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Prepositional Phrase Bundles in The Writings of Kurdish Learners of English

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Abstract

Prepositional phrase lexical bundles are consisting of a number of recurrent sequence of words, differing fundamentally from other categories of lexical bundles. These particular categories of lexical bundles have frequent usages in academic English writings and play a crucial role in articulating relation between ideas and arranging discourse. This study investigates as well as examines, the usage of the prepositional phrase within lexical bundles written by Kurdish EFL students enrolled in the Department of English at Salahaddin University-Erbil. A total of 60 students' essays were collected, analysed and examined using a corpus-based methodological approach. The analysis revealed that Kurdish learners primarily utilized referential framing bundles (e.g., in terms of the, in the field of) to explain contexts or structure arguments, in tandem with temporal phrases (e.g., at the same time, in recent years) to link concepts sequentially. The findings indicate that learners heavily rely on prepositional phrases to establish relationships between concepts, clarify abstract concepts, organize discourse, necessitating pedagogical strategies to diversify usage while addressing cross-linguistic influences on bundle selection.

Keywords:

Prepositional Phrase
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1. Introduction

Prepositional phrases lexical bundles represent a certain category of recurrent word sequences, primarily used and utilized in academic written works, as they serve as essential tools and crucial instrument in establishing relationships between concepts, organizing discourse, and facilitating transitions across clauses and sentences. As defined by Biber et al. (2004), prepositional phrases lexical bundles are recurrent sequence of words that happen to naturally occur in written works, with examples such as, in terms of, on the basis of, in the context of, with respect to, in order to, as a result of, in relation to, at the level of, in accordance with, and for the purpose of. Similarly, Hyland (2008), agrees with Biber et al. (2004), by mirroring and reflecting his viewpoint regarding the significance of these prepositional phrase based lexical bundles in serving essential rhetorical functions, including framing arguments, binding concepts, and structuring information within disciplinary writing. Their frequent usage primarily in academic writing enhances clarity, competence and consistency, marking prepositional phrase-based lexica bundles as indispensable tool.

The prevalence and functional versatility of prepositional phrase lexical bundles have been extensively documented and thoroughly recorded in corpus-based studies. For instance, Biber and Conrad (1999) identify their dual role or delineate their dual function as textual organizers, marking relationships such as causation, comparison, or conditionality (e.g., as a result of, in contrast to), and as stance markers that frame epistemic or evaluative positions (e.g., in the absence of, with regard to). This bifurcation underscores their capacity to concurrently regulate information flow and convey authorial voice, particularly in academic writing. Cognitive linguistics further posits and asserts that their formulaic nature reduces lexical retrieval demands, enabling speakers to allocate attentional resources to more complex tasks such as argumentation or audience engagement (Schmitt, 2004).

From a pedagogical perspective, the acquisition of prepositional phrase lexical bundles presents significant challenges for second language (L2) learners, whose first language (L1) syntactic and pragmatic standards frequently differ from those of the target language. Disciplinary disparities compound this complexity; for instance, bundles emerge in or are in the presence of dominate scientific discourse, while in accordance with proliferates in legal writings (Chen, 2016). This variation requires extensive instruction for repairing fossilized errors and improve learners' capacity to use bundles idiomatically. Studies affirm that scaffolded exposure to discipline-specific corpora enhances and improves learners' awareness and production of these structures, promoting and fostering both fluency and rhetorical sophistication (Ädel, 2012). This resonates and aligns with extensive educational frameworks advocating and promoting genre-conscious language instruction, which emphasizes the contextualized competence and proficiency of formulaic sequences as a pathway to disciplinary literacy (Charles et al., 2009).

2. Literature Review

Prepositional phrase lexical bundles, such as, in terms of, on the basis of, in the context of, with respect to, in order to, as a result of, in relation to, at the level of, in accordance with, and for the purpose of, as they constitute high-frequency, non-idiomatic sequences systematically embedded within academic discourse. Moreover, they are characterized by corpus-driven approaches and methodologies, these bundles primarily consist of or comprise three or more lexemes governed and regulated by prepositions that dictate as well as determine their syntactic structure. Biber et al. (1999, p. 990) classify these sequences as "recurrent expressions, regardless of their idiomaticity or structural status," underscoring and stressing their frequency-dependent identification and their fragmented syntactic forms, typically consisting of noun or prepositional phrase fragments. Furthermore, Cortes (2004) expands and elaborates on this framework by meticulously examining and thoroughly investigating discipline-specific variations, illustrating or demonstrating that certain bundles, particularly in the context of "and" and "at the same time," primarily serve referential functions (e.g., temporal, spatial, or textual markers) or text-organizational roles (e.g., contrast or inference) in research articles within history and biology.

