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Investigating the Use of Formulaic Language to Enhance English Language Learners' Fluency in Oral Proficiency

The Case of 3rd Year Students of English, University of Jijel

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Dedication

I would like to dedicate this work to my parents who gave me unconditional support, love, care, and hope, Mother and father the only persons who believed in me thank you for being there for me.

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Abstract

Fluency is a key component for mastering a foreign language; accordingly, multiple empirical studies adopted it as a center of attention element in which various teaching techniques were suggested for developing and achieving it. The teaching of formulaic language was among these techniques that could function positively and develop the learners' fluency level. The current study is investigating the oral expression teachers' as well as the EFL learners' perceptions towards the use of formulaic language as way of enhancing the learners' fluency. For the aim of exploring the causal relationship between formulaic language and oral fluency two online questionnaires were designed for ten oral expression teachers and two hundred third-year students at the English department of Mohammed Seddik Ben Yahia University, Jijel. Both questionnaires responses showed that the oral expression teachers believe that formulaic language is necessary for promoting the EFL learners' fluency, at the same time, these learners are aware enough to employ this language in their speaking. From the findings, it is highly suggested for oral expression teachers to expose their learners to formulaic language models in a sufficient manner.

Key Words: Formulaic Language, Formulaic Sequences, Oral Fluency

List of Abbreviations

%	Percentage
CBA	Competency Based Approach
CLT	Communicative Language Teaching
EFL	English as Foreign Language
ESL	English as a Second Language
L2	Second Language
P	page
Para	Paragraph
Pp	Pages
T B L T	Task-Based Language Teaching
Q	Question

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General Introduction

Introduction

Fluency is one significant component of the speaking sub-skills, that mastering it is necessary for the EFL learners to be communicatively competent. Within this context, developing fluency became among the interests of most scholars, as a results formulaic language teaching was suggested as a way for achieving such task.

In recent decades, the latest approaches to language teaching had a new intention towards competency in communication. Accordingly, formulaic sequences were treated as an effective teaching strategy that may enhance the oral fluency and facilitate interaction between speakers. Therefore, Wood (2006) expressed that formulaic language use enhances the speaker's fluency, and explained that the employment of these sequences is effective for making shorter pauses and larger lengths between these pauses. Moreover, he demonstrated that since formulaic sequences are seen as one single unit, the speakers would not confront any difficulties in processing them, consequently, their ability to produce a fluent speech in an acceptable duration increases. Into the same vein, Boers (2006) also supported this perspective suggesting the inclusion of formulaic sequences in oral tests.

Correspondingly, the learners' oral proficiency and the obstacles they are facing when producing their L2 was a targeted element addressed in a variety of empirical studies. For instance, the primary reason behind producing unsuccessful communication is the insufficient exposure to formulaic expressions, although they play a functional role in making the speech sounds proficient. Sinclair referred to this importance and revealed that "Learners rely on larger, rarer and clumsier words which make their language sound stilted and awkward; this is certainly not their fault nor is it the fault of their teachers, who can only work within the kind

of available language descriptions. (p. 159), accordingly, a multiplicity of recommendations for formulaic language teaching was suggested (Yorio, 1980).

Researchers defined the notion of formulaic language in different manners, yet the majority (e.g., Granger, 1998; Wood, 2002, Wray, 2002, Nattinger and Deccarico, 1992) described it as multi-word strings that are stored in the long-term memory, recalled later as a single unit, and may function as a key element for facilitating communication (Weinert, 1995). On that account, the inclusion of formulaic sequences into the spoken discourse is beneficial for developing the learners' oral fluency. Wood (2002) also emphasized the importance of acquiring formulaic expressions stating that "The implications of this knowledge for classroom teaching are considered, with particular emphasis on attending to input and fostering interaction to facilitate the acquisition repertoire of formulaic language" (p.1). He kept supporting the veritable relationship between formulaic language and oral fluency development and stated that the EFL learners are able to be native like speakers with the involvement of formulaic sequences into the produced language. Cordier (2013) also noticed the crucial capacity of formulaic language learning in promoting the learners' oral fluency, which leads to construct a successful communication; therefore, there was an agreement on involving the teaching of formulaic language with all its aspects in the curriculum.

It is apparent from the above studies that teaching formulaic expressions in oral settings was strongly supported by researchers who hold positive perceptions towards its importance for the learners who communicate with different fluency rates. The present study, then, seeks to investigate the nature of formulaic language and fluency relationship as well as the integration of formulaic expressions in classrooms as a teaching instruction for developing the students' oral proficiency at the University of Mohammed Seddik Ben Yahia,Jijel.

Statement of the Problem

In teaching English as a foreign language, EFL teachers focused on developing the learners' accuracy rather than fluency. Underscoring the importance of fluency, many teaching techniques were implemented in EFL classes and treated fluency as an element of priority, however they were proved insufficient. Hence, there was little interest on the implementation of formulaic sequences in oral teaching settings and particularly as a strategy, which facilitates the acquisition and the production of the language. Within this context, this study seeks to investigate the oral teachers' as well as the EFL learners' attitudes towards the importance of employing formulaic sequences for developing the learners' oral fluency.

Aim of the study

This research aims at exploring the teachers and the EFL learners' perceptions towards the importance of using formulaic expressions to improve learners' fluency.

Research Questions

1. What are the EFL learners' perceptions towards the utilization of formulaic language in their speech production?

2. What are the teachers' perceptions towards the contribution of formulaic language in enriching the learners' oral proficiency?

Research Hypothesis

Teachers and EFL learners would have positive perceptions towards the use of formulaic language to enhance students' fluency in oral proficiency.

Structure of the dissertation

This dissertation consists of three chapters with a general introduction and a general conclusion. The first chapter is devoted to the concept of fluency as a speaking sub-skill, as well as its position in the different teaching methods, the main characteristics of a fluent speaker, its importance and some instructional techniques for developing it. The second chapter is dedicated for defining formulaic language, its main characteristics, identification, its types, categorizations, and functions along with its relationship with fluency enhancement, and its implication as a teaching instruction in oral expression settings. The third chapter represents the practical part; it consists of the methodology design, data analysis and collection, limitations, further recommendations and pedagogical implications.

Chapter One: Fluency

Introduction

In recent years, English was widely spread around the world and became known as a lingua franca that facilitates interaction between individuals from different regions. Learning and acquiring the language demands the achievement of its four skills writing, reading, listening, and speaking. For instance, the need for English to accomplish pragmatic purposes leads to a focus on developing speaking skills and particularly the learners' spoken fluency. Correspondingly, fluency is considerably a speaking sub-skill that makes an individual sounds native-like speaker. Withal, the mastery of fluency leads to mastering the language itself regarding its main functions in harmonizing the speech. On top of that, it was always been known that learners are interested in producing fluent, easy, and smooth speech. Consequently, the learners' needs make teachers elaborate and attempt to apply adequate teaching techniques to achieve these needs and reach the objective of enhancing the oral fluency level of their EFL learners. The present chapter addresses a general overview of speaking and its main sub-skills, into the same vein, it highly focuses on providing various definitions for the concept of fluency from different perspectives, as well as showing the extent to which it is substantial in classroom instructions and the significance of developing this speaking component.

1.1-Definition of speaking skill

From the last decades until the present time, scholars were treating Speaking as the most used, active, and productive language skill, which has a prominent place in teaching and learning a foreign language. Burns and Joyce (1997) defined it as "… an interactive process of constructing meaning that involves producing and receiving and processing information."

(Erni, 2015, p. 139). Chaney (1998) also provided a definition of speaking saying that it is "…The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The skill is acquired by many repetitions; it is primarily a neuromuscular and not an intellectual process, it consists of competence in sending and receiving messages" (Resha, 2015, pp. 183-191). In other words, speaking is the ability to communicate effectively; it helps individuals in conveying the intended meanings and expressing various thoughts and feelings using different productive devices. Moreover, McDonough and Shaw (2013) expressed that: "Speaking is not the oral production of written language, but involves the learners in the mastery of a wide range of sub-skills which added together, constitute an overall competence in the spoken language" (McDonough and Shaw, 2013, p. 156). In other words, mastering the skill of speaking depends on the acquisition of its essential micro-skills. Similarly, Harris (1974) assured that speaking is in relation to the mastery of some abilities in speech performance and stated, "Speaking requires the simultaneous use of a number of abilities which often develop at different rates" (Ekbatani, 2010, para. 03).

1.2-Speaking sub-skills

The speaking-sub skills also known as the speaking components that are assembled in terms of fluency, accuracy, pronunciation, vocabulary, grammar, and appropriateness.

1.2.1-Fluency

Fluency is the most significant component in the speaking skill that two perspectives interpreted its concept, broadly and narrowly. The broad view dealt with fluency as an overall oral proficiency, while in the narrow sense it is the ability to produce an utterance at an average speed, few pauses, and no hesitations. Brown provided a narrow description for the

term and expressed that: “Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message” (Patel, 2014).

Since fluency is the main section of this research, the current chapter will provide more details for the term to fulfill the aim of the present study.

1.2.2-Accuracy:

The term accuracy refers to one of the most important speaking sub-skills, which allows the learners to focus on the vocabulary production as well as to produce grammatically correct utterances in their oral interactions. It primarily refers to the correctness of the produced language; Wallace (2008) in his definition of the concept, expressed that a successful speech performance must include the correct use of grammar, clear pronunciation of words, and a careful selection of vocabulary. Besides, Skehan (1996) stated that accuracy refers “to how well the target language is produced in relation to the rule system of the target language.” (As cited in Ellis and Barkhuiz, 2005, p. 139).

