

The role of lexical bundle use in the development of writing proficiency among EFL students

El rol del uso de los conjuntos léxicos en el desarrollo de la competencia escrita en estudiantes de inglés como lengua extranjera (EFL)

¹Christian Andrés Rea Almachi

²Veronica Gissela Jarrin Escobar

¹Autor de correspondencia: reachristianandres@gmail.com

¹Universidad Tecnológica Indoamérica,
Ecuador.

reachristianandres@gmail.com

<https://orcid.org/0009-0008-2521-401X>

²Universidad Tecnológica Indoamérica,
Ecuador.

vjarrin.roale@gmail.com

<https://orcid.org/0009-0007-1990-0710>

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Abstract

Writing proficiency is widely recognized as one of the most demanding skills for learners of English as a Foreign Language due to the linguistic, rhetorical, and organizational demands of academic writing. Within this context, lexical bundles have attracted considerable attention because of their role in discourse organization and formulaic language use. However, previous research has reported mixed findings regarding the relationship between lexical bundle use and writing proficiency. Therefore, this study conducted a systematic review to examine this relationship. Adopting a qualitative documentary approach and following the PRISMA framework, the review analyzed 19 studies retrieved from the Web of Science and Scopus databases. The findings suggest that lexical bundle use is closely associated with writing proficiency, particularly in relation to rhetorical organization, discourse awareness, textual cohesion, and academic register. More proficient writers tend to use lexical bundles with greater variation, structural sophistication, and communicative functionality, whereas less proficient writers often rely on more repetitive and limited patterns. The findings also highlight the influence of contextual and cross-linguistic factors on lexical bundle use. Overall, lexical bundles appear to be an important component of academic writing development and have relevant pedagogical implications for writing instruction.

Resumen

La competencia escrita es ampliamente reconocida como una de las habilidades más exigentes para los estudiantes de inglés como lengua extranjera debido a las demandas lingüísticas, retóricas y organizativas propias de la escritura académica. En este contexto, los conjuntos léxicos han recibido considerable atención debido a su papel en la organización del discurso y el uso de lenguaje formulaico. Sin embargo, las investigaciones previas han reportado resultados diversos en relación con la asociación entre el uso de conjuntos léxicos y la competencia escrita. Por lo tanto, este estudio llevó a cabo una revisión sistemática con el objetivo de examinar dicha relación. Mediante un enfoque documental cualitativo y siguiendo el marco PRISMA, la revisión analizó 19 estudios recuperados de las bases de datos Web of Science y Scopus. Los hallazgos sugieren que el uso de conjuntos léxicos está estrechamente asociado con la competencia escrita,

particularmente en términos de organización retórica, conciencia discursiva, cohesión textual y registro académico. Los escritores más competentes tienden a utilizar conjuntos léxicos con mayor variación, sofisticación estructural y funcionalidad comunicativa, mientras que los escritores con menor competencia suelen recurrir a patrones más repetitivos y limitados. Los hallazgos también destacan la influencia de factores contextuales e interlingüísticos en el uso de conjuntos léxicos. En conjunto, los conjuntos léxicos parecen constituir un componente importante del desarrollo de la escritura académica y presentan implicaciones pedagógicas relevantes para la enseñanza de la escritura.

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INTRODUCTION

Writing plays an important role in people's ability to participate actively in different areas of life. In the context of English as a Foreign Language (EFL), the development of writing skills has become increasingly important worldwide as globalization and digital changes continue to expand international communication and help students become active and responsible participants in broader academic and social discussions (Peltzer et al., 2022). Furthermore, writing is also regarded as a fundamental skill for EFL learners, for it enables EFL and ESL learners to express their ideas, feelings, and thoughts in written form, while also contributing to the development of vocabulary acquisition, grammatical accuracy, critical thinking, and creativity (Mogesse et al., 2026). Thus, writing may be viewed as a core competence that supports both effective communication and the development of higher-order academic and linguistic abilities.

