

The Impacts of Accelerated Learning and Explicit Instruction on the Retention and Application of Lexical Bundles in Writing

Neda Habibinezhad^{1*} and Faramarz Azizmalayeri²

- 1- MA Student of English Language, Faculty of Postgraduate Department of English Language, Islamic Azad University, Boroujerd, Iran
- 2- Assistant Professor of English Language, Faculty of Postgraduate Department of English Language, Islamic Azad University, Boroujerd, Iran

Corresponding author: Neda Habibinezhad

ABSTRACT: Lexical bundles are referred to as the groups of words which often occur together in a language. They are considered as a category of word combinations and are words that follow each other more frequently than expected. To this aim, the present study has attempted to investigate the effects of accelerated learning and explicit instruction on the retention and application of lexical bundles in Iranian intermediate EFL learners' writing skill. Thus, a pre-test was administered to 87 language learners out of whom 60 male and female language learners were selected and randomly divided into two experimental groups of 30. One of the experimental groups was taught the lexical bundles in writing through explicit instruction. As for the other, the teacher played some music in the classroom to give the class an effective atmosphere in learning the lexical bundles. The experiment lasted for 9 weeks. The results of the study revealed that the two groups performed differently on the posttest, showing the fact that the accelerated learning of lexical bundles did enhance EFL learners writing ability. However, it should be stated that other studies revealed the effectiveness of the explicit instruction of lexical bundles to improve the writing skills of language learners (e.g. Biber, Conrad, & Cortes, 2004).

Keywords: Accelerated Learning, Lexical Bundles, Explicit Instruction, Retention, Language Proficiency, EFL Situation.

INTRODUCTION

By the emergence of Faculty Psychology, Grammar Translation Method was used in language teaching. As a result of changes in psychological viewpoints toward second/foreign language learning, Behaviorism was gradually formed in relation with structuralism under the influence of the philosophical school of empiricism. However, the principles of behavioristic psychology were criticized by Chomsky's ideology in linguistics (Chomsky, 1965). Changes in views about language learning and teaching have never remained constant. So, teachers believing in individualism have come to the point that learning is better for the individuals themselves. This idea, in turn, comes from the humanistic approaches which have led to the development of Self-Paced Learning (Richards & Rodgers, 1986). Brooks (1998) defines self-paced or individualized learning as learning directed by the individual in order to meet personal learning objectives. In his opinion, a self-paced approach allows the learner to make many of the decisions about when, where, what and how quickly to learn. So, the trainer functions as a guide to learner, and finally as a facilitator of his learning.

Language teaching has undergone different stages under the influence of epistemological, psychological, and linguistic frameworks. Chronologically speaking, by the emergence of Faculty Psychology, Grammar Translation Method came into fashion in pedagogy. Of course, the changing trend did not stop (Richards & Rodgers, 1986). The principles of behavioristic psychology were criticized by Chomsky's Cognitive Psychology (Chomsky, 1965). Therefore, Cognitive Code Psychology accounted for the emergence of Cognitive Code Theory and following it,

Communicative Language Teaching. Changes in a host of views regarding language learning and teaching have never remained constant. Even today pedagogists believing in individualism have come to the point that learning is better to be targeted to the individuals themselves.

This idea, in turn, stems from the humanitarian approaches which have led to the development of Self-Paced Learning. Many scholars like Boyd (2004) say that optimal learning takes place socially and in cooperation rather than in competition among learners. Moreover, Kraliotas (1999) says that many humanistic theories like Accelerated Learning (AL) theory recognize that learning is social in nature and it is the cooperation between learners that speeds the learning process not the collection of isolated individuals. Additionally, as far as a successful approach to learning is concerned, in an AL classroom, Boyd (2004) proposes that everyone is both a learner and a teacher which results in framing an active and self-directed approach to learning.

AL is an attractive teaching procedure that should be investigated because it appears to have the potential not only to provide a stress-free environment but also to accelerate learning and promote psychological measures (Felix, 1989). Although the approach has already been widely used all over the world, reports of research results have been rather inconsistent, ranging from no significant effects on achievement (Zeiss, 1984), blocking effects of AL techniques on learning (Earl, 1997) to the claims of fostering effects of AL on both teaching and learning (Sajaniemi, Lindh, Sinkkonen, & Kontu, 2004). One of the ways of developing writing skills in language learners is through introducing lexical bundles. Lexical bundles are referred to as formulaic units of language that are register-specific and perform a variety of discourse functions. Since these units of language contribute to the linguistic make up of specific registers, they can be important indicators to determine the success of language users within these discourse communities. Therefore, language learners need to assimilate appropriate use of lexical bundles so as to create effective and successful, register convergent discourse (Schmitt & Carter, 2004).