Moreover, considering accuracy as an element of oral proficiency is necessary for a successful communication. It elaborates in showing the sentence clearness and completeness, which makes it easily, understood, in a way the hearer will not be stumbling in comprehending the spoken language. In short, accuracy and fluency are two assembled and inseparable elements with reference to their interrelating relationship.

1.2.3-Pronunciation

Pronunciation refers to the way of the speaking of a language; it presents the words' sounds in terms of vowels and consonants' sounds, rhythm, intonation, and stress. In simple terms, it refers to the speaker's ability to produce clearer and comprehensible utterances that makes the process of communicating successful for both speakers and listeners, as Redmond and Vrchota (2007) stated "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood" (Shabani, 2018, p. 154).

Moreover, a clear pronunciation of words affects positively the speech comprehension; however, an inaccurate pronunciation leads to the misunderstanding of the spoken language, and to the fail of the interaction. For this reason, it is highly significant for speakers to practice pronunciation, and master the sound system of a foreign language. In other words, the learners should know the stress of words, to be aware of the raising and the falling intonation, as well as for deciding which words have the same rhythm to be in use.

1.2.4-Vocabulary:

Acquiring a range of vocabulary facilitates interaction for the learners, on that account; mastering this sub-skill is considerably a crucial competence to handle various communicative tasks. Vocabulary as a speaking component refers to the delivered combined words for producing a comprehensible speech. So far, the lack of vocabulary will definitely lead the students to misuse the words that may sound irrelevant for the context of the conversation, and may face some difficulties in expressing their ideas, or sharing information; therefore its development must be one of the substantial objectives in an EFL or ESL learning classroom. Harmer (2001) referred to the importance of having a rich amount of vocabulary

stating that the more the individual has much knowledge about the words' categories the more his/her ability in producing a successful speech performance increases.

1.2.5-Grammar:

Grammar is another element of speaking. It refers to the system of rules that are governing the produced speech in terms of form and meaning in order to make it sounds accurate, Patrcik Hartwell (1985) defined it as "the set of formal patterns in which the words of a language are arranged to convey larger meanings" (p. 109). Huddleston (1984) classified grammar into two categories: the descriptive grammar, and the perspective grammar. The former refers to the implementation of the grammar rules in the spoken language, while the latter is a way of guiding the individuals to the needed grammar rules for better language production.

1.2.6-Appropriateness:

Although appropriateness is an important basis for successful language learning, neglecting it in various studies was something remarkable. Kaplanv (2010) Arndt, Harvey, and Nuttall, (2000) stated that appropriateness is the action of adopting the content of speech based on the hearer's intention and the cultural background of both performers. In other words, it is the act of using the appropriate language in the appropriate context. Accordingly, categorizing appropriateness was into three main types: first, the socio-linguistic appropriateness, which refers to the use of language by both speakers that varies in terms of phonology, syntax, and communication strategies. The Second type is the social appropriateness; it refers to the social relationship that indicates the degree of formality between both speakers. The last one is the socio-cultural appropriateness referring to it as the

different cultural backgrounds of speakers, and the way such words and expressions may be functional according to their cultures.

1.3- Definition of Fluency

As mentioned above, fluency is the main section of this chapter. Experts in the research literature variously defined the notion of fluency. Lennon (1990) interpreted the concept of fluency from two senses; broadly speaking fluency is “a cover term for oral proficiency” (p. 388), while in a narrow sense, it was defined as “one presumably isolatable, component of oral proficiency. This sense is found particularly in procedures for grading oral examinations..." (p. 389). Similarly, Seglowitz (2017) described fluency in a narrow sense stating“…we define fluency here more narrowly, in terms of temporal and hesitation phenomena that characterizes the fluidity of speech delivery” (p. 92). Likewise, Fillmore (1979) described fluency as “the ability to talk at length with few pauses, the ability to fill time with talk” (De Jong, 2018, pp. 237-254). In the same way, Rossiter, et al (2010) expressed that “oral fluency can be shown to be correlated with appropriate speech rate, length, frequency, and distribution of silent pauses and non-lexical fillers such as um and uh” (p. 584).Wood (2010) also defined fluency as “a naturalness of flow of speech, or speed of oral performance” (p. 9). In simple terms, fluency refers to the automaticity and smoothness of speech in an L2 production

Nonetheless, scholars (eg, Brumfit (1979), Albino (2017)) defined the concept of fluency in opposition to accuracy. Brumfit (1979) was the first to notice that fluency and accuracy are two distinct elements, he described accuracy as “the learner’s truly internalized grammar” (Kaushik, 2017, p. 4), while suggested referring to fluency as “natural language use, whether or not it results in native-speaker-like language comprehension or production’ (Kaushik, 2017, p. 5). This standpoint gained a feasible supported by the ESL glossary in which they

developed a definition for the term reporting, “Fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech. This is often contrasted with accuracy” (Seimensen, 2010, p. 2).

To conclude, it is noteworthy that processing fluency in the research literature by a diversity of scholars supplied many definitions for the concept. Some of them defined it broadly as the whole speaking performance, whilst others related it to a variety of measurable variables that characterize it; yet very few researchers addressed it as an independent element from accuracy.

1.4-Fluency in the Different Teaching Methods

The process of acquiring and learning an L2 as well as developing its main four skills has largely increased, and became the main objective of scholars to develop the adequate teaching methods in order to accomplish such goal over the years. Recently, a variety of teaching methods and approaches emerged and adopted multiple teaching techniques for facilitating the language teaching operation. The position of oral fluency in these methods differs; that is, very few approaches had demonstrated its significant role in language learning.

As Bensen (2000) explained, **the grammar-translation method** is a method that focuses on the extensive teaching of grammar where there are some expectations from the students to perform an accurate speech, whereas oral fluency is not a focal element in language learning, with little or no attention to the speaking and listening skills. Similarly, it was not among the interests of **the direct method** because the latter mainly focuses on speaking in the target language solely where the accuracy of grammar and pronunciation are the main components to be achieved. However, in **the audio-lingual method** the four

language skills are prominence to be taught, speaking was specifically given much attention regarding its importance for successful language learning, Richards and Rodgers (2001) stated "the medium of language is oral" (p. 49). In this method, Oral fluency is treated as a correlative component with accuracy in which the mastery of accuracy leads to achieving fluency, i.e. the learners should first acquire accuracy, and be able to produce an accurate discourse, as Rodgers and Richards expressed "…Throughout he concentrates upon gaining accuracy before striving for fluency". (p. 53).

In late 1960s, **the communicative language teaching approach** appeared and put a massive emphasis on developing the communicative skills where the meaning, in contrast with structure is the central focus of learning. Teaching speaking was substantially the central learning skill in this approach. Further, it seeks to deal with oral fluency as a distinct element since it helps the learners to reach a highly proficient level of communicative competence. The CLT approach is learner-centered, for that, the teachers are required to implement a diversity of techniques for making the teaching process less pressurized and more motivating, hence their ability to produce efficient interaction increases. In addition to the CLT approach, the **competency-based approach** holds much attention to oral fluency. Firstly, the CBA is "an educational movement advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviors, learners should possess at the end of a course of study." (Richard & Rodgers, 2001, p. 141). This approach mainly concentrates on developing the communicative skills thus, oral fluency is a center of attention owing to the fact that it is preferable for students to speak the language proficiently, and these activities help them to practice their speaking abilities to be native-like speech producers in real-life settings.

1.5. Characteristics of a Fluent Speaker

The ability to speak fluently in the second language (L2) is a targeted objective that EFL learners tend to accomplish. Therefore various studies have been conducted for testing and measuring fluency, yet, it is worthy of note that fluency can be determined by a variety of characteristics that the speaker can hold.

According to Hartmann and Stork (1976)"A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed." (Brown, 1995, p. 11). For Brumfit (1984), the main facets of a fluent speaker are to be "speed and continuity, coherence, context-sensitivity, and creativity" (Brown, 1995, p. 11). However, for Richards, Platt, and Weber (1985) "a fluent speaker can produce a native-like speech in terms of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (Brown, 1995, p. 11). They kept fostering their viewpoint explaining that a fluent speaker is able to produce a spoken speech with ease, to talk with appropriate and accurate intonation, vocabulary, and grammar, to be creative in communicating the ideas of the speech, and finally to produce a continuous speech without hesitations.

In addition to the above characteristics, the hearer's response toward the speech is also reliable for indicating the extent to which the produced speech is fluent. While , Rossiter (2009) claimed that the listener is able to perceive disfluency scores only, and draw a set of signs including speech rate, repairs involving self-correction, repetition, and restarting the opening of the speech, periodic pauses, intonation, in addition to being hesitated when using the L2. Furthermore, Raddaoui (2004) had another say and explained that the hearer can observe fluency markers that enable the speaker to produce an accurate, meaningful speech,

expressing that “in a word, a fluent speaker is someone with an active, use-ready, built-in thesaurus” (p. 17).

