



## Structural and Functional Lexical Bundles in *Woman's Hour Daily Podcast Interview* at BBC Radio 4

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Article Info	Abstract
<p>Article History : Received January 2021 Accepted March 2021 Published June 2021</p> <p>Keywords: formulaic expression, structural lexical bundles, functional lexical bundles</p>	<p>Lexical Bundles are group of words which are used together in the same register in natural spoken or written discourse. The expression of lexical bundles can indicate what native usually say or write in certain register. The objective of this study is to explain the existence of structural and functional lexical bundles in <i>Woman's Hour Daily Podcast Interview</i>. This current study used qualitative study with the design of discourse analysis, particularly spoken text analysis. The objects of this study were presenters' and guests' conversation in the "woman's hour daily podcast interview on BBC Radio 4. The result revealed that the finding showed that from a total of 161 lexical bundles found in conversation, the most dominant structural form of the lexical bundle in the interview conversation is verb phrase in the form of 1<sup>st</sup> and 2<sup>nd</sup> person pronoun + verb phrase, and the most dominant functional form is stance bundles in the form of desire.</p>

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## INTRODUCTION

A Conversation is the fundamental way which is used by people as the tool to build interaction with other people, they converse to give and get information, to make a relationship, to manage their problems, and sometimes used to achieve many goals in everyday life (Horton, 2019). We have been spending much of our lives conversing to deliver our intention since the first time we acquire language, not only face to face, but also via telephone, email, and social media. Conversation refers to a variety of communication settings including workplace discussions, ordering food at a restaurant, interviews, or even text messages sent via smartphone. A conversation is about how the interlocutors involved in communicative exchanges interactively.

In the conversational situations, the communicative actions of interlocutors are tightly influenced by each other (Clark, 1996; Garrod, 1999); one person or interlocutor will contribute to others, they also are shaped by what has been saying previously by another speaker in the discourse setting and turn strongly shape what follows next. As a result, the meanings expressed in conversation emerge through the coordinated verbal and nonverbal contributions of speakers acting interdependently (Krauss & Fussell, 1996). The term of communicative competence which is used in this situation is about how speakers use their knowledgeability in applying the language effectively during communication to achieve the objectives of communication.

Canale (1983) stated that communicative competence is important system that includes speakers' performance of knowledge and skill of communication in real communication settings. Communicative competence is defined by Canale as the knowledge and skill's performance in the form of psychological and environmental. The term performance is about the actual communication points which are used as the way to deliver sentences in real communication situations or conversations.

Communicative competence is about what happens or what occurs in communicative settings. Canale and Swain (1980) also defined communicative competence in a second language teaching context in the form of grammatical principles, how language is used in social settings

and how utterances and communicative functions can be used together based on the discourse principles.

Celce-Murcia (2007) proposes six models of communicative competence, they are; sociocultural competence, formulaic competence, interactional competence, linguistic competence, discourse competence, and strategic competence. The term formulaic competence is the new model in communicative competence focusing on language teaching and learning settings. Formulaic competence contains fixed and prefabricated chunks of language that speakers used in many communication settings. (Murcia, 2007). It is the ability to use formulaic expressions. Wray and Perkins (2000) stated that "formulaic expressions are a sequence, continuous, or discontinuous words or other meaning elements, which appears to be prefabricated" (p. 1). There are many names and ways to describe formulaic expressions, such as lexical phrases, routine formulae, fixed expressions, formulaic speech, and formulaic language.

Lexical bundles as the part of formulaic expression are used to build fluency, such as used to shape meaning and coherence in written or spoken registers. They also become important indicators in determining the success of language used to communicate with others. They are also important and influence the course of conversation in achieving coherence based on specific conditions. As the importance of achieving communicative competence, Biber et al. (1999) stated that natural English is not only about constructing sentences in the good form but also focusing on the appropriate lexical expressions. This study focused on identifying and analyzing the structural pattern and functional classification of lexical bundles which were produced by presenters and guests at *Woman's Hour Daily Podcast* interview of BBC Radio 4.

