis and results

4.1. Research-oriented bundles

Research oriented bundles reflect various aspects of the research process, describing entities and their attributes, as well as procedures and manners in which the research was conducted. This is the largest category in ERAC, represented with 60 bundles, or 43%. With the exception of the clausal bundle *is one of the* and the adjectival bundle *small and medium sized*, all the other bundles in this group consist of noun phrases and prepositional phrases. ‘Quantification bundles’ refer to quantities, amounts, degrees, and make up most of the bundles in this category (17), indicating quantities by their inner nature (1), or specifying attributes and dimensions (2, 3).

(1) *The total number of listed entities whose financial statements were subjected to content analysis was 33, however the final sample included 32 of them.*

(2) *One of the most important attributes of clusters is innovation.*

(3) *Given the low interest rates that were close to zero, central banks have expanded the set of monetary instruments with a wide range of unconventional measures.*

'Procedure bundles' (bundles that indicate processes, changes or actions) come second in this category, with 13 instances in the corpus. They are almost entirely composed of noun phrases, most of which have *noun phrase + of* structure. In general, they depict processes and activities applied in the research process itself (4, 5). Few instances were registered in which the same bundle has multiple function. For illustration, the bundle *the development of* also refers to the wider context of the research (6) or "aspects of the research environment" (Hyland, 2008a, p. 14), and in this use it is more descriptive in nature. In addition, the same bundle is used to point to the text itself, functioning as a text oriented bundle as well (7).

(4) *The methodology used for the development of the profile of the unemployed youth in the NERP is based on gathering and analyzing both qualitative and quantitative data.*

(5) *The analysis of the results showed that in most of dimensions related to the case of IT project failure students of both groups did not show significant difference in their perceptions.*

(6) *Empirical evidence suggests that the development of the financial sector can indeed lead to lower growth volatility.*

(7) *Section 2 presents previous literature related to the determinants of disclosure and describes the development of the hypotheses.*

Table 2 Function of lexical bundles in ERAC

Type	Functions and example
Research-oriented	Location: at the same time; at the end of. Procedure: the development of the; the analysis of the. Quantification: the total number of, the majority of the. Description: the size of the; in the form of. Topic: the global financial crisis; economic growth in the.
Text-oriented	Transition signals: on the other hand; as well as the. Resultative signals: as a result of; the effects of the. Framing signals: on the basis of; in terms of the. Objectives signals: in order to improve; the main objective of.
Participant-oriented	Stance features: the fact that the; due to the fact. Engagement features: it can be concluded; it is necessary to.

There are 11 'location bundles' (bundles indicating time and place) in ERAC, and all of them consist of prepositional phrases. In most cases they are used in their

literal sense to refer to point in time, i.e. to suggest temporal relationships, usually followed by a specific time reference - month, year, or period (8). Some of the bundles in this category have a multi-functional reference. For illustration, the bundle *at the same time* is used to establish additive link between elements (9), to indicate the simultaneity of actions (10), and to express contrast with the meaning of *however* or *nevertheless* (11). A few bundles from this group are used to indicate geographical location (12), but also to make direct reference to location in the text itself – the bundle *at the end of* indicates time (13), but it is also a text-deictic, functioning as a text-oriented bundle that directs readers towards a specific section in the text (14).

(8) *The ECB cut the interest rate of the main refinancing operations to 2% at the beginning of 2009 and later slashed it down to 1%.*

(9) *The reason behind this is that these channels are at the same time signals, determinants and limits which the monetary policy makers take into account when formulating their reaction to the current situation.*

(10) *This is an indication that economic strength of Polog farmers and agrobusinessmen is 4.3 times stronger than Northeastern, showing the gap in economic performances between regions at the same time.*

(11) *At the same time, a micro-lender should not use high interest rates to make borrowers cover the cost of its own inefficiency.*

(12) *The distribution of the total population aged 60 or over corresponds to the spatial distribution of the total population in the country in all regions with exception of the Pelagonia and Polog region (Figure 3).*