1.6. Measurement of Fluency

Fluency has always been a tremendous task in language teaching, nevertheless, a measurable phenomenon. Scholars (eg, Freed, 1995; Riggenbach, 1991; Lennon, 1990) advocated that such features could be more dynamic in assigning fluency level. Accordingly, the earliest empirical studies focusing on fluency adopted a set of temporal and qualitative variables. Freed (1995) demonstrated that the temporal measures of fluency such as the speech rate, speech-pause relationships are better for measuring fluency scores; he also introduced other variables, which are functional markers of disfluency involving hesitation, repetition, self-correction, and frequent pauses. Moreover, Chamber (1997) identified a set of variables referring to them as ‘quantifiable aspects’ stating that “…a performance in real-time has quantifiable aspects such as rate of speech, frequency, and location of silences and hesitations (Farhani, A & Kouhpaeenejad, M. 2017, pp.37-47). Additionally, Mohle (1984) adopted an approach for measuring fluency and introduced a set of standards assembled as the speech articulation rate, the length and position of silent pauses, the length and quality of speech units and number, and the position of hesitation phenomenon in the text such as filled pauses. According to the previous given temporal variables, Kormos (2006) summarized and identified the most supportive and common variables. (See Table 1)

Measures	**Definitions**
Speech rate	Total number of syllables produced in a given speech sample divided by the amount of total time required to produce the sample (including pause time) expressed in seconds. This Table

	is then multiplied by sixty to give a Table expressed in syllables per minute. Riggenbach (1991) suggested that unfilled pauses under 3 seconds should not be included in the calculation of speech rate.
Articulation rate	Total number of syllables produced in a given speech sample divided by the amount of time taken to produce the min seconds, which is then multiplied by sixty. Unlike in the calculation of speech rate, pause time is excluded. Articulation rate is expressed as the mean number of syllabled produced per minute over the total number of time spent speaking when producing the speech sample
Phonation time ratio	The percentage of time spent speaking as a percentage proportion of time taken to produce the speech sample (Towell, Hawkins, & Bazergui, 1996)
Mean length of runs	An average number of syllables produced in utterances between pauses of 0.25 seconds and above
The number of silent pauses per minute	The total number of pauses over 0.2 seconds divided by the total amount of time spent speaking expressed in seconds and is multiplied by 60
The mean length of pauses	The total length of pauses above 2 seconds divided by the total number of pauses above 0.2 seconds.
The number of filled pauses per minute	The total number of filled pauses such as uhm, er, mm divided by the total amount of time expressed in seconds and multiplied by 60

The number of disfluencies per minute	The total number of disfluencies such as repetitions, restarts of and repairs are divided by the total amount of time expressed in seconds and multiplied by 60
Pace	The number of stressed words per minute (Vanderplank, 1993)
Space	The proportion of stressed words to the total number of words (Vanderplan, 1993)

Table 01: *Fluency Measures by Kormos (2006) (Adopted from Farhani, A & Kouhpaeenejad, M. 2017, pp. 37-47).*

Therefore, based on the recent studies, and multiple descriptions of temporal measures, Wood (2010) fostered the given variables as the base of conducting his research about the aspects of fluency including its measuring. He assumed that the most qualified temporal variables are" the amount of speech, speech rate, repairs, pauses, and the length runs between pauses" (p. 17). Primarily, the amount of speech refers to the quantity of the uttered words and syllables per minute. Although it did not provide valid results for measuring fluency but including it in nearly all studies was necessary since it belongs to the most quantifiable features for measuring fluency, for example Riggenbach (1991) tested the amount of speech produced by six Chinese university students of English in the United States. These students participated in a taped dialogue with a native speaker, and then evaluating their fluency by native-speakers judges. Quantitative analysis showed approximately no differences between the amount of speech produced between subjects rated as highly fluent and those rated as having low fluency, while other fluency markers did show a difference (Wood, 2010, pp. 17-18).

In the second place, the speech rate is another variable interpreted as the speed of the uttered words and syllables per minute. Mohle (1984) conducted a study of German students

of French and French students of German and looked at this variable as the uttered syllables per minute, while the articulation rate is the produced syllables per minute. The results displayed that the speech rate of German students increased in opposition to the French students' ratio of speech. Moreover, the repairs phenomenon is another significant component for measuring fluency, which refers to the self-correction, repetition, or the restarting of speech. Lennon (1990) incorporated this variable in his study that was about testing the speech performance of four German students of English. The results indicated that there were few repeated units but no changes in the self-correction; accordingly, he concluded that the latter is more useful for giving information about fluency than measuring it and stated:

> "…Certain sorts of self-correction, particularly those involving reformulation of discourse, do not make for perceived disfluency at all, and are a feature of certain sorts of fluent native speaker performance. Indeed, that 3 of the 4 subjects had increased self-corrections per t-unit at week 23 may even suggest that part of fluency development in the advanced learner may involve increased ability to reformulate, monitor, and self-correct production on-line" (As cited in Wood, 2010, p. 21).

Further, Riggenbach (1991) employed in his study the pauses phenomenon that could be filled or unfilled. He decided to use four types, which are relevant to "Micro pauses: a silence of .2 seconds or less, hesitation: a silence of .5 seconds or greater, unfilled pause: a silence of .5 seconds or greater. Filled pause: voiced "fillers" which do not normally contribute additional lexical information: a) non-lexical. . . fillers that are not recognized as words and that contain little or no semantic information, b) sound stretches—vowel elongations of .3 seconds or greater . . . c) lexical . . . fillers that are recognized as words but in context contribute little or no semantic information (Wood, 2010, p. 12). The results indicated that the frequent appearance of unfilled pauses is crucial for distinguishing between

speakers who have high fluency level and those with lower fluency; he concluded that the subjects who are doing frequent pauses have the lowest fluency. Riggenbach (1991) noticed that the pauses' locations are also significant for telling the fluency or dysfluency of speakers; that is, groups with high fluency levels produce shorter pauses that may occur at clause junctures. Whereas, the pauses of those with low fluency level mostly, occur in dysfluency chunks. Therefore, he concluded that the increasing of these chunks is a dysfluency sign while the decreasing is a fluency sign. The final finding showed that both pauses frequencies and locations are efficient for measuring fluency.

Finally, the length of fluent runs variable, scholars (e.g. Raupach, 1980; Mohle, 1984; Lennon, 1990) referred to it as the total duration that appears between pauses in the speech performance of the speaker, and treated it as a paramount constituent for measuring fluency since it shows the quality and the size of the speech. They also believed that the more the length of fluent runs increases, the more speakers become fluent, as in Lennon's study (1990b) of the second language fluency development of four German students of English, in which he noted that "their mean length of runs between pauses increased markedly in three cases. Over 23 weeks, three subjects increased the mean length of runs by 20 to 26%. One subject exhibited a decline in the mean length of runs, perhaps due to methodological procedures" (as cited in Wood, 2010, pp. 12-29).

1.7. The importance of fluency as an essential component of speaking skill

Lately, treating fluency as a chief element is necessary regarding its benefits in facilitating and developing the speech production. Brumfit (1984) expressed that fluency is significant to the extent of making the speech sounds natural because such natural use holds a fundamental role in producing an uninterrupted, recognizable, spontaneous talk that functions efficiently in keeping the flow of the communicative ideas. Further, Nation (1997) advocated

that fluency is beneficial for developing accuracy stating that speaking fluently affects grammar accuracy and vocabulary control. On the other hand, Richard et al (1985) explained the role of fluency, which holds much importance in making the speech sounds proficient. That is the EFL learners must have an enough exposure to a wide range of language models; for instance, acquiring formulaic language enriches the speaker's speech, which makes it a native-like, in this way the listener will not be facing any difficulties in accessing the produced speech.

Since fluency is one of the major characteristics of a language speech, most of the EFL learners attempt to be fluent speakers and come across native-like. However, the ability of producing a fluent, accurate speech is a difficult task, especially for those learners who face plenty of obstacles when speaking. Krashen and Terrel (1983) referred to the addressed problem explaining that speaking fluently is something to acquire explaining that when the speaker has enough knowledge about the language, his/her ability to produce a speech competently increases. For that reason, the teachers are required to expose their learners to the native speaker's language in daily conversations as well as to adopt a variety of strategies for making the teaching process successful. In addition, they are likely to use their creativity in designing such tasks and techniques for promoting the students' speaking abilities. Barrios Acosta (2017) stated that"speaking as a skill includes fluency as a sub-skill. In a classroom, as teachers, we can develop some aspects of speaking, but not necessarily fluency. That is why it is relevant to create effective techniques to develop fluency in English oral production within a classroom" (p. 14).

1.8. Techniques for developing Fluency in EFL classes

There was an agreement on the importance of developing oral fluency where many scholars such as Nation (2007) advocated: "Fluency development is one of the four strands of

a well-balanced language course. The strands include: meaning-focused input, meaning-focused output, language-focused learning, and fluency development" (p. 168). Since fluency in speaking has a chief importance in developing communicative competence, as well as facilitating the speech production process. The EFL learners desire to produce and attain a native smooth rapid performance increases; the latter leads oral expression teachers to design the objective of enhancing their learners' oral fluency level, and attempt to create tasks and lessons in order to fulfill their students 'needs. For that reason, many scholars developed different effective teaching techniques to oral fluency enhancement, which help the teachers to accomplish the designed learning objectives. As a result, a diversity of teaching techniques are deduced such as fluency circle, information gap, the 4/3/2, and storytelling with picture techniques.

Celce Murcia et al (2014) proposed fluency circle and information gap as efficient techniques for developing the EFL learners' fluency. The **fluency circle technique** is about providing some strips for all of the students then dividing them in half. After that the teacher makes them form two circles in which each two students from the inside circle and the outside circle are facing each other, after that each pair starts to orally deliver what is already written on the strips and making them repeat it many times until the teacher decides to stop. The advantages behind repeating these dialogues are: to enable these students to rehearse, and repeat structure and expressions and permits them to add new information from their knowledge. **Information gap** technique presents a role-play that involves giving the students some written cards on which a certain characters are described, and then they keep exchanging the roles. The role of the students here is to perform these characters using the written descriptions and details on scripts, more importantly, their chances to add new information from their knowledge increase. The main intent behind implementing this

technique is to involve the learners to practice their speech production while communicating (As cited in Acosta, 2017).