Writing is widely recognized as a fundamental component in learners' cognitive growth and academic success. For learners of English as a foreign language, it constitutes a central skill for effective communication. Nevertheless, writing is frequently regarded as the most demanding language skill to master due to its complexity. This complexity becomes evident in several dimensions, including the processes of constructing and organizing ideas, precise lexical selection, and the effective use of rhetorical strategies (Xu et al., 2025). Likewise, writing in EFL contexts can be challenging for learners due to limited background knowledge, reduced audience awareness, weak grammatical control, and difficulties managing the linguistic and cognitive demands of written production (Fajrina et al., 2021). Taken together, these perspectives suggest that writing in EFL is a highly demanding competence that requires learners to simultaneously manage multiple cognitive, linguistic, and communicative processes to achieve effective expression.

Effective writing in a specific genre requires knowledge of its structure and the language patterns that characterize it (Wang et al., 2025). In this sense, formulaic language plays a central role in shaping discourse. As Puimège (2024) states, "Formulaic sequences make up a large proportion of L2 discourse and cover a wide range of multiword phrases, including collocations, binomials, and idioms" (p. 164). Because it connects linguistic form with meaningful communication, formulaic language represents a pedagogical resource comparable in importance to other widely used instructional tools (García & Rea, 2021). Therefore, acquiring formulaic language is a fundamental component of effective language learning, as it supports and accelerates both comprehension and production processes (Nordlund & Norberg, 2025).

Within this perspective, formulaic language must be taken into consideration, for it is common in both written and spoken communication and consists of recurring word combinations that carry specific pragmatic meanings and functions across different communicative contexts (Gu & Li, 2024). As a component of formulaic language and the focus of the present research, lexical bundles are typically understood as recurring sequences of three or more words that tend to appear together within specific registers and function as fundamental components in the organization of discourse (Amjad et al., 2021). Although lexical bundles are related to formulaic language, they represent a more specific type of expression. Lexical bundles are recurrent word sequences that commonly occur together in particular contexts, whereas formulaic language refers to a broader category that also includes fixed expressions such as idioms.

Previous studies have shown that lexical bundles play a significant role in improving academic writing among EFL learners. Rafieyan et al. (2024), for instance, found that lexical bundle instruction positively influenced several components of writing among Iranian ESP students, leading to improved overall performance in writing tasks. These findings are consistent with earlier research suggesting that explicit attention to formulaic sequences can enhance cohesion and fluency in student writing. Similarly, Zhang et al. (2021) argue that a strong command of lexical bundles is often indicative of proficient academic writers and represents an essential skill for EFL students aiming to develop their writing competence. Overall, these findings emphasize the significant contribution of lexical bundles to the development of writing proficiency in EFL contexts.

Although previous studies have examined the role of lexical bundles in academic writing and have compared their use across different groups of writers, such as novice and expert writers (Zhang et al., 2021), several limitations remain in the existing literature. Much of the research has focused on identifying the structural and functional patterns of lexical bundles rather than exploring their relationship with the development of writing proficiency. In addition, differences in research contexts and methodological approaches have produced mixed findings regarding their role in writing performance (Appel, 2022). As a result, the relationship between lexical bundle use and the development of writing proficiency among EFL learners remains insufficiently explored. Further research is therefore needed to better understand how the use of these recurrent language patterns may contribute to writing development in EFL contexts.

Given the limitations identified in previous studies, a clearer synthesis of the existing research is needed to better understand the role of lexical bundle use in the development of writing proficiency among EFL learners. A systematic review of the available literature may provide a broader perspective on how lexical bundles contribute to the organization and quality of academic writing. Therefore, the present study conducts a systematic review of previous research in order to examine the existing evidence on this topic and identify patterns and gaps in the literature. In this context, the review addresses the following research question: What is the relationship between lexical bundle use and EFL students' writing proficiency? The objective of this study is to examine the relationship between lexical bundle use and the development of EFL students' writing proficiency.

MATERIALS AND METHODS

This study adopted a qualitative documentary approach to examine previous research on the relationship between lexical bundle use and writing proficiency in EFL contexts. Qualitative research focuses on context, meaning, perspective, and subjectivity in the study of complex social phenomena (Lim, 2024). In line with this approach, the present study analyzed existing

literature in order to identify patterns, findings, and trends related to the use of lexical bundles in EFL writing.