However, this corpus-based perspective notably differs from Hyland (2008) functional taxonomy, which classifies prepositional phrase lexical bundles into research-oriented (e.g., the relationship between), text-oriented (e.g., as a result of), and participant-oriented roles. He asserts and contends that their deployment reflects disciplinary conventions and rhetorical objectives rather than sheer and mere statistical recurrence or frequency, hence underlining their role and functional structure in organizing academic discourse. Moreover, Wary (2002) for instance, argues that excessive reliance foster as well as risks engendering mechanical writing patterns, stifling syntactic creativity and discouraging critical engagement with content. Such constraints may hinder as well as limit scholars' capacity to articulate complex ideas with the depth, complexity and originality are required and demanded in academic discourse.

2.1 Structural Types of Prepositional Phrase Lexical Bundles

Biber's taxonomy distinguishes lexical bundles based on their grammatical structure. In academic writing, prepositional phrase bundles are considered to be predominant as they fall into two main structural categories, which are:

a. Preposition + Noun Phrase (NP) Fragment

This particular structure of prepositional phrase based lexical bundles constitutes a distinct structural type within Biber et al.'s (2004) taxonomy. These distinct categories of lexical bundles characteristically begin with a preposition, followed by a noun phrase fragment, which typically comprises a determiner (e.g., the, a, this) and a noun, and may occasionally extend to include a prepositional complement. These bundles generally span three to five words in length with examples, (on the basis of, in the context of, as a result of, with the exception of, in the case of, at the level of). Structurally, these elements represent syntactic fragments rather than complete sentences or clauses; yet they appear recurrently and frequently in academic works and function and serve as cohesive, semantically rich units. Their frequency and stability render them as essential building blocks in academic writing.

b. Prepositional Phrase + Embedded Modifier

This certain type of the prepositional phrase lexical bundle represents a distinct structural pattern within Biber et al.'s (2004) classification. These bundles begin with a preposition and are followed by a noun phrase that includes one or more embedded modifiers, such as adjectives, quantifiers, or even additional prepositional elements that enrich and enhance the semantic content of the phrase. Common examples include, (in the presence of, on the other hand, at the end of, in the absence of, and at the heart of). These expressions typically consist of three to five words and often function as fixed, formulaic units within formal academic discourse. Structurally, they remain syntactic fragments rather than complete clauses, but their internal complexity enhances both clarity and precision. Their frequent usage across academic texts reflects their importance in articulating contrast, contextual conditions, or temporal relations, rendering them as vital components in the construction of coherent and sophisticated scholarly argumentation.

2.2 The Position of Prepositional Phrase Lexical Bundles

Biber et al. (2004), identifies three positional categories for prepositional phrase lexical bundles:

1. Initial Position

Biber et al. (2004) identify initial-position prepositional phrase bundles (e.g., in the case of, at the same time, in addition to), as central to academic discourse, marking this particular position as the most common. These bundles function as "discourse architects," structuring arguments and guiding readers through written concepts. The expanded analysis of their roles, supported and elaborated by other scholars. As an instance, Hyland (2008) corroborates Biber's observation that initial-position bundles (e.g., in the case of) act as discourse organizers. He emphasizes their function as well as their role in shaping reader expectations and structuring arguments, particularly in humanities and social sciences, where framing context is crucial.

2. Medial Position

Such position regarding prepositional bundles happens to be less frequent, these bundles function as parenthetical qualifiers (e.g., in contrast to previous findings) that refine or contextualize mid-

clause assertions. Their rarity reflects academic writing's preference for syntactic linearity over interruptive elaboration. Moreover, Biber (2004) frames medial bundles (e.g., in contrast to) as mere qualifiers. Furthermore, Thompson (2006) demonstrate their evaluative role. Moreover, it could be argued that this subtly positions the writer's stance, complicating Biber's "parenthetical" classification.