In addition to the first two techniques, **the 4/3/2** strategy was proposed by Nation and Newton (2009), which requires students to prepare a talk and perform it in peers by making them talk about it for 4 minutes ,during this time the recipient does not interrupt or ask questions. Then they have to change peers and talk again on the same topic for three minutes to transmit the same information when they complete the three minutes they have to do again a third round with another listener delivering the same information, but only for two minutes. The primer purpose behind using this technique is to increase the rate of production and controlling the language quantity of the learners. Moreover, **the storytelling with pictures** is also one of the effective teaching strategies. It was proposed by Bailey and Savage (1994), in this technique the students are divided to groups and each one includes four students, then everyone is given pictures and are asked to create a story from those pictures, after that each group is gathered in order to tell the whole story in a limited time made by the teacher. The main purpose behind using it is to motivate the students to talk fast, select different expressions, and use the acquired vocabulary inside the classroom. (As cited in Acosta, 2017)

On the other hand, the teaching of formulaic expressions is also an effective way for developing the speakers' fluency. In short formulaic expressions refer to "fixed strings or chunks of words that have a range of functions, and uses in speech production and communication and seem to be cognitively stored and retrieved by speakers as if they were single words" Wood (2002.p.1). Ortaçtepe, Yorio, Stengers agreed that the use of these expressions gives the learners opportunities to be native-like speakers. Accordingly, making the teaching of formulaic language in a form of task type was proposed by Sekan and Foster (1999), Wood also believed that the teaching of formulaic sequences keeps the flow of the

speech stating that “enhancing fluency is defined as naturalness of flow of speech, or speed of oral performance” (Wood, 2010, p. 9). Additionally, Boers (2006) conducted a study in which he used formulaic sequences as a teaching technique, as a result he noticed that there has to be enough exposure to these expressions by providing learners with a wide range of activities that focus on formulaic language uses stating that this will affect positively on their speaking fluency development.

Conclusion

In a word, studying fluency became among the priorities of multiple scholars who identified and discussed its nature from distinct viewpoints; but generally agreed that the most qualified definition for fluency in the literature is the ability to produce a smooth, accurate, intelligible speech. More importantly, the majority of these scholars attempted to display the prominent role that fluency represents in producing a highly proficient speech; therefore, they deduced that the inclusion of formulaic sequences in the speech production is beneficial for developing the students’ oral fluency. Hence, understanding that there is a correlative relationship between the employment of formulaic language and its function in enhancing fluency is substantial. Thus, the following chapter is providing multiple discussions about the notion of formulaic language and the importance that it holds in guiding the teachers in their syllabus design as well as in helping the learners to develop their oral fluency and achieve a high oral proficiency.

Chapter Two: Formulaic Language

Introduction

Formulaic language is a well-known language phenomenon among researchers in linguistics and applied linguistics. Conklin and Schmitt (2008) reported that one-third to one-half of native speaker speech is formulaic, as well as formulaic expressions, which function as a vital aspect of native and non-native speakers' language. This chapter consists of some definitions of formulaic language, its characteristics and identification, in addition to an explicit categorization and classification of the notion. Moreover, the chapter deals with the types, functions and the significance of formulaic sequences in enhancing EFL learners' fluency performance. It also addresses considering formulaic language a teaching technique in EFL learners' classes.

2.1- Definition and Various Terms of Formulaic Language

In last decades, formulaic language has been the subject of growing interest, a multi-variety of labels and terms used by researchers in the literature to describe this knowledge. According to Backer (1979), formulaic expressions comprises a large body of language in a sense that individuals benefit from ready- made sequences in different contexts to effortlessly generate sentences from scratch every time they want to express their ideas. It is doubtless that formulaic language existed in various forms; however developing an exhaustive definition remains as one of the primary problems in the related literature (Schmitt & Carter, 2004).

Wood (2002) provided multiple definitions for formulaic language and expressed that it refers to fixed strings or chunks of words that cognitively stored and retrieved by speakers as if they were single words, and have a range of functions, and uses in speech

production and communication. He also added that formulaic expressions are “multi-word or multi-form strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items and rules” (p. 3). Istvan Kecskes (2007) interpreted the sense of formulaic language as “multi-word collocations which are stored and retrieved holistically rather than being generated do novo with each use” and are “either more than the sum of the individual parts, or else diverge significantly from a literal, or work-for-word meaning and operate as a single semantic unit” (p.3).

Moreover, Nattinger and DeCarrico (1992) introduced an alternative term for formulaic language “lexical phrases” and defined it as “multi-word lexical phenomena that exist somewhere between the traditional poles of lexicon and syntax, conventionalized form/function composites that occur more frequently and have more idiomatically determined meaning than language that is put together each time” (p. 1). Hyland (2012) described the concept of formulaic sequences as “extended collocations that appear more frequently than expected by chance, helping to shape meanings in specific contexts and contributing to our sense of coherence in a text” (p. 150). Pawley and Syder (1983) used the term “sentence stems” to refer to lexicalized formula and described it as “regular form-meaning pairings” (p. 192). Therefore, Erman and Warren (2000) preferred to label formulaic language as prefab, and defined it as “a combination of at least two words favored by native speakers in preference to an alternative combination which could have been equivalent had there been no conventionalization” (pp. 31–32).

Although, there have been a variety of definitions of formulaic sequences , Alison Wray (2002) provided one of the most cited, adopted and comprehensive definitions that is used in most of empirical studies. Wray used the term formulaic sequences, and defined as “a sequence, continuous, or discontinuous, of words or other meaning elements, which is, or

appears to be, prefabricated; that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar" (p. 09).

Since studying and examining formulaic language was among the objectives of most scholars, plethora of labels have been used to discuss formulaicity (Meunier, 2012), a great variety of terminologies were included to express different perspectives on formulaic language. Wray described the phenomenon of formulaic language in more than fifty terms. (See Figure 1)

amalgams – automatic – chunks – clichés – co-ordinate constructions – collocations – complex lexemes – composites conventionalized forms F[ixed] - E[xpressions] including I[dioms]– fixed expressions – formulaic language –formulaic speech –formulas/formulae – fossilized forms – frozen metaphors – ,frozenphrases – gambits – gestalt – holistic – holophrases – idiomatic –idioms – irregular – lexical simplex – lexical(ized) phrases –lexicalized sentences stelistemes – multiword items/units –multiword lexical phenomena – noncompositional –noncomputational – nonproductive – nonpropositional - petrifications – phrasemes – praxons – preassembled speech –precoded conventionalized routines – prefabricated routines and patterns – ready-made expressions – ready-made utterances –recurring utterances – rote – routine formulae – schemata –semipreconstructed phrases that constitute single choices

Terms Used to Describe Aspects of Formulaicity. (Adopted from Wray, 2002 p.09)

2.2-Characteristics and Identification of Formulaic Language

The diversity of terminologies and definitions that described the notion of formulaic language made it more difficult for determining what formulas should constitute as well as discussing the characteristics that a word string needs to have for considering it a formulaic

sequence. In fact, various researchers (e.g. Wood, 2010; Moon, 1997; Schmitt &carter, 2004) characterized formulaic sequences through elaborating certain key features.

Wood (2010) provided some specific thesaurus for characterizing formulaic sequences explaining that a word strings needs to be a multiword or polymorphemic units of language that are stored in memory as if they are single lexical units, as well recalled and produced as wholes. On this account, the production of these units is marked by a degree of phonological coherence, and may outstrip other output in terms of length and complexity; as well as the formulas can be invariant in form and be used for specific situational purposes.

Apart from the qualities that were provided by Wood (2010), Moon (1997) asserted that fundamental institutionalization, fixedness, and non-compositionality are the fundamental characteristics of what she called multiword items (as cited in Schmitt & Carter, 2004).

Moreover, Schmitt & Carter (2004) provided a set of characteristics that are possible for use to identify a formulaic sequence stating, "Formulaic sequences appear to be stored in the mind as holistic units, but they may not be acquired in an all-or nothing manner" (p. 4). In simple terms, formulaic sequences are multiword strings that are holistically stored and retained later from the long-term memory, which makes processing them much faster. However, it is unattainable to learn these sequences as wholes; that is the students are obliged to pass through some stages to be able partly to acquire them.

In addition, Schmitt & Carter (2004) stated, "These sequences can be totally fixed or have a number of 'slots' which can be filled with appropriate words or strings of words" (p.3). Unambiguously saying, formulaic sequences are grammatically fixed or variable, and even if they are grammatically incomplete, they can be lexically variable or invariable. Besides, formulaic sequences can have semantic prosody (p. 7). In other words, formulaic sequences

involve the frequent assembling of certain neutral words in particular contexts, since they are habitually associated to particular conditions of use .Simply saying, they can be used to express a message or idea, functions, social solidarity, and to transact specific information in a precise and understandable way (p. 9).

Despite of the proposed key features of formulaic language in the literature, they seem to be unsatisfactory to identify multiword strings. Consequently, issue began to progress around the actual identification of formulaic language in text and speech; some cases are clear such as idioms, collocations, phrasal verbs, and so on, however there are many multiword strings and discontinuous expressions that could not be easily identified. More comprehensive methods and criteria have been provided in the related literature for facilitating the process of the identification of formulaic language.

