

Cognizing the Trials of Incorporating Lexical Bundles in English among Balti Speaking Learners: An Inclusive Case Study

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Abstract

The study aims to explore the linguistic trials of Balti-speaking English learners in using the lexical bundles in paragraph writing. Lexical bundles are linguistic terminologies that are run with a proper sequence of morphemes, and indeed, such lexical bundles possess a great role in one's discourse and fluency. An inclusive case study approach was incorporated, focusing on a targeted team of Balti-speaking English learners enrolled to learn English as a second language in Skardu. The trials and errors of the Balti enrollees were explored in the targeted situation concerning the use of lexical bundles properly in English paragraph writing. The total lexical bundles identified in the targeted documents through textual and structural analyses were based on the fact that 'eleven were used, five were used with errors, and more than twelve were required to be added more appropriately and positively'. To improve the instructional strategies and techniques of language instructors, this study may offer great ideas to handle pedagogical challenges for language instructors in boosting instructional strategies and proficiency.

Keywords: Lexical Bundles, Balti Linguistics, Contrastive Analysis, Academic Writing, Morphosyntax

INTRODUCTION

Lexical bundles are the use of particular morphemic items in a sequence, particularly in academic, official, and professional writings, but they are also practiced in spoken discourses. In fluent productions, particularly in written discourses, lexical bundles are very important in shaping the meanings and coherency accordingly (Hyland & Jiang, 2018). Concerned with the five years of academic written discourse of the graduate candidates, a study was conducted on the use of lexical bundles, after the analysis of 28 articles, consequently, it has been emphasized to apply and incorporate the genre and phraseology analysis strongly and guide the candidates to offer solutions (Darmi, et al., 2024). Lexical groups, or bundles, are applied in academic and research introductions to help students navigate the intricacies effectively while focusing on the bundles of discipline-specific lexica (Lin et al., 2022). Contrastive analyses of the linguistic domains among the dominant languages have been in terms of lexical bundles, but gaps are still found in some domains and some languages, one of the gaps identified in the literature is that comparative analysis of Balti and English is missing and needs to be explored systematically. So, the objective of the current study was to have a comparative analysis of the lexical bundles in Balti and English systematically and the trials of the Balti-speaking English-learners who are aimed at incorporating the lexical bundles in English academically.

So, this case study in qualitative approach possesses eminent significance in research in contrastive analysis, linguistics, morphosyntax, and teaching as it focuses on the lexical bundles in English as a target language in a learning situation. So, the objective of the current study was to cognize the trials of Balti-speaking English enrollees in using lexical bundles appropriately and positively.

LITERATURE ANALYSIS

Lexical bundles, being eminent constituents of discourse, possess a significant role in linguistics, research, and language teaching analyses. Lexical bundles carry great impacts in communications and the teaching of a language, a recent study identified that around sixteen lexical bundles were applied in the targeted classroom instructional process, and it highlighted the value of lexical bundles in terms of teaching discipline and the writing skills of the learners (Tefsie, 2021). Applying these bundles appropriately in one's communication is very important to make the statements meaningful and purposeful. Genre analysis with the purpose of

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contrasting and comparing various linguistic features and exploring the similarities and dissimilarities among languages is now a trend in research studies (Ahmed et al., 2024). Lexical categories and bundles are being targeted across fields of study and disciplines, particularly in terms of contrastive analysis of various areas and categories of various fields like, linguistics, social sciences, natural sciences, biological sciences, etc. (Ariannejad, 2024). A study conducted to unveil the dissimilarities of genres in the various phraseological categories in contrastive research, particularly one famous, is found in the conversations and arguments of parliaments and editorials in French and English (Granger, 2014). Research has been done on the native and non-native English speakers' use of lexical bundles and exposed the important features of variations systematically (Gil, 2019).

A study revealed that the Turkish targeted postgraduate candidates apply noun phrases and prepositional phrases as compared to undergraduate candidates, and the reasons for using lexical bundles by the postgraduates were due to their knowledge and academic community discourse accordingly (Wood, et al., 2022). A case study analysis of the lexical bundle phenomenon concerned with the reading comprehension concerned with the Chinese Matriculation Entrance Test was done that possesses vital influences in the pedagogical strategies of effective English language instruction (Wang et al., 2023). Balti as an L1 is used in Baltistan, Ladakh, Tibet, and some other regions across the globe with particular morphological and syntactic features (Bano, et al., 2024). With the help of the insights of the Balti linguists, it has been identified that lexical bundles in Balti and contrastive analysis of Balti lexical bundles are the gaps where studies are needed.