## METHODOLOGY

This current study used qualitative study with the design of discourse analysis, particularly spoken text analysis since the main data or the unit of analysis is in the form of phrases or clauses which realized by the speakers after going through the transcribing process. The object of this study were presenters' and guests' conversation in the "woman's hour daily podcast interview on BBC

Radio 4. The researcher chose a podcast randomly and made the transcript before analyzing the lexical bundles which were found in the presenters' and guests' conversation as the primer data in this study. Furthermore, the transcript was analyzed based on the structures and functions of lexical bundles. Those bundles were analyzed by using the theory of lexical bundles by Biber et al. (1999); Conrad and Biber (2005) & Biber & Barbieri (2007).

## RESULTS AND DISCUSSIONS

The data of this research were gained by analysing the conversation between the presenter and guest in the Interview at *Woman's Hour* daily podcast Interview in *BBC Radio 4*. The researcher analysed a podcast interview which lasted about almost an hour entitled *Covid Vaccines and Women Paris Lees Neros Women* which was published on 28 of May 2021. In this podcast interview, there was one presenter named Anita Rani, and five guests, they were Paris lee, Vicky, Stephanie, Natalie and Dr. Vicky. They talked about some issues; health that was covid vaccines, book recommendation, and social issue which were being talked the most at that time. Based on the analysis results, the researcher found that there were 161 lexical bundles used by the presenter and the guests. Total of 161 bundles found were analysed based on their structural forms, their functions in conversation.

### A. Structural Lexical Bundles

The result of analysis showed that in the conversation between the presenter and the guest used lexical bundles mostly in the form of verb phrase. This result has the same finding with the previous research done by Biber et al. (2004) and Heng, Kashiha and Tan (2014). Biber et al. (2004) investigated the form of lexical bundles which appeared in the university classroom and textbook, this research found that the most structural forms which used in the university classroom and text book are in the form of verb phrase. From the finding of Biber et al. (2004) showed that almost 50% on the bundles are in the form of personal pronoun + verb phrase, such as *I was going to*, and *I thought that was*.

Heng, Kashiha and Tan (2014) investigated the form of lexical bundles which appeared in group discussion. The finding showed that the students

who involved in the group discussion mostly used lexical bundles in the form of verb phrase fragments more than dependent clause fragments or noun phrase and prepositional phrase fragments. The examples are the students used expression "*I think that the*" to express their opinion.

The data of this research showed that the structural form of 1st/2nd person pronoun + verb phrase fragments are the most structural form which appeared in the conversation between presenter and guest in the podcast interview. Examples of the bundles are *I want to*, *you have to*, *I'm just trying to*, and *we have to*. Below is the example of structural form of 1st/2nd person pronoun + verb phrase fragments which appeared in the conversation between presenter and guest;

**Presenter :** *Hello. I'm Anita Rani, and welcome to woman's hour from BBC Radio four. Good morning and welcome to woman's hour. Did someone say sunny bank holiday weekend? It's what we've all been waiting for, isn't it with restrictions easing and the option of actually going out? I want to hear what you're looking forward to doing this weekend. There was the friends reunion on TV. Are you having your own friends reunion? Are you planning on getting your legs out? I actually painted my toenails in anticipation last night. Text me on 84844. You can tweet us via our social media. It's at BBC woman's hour. Or you can email via our websites and lots of you're getting in touch via Twitter. And jack Thomason says barbecue tomorrow than an hour's walk to town and trying to find a suit for mates wedding on Sunday, which will helpfully get rid of the hangover sounds great. I'm just trying to sort out a swim says in J. France around Sheffield, we are blessed with many beautiful locations.*

From the quotation of presenter's opening in the podcast interview above, there are some bundles that used 1st/2nd person pronoun + verb phrase fragments. The presenter used statement "*I want to hear*" by using pronoun *I* as the 1st person which is the presenter that has purpose to hear or to get to know about the activity that the audience done in the weekend. The bundle "*you can tweet us*" used by the speaker to point to the audience of the podcast as 2nd person that the speaker gave suggestion to tweet the BBC radio via social media if they want to get in touch with BBC radio 4. The expression "*I'm just trying to*" used pronoun *I* as the 1st person which is the presenter point her intention to sort out the word that she wants to choose.