According to Wood (2015), it is possible to determine the formulaicity of a word strings by using different methods. The first method represented in internet search engine used for the purpose of guiding decisions about formulaicity. In addition, the frequency-based approach is also an aid to take the decisions if an expression is formulaic or not, it is primarily relying on statistical identification in corpora. In this approach, scholars set certain specifications before scanning and analyzing a corpus. Generally, minimum lengths of word combinations and minimum frequency cutoffs are determined, and then the corpus is scanned and analyzed for word combinations that fit within the parameters (Wood, 2015, p. 20). Furthermore, researchers developed some acoustical criteria which are useful for determining which sequences have been holistically stored by individual speakers such as: reaction times (e.g., Conklin & Schmitt, 2012), eye movement (e.g., Underwood, Schmitt, & Galpin, 2004), and electrophysiological (ERP) measures (e.g., Tremblay & Baayen, 2010). (As cited in Wood, 2015 p.22)

Since it is challenging to identify formulaic sequences in written and/ or spoken discourse, using a variety of measures to make the process or to best identify these sequences is beneficial. According to Wood (2015) in working with language data, experts or native speaker judges using a checklist as guides could be the best combination of means for the identification. Various scholars (e.g. Coulmas, 1979; Wray and Namba, 2003) provided certain key features, which need to encounter a word string for determining that it is formulaic.

Starting by Coulmas (1979) who offered a set of criteria such as: the sequence must consist at least of two morphemes long (i.e., two words), should be cohering phonologically, and individual elements are not used concurrently in the same form separately or in other environments. Coulmas (1979) also asserted that the unit must be grammatically advanced compared to other language and that they are community-wide formula in sense that they are typically shared within a community. Additionally, he proposed other criterion such as idiosyncratic chunk repeatedly used in the same form, situationally dependent and it may be used inappropriately (pp. 40-41). Similarly, Wray and Namba (2003) offered a checklist, which is the most ambitious, having eleven diagnostic criteria to make the intuitive judgments, especially for spoken language. (See appendix C)

2.3- Categorization of Formulaic Language

Categorizing and classifying formulaic language was in variant manners; by multiple scholars (e.g. Yorio, 1980; Nttinger&DeCarrico, 1992; Backer, 1975) who offered various taxonomies in the research literature. The latter happened based on the nature and functions of formulaic language in which themes of degree of syntactic and structural flexibility, and pragmatic function have emerged across these classifications (Wood, 2010). Among them the function-based, structural-based, and formulaic continuum.

2.3.1-Function- based classification

Yorio (1980), Nttinger and Deccrrico (1992) introduced two different function-based classifications. Yorio (1980) classified formulaic sequences according to their usage and proposed five different types; Situational formulas are those that fit specific situations (e.g. this hurts me more than it hurts you, how are you); besides, Stylistic Formulas that are used in a particular register or style of language, for example, "ladies and gentlemen" this expression only used in public speaking. In addition to the two first types there is Ceremonial formula, which are ritualistic sequences employed in specific formal setting, for example religious formulaic language. Finally yet importantly, Gambits are routines that organize interaction or activities (e.g., I think that, my turn); the last type is Euphemisms that are avoidance formulas used to deal with situations that require discretion or to avoid subjects which seem taboo (as cited in Wood, 2010, p. 42)

Additionally, according to Lexical phrases' functional dimensions, Nattinger and DeCarrico (1992) offered a functional-based categorization. In terms of this classification, formulaic sequences are discussed under three divisions, social interaction which is conversional maintenance that deals with social relations (e.g. how are you, could I say something), and conversional purposes including expressing sympathy (e.g. I am very sorry to hear that); necessary topic [that is, "lexical phrases [which] mark topics about which learners are often asked."(p. 63)] including autobiography (e.g. my name is ___), location (e.g. what part of __?), discourse devices as temporal connectors (e.g. the day/ the *week)* and exemplifiers *(*e.g. in other word; it is like) (pp. 60-66).

2.3.2-Structural- based Classification

A part from function-based classification, classifying formulaic sequences was also according to their structural dimensions. Joseph Backer in his work “The Phrasal Lexicon” (1975) posited six categories for categorizing formulaic sequences.

The first class is polywords, which are a set of phrases that act as single words, their meaning, exists apart from syntax, and function as idioms, euphemism, and phrasal verbs. The second class is phrasal constraints, Backer (1975) stated that they consist of small number of words, some of which constrain the variability of others. In other words, they are units, which require some variability in which affecting the meaning of the phrase could be possible. Additionally, the third class is deictic locutions, these are short to medium routines, serve “as clauses or whole utterances whose purpose is to direct the course of conversation, i.e. the flow of expectation, emotions, attitude ect.” (p. 61); sentence builders are considered as the fourth class, (as cited in Nattinger 1980) they are phrases up to sentence length, often containing slots for “parameters” or “arguments”, the function of these phrases is to provide a skeleton for the expression of an entire idea. Furthermore, the fifth class is situational utterances, they are formulas that could be stand as a complete sentence, which they are the suited things to say in certain situations, and may be employed out of context to effect. The final class is verbatim texts, it is any text that memorized by heart, repeated exactly the same words and in the same ways as were used in the original or approximately so, for example proverbs, song lyric and so on.

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Polywords	**Phrasal constraints**	**Deictic Locutions**	**Sentence Builders**	**Situational Utterances**	**Verbatim Texts**
the oldest profession (n.) [= prostitution] **to blow up (vi., vt.) [= to explode]** **for good (adv.) [= forever] (p.61).**	If we wish to say that something Happened coincidentally, and we wish to underscore that assertion, we say that it happened "by pure coincidence»; stronger yet is to say "by sheer coincidence" (p. 61).	for that matter [= "I just thought of a better way of making my point"] ..., that's all. [=don't get flustered](p.61).	(person A) gave (person B) a(long) song and dance about (atopic). [= "A tried to convince B of something, and was cynical and perhaps less than truthful about what he said"] (p. 61).	How can I ever repay you? [expresses moderate-to-large gratitude in response to some kindness] (p. 61).	Better late than never [proverb] (p. 61).

Table 02: *Bckers' Six Classes of Formulaic Sequences*

Nttinger and Decarrico (1992) provided a similar structural-based taxonomy to the one of Backers' six categories.

2.3.3-Formulaic Continuum

In addition to the previous categorizations of formulaic sequences, Kecskes (2007) provided a continuum to facilitate the process of classifying these sequences.

Kecskes (2007) asserted that some formulas are used in particular situations which can be predictable because they have a conventionalized meaning, based on this belief his continuum (see table03) consists of grammatically patterned and semantically patterned. The use of grammatical units, fixed semantic units, and phrasal verbs may be in a predictable situation; but, without having any specific reason that explains why it should be used in that context. In other words, the speaker employs formula because, it is the only thing to say in the given situation, and without having any reason why the use of these particular formulas is in this order. For example "look out the table" is a phrasal verb that focuses on words' order and their function in the formulaic sequence. In contrast, the continuum, routines expressions such as: speech formulas, situation bound utterances, and idioms start to have a holistic and a figurative meaning. For example, the idiom "it is a piece of cake" has a metaphoric meaning based on the whole expression despite the function of the words in the phrase.

Gramm. Units	**Fixed Sem. Units**	**Phrasal Verbs**	**Speech Formulas**	**Situation-bound Utterances**	**Idioms**
Be going to	as a matter of fact	put up with	Going shopping	Welcome abroad	kick the bucket
Have to	suffice it to say	get along with	got bad	help yourself	spill thebeans

Table 03*: Kecskes' Formulaic Continuum (Adopted from (kecskes, 2007 p. 03)*

To conclude, various scholars have offered different categorizations of formulaic sequences in the research literature; some of them have focused on the syntactic and linguistic aspects of the formulaic language structure whereas other researchers classified these fixed expressions according to the functional-pragmatic features of their use.

2.4-Types of Formulaic Language

As previously discussed, formulaic language is a broad term; it has been labeled in a wide range of concepts in research literature. These fixed expressions cover among other categories, collocations, phrasal verbs, idioms, lexical phrases, and lexical bundles etc.

2.4.1- Idioms

An idiom is a formulaic expression that is a group of words which its meaning cannot be driven from the individual constituents it is composing, but it is based on the whole phrase, i.e. the expression does not make literally sense, however it has a metaphorical and a holistic meaning.

As Backer (1992) stated that idioms "are frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components" (p. 63) (as cited in Wray 2002). For example, expression *"Hang in there!"* is an idiom, which has a metaphorical meaning. That is, if the speaker uses this idiom in a context the hearer will automatically understand it as "do not give up."

2.4.2- Collocations

Collocations refer to a group of two or more words, which usually go together, and that correspond to some conventional way of saying things; these words are linked together in the memory of the individual and occur as a single unit in discourse. Choueka (1988) said that a collocation is "…a sequence of two or more consecutive words, that has characteristics of a syntactic and semantic unit, and whose exact and unambiguous meaning or connotation cannot be derived directly from the meaning or connotation of its components" (p. 609).

2.4.3- Phrasal verbs

Phrasal verbs are multiword verbs consist of a verb and another element, proposition or adverb, with often-nonliteral meanings, or both literal and figurative interpretations. They consist of a lexical verb and a particle that can be a proposition (e.g., fall through) or an adverb (e.g., go away). However, mostly interpreted the latter as an adverbial particle or a prepositional adverb (e.g. Quirk, Greenbaum, & Leech, 1985), accordingly, Bolinger (1971) summarized the two types and added another particle known as 'ADPREPS' particle (e.g., he ran up the flag) and defined it as "…a prepositional adverb which is a preposition and an adverb at one and the same time". (Busuttil, 1995, pp. 57-71).

2.4.4- Lexical Bundles

Lexical bundles are formulaic but their meaning is not idiomatic. They refer to a combination of three or more words that occur in a language. (As cited in Wood, 2015; p. 45) (Biber & Conrad, 1999; Biber, Johansson, Leech, Conrad, &Finnegan, 1999) defined lexical bundles as a category of formulaic language characterized by the means by which they are identified along with their purely functional nature; they are not meaning units per se, but rather, units of function, which serve to characterize particular types of discourse. For example, the sequence (At the end of) does not have a holistic meaning, but it serves to characterize a specific type of discourse.