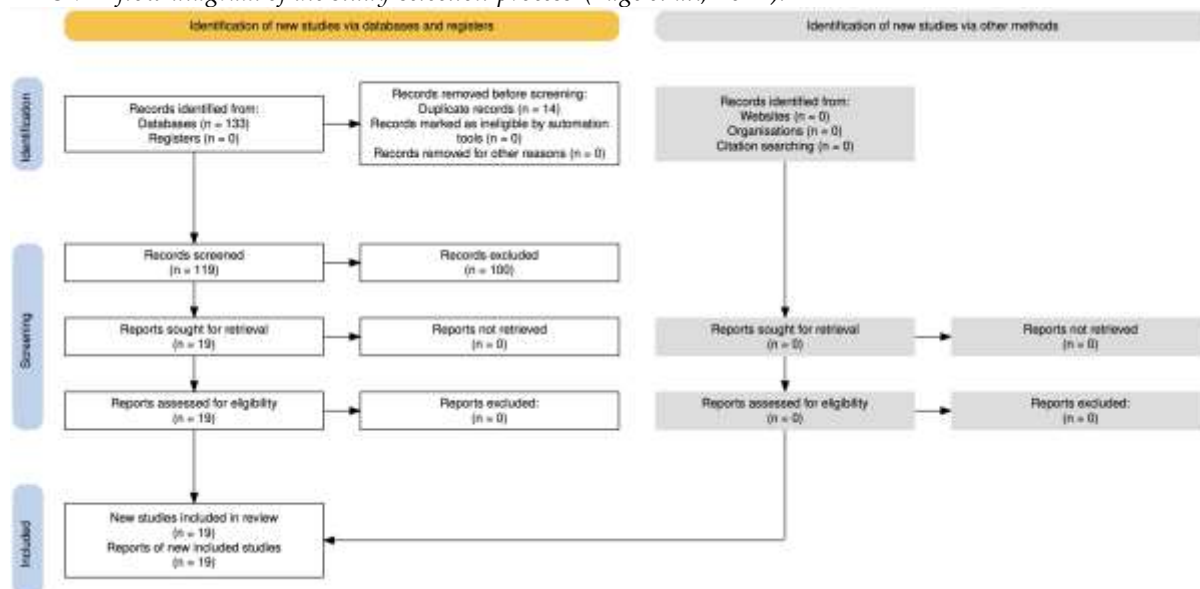
The literature search was conducted in two major academic databases, Web of Science and Scopus. These databases were selected because they index a broad range of peer-reviewed literature in applied linguistics, language education, and academic writing, all of which are directly relevant to the present review. The search process was conducted in March 2026, using predefined search procedures across both databases, to identify recent studies on lexical bundles, writing proficiency, and EFL writing contexts. By using these sources, the study sought to ensure a more systematic and reliable identification of published peer-reviewed research.

The search strategy was based on combinations of key terms related to lexical bundles, writing, and EFL learning contexts. Specifically, the search included terms such as “lexical bundles,” “writing proficiency,” “writing,” “academic writing,” and “EFL learners,” which were combined using Boolean operators such as AND and OR according to the search format of each database. Search strings were adapted to the technical requirements of Web of Science and Scopus. To refine the results, the search was limited to articles published within the last five years, open-access documents, and article-type publications. This procedure allowed the identification of recent and relevant studies addressing the role of lexical bundles in EFL writing.

The inclusion criteria focused on previous research on lexical bundles and their relationship to writing, academic writing, or writing proficiency in EFL or L2 learning contexts. Preference was given to publications that showed a direct or clear connection with learner writing, academic writing, or writing development. Studies that did not address lexical bundles, writing-related variables, or learner-oriented contexts were excluded. Duplicate records and publications that were not sufficiently aligned with the objectives of the review were also excluded.

Figure 1

PRISMA flow diagram of the study selection process (Page et al., 2021).



After the initial search, 133 records were identified and screened for relevance to the research topic. The study selection process followed the PRISMA framework to support the identification, screening, and selection of key studies. The selection process included the

removal of duplicate records, followed by a review of titles and abstracts to determine their alignment with the study objective. The remaining studies were then classified according to their degree of relevance as highly central, central, complementary, or excluded. This process facilitated the identification of the most significant studies for the final review. Following this process, a total of 19 studies (classified as central strong and central) were included in the final analysis.