The second structural forms appeared mostly after verb phrase are Noun phrase and prepositional phrase fragments. In the data of this research, prepositional phrases are mostly appeared and followed by Noun phrase with of phrase fragments. Below are some examples of Noun phrase with of phrase fragments and Prepositional phrase which appeared in the conversation;

**Paris Lee (Guest 1):** *Well listen, it's it's dealing with some really difficult issues you know, and it's it's showing life at that time for me in all of its ugliness really and and it shows my ugliness as well you know, I I don't particularly like the version of myself that appears in this book. You know, I do some pretty bad things I make some pretty poor decisions. And and there's a lot of pain has a lot of trauma. But you know, there's also a lot of fun. There's a lot of joy so so that stuff was was was great to revisit, but some of these things have been really difficult and finding Way to tell this story that sort of honors the other people that that are in it because it was really important to me, for instance, that my friend, Steffi, who is lady die in the book,*

The guest used preposition at and in to point time and place. "At that time" is the form of prepositional phrase, which is "at" as the preposition and "that time" as the object of preposition. That prepositional phrase used to show that the guest explains the difficult issues that she got in her life. The expression of "in that book" and "in the book" above used "in" as the preposition and "that book" and "the book" as the objects of preposition. Those expressions used to explain the place where she points herself in her book.

The last structural forms appeared is dependent clause fragment. In this part, the researcher only found two structures, they are 1st/2nd person pronoun + dependent clause fragment and WH-Clause fragments. Below are the examples which taken from the conversation transcript;

**Paris Lee (guest 1) :** *And also I don't want them to feel uncomfortable.*

**Natalie(Guest 4) :** *I mean, what we actually know is almost nothing. But what we have is fantastic literary resources about narrow, it's just they're all incredibly biased.*

The expression of "I don't want them to.." used first person pronoun which is I (the guest) point "them" the people they talked in the conversation to

feel uncomfortable, the expression "what we actually know is" WH-clause fragment used what to point something that the guest don't know that they discussed in the conversation.

## B. Functional Lexical Bundles

The result of analysis showed that in the conversation between the presenter and the guest used functional lexical bundles mostly in the form of stance bundles. This result has the same finding with the previous research done by Heng, Kashiha and heng (2015), and Kwon and Lee (2014). The research finding of Heng, kashiha and Heng (2015) showed that from the analysis of lexical bundles used by non-native speaker, stance bundles are the most functional bundles that appeared in the conversation. The examples of expression which found in the talk are *I don't think that* and *you have to*.

Kwon and Lee (2014) investigated Korean EFL teachers' talk also found that stance bundles are the most functional forms appeared in the talk. Biber and Barbieri (2007) also conducted research in university register, the result also showed that stance bundles were the most frequently used by the speaker. Then, Conrad and Biber (2005) conducted research of lexical bundles in conversation and academic prose. The result of the research also showed that stance bundles is the higher frequency of functional forms appeared in the conversation.

In this study, functional types of stance bundles that appeared mostly in the conversation between presenter and guest are in the form of attitudinal/modality; desire, than followed by attitudinal/ modality; intention/prediction, attitudinal/modality; obligation/directive, epistemic stance, and the last is attitudinal/modality in the form of ability. After stance bundles as the mostly appeared, Referential expression in the form of time/place/text references are also used by the speaker in the large quantities, which are followed by identification focus, imprecision, and entity. The next appeared are special conversation and discourse organizers.

The result of stance bundles analysis showed that the presenters and the guest used attitudinal/modality; desire used to express their eagerness to talk about some topics, to do some activities or only showed their desire, the examples of the bundles are shown in the quotation below;

Paris less (Guest 1): *we know that they're at risk for suicide. And we also know that family rejection is a big factor in all of that. So, you know, I wish it could have been different. I need to I really, really do wish that it could have been different, but it was what it was. And I want to face it now. And I want to talk about it. Because you know that if it happened to me, it's still happening to people today. And I read a story just this week of a 12 year old boy, who his family described me as a really sweet, sensitive, caring boy, and he was bullied violently. I think it was violently bullied, homophobic Lee, and he was he was frightened to go back to school, and he took his life. So this is in the news this week. And I do sound like a bleeding heart liberal, but I can't sleep at night, knowing that there are children that are afraid to go back to school, I don't want to live in that society. I don't want that to be this country.*