2.5-Functions of Formulaic Sequences

There has been an increased interest recently about the functions of formulaic language. A great deal of evidence has been collected in the related literature over many years in order to confirm that routine expressions play a significant part in the production and development of a language. Wray and Perkins (2000) offered an integrated model in which

they discussed and described the main two functions of fixed expressions in the fields of psycholinguistics and communication. Formulaic language can make processing language easier as well as it can function as an identity-marking device in social interaction.

2.5.1- Formulaic Language as a Short cut in Processing

The practical purposes of employing prefabricated expressions in the individual speech appear to compensate for the limitation of memory; according to Wray (2000), the speaker uses formulaic sequences as a way of minimizing the effects of a mismatch between his or her potential linguistic capabilities and his or her actual short-term memory capacity. Wood (2002) stated that "Peters (1983) sees formulas as being primarily a shortcut in communication and notes that certain expressions or variations on them are so useful that it is convenient to be able to retrieve them in as prefabricated a form as possible" (p. 07).

For instance, formulaic sequences serve as tools that allow time for mental processing and which help the speaker to structure and control his or her discourse as well as to create constructed strings or in conceptualizing ideas to be used later. As Backer (1979) stated:" formulaic sequences give us ready-made framework on which to hang the expression of our ideas, so that we do not have to go through the labor of generating an utterance all the way out from S every time we want to say anything" (p. 17). Additionally, using fixed expressions give the speaker the ability to convey their intentions in certain predictable situations, besides it enable him/her to process and produce faster fluent speech. (as cited in Wray & Perkins , 2000, p.16) according to Perkins and Syder (1983) it can account for why an individual or indeed a whole speech community comes to prefer certain collocations and expressions of an idea over other equally permissible ones.

Wray and Perkins (2000) analyzed the various processing functions of formulaic sequences into three types: shortcutting process, time-buying devices, and Manipulation of information. (Table 4)

Function	Effect	Type	Example
Processing short-cuts	Increased production speed and/or fluency	-Standard phrases (with or without gaps) -Standard ideational labels with agreed meanings	-Put the kettle on, will you?; I have known __ for __ years in my capacity as __ -Personal computer; bullet point; the current economic climate
Time- buyers	-Vehicles for fluency, rhythm and emphasis -Planning time	-Standard phrases with simple meanings -Fillers -Turn-holders	-Make a decision; draw a conclusion; a sea change; at the end of the day (in the sense of `really'); one way and another -If the truth be told; if you want my opinion; if you like -And another thing; and let

	Without losing the turn	-Discourse shape Markers -Repetitions of preceding input	me just say.... - There are three points I want to make. Firstly. . . Secondly. . . Thirdly/Lastly. . . - (A: What's the capital of Peru?) B: What's the capital of Peru? (Lima isn't it?)
Manipulation of information	Gaining and retaining access to information otherwise unlikely to be remembered	-Mnemonics -Lengthy texts one is required to learn Rehearsal	- Thirty days hath September . . .; Richard of York gave battle in vain -Shall I compare thee to a summer's day? -Rehearsing a telephone number while looking for a pen

Table4: *Formulaicity as a Short cut in Processing (Adopted from Wray & Perkins, 2000 p.16)*

Alison Wray (2000) provided a short explanation of the three categorizations as presented in the table. The first categorization is shortcutting process. It helps explain why an individual or a speech community prefers certain collocations, and why individual's speech

often features personal characteristics phrases. In addition, she asserted that the rehearsal of the conversation helps the learner to establish an informal script, and by the repeating of the story for many times, he may approximately recite his previous account word for word. The second category is related to (a) "sequence whose very bulk seems to offer advantages in the construction of discourse, perhaps by providing rhetorical balance, or by pacing the appearance of novel material. (b) the fillers, turn-holders and discourse markers which enable us to carve out a temporal space for the construction of our novel message, by stalling for time and registering a claim to be heard" (p. 474). The third category is the manipulation of information, in order to retrieve the information easily, the speaker may decrease strain on his memory by holding that information inside a formulaic sequence.

2.5.2- Formulaic Language as a Device of Social Interactions

Formulaic sequences cannot only relate to the processing load, but also they may function social interaction devices. As Schmitt and Carter (2004) stated:" formulaic sequences are often tied to particular condition of use" (p. 9), i.e. formulaic language has some functions in communication and that it is highly context dependent for its meaning and selection, for example it can be used in different speech acts such as inviting, requesting, thanking, apologizing.

As stated earlier, various scholars (eg, Nattinger& DeCarrico, 1992; Yorio, 1980) introduced distinct taxonomies for the categorization of formulaic sequences, which they were focusing on the pragmatic value of formulas, and showing that these formulaic sequences help the speakers to handle complex situations as well as to express their intentions, and differentness in various social contexts. Moreover, the use of ready- made expressions facilitate the indication of the speakers' individual and/ or group identity by the hearer. As Wray (2002) asserted:" the expression can aid the speaker in getting the hearer "to do

something, feel something or think something" to the benefits of the speakers' need (p. 88). Bygate (1988), in a study of formulas in adult learner interaction, found a wide range of syntactic and pragmatic uses of formulas used in a remarkable range of conversational functional contexts and for a wide variety of pragmatic purposes (as cited in Wood, 2002, p. 9).

Bardovi-Harlig (2012) stated «Formulas in pragmatics are conventional expressions representing ways of saying things agreed upon by a speech community" (As cited in Wood, 2015, p. 94). In other words, formulaic language enables the speaker to develop the knowledge and skill necessary for successful and appropriate use of language in communication. The two functions of formulaic language presented by Wray and Perkins (2000) are unrelated purposes but they are two sides of the same coin. For instance, formulaic sequences play a significant role in the speaker's production and the hearer's comprehension.

In pragmatics research in a table, Wray and Perkins (2000) identified three sub-functions of social interaction. (Table 5)

Function	**Effects**	**Type**	**Example**
Manipulation of others	Satisfying physical, emotional and cognitive .	-Commands -Requesting -Politeness markers -Bargains, ect	-Keep o€ the grass; hand it over needs -Could you repeat that please? - I wonder if you'd mind.. -I'll give you_for it
	(a) Being taken seriously	- Story telling -Turn claimers and holders,ect	-You're never going to believe this, but… Yes but the thing is…; Thank you very much (*in*

Asserting separate identity			*response to invitation to speak);*The first thin that you have to realize, of course, in addressing this issue is…
	(b) separating from the crowd	-personal turns of phrase	-I wanna tell you a story(*Max Bygraves*); You know what I mean, Harry *(Frank Brun)*
Asserting group identity	(a) Overall membership	-'In' phrases -group chants -institutionalized forms of words,ect -Rituals -Threats	-Praise the Lord!; as the actress said the bishop -We are the champions - Happy birthday; dearly beloved, we are gathered here today… -Our father, which art in Heaven…
	(b) Place in hierarchy(affirming and adjusting)	-Quotation -Forms of address -Hedges, etc.	- I wouldn't do that if I were you -"I wouldn't want to belong to any club that would have me as a member" (Groucho Marx -Your Highness

	-Well I'm not sure (as a polite denial or refusal)

Table 5: Formualic Sequences as a Device of Social Interaction (Adopted from Wray& Perkins, 2000, p. 14)

2. 6-The Relationship between Formulaic Language and EFL Learners' Oral fluency

The review of literature in the area of formulaic language and oral proficiency shows that the mastering of formulaic sequences is a key determiner of oral proficiency and more precisely oral fluency. The present study investigates the extent to which productive use of fixed expressions by EFL learners of English is associated with their fluency enhancement in that language. Various researchers (Wray& Perkins, 2002; Schmitt, 2004; Wray, 2002; McGuire, 2009) claimed that the employment of formulas in the learner discourse has a significant role in developing his/her fluency level.

Other researchers (e.g. Wood, 2006; Pawley& Synder, 1983;Boers et al., 2006) , on the other hand, claimed that using formulaic sequences appropriately may help language learners achieve a high level of speaking proficiency not only in terms of fluency, but also in terms of acquiring range of expressions in the foreign language and reach a good level of accuracy. In other words, learners will come across as fluent and idiomatic speakers.

Moreover, Boers et al. (2006) provided three reasons to justify the fact that a command of formulaic sequences in an L2 is beneficial to learners. First, since the nature of many prefabricated chunks is idiomatic and their meaning is impossible to be deduced from their lexical components or by rules of grammar, they help the learner to sound native-like. In addition, the second reason is that retrieving multiword formulas from memory will make language production easier by reducing hesitation. The third reason is the appropriate use of

routines expressions, assists learners to accomplish a degree of linguistics accuracy since these units constitute zone of safety (p. 247).

There are some empirical evidences that formulaic sequences have certain functions in learners' speech fluency.

In one of the studies, Wood (2010) in a longidutional study investigated the relationship between formulaic language and oral proficiency with the examining of the multiple functions of theses expression on the development of fluency. For instance, eleven participants of native speaker of different languages, Spanish, Chinese (Mandarin), and Japanese were the sample of this study, they were all in the same ESL program at a Canadian university. The students were selected based on their fluency scores; approximately, they had the same intermediate level. Data was conducted over six months period, in which the participants were asked to watch three shorts animated films of similar length and narrative complexity twice, with a gap of two months between each viewing. After viewing the films, the participants were asked to retell the plot without any aid. In addition, native speaker judgments were used as a mean for the identification of formulaic language in each speech sample.