Key information was extracted from the selected studies in order to organize and analyze the data systematically. For each article, aspects such as the research objective, study context, methodological approach, and main findings were examined. The extracted information was organized in an analytical matrix to facilitate comparison across studies. The analysis followed a thematic approach focused on identifying common patterns, trends, and contributions related to the use of lexical bundles in EFL writing and their connection to writing proficiency.

Table 1

Summary of Central Strong Studies Included in the Review

Author(s)	Context/Participants	Methodology	Main Findings
Sanosi	Arab EFL learners and scholars	Corpus-driven study	Native and non-native writers differed in the frequency, structure, and functions of lexical bundles.
Wing Yee Siu et al.	University-level L2 engineering students	Corpus-based analysis	High-scoring papers used a wider range of lexical bundles and demonstrated greater phraseological variation than low-scoring papers.
Xia & Kessler	Beginning- and intermediate-level Korean university EFL learners	Corpus-based analysis	Intermediate learners used lexical bundles more frequently and demonstrated differences in bundle structures and functions across argumentative rhetorical moves.
Appel et al.	High- and low-scoring French academic writing test takers	Corpus-based analysis	High-level writers used more lexical bundles and demonstrated greater lexical and syntactic complexity than low-level writers.
Vandeweerd et al.	French proficiency exam tasks (oral and written)	Comparative analysis	Lexical-grammatical features, particularly lexical bundle diversity and sophistication, significantly predicted proficiency scores, especially in written tasks.

RESULTS

The findings of the selected studies indicate that lexical bundles are closely related to the development of writing proficiency in EFL contexts. Vandeweerd et al. (2023) reported that phraseological complexity significantly predicted the proficiency scores assigned to students' written texts, even when lexical complexity was taken into account. The study reported that writing proficiency was associated not only with vocabulary knowledge, but also with learners' use of phraseological patterns in writing. In a similar way, Gak et al. (2023) observed that although students who attended academic writing courses produced better abstracts, these courses paid insufficient attention to structures such as lexical bundles, limiting students' understanding of their importance in academic writing. Likewise, Dan et al. (2024) identified the influence of text-oriented bundles on academic writing, particularly in the

organization and presentation of ideas. Overall, these studies reported relationships between lexical bundle use and academic writing among EFL learners.

Several studies also revealed differences in the way learners with different proficiency levels use lexical bundles in academic and argumentative writing. Appel et al. (2023) found that high-level writers demonstrated a more sophisticated command of language through more complex vocabulary and a wider range of lexical bundles. Similarly, Xia and Kessler (2025) reported that intermediate Korean learners demonstrated greater ability in argumentative writing by effectively presenting evidence, expressing claims, addressing counterarguments, and drawing conclusions. The study found that higher proficiency learners demonstrated more frequent use of three-word lexical bundles within rhetorical moves. However, this study also indicated that the progression from beginner to intermediate levels was mainly associated with increases in frequency rather than greater diversity in bundle types. Comparable findings were reported by Oktavianti and Prayogi (2022), who observed that learners underused text-oriented bundles and lacked structuring signals used for organizing argumentative texts. Likewise, Jarkovská and Jarkovská (2025) noted that novice L2 writers relied excessively on repetitive formulaic patterns, resulting in lower textual variation. In a similar way, Taşkaya and Özbay (2023) found that Turkish EFL learners avoided common lexical bundles and depended on a limited number of repeated patterns in their essays. These studies reported that more proficient writers used lexical bundles with greater variation than lower proficiency learners.