From the quotation above, it can be seen that the guest used some expressions of desire. The first example are expression “*I want to*”, this expression expressed the guest’ eagerness or desire to face problem that she has, that is about the risk of suicide around her. The next example is “*I want to talk about*”, this expression expresses the guest desire to discuss/talk about a topic, that is still in the same topic about suicide. The last example which taken from the quotation above is “*I don’t want that to*”, this expression expresses how the guest don’t want to live in the country that don’t have peace.

The next bundles that mostly appeared are referential expressions in the form of time/place/text references. The examples of the bundles are presented in the quotation of the podcast below;

**Paris Lee (Guest 1) :** *Well listen, it's it's dealing with some really difficult issues you know, and it's it's showing life at that time for me in all of its ugliness really and and it shows my ugliness as well you know, I I don't particularly like the version of myself that appears in this book. You know, I do some pretty bad things I make some pretty poor decisions. And and there's a lot of pain has a lot of trauma. But you know, there's also a lot of fun. There's a lot of joy so so that stuff was was was great to revisit, but some of these things have been really difficult and finding Way to tell this story that sort of honors the other people that that are in it because it was really important to me, for instance, that my friend, Steffi, who is lady die in the book,*

There is examples of time reference which taken from quotation above; “*at that time*”, this expression refers to the time when the guest felt difficult issue in her life. There also examples of place reference; “*in this book*” and “*in the book*” that refers to the book written by the guest.

The next functional bundles are special conversation in the form of simple inquiry as the most frequency that appeared. The examples of the bundles are shown below;

**Presenter :** *You know, Stephanie, sometimes when women succeed, women are in positions of power and have become successful. You hear the comment? Well, you made it can't be that difficult. You know, what do you say to that you got there? Why can others get there, too? How hard? How hard was it together?*

Simple inquiry appeared mostly in the form of question using WH-Question which used to confirm or ask information, the expression of asking confirmation above is said by the presenter “*what do you say to that*” and the expression of asking information “*why others get there*” and “*how hard was it together*”.

The last functional form are discourse organizers in the form of topic introduction. The examples of the bundles are shown in the quotation below;

**Presenter:** *let's talk about some of the women in his life then as a woman, so let's start with his mother.*

**Presenter :** *I mean, my reaction to the book was visceral, in the opening chapter where you, you know, you set your question the morality and the judgment of the society around you, and you just want out. So tell us about the place you grew up, Huck. Now, what's happening or like, or what was it like?*

Discourse organizers in the form of topic introduction used by the presenter to start new topic or to drive new topic that will be discussed with the guest. The example was “*let’s talk about some of the*” used by the presenter to ask the guest to talk about new topic that is about women in his life. The expression of “*tell us about the*” was used by the speaker to drive the guest to answer question that is about place that he grew.

## CONCLUSION

Some conclusions can be drawn based on the analysis and discussion of this present study. Conclusions in this study are about the use of lexical bundles structurally and functionally in Woman's Hour Daily Podcast Interview at BBC Radio 4. Biber et al. (2004) categorize the structural forms of lexical bundles into verb phrase, dependent clause fragments, and Noun Clause and Prepositional phrase. Accordingly, the researcher found that those 161 lexical bundles that found in the podcast can be identified into structure categories of lexical bundles based on Biber theory. Biber et al. (1999); Conrad and Biber (2005) & Biber & Barbieri (2007) propose four types of functional lexical sets, namely Stance Expressions, Discourse organizers, Referential expressions, and Special Conversations. The findings showed that from a total of 161 lexical bundles found in the podcast interview at Woman's Hour BBC Radio 4, there were 55 lexical bundles classified as Stance Expressions, 23 lexical bundles classified as Special Conversation, 43 lexical bundles classified as Referential expressions, and 40 lexical bundles classified as Discourse organizers. It can be said that the most functional types of lexical bundles that appear in conversations are stance bundles.

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