3. Final Position

This district type of position is rarely used, these bundles provide circumstantial detail (e.g., at the end of the year) rather than facilitating discourse organization, which aligns with academic works that are concentrated on hierarchical clarity over supplementary or additional elaboration. Apparently, Cortes (2013) affirms Biber's (2004) findings, that final-position bundles (e.g., at the end of) are rare and functionally limited. She associates this with difficulties novice writers face regarding clausal complexity, advocating explicit instruction on initial-position bundles to boost coherence. Furthermore, she contends that awareness of positional norms enables learners to mimic disciplinary conventions, thereby supporting Biber's emphasis on academic prose as hierarchical and context-dependent.

2.3 Function of Prepositional Phrase Lexical Bundles

According Biber et al. (2004), prepositional phrase lexical bundles in academic discourse are functionally specialized units that bridge grammatical structure and pragmatic meaning, enabling writers to encode referential, rhetorical, and interpersonal relationships with precision, as they functional roles can be illustrated as the following:

1. Referential Function

Prepositional phrase lexical bundles are widely acknowledged as foundational elements of academic discourse, having six distinct referential functions, which are specification, framing, manner, example, expansion, and undifferentiated referential. Specification bundles, particularly, (e.g., in the learning process) have been acknowledged for their role in grounding abstract concepts, as highlighted by Hyland (2008) and Biber and Conrad (1999) regarding their precision. Furthermore, Swales (1990) and Charles (2006) underscore their utility in demarcating scope, though Wray (2002) argues that their formulaic nature may hinder originality.

Manner phrases (e.g., in a way) effectively balance hedging with clarity, yet Biber et al. (2004) caution against excessive vagueness in scientific contexts. Example markers such as (for instance) enhance persuasive clarity yet are often remain underutilized in advanced writing, mirroring, illustrating, and reflecting the tensions between explicitness and concision (Carter-Thomas & Rowley-Jolivet, 2008; Swales, 1990). Expansion bundles (e.g., in addition to these benefits) enhance and enrich argumentative depth, however, they may lead to redundancy, prompting and requesting both caution and warning against mechanistic repetition (Carter-Thomas, 2008). Moreover, undifferentiated referential phrases for instance, (from what I have learned) introduce subtle subjectivity, a practice that is defended by Hunston (1993) as a form of strategic stance-taking, while Hyland (2005) and Gray and Biber (2012) prioritize and emphasize on the importance of objective detachment.

2. Temporal Function

Prepositional phrases function as essential temporal markers in academic works, operating as recurrent lexical bundles that structure arguments and signal narrative transitions. As it engulfs two main principal subtypes, temporal linking (e.g., at the same time) and temporal framing (e.g., in recent years) demonstrate unique yet overlapping roles in establishing chronological relationships and enhancing and improving textual coherence. While scholars widely acknowledge their utility in organizing scholarly narratives, debates persist and continue regarding their pragmatic subtleties as well as adaptability across disciplines, illustrating tensions between structural and interpersonal priorities.

The phrase (e.g., at the same time) serves a temporal joiner and linkage, juxtaposing concurrent or contrasting and opposing concepts while maintaining and ensuing temporal cohesion. Biber et al. (1999, p.16) classified such phrases as "discourse organizers" which structurally reinforce and enhance coherence by bridging claims while maintaining logical flow, without disruption. This

phrase frequently precedes qualifications to hypotheses in scientific writing, as illustrated in the example: “The model predicts increased efficiency; at the same time, it overlooks systemic biases.” Furthermore, Hyland (2008) interprets this duality and views it as a hedging strategy, arguing that the phrase softens contradictions to mitigate face-threatening acts and promotes academic politeness. As a result, writers achieve a balance between assertion and caution by presenting opposing ideas as coexisting rather than conflicting, which aligns with Brown’s (1987) politeness theory.

3. Additive Function

Prepositional phrase lexical bundles, such as (in addition to these benefits), function as additive by relating concepts within academic works. As they serve to amplify arguments by providing additional or supplementary evidence, perspectives, or qualifications. While scholars broadly and generally acknowledge that such phrases enhance textual cohesion and rhetorical persuasiveness, however, debates persist and continue regarding their pragmatic flexibility, relevance to specific disciplines, and interactional implications. Apparently, from a structural perspective, corpus linguists like Biber (1999) classify and categorize (e.g., in addition to these benefits) as a formulaic “additive bundle” that scaffolds academic writings through the explicit linkage of concepts.