RESEARCH APPROACH

This case study, based on an explanatory design, is aimed at presenting and elaborating on the trials of Balti-speaking English-learners in applying English lexical bundles in academic paragraph writing. The case study approach is applied to have an in depth comprehension of an issue, system, or phenomenon within a faction or system (Coombs, 2022). The purposeful sampling method was based on document analysis/textual analysis of the BS Psychology students enrolled in the first semester at Fatima Jinnah Women College, Skardu. Out of twenty students, four were selected randomly, and the collected written data was analyzed accordingly. There are sixteen purposive sampling methods, and one of them is called a case study that can be applied effectively in qualitative research (Nyimbili, et al., 2024). The collected data were analyzed by the researcher, who identified where the lexical bundles were important to apply but missing in their texts. For the validity of the data and assessments, the researcher verified the texts and analyses by the English subject specialist, Mrs. Saima Batool. It has been noticed that various approaches are being applied in conjunction with qualitative discourse and text analyses with various logics (Alejandro, et al., 2023). So, the current case study, based on an explanatory approach, applied thematic analysis systematically. This study had been limited to the Balti-speaking English enrollees, in writing English paragraphs with appropriate lexical bundles.

Data Collection and Analysis

Data collection and its analyses play an eminent part in the research strategies. In the current study, the required data was brought together with the help of purposive sampling from the targeted population. Out of twenty BS Psychology, first-semester candidates, four Balti-speaking enrollees were targeted with purposive sampling approach from the twenty students for the analyses process. Balti, as an L1 used in Baltistan in the North of Pakistan, is considered a Sino Tibetan language (Bano, et al., 2024). The whole class was given the task of writing a paragraph on "the causes and effects of smoking," and only four documents were chosen with purposive sampling of the Balti speaking enrollees.

Firstly, the researcher went through the researcher went through the collected data with structural and textual analysis and explored the lexical bundles used in the texts. Out of four paragraphs, eleven lexical bundles were identified, and some of them were, 'in addition with, the use of, on the other hand, as a result of, on the basis of, and the fact that the'. It was noticed that there were some important areas where more lexical bundles were required to be applied accordingly.

Secondly, the appropriateness and errors in lexical bundles were assessed properly. Through the structural and textual analysis, it had been observed that out of the four targeted documents, only five errors were found in the grammatical use of the bundle, as the appropriate articles and prepositions were missing. A few examples

identified in the texts were “as well as (the), one of (the) patients, by (the) presence of, as (a) result of, and (on) the process of.”

Thirdly, through the critical analysis; the areas of the texts were compared and identified where the lexical bundles were missing and needed to be added positively. Out of the four targeted paragraphs, it had been noticed that more than twelve more lexical bundles could be added accordingly, where required but missing. Few of them are: ‘It should be noted that, a wide range of, the presence of, as well as the number of the, the majority of the, the representation of the, the quality of the, has been shown to, and with regard to the, etc.’

Finally, the report was presented with the particular central theme identified as the trials of the Balti enrollees incorporating lexical bundles in English paragraph writing. It was observed that the targeted enrollees were required to be guided in applying the appropriate lexical bundles in English writing positively, without any grammatical and other writing errors.

Conclusion and the Instructional Implications

The current study, explored the trials of the Balti-speaking enrollees of BS Psychology students in using lexical bundles in English paragraph writing. The findings revealed that the targeted Balti students can apply the required lexical bundles in their text, but they are required to be guided more to apply the lexical bundles appropriately, positively, and accordingly. In the current case study, the findings highlighted that out of four paragraphs, eleven lexical bundles were identified, and some of them were, ‘in addition with, the use of, on the other hand, as a result of, on the basis of, and the fact that the’. It was noticed that there were some important areas where more lexical bundles were required to be applied accordingly. Through the structural and textual analysis, it had been observed that out of the four targeted documents, only five errors were found in the grammatical use of the bundle, as the appropriate articles and prepositions were missing. A few examples identified in the texts were “as well as (the), one of (the) patients, by (the) presence of, as (a) result of, and (on) the process of.” Furthermore, it was noticed that more than twelve more lexical bundles could be added accordingly where required but were missing. A few of them are “it should be noted that, a wide range of, the presence of, as well as the number of the, the majority of the, the representation of the, the quality of the, has been shown to, and with regard to the etc.” It was observed that the targeted enrollees were required to be guided in applying the appropriate lexical bundles in English writing positively, without any grammatical or other writing errors.

Shortly, the results revealed the challenges of Balti-speaking enrollees incorporating English lexical bundles while attempting paragraph writing for academic purposes, and the expected causes of the trials were the interference of L1, Balti with variant morphosyntactic rules in English accordingly. The findings recommend that in the pedagogical process of a language, particularly English, the students are required to be guided about the significance of lexical bundles, expected errors, and the role of L1 or interlanguage phenomena while applying lexical bundles to their writing to enhance their proficiency and confidence

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