The reviewed studies also revealed important differences in the frequency, variety, and structural use of lexical bundles between EFL learners and more proficient or native-like writers. Wing Yee Siu et al. (2024) found that L2 writers tended to employ fewer lexical bundles and a more limited range of bundle types in comparison with higher-scoring writers. Their findings also showed that L2 learners relied more heavily on verbal and clausal bundles, whereas more proficient writers used a greater number of passive structures and research-oriented bundles to present information in academic texts. In addition, the findings indicated that development in lexical bundle use was more strongly associated with increased frequency than with greater diversity of bundle types. Similar patterns were identified by Nguyen (2023), who reported that non-native writing contained significantly more verbal constructions, while expert writing showed stronger use of nominal and prepositional structures. Likewise, Li and Lei (2025) observed clear differences in the functional distribution of bundles between Chinese and English writers, noting that Chinese students used more research-oriented bundles but fewer participant-oriented bundles, in addition to using more conversational patterns and fewer academic register conventions. Comparable findings were presented by Akbulut (2020), who found that Turkish writers employed more result-oriented bundles, whereas native English writers used lexical bundles more frequently to indicate research objectives. Similarly, Yakut et al. (2021) identified differences in structural preferences, with L1 writers favoring prepositional phrase bundles and L2 writers relying more on noun phrase-related formulaic sequences. Additional evidence was provided by Narkprom and Phoocharoensil (2022), whose findings revealed that Thai writers overused verb-structured bundles and demonstrated limited use of noun- and preposition-based bundles in academic dissertations. Finally, Aybek and Can (2025) reported that Turkish EFL learners tended to overuse familiar lexical bundles while displaying less variation compared to native speakers and greater reliance on repetitive lexical bundles. Overall, these studies reported differences in lexical bundle use related to frequency, structural preferences, and functional distribution across learner and native-like writing.

Some studies, however, reported more mixed findings regarding the relationship between lexical bundle use and writing proficiency. Sanosi (2022) found no evident

differences between Arab learners and scholars in terms of the frequency, functions, or types of lexical bundles used in academic writing. Nevertheless, the study also showed that native English writers still differed from EFL writers in terms of the frequency, structure, and types of lexical bundles employed. Similar observations were reported by Bao and Liu (2023), whose findings indicated that both Chinese and American students mainly relied on text-oriented and research-oriented bundles, while participant-oriented bundles appeared less frequently in both groups. In contrast, Öztürk and Taşçi (2023) identified noticeable cross-linguistic influences in Turkish students' academic writing, showing that Turkish learners overused certain four-word lexical bundles in English theses, many of which had direct or near-equivalents in Turkish. The authors also found that some lexical patterns commonly used in Turkish academic writing appeared repeatedly in the English texts produced by Turkish students. In addition, Shin et al. (2025) identified differences in semantic consistency between learner and native corpora, with learner texts displaying a more balanced distribution of positive and negative affective sequences as well as a higher proportion of inconsistent patterns. Overall, the findings indicated that although some similarities existed between learner and expert writing, differences continued to appear in the structural, functional, and discourse-related use of lexical bundles across EFL and native-like academic writing contexts.

DISCUSSION

The collective evidence reviewed in this study suggests that lexical bundle use is meaningfully associated with the development of writing proficiency among EFL learners. The results reported by Vandeweerd et al. (2023) particularly reinforce the idea that writing proficiency is not limited to vocabulary knowledge alone, but also involves learners' ability to employ phraseological patterns effectively within written discourse. This tendency appears to align with the broader perspective presented by Puimège (2024), who emphasizes the centrality of formulaic sequences in L2 discourse, as well as with Nordlund and Norberg's (2025) argument that formulaic language supports language production and comprehension processes. In this sense, the reviewed evidence suggests that lexical bundles function as important linguistic resources that contribute to the construction of coherent and academically appropriate texts in EFL contexts.

The reviewed studies also highlight the importance of lexical bundles in the rhetorical organization of academic writing. Dan et al. (2024) emphasized the influence of text-oriented bundles in organizing and presenting ideas, while Oktavianti and Prayogi (2022) observed that learners frequently underused structuring signals in argumentative writing. These tendencies appear to support Wang et al.'s (2025) argument that effective writing requires familiarity with the linguistic patterns that characterize academic genres. Similarly, the insufficient attention to lexical bundles reported by Gak et al. (2023) indicates that many academic writing courses continue to prioritize general writing instruction without explicitly addressing the phraseological features associated with academic discourse. Collectively, these observations seem to reinforce the notion that lexical bundles contribute not only to linguistic fluency but also to textual cohesion and rhetorical clarity in academic writing.