While Biber and Conrad (2009) frame and characterize functional additive bundles as transactional tools for clarity, Mauranen (1993) positions and perceives them as interactional devices that simulate reader's dialogue.

4. Contrastive Function

The contrastive functional purpose of prepositional phrase lexical bundles is demonstrated in academic writing, enabling writers to juxtapose conflicting concepts, hypotheses, or evidence within structured and organized arguments. While scholars widely acknowledge their significance in fostering and promoting coherence and addressing complexity, persistent discussions and debates reveal tensions between their structural precision and interpersonal utility. Key points of contention include their rhetorical flexibility, disciplinary particularity, and interactional implications, reflecting and mirroring wider negotiations in academic discourse. Furthermore, from a structural standpoint, corpus linguists like Biber et al. (1999, p. 167) classify prepositional phrase bundles as indicators of opposition or qualification that enhance logical argumentation. Additionally, such bundles direct and guide readers through contrasting and divergent perspectives while preserving textual coherence. Biber et al. (1999) observe its prevalent application use in disciplines such as the social sciences and humanities, where intricate arguments demand explicit signposting to navigate contrasting perspectives. Pragmatic scholars, however, challenge purely structural interpretations. Hyland (2005), for instance, argues that these bundles often function interpersonally as hedging devices. This approach prioritizes rhetorical negotiation over rigid structuralism, suggesting that contrastive bundles balance logical clarity with diplomatic engagement.

5. The Clarification Function

The prepositional phrase bundle such as (in other words) illustrates the clarifying function of prepositional phrases in academic writing. These bundles rephrase, elaborate, or disambiguate complex ideas to improve reader comprehension. While scholars widely recognize their role in ensuring clarity and accessibility, debates persist about their rhetorical flexibility, disciplinary variation, and interactional nuances. These discussions reflect tensions between precise explanation and dialogic engagement in scholarly communication. Moreover, Biber et al. (1999, p.992) classify bundles like (in other words) as a reformulative bundle that enhances academic texts via paraphrasing or elaboration. For instance, in theoretical physics, a writer might elucidate and clarify an abstract concept: “Quantum entanglement defies classical locality. particles influence each other instantaneously regardless of distance.” By reducing or diminishing

ambiguity, such statements assist readers in traversing complex and dense arguments. Nonetheless, interpretations of these bundles vary. Biber (2009) frames clarification bundles as transactional instruments prioritizing precision and accuracy, whereas Mauranen (1993) perceives them as interactional devices that guide readers through intricate logic. Conversely, Thompson (2001) cautions that an excessive focus and overemphasizing interactionality risks neglect their fundamental role in reducing informational density. These disagreements highlight broader disciplinary divides, as corpus linguists frequently emphasize textual efficiency, whereas pragmatic scholars promote dialogic engagement.

3. Methodology and Data Collection

3.1 Research Design

This study implemented and adopted a mixed-methods framework to identify, examine, analyze, and investigate the usage of the prepositional phrase lexical bundles in academic writings such as paragraph and essays assignment implemented by Kurdish learners of English. A qualitative descriptive methodology was utilized to systematically examine and analyze the structural typologies, functional categories, and semantic purposes of these bundles within academic written works. By elaborating further, a quantitative method was employed to assess and evaluate the frequency and distributional patterns of prepositional phrase lexical bundles across diverse and various literary genres. This dual-method design resulted in and facilitated a comprehensive exploration of both qualitative variations, encompassing rhetorical and semantic functions, as well as quantitative developments and patterns within lexical bundle usages, established within Biber's (1999) classification of academic lexical bundles. By integrating descriptive and statistical perspective and lenses, it addresses and tackles the particular linguistic difficulties encountered by Kurdish EFL learners.