In the process of language learning, some parts of language are learned as fixed and formulated portions. Research of automatically retrieved recurrent lexical sequences, also known as lexical bundles (Biber, Johansson, Leech, Conrad, & Finegan, 1999; Hyland, 2008a), recurrent sequences (De Cock, 2004), or chunks (O'Keeffe, McCarthy, Carter, 2007) should be distinguished from the analysis of other multi-word units which perform a definite discourse function in the text. While the former are identified in a corpus on the basis of statistical recurrence, the latter, also referred to as lexical phrases (Nattinger & DeCarrico, 1992) and formulaic sequences (Wray, 2002), are selected intuitively as phrases serving a specific function, e.g. exemplification "for example", discourse markers "I think" etc. Along the same line, this study endeavors to investigate the effects of Accelerated Learning (AL) and Explicit Instruction (EI) on the retention and application of lexical bundles in Iranian intermediate EFL learners' writing skill.

In Iran, there are some fixed procedures to teach English, most of which focus on the structural aspects of language. Presenting language in distinctive features and practicing language items through the so-called drills would be to some extent boring. However, the other methods such as Suggestopedia try to teach English through some form of language which is favorable to language learners. The use of music, for example, could solve the problems of language learners in the learning process. As such, lexical bundles could be taught through this type of teaching procedure to promote the writing skill of language learners. However, it should be stated that EI has been the major teaching procedure in Iran to teach English. The present study made attempts to investigate which procedure, AL or EI, could lead to the learners' achievements in retaining and applying the lexical bundles in the writing skills.

LITERATURE REVIVE

As stated by Felix (1989), the original version of the method was devised by Georgi Lozanov, a Bulgarian medical doctor, psychotherapist, yogi and educator. In the 1950s and 1960s, Lozanov was researching suggestion in the area of medicine, psychotherapy, and parapsychology and after that in the learning process in university of Sofia. These investigations led to entitling this field of research as Suggestology. Following his experiences with suggestology and psychotherapy, Lozanov formulated the following principles:

1. Learning is characterized by joy and the absence of tension.
2. Learning takes place at both a conscious and an unconscious level.
3. The learner's reserve potential can be tapped through suggestion (Lozanov, 1978).

Applying suggestopedia just as a technique but not as a complete teaching methodology, Lozanov devised AL as a much broader and more completed method operating as an umbrella term that encapsulates all versions namely, Superlearning, Suggestive accelerative learning and teaching (SALT). As mentioned in the preceding chapter, applying AL and explicit instruction as independent variables, different studies used different AL models, techniques, and strategies. This study employed three shared suggestopedic elements as music, relaxation, and suggestion through three phases of preperation, presentation, and review and elaboration on the elementary learners.

As claimed by Felix (1992), as far as the effectiveness of AL as a complete method of language teaching is concerned, it is believed that while the strategies involved in AL are most like those proposed for Communicative Language Teaching. AL also includes strategies not explicitly present in other teaching methods. These are best illustrated by taking a brief look at the model described by Schuster and Gritton (1985, cited in Felix, 1989) in the following table:

Stages	Description
Preparation	This session starts with simple physical relaxation and stretching exercises followed by mind-calming exercises. During mind-calming, visualization takes the form of recalling a pleasant learning experience in the past. Moreover, it includes positive learning suggestions related to the ease of learning or to goal setting while background music is playing. All of which bring about a joyful and a stress-free teaching environment. As the title suggests, this session is related to the preparation of the learners to receive the new materials rendered by the trainer at the next phase of presentation (p. 23).
Presentation	This session begins with a review of previously learned material, followed by a preview of the material to be studied. The two concert sessions (active and passive) in presenting the new materials takes place, in active concert the learners listen carefully following the words and phrases read by the instructor, whereas in passive concert the students relax in a 'passive' state of distraction without concentrating their attention on anything in particular. As many scholars like Lozanov claim, these two concert sessions accounted for engaging the learner both consciously and unconsciously. Finally, using Lozanov's early music suggestions, classical pieces and slow baroque movements, conclude this session (p. 24).
Review/Elaboration	This session includes self-corrected quizzes and a mind-calming session, mentioned above, at the end of the class (p.24). It is worth mentioning that many scholars (Deporter, 2001) have delivered variant frameworks for AL. Deporter (2001) for instance, entitles AL as Quantum Learning and adapts it in four stages of: enroll, experience, demonstrate, and review and celebration. On the other hand, Rose (2003) contends that there are four phases in AL: state, use state, use me, and memorize, show you know, and reflect.