The result indicated that the participants were employing a range of uses and functions of the formulas for extending the length of runs between pauses, which is a key determiner of a developed fluency. In other words, the study showed a positive relationship between the two variables; the application of formulaic language facilitates the enhancement of the speech fluency over time.

In another study that supports the findings of Wood (2010), Ewa Guz (2016) investigated the relationship between productive fluency and the use of formulaicty in the speech of highly proficient L2 learners. The population was randomly selected, two samples

of learners speech drawn from a 12,679- word corpus of monologues delivered in English by fifty Polish academic students. The data analysis was with the employment of two different procedures, an automated corpus-based extraction procedure used to identify the most frequent co-occurring sequences of two and more words using complete Lex Tutor's N-gram Phrase Extactor Softwrae (Cobb 2015). The second procedure was an adoption of a more traditional, linguistic definition of formulaic sequences relying on a set of pro-specific, sequence, internal linguistic criteria. The results of the study showed that the temporal features of formulaic are significantly different from the non- formulaic with formulaic sequences articulated much more fluently, that is, faster and with less pausing and hesitation. The study provided an empirical evidence that formualicity contributes to fluency formulaic.

Various studies asserted that formulaic language play a clear role on the learners' oral proficiency development. For that reason, exposing learners to the input of formulaic sequences as well as implementing this notion to language teaching will be beneficial to their language performance in particular their oral fluency enhancement.

2.7-Implementation of Formulaic Language in Language Teaching

Teaching English as a foreign language or as a second language knew a shift from methods to approaches. In other words, the traditional teaching methods were focusing more on the grammatical items of a language; however with the need of communication researchers tended to focus more on the functional use of the English language, where considering communication as an ultimate objective to be achieved.

As mentioned earlier, scholars (Wray, 2002; Boers, 2006; Wood, 2010; Nattinger and DeCrrico, 1992) in the area of formulaic language; were focusing on the nature, use, and the acquisition of formulaic sequences. They asserted in many studies that formulaic language

plays a significant role in the speaker's speaking abilities, and that it helps the learner to accomplish pragmatic purposes such as solving real life tasks by employing the appropriate utterances and expressions in the appropriate context. They claimed that exposing leaners to authentic native-like input is vital to acquire these important ready-made expressions and to retain them as single units in long-term memory. Wood (2002) introduced the importance of exposure, as "…Repeated exposure to such input overtime would encourage learners to achieve a certain level of comfort with natural expression in English" (p. 10). In fact, the knowledge of formulaic language should gain special care of how they can be implementable in language teaching methodology since beholding them as crucial teaching strategy to develop fluency including the spontaneous production of language.

Researchers attempted to know how the knowledge of formulaic language and its relation to fluency enhancement could be better translated into syllabus design and classroom pedagogy, trying to elaborate certain pedagogical techniques, approached, and materials that a teacher may use to better transmit this knowledge, and raise the learners' awareness about it. According to Wood (2009) If formulaic language is key element on natural language production, it would seem that a large amount of exposure to natural, native like discourse, be in oral or written, would be an important part of pedagogy designed to promote their acquisition. Various intervention studies have been conducted by many researchers who attempt to test some pedagogical techniques and see whether students will develop certain abilities, acquire, and will be aware of the use of formulaic language through the employment of these strategies as instructions.

One study conducted by Boers et al. (2006) reported a small-scale experiment that was set up to estimate the extent to which the instructional method "chunking of text" can help L2 learners add such phrases to their linguistic repertoire. In the study learners were

exposed to a target text (in their L2), and they were asked to use chunking of text which requires analyzing the given text and highlighting the expressions that can be considered as formulaic, and the identification is based on native like decision or verified by means of online sources. The results of the study showed that the learners who had experienced chunking activities appeared to use more formulaic language in later retells of new reading texts, this was in part due to their having repeated some word strings from the texts verbatim. In addition, Boers, Housen, and Eyckmans (2010) tested the same technique with other participants, but in order to avoid the reproduction and repetition of the verbatim text, learners were exposed to a final input text in their native language. The two studies showed that this technique is beneficial to raise the learner' awareness and recognize formulaic expressions in text. (As cited in Wood, 2015)

In addition, other techniques have been tested by some researchers such as, typography enhancement and glossing, flooding the input, and the use of dictionary recourses. Despite that, these intervention studies showed that the above techniques help the teacher to make the students aware of the use of fixed expressions, also to recognize them in written or spoken discourses, but they are considered weak and not sufficient to achieve the goal of mastering, and developing the different abilities from the use of formulaic language appropriately. They are techniques that require doing effort to recall what have been taught, as Wood (2015) stated, "there were little engagement with the sequences and little need for deeper processing." (p. 142)

Apart from the intervention studies, in the area of an overall language proficiency, researchers developed certain principles and approaches based on teaching formulaic language.in fact, Nattinger and DeCarrico (1992) devoted half of a book to classroom

applications of the knowledge of formulaic language, and Lewis (1997) proposed a lexical approach to facilitate the process of transmitting this knowledge.

Lewis (1997) developed one of the most comprehensive efforts to date of developing a pedagogy based on formulaic sequences; his approach contains some pedagogical principle such as curriculum and syllabus designers have to focus on lexis collocations, lexical bundles, fixed expressions, rather giving much attention to grammatical units and uncollected nouns. Lewis emphasized that in order for teachers to facilitate the acquisition of fixed expression, and make the learners gain a crucial benefit from the input they receive, the approach offers to them some pedagogical strategies and variety of selected activities as an exposure, such as repetition, noticing, and conscious rising. This approach was supported by Boers and Lindstromberg (2009), they focused on developing pedagogical strategies including tips on selecting what to teach ,means of semantic, and structural elaboration which may be used as a facilitators of teaching formulaic sequences. These researchers asserted that practicing and using the knowledge of formulaic expression in communicative settings with minimal conscious effort may facilitate the atomization of these formulas.

For instance, there are quite limited group of materials that focus largely on teaching formulaic sequences. McCarthy and O'Dell (2002, 2004, and 2006) proposed a corpus inspired series of volumes, which deal separately with idioms, collocations, and phrasal verbs. In addition, Willis (1990) integrated awareness of formulaic sequences into a set of general teaching materials largely based on the COBUILD corpus. These types of resources represent some old fashioned pedagogical methods as present-practice-produce sequences that a teacher may implement as a begging to address the importance of formulaic language, and they contain little of the most recent methods such as task-based language teaching (TBLT). Besides, dictionaries of formulaic sequences can used also as teaching materials but only if

they are employed in conjunction with other resources. Textbooks are regarded also as one of the sources of exposure to real language use however; this type of materials failed to pay much attention to formulaic language. (As cited in Wood, 2015).

Apart from selecting the appropriate resources to facilitate the teaching process, there are some specific activities stands as the best way for teaching formulaic language and speech, such as shadowing and chat circle. Shadowing and tracking are typically used in the teaching of second language pronunciation (Ricard, 1986), but have potential for formulaic language as well as the process requires dealing with a recorded native speaker and a transcript. The learners highlight formulaic language in the model, than they are supposed to read the transcript aloud along with the voice on the recording, next they record their best effort in imitating the model. Then, the teacher provides feedback as a guide for learners to repeat the utterances again.in this activity learners will be familiar not only with the knowledge of formulaic language, but also with the daily conversation of native speakers, as well as being able to correctly pronounce words and sentences (Wood, 2015).

According to Wood (2015), Chat circle is another activity, which teachers can use in their classroom pedagogy. It requires dividing a class into two large groups, which stand in two concentric circles, the inner circle facing out and the outer circle facing in. Each face-to-face pair talks spontaneously for a minute or two on a topic assigned by the teacher; students then step one partner to the right or left and talk spontaneously about a newly assigned topic for the same amount of time as in the previous round. The circle ends when every outer circle member has spoken with every inner circle member. The topics should move from the immediate and personal or familiar to the more abstract and opinion-oriented as the activity progresses. This technique encourages students to express their ideas, use the formulaic expressions being taught and develop their fluency level.

Conclusion

Formulaic language received a significant amount of attention in second language learning research. Researchers using various labels and terms have presented it. Different taxonomies and classifications were proposed to categorize formulaic language however they all agreed that a formulaic sequence is a multiword string of a language that acquired, memorized, and retrieved form long-term memory as if it is a single word. Many studies showed the significant role and functions that these fixed expressions can play on the speaker language production, giving various evidences of the crucial relationship between formulaic language and fluency enhancement; consequently there was a variety of efforts such as developing methods, technique, and materials to facilitate the implementation of this knowledge in language teaching methodology.

Chapter Three: Research Methodology and Data Analysis

Chapter Three: Research Methodology and Data Analysis

Introduction

The two previous theoretical chapters reviewed the literature of the research topic. This chapter deals with the methodology of the research. It explains the procedures and the research instruments used in the study, which attempts to find out the extent to which the use of English formulaic language may enhance the EFL learners' oral fluency level. For the sake of confirming or disconfirming the stated research hypothesis, as well as assuring the validity of the research two online questionnaires were adopted as alternative research tools to fit the whole research design.

The present chapter first provides the research methodology in addition to the description of the setting and the population. Then analyzing, and interpreting the collected data obtained from the questionnaires followed by a conclusion. Finally, the chapter concludes with a general conclusion, the limitations of the study and suggestions for further research.

Section One:

3.1. Methodology

In an attempt to explore the effectiveness of using formulaic language to enhance EFL learner's oral fluency level, the current study is based on the adaptation of a quantitative approach. It aims at collecting quantifiable data to test the stated hypothesis and to guarantee in-depth interpretation as well as ensuring the reliability and the validity of the gathered data.