3.2 DataCollection

Data was obtained and gathered through structured observation, and examination of written assignments such as paragraph and essays, as they were collected for a detailed assessment. The researcher systematically identified, assessed as well as examined the prepositional phrase based lexical bundles by analyzing written academic works such as paragraphs and essays that has been produced by third-year English department students at the College of Education, Salahaddin University-Erbil, during the 2024–2025 academic year. These bundles were manually identified, classified and categorized based on their structural types, syntactic roles and positional tendencies. And tools like Microsoft Excel and SPSS database were employed to calculate percentages and delineate usage patterns.

3.3 Analysis Techniques

The extracted prepositional phrase bundles were identified and examined manually. And tools such as SPSS and Microsoft Excel were used to quantify frequency distributions, functional categorizations, and positional tendencies. These instruments enabled and facilitated the calculation as well as the computation of percentages, exemplified by the 34.9% total contribution of prepositional phrase bundles to the dataset, with high-frequency examples, such as, (e.g., in the learning process) (10.4%, referential: specification) and (e.g., in terms of the) (5.2%, referential: framing) underscoring and illustration their centrality as well as their significance in academic discourse. Temporal and contrastive subtypes, particularly (e.g., at the same time) (3.9%, temporal: linking) as well as (e.g., on the other hand) (0.6%, contrastive), were systematically and rigorously categorized to elucidate their roles and clarify their function in structuring arguments and marking logical transitions. The findings resonate and align with corpus-driven studies that illustrate prepositional phrase bundles as foundational devices for delineating research scopes and clarify as well as specifying conceptual relationships. Functional classifications were further aligned with Biber et al.'s (2004) taxonomy, primarily in categorizing referential bundles such as (in the field of) (4.3%) as boundary-setting instruments. This empirical approach reinforces the pedagogical value of teaching prepositional phrase bundles as strategic elements and tactical components for enhancing textual coherence and disciplinary precision in

academic writing instructions.

4. Results and Discussion

4.1 Results

The prepositional phrase lexical bundles that have been employed by Kurdish learners of English in their academic written works, such as, paragraphs and essays, were identified and quantified for data analysis. Table (1) reveals that the most commonly used and frequently utilized prepositional phrase was the bundles (in the learning process) which appears with a percentage of

(29.62%), followed by (in terms of the) which was (14.81%) making it the second most used bundle in learner's writings, after that (in the field of) was (12.35%) of utilized prepositional phrase lexical bundles. Other bundles with less common identified were instances such as, (at the same time) which was (11.11%) and (from the view point of) as it only was (9.88%), whereas less frequent occurrences, such as (in addition to these) as it only reached (2.47%), which was minimal comparing to others. All in all, the finalized results indicate that, prepositional phrases lexical bundles consisted of 34.9% of the identified lexical bundles.

Table1: General distribution of prepositional phrase lexical bundles.

N.	Lexical Bundle	Frequency	Percentage	Structural Type	Function	Position
1	in the learning process	48	29.62%	Prepositional Phrase	Referential: Specification	Medial
2	in terms of the	24	14.81%	Prepositional Phrase	Referential: Framing	Initial
3	in the field of	20	12.35%	Prepositional Phrase	Referential: Framing	Initial
4	at the same time	18	11.11%	Prepositional Phrase	Temporal: Linking	Medial
5	from the point of view	16	9.88%	Prepositional Phrase	Referential: Framing	Initial
6	in recent years	8	4.94%	Prepositional Phrase	Temporal: Framing	Initial
7	in a way	6	3.70%	Prepositional Phrase	Referential: Manner	Medial
8	for instance,	6	3.70%	Prepositional Phrase	Referential: Example	Initial

9	in addition to these benefits	4	2.47%	Prepositional Phrase	Additive	Initial
10	on the other hand,	3	1.85%	Prepositional Phrase	Contrastive	Initial
11	from what I have learned	3	1.85%	Prepositional Phrase	Referential	Medial
12	in other words,	2	1.23%	Prepositional Phrase	Clarification	Medial
13	with immediate	2	1.23%	Prepositional Phrase	Referential: Specification	Medial
14	in addition to these	2	1.23%	Prepositional Phrase	Referential: Expansion	Initial
Total		162	100%			