Several studies have focused on AL as a facilitative factor in language learning. Implementing AL instruction on elementary learners, Felix (1992) points out that AL appeared to act as an effective teaching method which affects positively both the psychological state of the student and the cognitive learning process. As he claims among different components of AL, he examined the effectiveness of three most important elements, namely, music, suggestion, and relaxation in the learning process, behavior and attitude.

Analysis of his studies showed consistent findings for the effectiveness of music and relaxation in both receptive and productive skills such as creative writing, fluency and transfer of grammatical items. He also holds that written skills were more affected than oral skills. Furthermore, he highlights the significant differences between the experimental classes and control classes and maintains that scores for both behavior and attitude improved in AL classes while decreased in the control classes. Finally he makes the conclusion that AL instruction is an effective factor which could bring about a great change in achievement on both quantitative and qualitative measures of language learning (Felix, 1992).

More experiments conducted by Prichard and Taylor (1980) maintain that AL as treatment for students who were near average in Intelligence quotient (IQ) was so effective that they acquired considerable vocabulary and the authors describe the rationale behind this success as because the participants in the experimental group were old enough to distinguish relaxation, imagery and drama as pleasant different from regular instruction. But they report the treatment as least effective with young (2nd grade) lower IQ students in reading comprehension scores, they attribute this ineffectiveness to the notion that some of the AL receivers at lower IQ level never quite seemed to get what was expected of them in the relaxation sessions or to participate fully in the drama in reading comprehension.

Besides, to investigate the potential characteristics of AL, Bordon and Schuster (1976) employed suggestion, synchronized breathing and music on the learning and retention of Spanish words. Schuster (1976) created different treatment situations in which each of the three variables were utilized independently, in pairs and in combination. In his study "suggestion" was operationalized as verbal messages and instructions dealing with three phenomena: 1. setting up an expectation that learning would take place, 2. instruction in the use of imaginal meditational procedures, and 3. an indirect suggestive atmosphere conducive to learning (p. 29). His results based on the effects of the three independent variables indicated a 60% improvement due to suggestion over the non-suggestion condition, a 47% improvement due to synchronized breathing condition, and a 25% improvement due to orchestrated music condition over the non-orchestrated music condition.

Applying AL has been more explored by Deporter (2001) on 6,042 students, aged 12-22, over a seven-year time period. Results showed 84% of the students reported having increased self-esteem, and 99% of the students indicated they had continued to use the skills learned after the 10-day experience. At the end, the researcher came

to the conclusion that the program had a profound effect on students' lives, emotional outlook toward themselves, and education in general (DePorter, 2001). However, it is noteworthy to say that one pitfall which existed in DePorter's study is that he had not mentioned explicitly what kind of instruction the control group were exposed to and since he only had used the terms the conventional method or placebo in referring to how the control group were instructed, therefore from a critical point of view it is possible to claim that this study might not be rich enough in terms of reliability and validity.

In a similar vein, Rose (2003) expresses the value of the first year of AL instruction on 20 students (10 participants in each group) as a great success in project students who based on the California Achievement Test averaged a much higher gain than did control students. Too, project teachers were more successful in terms of ability to self-regulate their stress and control classroom problems in comparison to the control teachers (p. 180). Besides, concerning the second-year results of AL instruction, Rose (2003) draws the conclusion that significant increases in reading, math, writing and composition were obtained in project classrooms. Also, he reports in some cases, students gained up to nearly twice as much in AL classrooms. Finally, project teachers demonstrated higher levels of confidence, self-regulation and classroom control (p. 181).

Another study that resulted in obtaining negative effects of AL is conducted by Earl (1997) who displayed that individually breathing technique and presentation style (two components of AL) confounded the learning process. In his experiment, Earl used four groups of ten studying business in his experiment and exposed some of them to two AL techniques, namely, breathing technique and presentation style. Group One, with no breathing technique nor presentation style, was found to have a significantly higher rate of learning than Group Two, receiving breathing technique only, and Group Three, receiving presentation style only. Group One, also, had a higher group mean of correct answers than Group Four, who were exposed to both techniques (Earl, 1997). One possible reason might be that the process of having only breathing techniques or presentation style merely served to confuse the learner. The learner's attention and energy were focused on the techniques and not what was being taught. Hence, he found that AL in general and its two components, namely breathing technique and presentation style, acted as hindering factors on learning process.