(13) *At the end of 2011, following the example of developed economies, a Financial Stability Committee was established, composed of representatives from the Central Bank and Ministry of Finance.*

(14) *At the end of the paper the results are presented and discussed and propositions for future improvements are suggested.*

‘Description bundles’ are represented with 10 instances in ERAC, almost all of which are noun phrases with the structure *noun phrase + of*. In general, they indicate qualities or properties of the head noun that follows. Some of these bundles specify abstract characteristics (15), while some describe the size or structure of the entity (16). The bundle *the structure of the* has a dual reference, functioning at the same time as a text-oriented structuring signal (17). ‘Topic bundles’ are the least frequent (9 bundles) within the category of research oriented bundles. Regarding their structure, most of them are noun phrases and prepositional phrases. These bundles express various aspects and entities closely related to the topic of research, and contain head nouns specific for the field of economics (18, 19).

(15) *The first two indicators stress the importance of the financial services performed compared to the overall level of the economy.*

(16) *In this case, it is symptomatic that the process of creating a competitive advantage lacks universal form and it generally depends on the structure of the industry itself.*

(17) *The structure of the paper is as follows: section 2 surveys the literature, section 3 presents the data and methodology, empirical results are discussed in section 4.*

(18) *With the outbreak of the global economic crisis the direct investment inflows declined.*

(19) *Construction of this kind of calculation is a very simple operation because it is performed only by dividing the total cost by number of goods and services.*

4.2. Text-oriented bundles

Text-oriented bundles reflect the organization and connection of the discourse, and they are the second most frequent category of bundles in ERAC, represented by 58 bundles, or 41%. This category contains the greatest variety of grammatical structures, and besides phrasal, includes clausal bundles as well. With the exception of a few bundles whose primary function is research-oriented (and were included in that category), but which in several instances also function as structuring signals, no other structuring signals were found in ERAC and, accordingly, this category was excluded. ‘Framing signals’ is the largest sub-category, containing 21 bundles used to limit or identify the specific cases or conditions under which the following proposition takes place (20).

(20) *Another category of revenues from the transparency reports includes the revenues realized on the basis of tax advisory services.*

The sub-category ‘objectives signals’ (20 bundles) was developed in this study, and it was added to the category of text-oriented bundles to group bundles from ERAC that specify purpose and aim. Many of these bundles contain head nouns that explicitly refer to objectives, such as *purpose*, *objective*, *goal* and *aim*. In general, the objective signals are used in their literal meaning to identify the purpose of the following proposition and, in terms of structure, many of them incorporate *to*-clause (for example, *in order to achieve*, *in order to improve*). Several of the bundles in this sub-category have dual function (*the main objective of*, *the purpose of this*, *the main goal of* and *the purpose of the*), referring to the text itself (21), but also depicting the wider context of the research, functioning as description bundles (22).

(21) *The main goal of this paper is to determine the effect different types of banner have on the perception, attitude and behaviour of the customers.*

(22) *Usually, high and sustainable economic growth, combined with a greater opening of international trade is the main goal of economic policy in almost every country regardless of its degree of development.*

‘Transition signals’ is the next most frequent sub-category containing 10 bundles, most of which are prepositional phrases. These bundles are used to introduce a new topic or elaborate on the existing one, by signalling addition (23) or contrast (24).

(23) *The methodology represents an upgrade of the existing practices introduced in 2009, which also comply with the positive experiences and practices in the European Union Member States as well as the OECD countries.*

(24) *This paper links questions about the relations between national economies and international financial markets, on the one hand, and on the other hand, monitoring and analyzing the movements of foreign exchange markets.*

‘Resultative signals’ sub-category is represented with 7 instances, realized grammatically mostly through noun phrases and prepositional phrases. These bundles indicate effect of a cause within the broader context of the research (25), or directly refer to the results of the research itself (26).