4.2 Discussion

The results and findings demonstrate that prepositional phrase lexical bundles do play a crucial role in the academic writing of Kurdish learners of English. These elements fulfil several tasks and serve multiple functions, including framing arguments, specifying details, and temporally linking and relating concepts. Therefore, the inclination and the preference for bundles like (e.g., in the learning process) and (e.g., in terms of the) reveals that learners rely heavily on these structures to systematically arrange their discourse around core themes and integrate them cohesively into their arguments. This reliance can be attributed and ascribed to both first language transfer and exposure to academic English conventions and practices, wherein prepositional phrases are extensively employed to attain clarity and precision. The study analysis revealed that Kurdish learners predominantly utilized referential framing bundles (e.g., in terms of the, in the field of) to explain contexts and structure arguments, alongside and in tandem with temporal phrases (e.g., at the same time, in recent years) to correlate and link concepts sequentially. The findings indicate and demonstrate that learners heavily rely on prepositional phrases based lexical bundles to establish relationships between concepts, clarify abstract concepts, and organize discourse.

1. *"In the learning process, students benefit from personalized feedback provided by AI tools. In a way, there are few creative answers from students."*

The prepositional phrase based lexical bundle (e.g., in the learning process) was the most common and prevalent prepositional phrase bundle as it has (29.62%) of usage of all the other bundles, illustrating and underscoring its significance in structuring discourse around educational themes. This bundle, classified as Referential: Specification according to Biber (2004) functioning as a framing device, allows and enables learners to anchor abstract concepts within concrete academic settings. Their prominence indicates that Kurdish learners rely on such referential structures to scaffold complex ideas, particularly when addressing and

navigating unfamiliar topics. Moreover, Chen and Baker (2021) assert that such prepositional bundles function as discourse anchors, assisting writers in establishing thematic boundaries and highlighting shifts in focus within academic arguments. Similarly, Kosem (2022) observe their overrepresentation in learner corpora, as they attribute it to their capacity in expressing formality and precision, concluding that non-native writers may prioritize emulated or replicated academic tone. Furthermore, Hyland (2008) observes that bundles that are situated in the medial position, such as (e.g., in the learning process) do frequently embody and reflect disciplinary norms, harmonizing and balancing specificity with syntactic flexibility. Apparently, for Kurdish learners of English, mastering these bundles is crucial for achieving academic fluency, as they enhance coherence while minimizing ambiguity in complex arguments.

2. *"In terms of the educational outcomes, AI offers significant benefits. For instance, AI-powered tools like adaptive learning software adjust content based on a student's performance, ensuring they receive lessons tailored to their pace."*

This prepositional phrase bundle (e.g., in terms of) appears with a percentage of 14.81% and functions as a referential framing mechanism in the academic writing of Kurdish learners. this framework is frequently employed to limit and narrow the scope of discourse and impose order on complex arguments. Moreover, (Hyland, 2020) observes that these types of bundles are essential in academic discourse, since they structure concepts into logically sequenced pieces, particularly when defining specific parameters such as educational objectives. For non-native speakers, this organizational strategy may enhance and improve coherence by structuring complex content into digestible sections.

However, this usage has both attracted and drawn scholarly scrutiny. (Nesi, 2021) argue that in terms of is prone to misuse in learner corpora, frequently producing vague or overly broad assertions that weaken and diminish intelligibility. For instance, phrases such as (in terms of) may obscure the precise relationship between variables, rendering interpretations ambiguous. As a result, (El-Dakhs, 2022) cautions against the overdependence on formulaic framing devices that might risk diminishing argumentation rigor, as learners may substitute these prefabricated phrases for a more profound and depth like analysis. The frequent utilization of (in terms of) by Kurdish learners may indicate compensatory strategies to navigate to academic traditions due to limited and restricted lexical diversity. Apparently, it has been noted that the lexical bundle offers structural value, however its overuse highlights underdeveloped analytical capacities and constrain syntactic sophistication, as learners prioritize familiarity over innovation.

3. *"Traditional methods are popular in education, they have more interactive learning environment, encouraging students to engage actively in class "*

The lexical bundle (in the field of) which is (12.35%) functions as a vital framing device in academic writing, primarily occurring in initial positions to define disciplinary boundaries or frame research within a certain field. As a result, Hyland (2008) asserts and argues that these referential bundles function as "disciplinary gatekeepers," aligning discourse with rules and expectations that are relevant to the discipline. Furthermore, Biber et al. (2004) classifies these sentences as "framing bundles," since they are essential and crucial for anchoring and linking abstract notions to known paradigms, particularly in introductions and literature reviews where delineating scope is paramount.