In accordance with Lozanov (1978), a suggestopedic environment is realized through the teacher's employing of the suggestive-desuggestive process (removing old concepts of one's capacity to learn and supplanting them with new concepts of one's capacity to learn). Additionally, Prichard (1978) referred to seven sources of suggestion to promote superior learning by the AL teacher. They are: 1. teacher verbal, 2. teacher non verbal, 3. classroom decor, 4. lesson materials, 5. activities, 6. peer suggestion and 7. within student suggestion. As said by Lehecka (2004), other AL practitioners have offered a similar list (DePorter 2001). For example, Lehecka (2004) suggested the following "how-tos" of suggestion: meditation and/or centering techniques, visualization techniques, rapport-building techniques and metaphorical techniques. Additionally, Lozanov focused on the "evocative" power of words as he examined the use of language and its impact on the internal state of the learner (Lozanov, 1978).

More recently, DePorter (2001) referred to the notion of "state facilitation" rather than the term "suggestion" as the means by which to maximize the moment of learning. They defined state as comprising three interwoven components: "thoughts, feelings and physiology" (p. 150). The strategies they suggest range along a continuum from purely physical state-changes (stand and stretch) to cognitive state changes ("Imagine this...") But, by whatever name, "suggestion" or "state-change", the purpose of the intervention is to redirect students' thinking about themselves as learners.

Moreover, Bordon and Schuster (1976) examined the effects of the use of suggestion, synchronized breathing and music on the learning and retention of Spanish words. Schuster (1976) created different treatment situations in which each of the three variables were utilized independently, in pairs and in combination. In his study "suggestion" was implemented as verbal messages and instructions dealing with three phenomena: 1. setting up an expectation that learning would take place, 2. instruction in the use of imaginal meditational procedures, and 3. an indirect suggestive atmosphere conducive to learning. His results indicated that the effect of the three independent variables was that suggestion showed a 60% improvement over the non-suggestion condition.

As regards lexical bundles, there is an increasing number of studies conducted on lexical bundles. Most of these studies are about the distribution and use of lexical bundles in English while some of these studies investigated the lexical bundles in spoken versus written register, such as Biber et al., (2004), others investigated academic versus non-academic registers, such as Biber and Bibieri, (2007). There are also studies that are conducted about lexical bundles in languages other than English or comparing two languages. Bal (2010, p. 9) states that "the focus of a few studies is also on lexical bundles for pedagogical purposes".

Recent studies are said to have emphasized the importance of multi-word items in spoken and written discourse (e.g. Biber, Conrad, & Cortes, 2004). Analyzing recurrent word combinations or longer lexical phrases, clusters,

chunks or idioms has been an especially productive approach in describing discourse in certain contexts like university, academic registers (Biber, & Conrad, 1999) or the language of journalistic prose (Hyland, 2008a).

Biber et al. (2004) conducted a study investigating the use of lexical bundles in university classroom teaching and textbooks in comparison with the Longman Spoken and Written English Corpus. They found that the lexical bundles in their corpora differed significantly from other linguistic features, and that university lectures used twice as many lexical bundles than conversation and four times as many lexical bundles as textbooks.

In another study done by Juknevičienė (2009), language produced by learners of three different levels of proficiency was compared in terms of the use of lexical bundles. Lexical bundles were identified from the corpora using the Word Smith Tools software. The results of this study revealed that less proficient learners possessed a more limited lexical lists, and this caused them to have more repetitions in their writings. In addition, structural and functional analysis of lexical bundles showed that the language of nonnative learners was more similar to spoken English than the language of native speakers.

Given the studies carried out on AL and lexical bundles, it should be stated that there is a dearth of information concerning the effects of accelerated learning and explicit instruction on the retention and application of lexical bundles in Iranian intermediate EFL learners' writing skill. This research study makes attempts to fill in this gap. The EFL learners in one of the experimental groups will receive explicit instruction on the retention and application of the lexical bundles and the other experimental group receives accelerated learning on the retention and application of lexical bundles so as to develop their writing skill.