(25) *The crisis caused a significant reduction in the net borrowing position of the private sector mainly as a result of the significant increase in the savings of the private sector.*

(26) *The results from the research show that in spite of the many different opinions regarding the benefits of FDI in banking, they actually brought more obvious benefits.*

4.3. Participant-oriented bundles

Participant-oriented bundles are considerably less common in ERAC, with the total of 23 bundles, or 16%, grammatically realized mostly through clausal bundles. These bundles introduce the proposition that follows, expressing stance and engagement. ‘Stance bundles’ reflect writers’ intervention in the text or, to put it differently, their observation regarding the subsequent proposition, expressing degrees of certainty/uncertainty, probability/ possibility. All stance bundles in ERAC are impersonal, express writers’ degree of certainty regarding the information that follows (27), and the majority of them contain the head noun *fact*. Bundles which express lack of certainty, or bundles which contain hedging devices were not found in ERAC, most likely because writers’ tend to base their statements on accredited facts and statistics.

(27) *The differences in the perceived risk were reflected in the higher bond yields, considering the fact that the bonds are nominated in the same currency.*

(28) *What is interesting is the fact that until 31.12.1998 the participation of the foreign capital in the total capital in the Macedonian banks was 15.5%.*

‘Engagement bundles’ address readers, and reflect their involvement in the text by the writers. In terms of structure, in most of the cases engagement bundles consist of passive and/or anticipatory *it* structures. With the exception of *we can conclude that*, all of the bundles in ERAC that engage the readers are impersonal. Although they do not address readers directly (by using personal pronouns, for example), some of these bundles direct the readers towards some action (29), or draw readers’ attention to particular information in the text (30).

(29) Therefore it is necessary to distinguish this index from the output price index, which shows changes in prices paid by the client to the construction contractor.

(30) It should be emphasized that the calculations for products significantly differ from the calculations of services taking into account the participation of various inputs in the process of their production.

Conclusion

The purpose of this research has been to determine the function of 4-word lexical bundles used in the academic prose of economics. The results suggest that lexical bundles contribute significantly to the creation of discourse by serving various functions, and that research-oriented bundles are dominant in this particular register. Academic writers in the discipline of economics rely mostly on the use of research-oriented bundles to express quantities, to specify attributes and dimensions, processes and activities applied in the research process itself, to suggest temporal relationships, introduce additive or contrastive ideas, indicate qualities or properties of the entities. These bundles are grammatically realized through noun phrases and prepositional phrases, and no clausal bundles are used in this category. Text-oriented bundles are also frequently used in this register, to organize and connect the discourse by identifying specific conditions under which the propositions take place, to specify purpose and aim, to signal addition and contrast, or indicate results of actions. Text-oriented bundles show variety of grammatical structures, containing mostly prepositional phrases and clausal bundles. Participant-oriented bundles, showing writers' direct intervention or readers' involvement in the text, are the least commonly used in economics research articles, and are composed mostly of clausal bundles.

The findings of this study go in line with Biber et al. (2004), Conrad and Biber (2005), Biber and Barbieri (2007), Salazar (2010), Cardinali (2015), Jalali et al. (2015), who also found that referential bundles are dominant in academic writing, while stance expressions are not used commonly. On the other hand, the results from this research are different from the ones obtained by Hyland (2008b), who reports that "research articles contained the most text- and participant-oriented clusters and the fewest research-oriented strings", compared to other academic disciplines (p. 57).

The analysis of ERAC demonstrated that lexical bundles are commonly used by writers of economic research articles to express basic communicative functions. From a pedagogical perspective, this finding suggests the usefulness of introducing lexical bundles in EAP courses for economics. Instead of being exposed to English language that might be too broad for their particular field of study, or not authentic enough to prepare them for coping with the language outside of the classroom, students at EAP courses should be introduced with the authentic lexical bundles used in their immediate context of study. The acquisition of the register specific bundles could facilitate language production, and enable students to use language appropriately for study or research in English, in their particular discipline. For that reason, research question that could be investigated in future is the methodology and approach for teaching lexical bundles in EAP by emphasizing the function they

have in specific registers. Some possible limitations of the study involve the size of the corpus, which is not large enough to represent all the functions that bundles might have in this register, so the results should be treated with some caution.

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