4. *"such as unequal access to technology, it limits learning for some students. At the same time, this highlights the need for integration when applying modern methods in education."*

The temporal bundle (at the same time) which amount to (11.11%) functions as a medial-positioned, signaling simultaneity or balancing divergent perspectives. Moreover, Biber and Conrad (1999) classify such structures as "discourse glue," underlining their function in sustaining logical progression within argumentative writings. Nonetheless, its strategic implementation is not without complications. As (Carter-Thomas, 2008) critique its excessive usage and overuse as a source of redundancy, particularly among novice writers, whom happen to utilize temporal markers as primarily as compensatory mechanisms to bridge and connect

poorly established as well as underdeveloped argumentative transitions. For Kurdish learners, proficiency in this bundle necessitates an awareness of its dual functionality, which joins parallel concepts and addresses counterarguments, a skill integral to advanced academic literacy.

As a consequence, the investigation underscores the dual role of prepositional phrase lexical bundles in the academic writing of Kurdish learners. Although these structures enhance clarity and coherence, as well as adherence to discourse conventions, facilitating logical progression through established frameworks. This is particularly evident when formulaic expressions are favoured and prioritised over critical engagement or lexical variety. Scholarly perspectives remain divided, studies that has been conducted by Chen and Baker (2021) and Hyland (2020) affirm the pedagogical value of these particular bundles in scaffolding academic conventions, on the other hand, Zhou and Li (2023) and Martínez (2024) promote and advocate for a balanced approach that integrates and combines formulaic language with creative expression. Therefore, tailored training and targeted instruction should emphasize not only the functional utility of lexical bundles, but also the cultivation of idiomatic alternatives and syntactic versatility, fostering and promoting a more refined and sophisticated academic style.

5. Conclusion

The analysis of prepositional phrase lexical bundles in Kurdish learners' written works underscores their dual function both as structural and functional anchors in language production. The high-frequency bundles illustrate their efficacy in framing referential and temporal relationships, enabling learners to construct complex concepts within academic and professional registers. Apparently, these bundles predominantly occupy initial positions, as they functioning as orienting devices that contextualized arguments within disciplinary frameworks, while medial positions or placements enhance intra-sentential cohesiveness. The latter reflects and mirrors cognitive strategies that has been observed in hesitator usage, wherein fluency is preserved amid and during periods of high cognitive demands. Additionally, prepositional phrase bundles function as cognitive-discursive scaffolds, facilitating language production while anchoring abstract concepts within domain-specific conventions.

The findings support earlier or previous scholarship results. Moreover, the frequent use of prepositional phrases in fronting, specification and temporal linking is consistent with their function of structuring academic discourse of a Hyland's (2008) study. They also resonate with Biber et al.'s (2004) observation that academic discourse favors noun-phrase and prepositional-bundle frameworks for informational density. Variability in functional roles (e.g., framing vs. specification) reflects discipline-specific rhetorical strategies, suggesting that bundle selection is constrained by epistemic conventions and communicative objectives.

Further research is warranted to explore the interplay of L1 transfer, cultural context, and exposure to academic English in shaping Kurdish learners' utilization of prepositional phrase bundles. Addressing these elements and factors may enable and assist educators to develop and improve targeted methods for fostering as well as cultivating advanced writing skills that harmonize clarity, precision, and creativity. Eventually, fostering metacognitive awareness of bundle functions paired and alongside with instruction in syntactic adaptability will enable as well as empower learners to produce refined, persuasive written works that might satisfy the rigorous requirements of academic discourse.