METHODOLOGY

A. Participants

The 60 participants of the present study were Iranian language learners currently learning English as a Foreign Language at a language school in Ahvaz. The participants were both male and female and their ages range from 17 to 26. They were selected out of 87 language learners studying English at that language school. To have a homogeneous statistical population, a writing proficiency test from TOEFL (McGraw-Hill, 2013) was administered to 87 available language learners to indicate their level of proficiency and their homogeneity level as well. Then, 60 participants whose scores were one standard deviation above and one standard deviation below the mean were chosen. The homogenous participants were randomly divided into two experimental groups of 30. One of the experimental groups received an explicit instruction on the application of lexical bundles to promote their writing skill. As for another experimental group, they were taught through accelerated learning to see if they would have any progress on the use of the lexical bundles in their writing skill.

B. Materials

Throughout the study, the researcher used the following instruments:

1. A writing proficiency test from TOEFL (McGraw-Hill, 2013) was selected. The test was used as a pre-test to enable the researcher to select a homogeneous group. The reliability coefficient of the test was 0.82 based on the Cronbach's Alpha.
2. A writing achievement test based on the test of TOEFL (McGraw-Hill, 2013) was used as a post-test whose reliability coefficient was calculated through the Cronbach's Alpha (0.85). The participants in both groups were asked to write an essay of approximately 150 to 225 words. The essays were then examined to find the correct use of lexical bundles.
3. Lexical bundles were the other important materials used in the research study. A list of them is given in Appendix 3. Some of them are as follows: "in order to make, in order to minimize, to be able to, to be added to, to cope with the, to enable them to, to take into account".

C. Procedure

First of all, a pre-test was administered to 87 language learners. After applying the statistical SPSS analysis, 60 male and female language learners were selected and the researcher tried to divide randomly into two experimental groups of 30. Then, following the grouping of the participants of the study, one of the experimental groups was taught the lexical bundles in writing through explicit instruction. That is, the teacher explicitly taught them how to use lexical bundles in their writing assignments. According to explicit instruction, it should be stated that this type of instruction is applied to maximize EFL learners' academic growth. Put simply, one of the appropriate instruments which can be available to EFL instructors is said to be explicit instruction which is a structured, systematic, and effective methodology for teaching academic skills in general and writing skills in particular. To justify this terminology, it is worth mentioning that it is called explicit in that it is an unambiguous and direct approach to teaching language skills that includes both instructional design and delivery procedures. Archer and Hughes (2011) stated that explicit

instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. This type of instruction is referred to as a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students.

Results and Discussion

This study tried to show the effects of Accelerated Learning and Explicit Instruction on the retention and application of lexical bundles in Iranian intermediate EFL learners' writing skill. The descriptive statistics obtained from the data of the pretest showed that the mean scores of both experimental groups were almost the same. The mean score of the Experimental Group with Accelerated Learning (EGAL) was 31.60 and the mean score of the Experimental Group with Explicit Instruction (EGEI) was 30.88. The difference between the two mean scores was 0.72, which is considered meager. This shows that both groups performed almost the same and were labeled as homogeneous. The data revealed that the significant value, .186, was more than 0.05, stating the fact that there existed no significant difference between the two groups. Thus, it showed that both groups were almost homogenous.

Table 1. The Analysis of Both Groups' Performances on the Pretest

Groups	N	Mean	SD	Sig.	t
EGAL	30	31.60	5.20416	.186	0.72
EGEI	30	30.88	6.63526		

The same descriptive statistics were applied to the data obtained after the posttest was administered. The mean score of EGAL was much greater than that of EGEI. To compare the mean scores of both groups, the statistical t-test was calculated. The significant value, 0.46, was more than 0.05 which meant that the difference present between the EGAL and the EGEI was quite significant. Thus, the H2 hypothesis proved true, claiming that the accelerated learning contributes to the retention and application of lexical bundles in Iranian intermediate EFL learners' writing skill. The other hypotheses of the study were all rejected. Accordingly, the t-value revealed that the two groups performed differently on the posttest, showing the fact that the accelerated learning of lexical bundles did enhance EFL learners writing ability.

This investigation indicated that the use of music can solve the problems of EFL learners in the learning process. Lexical bundles can be taught through this type of teaching procedure to promote the writing skill of language learners. Considering the use of explicit instruction in language teaching, it should be stated that such an approach to foreign language instruction has been the prominent teaching procedure in Iran to teach English. It must be mentioned that the results of the present study are in line with some studies which reported that the accelerated learning of lexical bundles was useful for EFL learners, and learners generally had a positive attitude toward using these bundles in writing (e.g. Cooter, 1986; Felix, 1992; Prichard & Taylor, 1980; Rose, 2003; Silberbach, 2007). It is worth mentioning that some researchers refer to the fact that the employment of lexical bundles improves the writing skills (e.g. Simpson-Vlach & Ellis, 2010) and facilitates the process of writing (Rica-Peromingo, 2009).