Another recurring pattern across the reviewed studies concerns the differences observed between writers with different proficiency levels. The tendencies identified by Appel et al. (2023), Xia and Kessler (2025), and Jarkovská and Jarkovská (2025) suggest that more proficient learners demonstrate greater flexibility and rhetorical awareness in their use of lexical bundles, whereas lower proficiency learners tend to rely on repetitive or limited formulaic patterns. Likewise, Taşkaya and Özbay (2023) reported that Turkish EFL learners depended on a restricted number of repeated bundles, which appears to reflect a narrower

range of phraseological resources. These tendencies align with Zhang et al.'s (2021) claim that a strong command of lexical bundles is characteristic of proficient academic writers. Therefore, the reviewed evidence indicates that advanced writing proficiency involves not only greater exposure to lexical bundles, but also a more strategic and context-sensitive use of formulaic language within academic discourse.

At the same time, some studies suggest that lexical bundle development may not occur in a fully linear manner. Xia and Kessler (2025), for example, observed that increases in proficiency were associated more strongly with higher frequency of lexical bundle use than with broader structural diversity. Similarly, Wing Yee Siu et al. (2024) reported that development in lexical bundle use appeared to be linked primarily to frequency rather than variation in bundle types. These tendencies suggest that learners initially become familiar with recurrent patterns before developing more flexible phraseological competence. The evidence, therefore, appears to highlight the complexity of phraseological development in EFL writing, particularly because increased use of lexical bundles does not automatically imply sophisticated or rhetorically effective language production.

The reviewed studies likewise reveal consistent structural and functional differences between learner writing and more proficient or native-like academic discourse. Nguyen (2023), Narkprom and Phoocharoensil (2022), and Yakut et al. (2021) collectively illustrate that EFL learners tend to rely more heavily on verbal constructions and verb-structured bundles, whereas native-like or expert writing demonstrates greater use of noun phrase and prepositional phrase bundles. In a similar way, Wing Yee Siu et al. (2024) observed that higher-scoring writers employed more passive and research-oriented bundles, while Li and Lei (2025) reported that Chinese learners relied more heavily on conversational and research-oriented patterns, but underused participant-oriented bundles associated with academic discourse conventions. These structural tendencies indicate that advanced academic writing is associated with linguistic forms that allow writers to express ideas more formally, impersonally, and analytically. Consequently, lexical bundle use appears to reflect not only language proficiency, but also learners' familiarity with the discourse conventions of academic communities.

Cross-linguistic influence also emerged as an important factor in the reviewed studies. Öztürk and Taşçi (2023) identified repeated use of lexical bundles in English theses that closely resembled patterns commonly employed in Turkish academic writing, while Li and Lei (2025) highlighted functional differences between Chinese and English writers. Similarly, Shin et al. (2025) observed differences in semantic consistency between learner and native corpora, with learner writing displaying more inconsistent affective patterns. These tendencies suggest that learners transfer rhetorical preferences and discourse conventions from their first language into English academic writing. Such observations appear to support Gu and Li's (2024) description of formulaic language as context-dependent and pragmatically shaped across communicative situations. The variation identified across learner populations, therefore, helps explain why some studies reported differing relationships between lexical bundle use and writing proficiency.

Although the general tendency across the reviewed studies supports a relationship between lexical bundle use and writing proficiency, the evidence also includes more mixed or nuanced observations. Sanosi (2022), for instance, reported no substantial differences between Arab learners and scholars regarding the frequency and functions of lexical bundles, although differences remained visible when native English writers were considered. Likewise, Bao and Liu (2023) observed similarities between Chinese and American students in the use of text-oriented and research-oriented bundles. These observations indicate that certain structural and functional aspects of lexical bundle use develop similarly across writer groups,

particularly within shared academic genres. However, the continued presence of structural, rhetorical, and discourse-related differences across several studies suggests that phraseological competence continues to vary across EFL and native-like writing contexts. This interpretation appears to align with Appel's (2022) observation that methodological and contextual differences have contributed to fragmented findings within the existing literature.