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گرمی پیشگری به ستره لیکسیاییه کان له نووسینه کانی فیرخووانی کوردی ئینگلیزی

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پوخته

به ستره لیکسیاییه کانی پیکدین له ژماره وشهیه که پیشگری و زنجیرهیه کی دوباره بوه وهن ، که به شیوهیه کی زهق و پروون جیاوازن له جوره کانی تری به ستره لیکسیاییه کان. ئەم جۆره له به ستره لیکسیاییه کان تایبه تان و له نووسینه ئەکادیمییه کانی ئینگلیزیدا ده بئیرین به نرخن و بۆ لیکێ گرنگ دهگۆین له دروستکردن په یوه ندی له نیوان بیروکه کان و ریکخستنی گفتوگودا تا بیروکه و گفتوگوهیه کان به شیوهیه کی خوان و پروون بگه یترینه خوینه ران . ئەم توێژینه وهیه باس له به کارهیتانی پیکهاته پیشگرییه که دهکات له ناو به ستره لیکسیاییه کان به تایبه تی له داپشتن و نووسراوه کانی قوتایی و فیری کوردیدا که زمانی ئینگلیزی (EFL) ده خوین و فیرده بن له کولێژی پهروه ده، به شی ئینگلیزی له زانکوی سه لاهه دین-ههولیز. به گشتی داپشتن و نووسراوه ی ٦٠ قوتایی کۆکرایته وه، شیکاری کراوه و له ریکه ی شیوازی پیکهاته ی کورپۆسه وه توێژینه وه ی له سه ر کراوه. شیکارییه کان ئه وه یان ده رخست که فیرخووانی کورد، سه ره تا به ستره پیکهینه ره کانی جۆری ئاماژه پیدانیان به کارهیتاوه (وهک: له پرووی...هوه، له بواری...دا) بۆ پروونکردنه وه ی پیکهاته کان یان پیکهیتانی ریزه کان، هاوشان له گه ل ده ربه کاتییه کان (وهک: له هه مان کاتدا، له سه له کانی دوایدا) بۆ به ستنه وه ی بیروکه کان به شیوهیه کی زنجیره یی. له کوتادا ئه نجامه کان ده ریان خست ، که فیرخووان پشت به پیکهاته پیشگرییه کان ده به ستن بۆ دروستکردنی په یوه ندی نیوان بیروکه کان، پروونکردنه وه ی ئه و بیروکهانه ی که ئالوزن، و ریکخستنی گفتوگو، که پیوستی به ستراتیژییه پهروه ده ییه کان هه یه بۆ فراوان کردن و فره چه شنیکردنی به کارهیتانیان، به تایبه تی له کاتیکدا کاریگه ریه کانی زمانه وانی ده گه ریت و ده که ویته سه ره هه لبژاردنی جۆری به ستره کان.

وو شه سه ره که یه کان: پیکهاته ی پیشگری، به ستره لیکسیاییه کان، نووسینی ئەکادیمی، فیرخووانی کورد.

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ك ل ك

الحزم المعجمية للعبارة الجرية هي تسلسلات لفظية رقمية متكررة، حيث تختلف جوهريا عن الفئات الأخرى من الحزم المعجمية. تتميز هذه الفئات الخاصة من الحزم المعجمية باستخدامات متكررة في الكتابات الأكاديمية الإنجليزية وتلعب دورا محوريا في توضيح العلاقات بين الأفكار وتنظيم الخطاب. تتناول هذه الدراسة بالبحث والتحليل والاستكشاف استخدام العبارات الجرية داخل الحزم المعجمية المكتوبة من قبل الطلاب الأكراد الدارسين للغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية في جامعة صلاح الدين في أربيل. جمعت الإنشاء والمقالات من ٦٠ طالبا كعينة. وحللت وفحصت باستخدام منهجية قائمة على المدونة اللغوية (كوروبوس) ، حيث كشف التحليلات أن المتعلمين الأكراد للغة الإنجليزية إعتدوا بشكل رئيسي على الحزم الإطارية الإحالية (مثل: من حيث...، في مجال...) لتوضيح السياقات أو بناء الحجج، إلى جانب العبارات الزمنية (مثل: في الوقت نفسه، في السنوات الأخيرة) لربط المفاهيم بشكل تسلسلي. النتائج تشير إلى أن المتعلمين يعتمدون بشكل كبير على العبارات الجرية لإقامة العلاقات بين المفاهيم ، وتوضيح المفاهيم المجردة، وتنظيم الخطاب، مما يستلزم استراتيجيات تعليمية لتنوع الاستخدام مع معالجة التأثيرات اللغوية المتبادلة على اختيار نوع الحزم أو الحزم المناسب.

ك ل ك د ك ع ب: العبارة الجرية، الحزم المعجمية ، الكتابة الأكاديمية ، المتعلمون الأكراد.