Table 2. The Analysis of Both Groups' Performances on the Posttest

Groups	N	Mean	SD	Sig.	t
EGAL	30	14.88	2.06801	0.46	0.05
EGEI	30	10.9200	3.01275		

The findings of the studies concerning lexical bundles demonstrate that language learning in general and writing skills in particular must be accompanied with different perspectives and ideologies in language teaching because, as many studies mentioned earlier showed it, the accelerated learning of lexical bundles could develop language learners' linguistic knowledge. Of course, teachers might adapt teaching methods to the newest methodologies. Language teachers must take care both to choose those lexical bundles which are highly frequent in English writing system to mediate, structure, and guide their language learners through providing effective scaffolding. Although some language teachers may be worried that the use of formulaic expressions might endanger the creativity on the part of language learners, there is not anyone who rejects the usefulness of these bundles.

Following the results obtained in this study and the difference between both groups, the function of accelerated learning of lexical bundles in language learning has appeared effective, especially when language learners make their efforts to write at the highest speed. Returning to the days when language learning was conceptualized behaviorally and the learners were seen as having nothing in their minds, the function of most teaching was to make the language learners master the drills, and finally sit for some related-to-the instruction tests. Behavioral and

structural programming meshed neatly with the prevalent mental model of learning as a clear-cut progression. The language learners progressed in their language skills but today, the use of different ways of language teaching have paved the way for the language learners to promote more and more their language skills in general and their writing skills in particular. As the cognitive and educational sciences have expanded notions of learning styles, multiple intelligences, attitudinal and affective factors, scaffolding, the zone of proximal development, learning communities, etc., the lexical approach has by and large kept pace, increasingly directing efforts toward learner individualization, activation of former learning, skill and knowledge transfers, group processing, real-world applications, and critical thinking (Rose, 2003).

The accelerated learning of lexical bundles can be an effective tool for some language learners to get to their top of language proficiency. It should be stated that the real objective of the accelerated learning of lexical bundles is not either groups or individuals; actually it is maximized learning for both groups and individuals. Throughout this study, it was attempted to engage the EGAL in a type of language learning, writing skills, to develop their abilities to correct their writing errors, whether in cohesion and coherence (Rica-Peromingo, 2009). Considered a passive skill until fairly recently, writing is now seen as a process in which the writer participates actively. Writing is a process of receiving, attending to, and assigning meaning to the printed or written materials. While these three sub-processes are essential to writing in any language, the way they are executed differs in L2 learners, especially for young adults learning their first foreign language.

CONCLUSION

The present study attempted to investigate the effects of accelerated learning and explicit instruction on the retention and application of lexical bundles in Iranian intermediate EFL learners' writing skill. The participants in the EGAL were taught in the writing skill, using lexical bundles through accelerated learning. The language learners were taught to use the lexical bundles while they were engaged in the process of essay writing. At the end of the writing class, the teacher checked the language learners' writing assignments. The participants in the EGEL were given an explicit instruction on lexical bundles to write their essays. Their writing errors were checked by the teacher and then their essays were given back to them. The instruction lasted nine weeks. Finally, the study came up with such results that the participants in EGAL outperformed the counterpart in writing essays. This revealed the fact that the accelerated learning of lexical bundles was fruitful to language learners and had a positive effect on the dependant variable of the study, namely, the writing skill of the language learners.

The findings of the study show that the accelerated learning of lexical bundles can be fruitful for language learners if it is employed in the Iran's educational system. In line with the findings of the present study, the previous studies show that the use of lexical bundles through accelerated learning provides benefits to language learners (Rose, 2003; Silberbach, 2007). It also states that more complete collections of lexical bundles in the future may provide greater support for language learners in the process of language learning in general and the writing skill in particular, of course based on accelerated learning procedure. The study also reveals that fact that the explicit instruction of lexical bundles will not be the only way to direct language learners to the use of formulaic writing. In language teaching, as the classroom teachers try to teach these bundles, language learners become more proficient in their language learning process. Accordingly, it should be stated that the accelerated learning of lexical bundles as a launching pad makes language learners flourish more in their process of language learning in general and the writing skills in particular.