The reviewed evidence also appears to carry important pedagogical implications for EFL academic writing instruction. The repeated underuse of organizational and rhetorically functional bundles reported by Oktavianti and Prayogi (2022), Taşkaya and Özbay (2023), and Gak et al. (2023) indicates the need for more explicit instruction regarding the communicative and discourse-related functions of lexical bundles. In this regard, the positive effects of lexical bundle instruction identified by Rafieyan et al. (2024) appear to reinforce the pedagogical value of incorporating formulaic language into academic writing courses. These tendencies suggest that explicit attention to lexical bundles could help learners develop a stronger awareness of academic discourse conventions and improve their ability to produce more cohesive and rhetorically effective texts. At the same time, the reviewed studies seem to indicate that instruction should emphasize contextualized and purposeful use of lexical bundles rather than simple memorization of recurrent sequences.

Overall, the collective evidence reviewed in this study suggests that lexical bundle use is closely associated with the development of writing proficiency among EFL learners, particularly in relation to discourse organization, rhetorical effectiveness, and academic register awareness. The reviewed studies collectively indicate that more proficient writers tend to employ lexical bundles with greater flexibility, structural sophistication, and communicative functionality, whereas lower proficiency learners often demonstrate more repetitive and limited phraseological patterns. Nevertheless, the evidence also highlights that lexical bundle use appears to be shaped by contextual, methodological, and cross-linguistic factors, which may explain the variation reported across studies. Consequently, the relationship between lexical bundle use and writing proficiency should be understood as complex and multidimensional rather than absolute or uniform across all EFL academic writing contexts.

CONCLUSIONS

The findings of this systematic review suggest that lexical bundle use is closely associated with the development of writing proficiency among EFL learners. The reviewed evidence indicates that more proficient writers tend to employ lexical bundles with greater rhetorical functionality, structural sophistication, and discourse awareness, whereas lower proficiency learners often rely on more repetitive and limited formulaic patterns (Zhang et al., 2021; Xia & Kessler, 2025). In addition, lexical bundles appear to contribute to important aspects of academic writing, including textual organization, cohesion, and rhetorical effectiveness (Dan et al., 2024). However, the reviewed studies also suggest that the relationship between lexical bundle use and writing proficiency is influenced by contextual, methodological, and cross-linguistic factors, indicating that phraseological development in EFL writing should be understood as a complex and multidimensional process rather than a fully uniform phenomenon.

The findings of this review also appear to carry important pedagogical implications for EFL academic writing instruction. The recurrent underuse of organizational and rhetorically functional lexical bundles among lower proficiency learners suggests that many students may not develop sufficient awareness of the phraseological patterns commonly associated with academic discourse (Oktavianti & Prayogi, 2022; Taşkaya & Özbay, 2023). In

this regard, the reviewed evidence indicates that explicit and contextualized instruction on lexical bundles may help learners improve textual cohesion, rhetorical organization, and overall writing effectiveness, particularly considering the positive effects of lexical bundle instruction reported by Rafieyan et al. (2024). Furthermore, the findings suggest that academic writing instruction should emphasize not only the frequency of lexical bundle use, but also their functional appropriateness, structural variation, and communicative purpose within specific academic genres. Consequently, greater pedagogical attention to formulaic language may contribute to the development of more flexible and academically appropriate writing practices among EFL learners.

Despite the contributions of this systematic review, some limitations should be acknowledged. First, the review was limited to studies published in the Web of Science and Scopus databases, which may have excluded other relevant research related to lexical bundles and EFL writing. In addition, the selection process focused only on open-access articles published within the last five years, which may have restricted the inclusion of additional studies on the topic. Another limitation is that the reviewed studies were conducted in different EFL contexts and with different learner populations, which may have contributed to variations in the reported findings. Consequently, the findings of this review should be interpreted within the scope of the selected studies and research criteria.

Future research should continue examining the relationship between lexical bundle use and writing proficiency among learners of English as a Foreign Language across different proficiency levels and educational contexts. In particular, longitudinal studies may help clarify how changes in the frequency, structural variation, and functional use of lexical bundles are associated with the development of writing proficiency over time. Such research could provide further evidence on the contribution of lexical bundles to rhetorical organization, textual cohesion, and overall writing performance.

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