The findings of the study conform to the tenets of the Lexical Approach which is an approach to language teaching that is based on the view that the basic building blocks of teaching and learning are words and lexical phrases, rather than grammar, functions or other units of organization. The lexicon is seen as playing a much more central role in language organization, language learning, and language teaching than, for example, grammar, and occupies a more central role in syllabus design, course content, and teaching activities (Richards & Schmidt, 2010, p. 335).

Materials designers are well advised to spotlight the accelerated learning-based instruction of lexical bundles in the textbooks designed for language learning and make their attempts to encourage the use of lexical bundles in the context of language learning. The textbooks can be designed in such a way that encourages language learners to employ lexical bundles as a contributing device to expedite their process of writing. Since no mention accelerated learning of lexical bundles is made in the educational system of language learning and designing the textbooks, unfortunately language teachers may not try to introduce their language learners to such bundles and even they may not know that teaching lexical bundles is a great asset in language learning in general and writing skill in particular. Thus, language teachers are well advised to pay more attention to accelerated learning of lexical bundles and do their best to encourage their language learners to make frequent use of them for their language learning and doing

their assignments inside and outside the classrooms. It is recommended that language learners seize the opportunities to use lexical bundles as a suitable tool in their language learning. As the study revealed, accelerated learning of lexical bundles caused the language learners to improve their writing skills, and they progressed as a result of using them. They had best applied them in all aspects of language learning especially in doing their writing assignments to get proficient in their writing skill.

APPENDIXES

Appendix A. Pretest

1. You have 30 minutes to write a 100-word essay for the following topic.

Essay Topic

1. Some young adults want independence from their parents as soon as possible. Other young adults prefer to live with their families for a longer time. Which of these situations do you think is better? Use specific reasons and examples to support your opinion.
2. **Direction:** You will hear a lecture about altruism. You should allow 3 minutes to read the passage. Then listen to the lecture. Then allow 20 minutes to plan and write your response. Your response should not be less than 50 words. You may take notes during listening.

Lecture:

Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves. Examples of altruism abound, both among humans and among other mammals. Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.

In fact, many species of animals appear willing to sacrifice food, or even their life, to assist other members of their group. The meerkat, which is a mammal that dwells in burrows in grassland areas of Africa, is often cited as an example. In groups of meerkats, an individual acts as a sentinel, standing guard and looking out for predators while the others hunt for food or eat food they have obtained. If the sentinel meerkat sees a predator such as a hawk approaching the group, it gives an alarm cry alerting the other meerkats to run and seek shelter. By standing guard, the sentinel meerkat gains nothing—it goes without food while the others eat, and it places itself in grave danger. After it issues an alarm, it has to flee alone, which might make it more at risk to a predator, since animals in groups are often able to work together to fend off a predator. So the altruistic sentinel behavior helps ensure the survival of other members of the meerkat's group.

Question:

Who could altruism appear in individuals and animals?

2. Now play Audio Track 30.
- 3.

Essay Topic

Summarize the points made in the lecture, being sure to specifically explain how they cast doubt on points made in the reading passage.

You must finish your answer in 20 minutes.

Appendix B. Posttest

Directions: For this task, you will read a passage about an academic topic. You may take notes while you read. Then you will write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture.

The question does not ask you to express your personal opinion. You may refer to the reading passage again when you write. You may use your notes to help you answer the question. Typically, an effective response will be 150 to 225 words. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. You should allow 3 minutes to read the passage. Then listen to the lecture. Then allow 20 minutes to plan and write your response.

Reading

Professors are normally found in university classrooms, offices, and libraries doing research and lecturing to their students. More and more, however, they also appear as guests on television news programs, giving expert commentary on the latest events in the world. These television appearances are of great benefit to the professors themselves as well as to their universities and the general public. Professors benefit from appearing on television because by doing so they acquire reputations as authorities in their academic fields among a much wider audience than they have on campus. If a professor publishes views in an academic journal, only other scholars will learn about and appreciate those views. But when a professor appears on TV, thousands of people outside the narrow academic community become aware of the professor's ideas. So when professors share their ideas with a television audience, the professors' importance as scholars is enhanced.

Universities also benefit from such appearances. The universities receive positive publicity when their professors appear on TV. When people see a knowledgeable faculty member of a university on television, they think more highly of that university. That then leads to an improved reputation for the university. And that improved reputation in turn leads to more donations for the university and more applications from potential students.

Finally, the public gains from professors' appearing on television. Most television viewers normally have no contact with university professors. When professors appear on television, viewers have a chance to learn from experts and to be exposed to views they might otherwise never hear about. Television is generally a medium for commentary that tends to be superficial, not deep or thoughtful. From professors on television, by contrast, viewers get a taste of real expertise and insight.

Writing Based on Knowledge and Experience

Directions: For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas. You have 30 minutes to plan and complete your essay.

Essay Topic

Do you agree or disagree with the following statement?
Young people enjoy life more than older people do.

Writing Based on Reading and Listening

Directions: For this task, you will read a passage about an academic topic and you will listen to a lecture about the same topic. You may take notes while you read and listen. Then you will write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You may refer to the reading passage again when you write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. You should allow 3 minutes to read the passage. Then listen to the lecture. Then allow 20 minutes to plan and write your response. Write your response in the space provided.

Professors are normally found in university classrooms, offices, and libraries doing research and lecturing to their students. More and more, however, they also appear as guests on television news programs, giving expert commentary on the latest events in the world. These television appearances are of great benefit to the professors themselves as well as to their universities and the general public.

Professors benefit from appearing on television because by doing so they acquire reputations as authorities in their academic fields among a much wider audience than they have on campus. If a professor publishes views in an academic journal, only other scholars will learn about and appreciate those views. But when a professor appears on TV, thousands of people outside the narrow academic community become aware of the professor's ideas. So when professors share their ideas with a television audience, the professors' importance as scholars is enhanced.

Universities also benefit from such appearances. The universities receive positive publicity when their professors appear on TV. When people see a knowledgeable faculty member of a university on television, they think more highly of that university. That then leads to an improved reputation for the university. And that improved reputation in turn leads to more donations for the university and more applications from potential students.

Finally, the public gains from professors' appearing on television. Most television viewers normally have no contact with university professors. When professors appear on television, viewers have a chance to learn from

experts and to be exposed to views they might otherwise never hear about. Television is generally a medium for commentary that tends to be superficial, not deep or thoughtful. From professors on television, by contrast, viewers get a taste of real expertise and insight.

Now play Audio Track 61.

Essay Topic

Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage. You must finish your answer in 20 minutes.

Appendix C. A List of Some Lexical Bundles in English Writing:

on the other hand	it is believed that	in the same way	can be seen as
at the same time	a wide range of	to be able to	be seen as a
that there is a/an	as part of the	(due) to the fact that	at the same time
as well as the	can be divided into	an example of this (is)	be taken into account
in the long run	can be regarded as	in the form of	be used in the
as a result of	for the development of	it is clear that	could be seen as
one of the most	in addition to the	the fact that the	it would have been
can be used to	in order to maintain	in order to make	this is due to (the)
in the case of	in order to make	the nature of the	with the development of
is one of the	in order to understand	one of the most (important)	would be able to
it is difficult to	it is believed that	and as a result	are likely to be
as one of the	a wide range of	it is necessary to	can also be used (to)
the rest of the	as part of the	the way in which	in relation to the
in order to achieve	can be divided into	can be applied to (the)	in terms of its
at the end of (the)	can be regarded as	than that of the	it can be argued (that)
it is necessary to	for the development of	and the use of	of the number of
in order to avoid	in addition to the	are more likely to	through the use of
in the end of (this)	in order to maintain	not be able to	to a lack of
we can see that	in order to make	the extent to which	can be used for
can be explained by	in order to understand	was one of the	for each of the
at the beginning of	to ensure that the	could be used to	there would be no
a number of factors	to the fact that	is an example of	a great deal of
all over the world	will focus on the	it is difficult to	
it is easy to	with respect to the	the structure of the	can be seen as
to the development of	with the introduction of	can be found in	be seen as a
at the expense of	in the case of	is the fact that	at the same time
in the recent years	can be used to	the length of the	be taken into account
it has been suggested that	as a result of (the)	with respect to the	be used in the
that is to say	it is important to	would have to be	could be seen as
are more likely to	it could be argued that (the)	in the same way	it would have been
as part of a	(at) the end of the	to be able to	this is due to (the)
in the context of	in terms of the	(due) to the fact that	with the development of
on the basis of	(for) the development of the	an example of this (is)	would be able to
bear in mind that	it is possible to	in the form of	are likely to be
in order to be	is one of the	it is clear that	can also be used (to)
in terms of the	the rest of the	the fact that the	in relation to the
last but not least	it can be seen (that)	in order to make	in terms of its
the nature of the	one of the main	the nature of the	it can be argued (that)

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