This descriptive method sought to establish the relationship between using formulaic sequences and its impact on oral fluency development by means of students and teachers' questionnaires as well as to evaluate the participants' perceptions towards the learning and

teaching of formulaic language. On this basis, the study adopted a descriptive design, which can be measured through a statistical analysis.

3.1.1. Administration of the Questionnaires:

3.1.1.1. Participants

The current research was carried out online as a convenient setting due to the current circumstances. It was conducted with the participation of fifty-five (55) out of two hundreds (200) third year students, they were asked to respond to the questionnaire in order to explore their awareness toward the use of formulaic language in their speaking performance. The chief reason behind choosing the third year students is that they have been studying oral expression module for three years (six semesters) which means that they are sufficiently exposed to different teaching techniques and different learning materials. On the other hand, this research also witnessed the participation of ten (10) oral expression teachers at the department of English at the University of Mohammed Sddik Ben Yahia- Jijel, however seven (07) of them responded to the designed questions. The aim of the teachers' questionnaire is for deducing their viewpoints towards the impact of formulaic language the learners' oral fluency.

3.1.2 Data collection Tools

3.1.2.1 Questionnaires

For hypothesizing the current research, two online questionnaires were designed; the first questionnaire was for third year EFL students at the English department of Jijel University, for exploring the students' awareness about formulaic expressions in their speaking performance. While the second questionnaire was for EFL oral expression teachers at the same department to examine their thoughts about the effects of implementing formulaic sequences on learners' oral fluency.

Section Two:

3.2. Data Analysis and Data Discussion

Data was collected through two online questionnaires administered via e-mails, Facebook and Instagram. One advantage of this process is the speed and ease of obtaining responses.

3.2.1. Data Analysis

3.2.1.1 .Questionnaire for Students:

- **Description of the Questionnaire**

The first data-gathering tool is a questionnaire designed for third year students of English department at Mohamed Seddik University of Jijel for the academic year 2019-2020. It aims at investigating learners' awareness of the importance of using formulaic expressions to enhance their oral fluency. It consists of 15questions, some of them are close-ended questions others are open-ended question. The participants were required to tick in the appropriate answer box for some questions, and express their opinions or justify their answers in other questions.

- **Analysis of the Questionnaire**

Section one: Student Awareness about Formulaic Language

Q01: Gender.

a- Male b-Female

Table.6

The students' Gender

Option	N	%
a	8	14.5
b	47	85.5
Total	55	100

The given results showed that the majority of students are females with a percentage of (85.5%), while (14.5%) of them are males.

Q02: Which speaking sub-skill you think is the most important to be mastered?

a. Accuracy
b. Fluency
c. Appropriateness
d. All of them

Table 07 :

Speaking Sub -Skills

Option	N	%
a	4	7.28
b	11	20
c	3	5.45
d	37	67.27
Total	55	100

The numbers above showed that (67.27%) of students generally agreed that all of the speaking sub-skills are important to be mastered, while (20%) choose fluency, however

(7.28%) selected accuracy while (5.45%) choose appropriateness. It is noticeable that most of students prefer to master all of the speaking sub-skills for a better learning of English.

Q 03:"Fluency is the ability to express and share one's own ideas and information in an accurate, smooth manner which may sound as a native-like speech performance"

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

Table 8**:**

Definition of Fluency

Option	N	%
a	20	36.36
b	17	30.91
c	7	12.73
d	7	12.73
e	4	7.27
Total	55	100

Some of the students strongly agreed on the given definition of fluency with a percentage of (36.36 %), and (30.91 %) of them selected the 'agree' option, while (12.73%) decided to stay neutral; however, (12.73%) disagreed and only (7.27%) strongly disagreed. The students were asked to give a definition of fluency, according to their knowledge and they provided some definition as follows:

-Eleven students defined fluency as the ability to speak accurately and quickly.

-Two students defined it as the ability to use language for communication.

-One student expressed that fluency is about pronouncing the words correctly.

-Three students defined it as the ability to talk with undoing hesitations.

-Two students expressed that fluency is being as a native speaker.

As a conclusion, it is obvious that the majority of students have the same understanding of the concept of fluency.

Q 04: Which activity do you think is the most efficient for practicing your fluency?

a. Storytelling

b. Games

c. Role play

Table 9

Activities for practicing Fluency

Option	N	%
a	29	52.73
b	08	14.55
c	29	52.73

The option of Storytelling was selected by (52.73%) of students. However, (14.55%) choose games, while (52.73%) preferred the role-play option. It is noticeable that both of storytelling and role-play have the same percentage, as a result and based on the students' experiences, it is noteworthy that the majority agreed that these activities are efficient for practicing their fluency.

Q 05 -On a scale from one to seven, how do you evaluate your fluency level? (1 is the poorest fluency level and 7 is the highest fluency level)

a. Very poor fluency level
b. Poor fluency level
c. Intermediate fluency level
d. Good fluency level
e. Very good fluency level
f. Excellent fluency level
g. Proficient fluency level

Table 10

The Student Fluency Level

Options	N	%
a	0	0
b	2	3.64
c	5	9.09
d	20	36.36
e	17	30.91
f	10	18.18
g	1	1.82
Total	55	100

(36.36%) of students rated their fluency as good while (30.91%) consider their fluency as very good. Adding to this, (18.18%) saw that they are excellent speakers, and (9.09%) are intermediate. However, (3.64%) rated their fluency level as poor, and only (1.8%) consider

themselves as proficient speakers, but no student indicated that he/she has a very poor fluency level; consequently, The given results indicated that most of the students feel confident about their ability of speaking fluently.

Section two: Students' Awareness about Formulaic Language

Q06: What does the formulaic language mean to you?

a. A routine expression that has a metaphorical meaning
b. An expression that has a literal meaning
c. An expression that may be used in specific predictable situations
d. Don’t know

Table 11

Formulaic Language Definition

Answer	N	%
a	14	25.45
b	6	10.91
c	18	32.73
d	17	30.91
Total	55	100

From the data presented in the table, (32.7%) of students believed that formulaic language is a set of expressions used in predictable situations, while (30.9%) expressed that they do not know it; however, (25.5%) considered formulaic language as a routine expressions with a metaphorical meaning, at last, (10.9%) agreed that formulaic language has a literal meaning.

These results showed that these students do not have the same idea about formulaic language, which indicates that they are not sufficiently exposed to it.

Q 07: Formulaic sequences could be in a form of:

a. Idioms
b. Metaphors
c. Collocations
d. Phrasal verbs
e. Lexical bundles
f. Proverbs
g. Situation bound utterances
h. All of them

Table 12

Formulaic Language Forms

Option	%
a	29.09%
b	10.91%
c	10.91%
d	18.18%
e	7.27%
f	18.18%
g	10.91
h	60%
Total	176,36

(29.09%) of students believed that formulaic language is idioms, while (10.91%) considered formulaic language metaphors. However, (10.91%) of them saw that it could be a set of collocations while (18.18%) opted the phrasal verbs option, and (7.27%) selected the lexical bundle option. Students who believed that formulaic language is a set of proverbs were about (18.18%), while those who thought that it is situation bound utterances were (10.91%). However, (60%) believed that all of the options are formulaic language forms.

Q 08- Do you think that formulaic sequences affect the students' fluency level?

a- Yes b- No

Table 13

The *Influence of Formulaic Language*

Options	**N**	**%**	**Total**
a	43	12	55
b	78,2	21, 8	100

Data presented in the table showed that (78, 2%) of the students have the assumption that formulaic language may affect the students' fluency level. While (21, 8 %) of them disagreed that fluency level may be influenced by the use of these expressions. Even the question did not emphasize whether the contribution of formulaic sequences into the learners' speech has a positive or negative effect but the majority of students thought that these fixed expressions play a role in the level of fluency.

The students were asked to justify their answers, and their justifications were as follows:

- The learner will be relatively fluent English speaker by using formulaic language in the speech production.
- Some of the students do not know how it can affect fluency.
- Not to a great extent, the hearer may not understand them.
- They have no relationship with fluency.
- It helps the speaker to use the appropriate expressions in certain situations, it helps him also to express his ideas and improve his vocabulary.
- They reduce rate of speaking, number of words, and syllabus uttered between hesitations.

Q 9- Which type of formulaic sequences does you use the most for making your speech comprehensible and sounds as proficient?

It was an open question to explore the different types of formulaic language used by students as an element of making their speech fluent and expressing their ideas. Some participants answered that they used idioms, collocations, Metaphors, pause filters, and phrasal verbs; however, the other participants said that they used all types of formulaic language.

Q10. Why do you employ formulaic sequences into your speech performance?

a-To be native-like speaker

b-To enhance your oral proficiency

c-To enrich your speech content

d-Others

Table 14

The purpose of Using Formulaic Language

Option	N	%
a	07	12.72
b	17	30.9
c	22	40
d	03	5.4

In this question, learners were asked to select which objective they want to reach and develop by using formulaic language in speech performance. The results showed that (12.72 %) of them wanted to be native-like speakers, (30.9 %) employed these routine expressions to enhance their oral proficiency, (40 %) of them used it for enriching their speech content. While (5.4 %) of them gave other objectives, such as: practicing what they have learned, avoid communication breakdowns, and to do shorter pauses to overcome pressure. The results showed that students benefit from the application of formulaic language, and this is a sign of their awareness toward the role that it could play in their speech production.

Q 11. How often do you use formulaic expressions when you speak?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

Table 15

The Frequency of Using Formulaic Language

Options	N	%
a	2	3,6
b	13	23,6
c	31	56,4
d	8	14,5
e	1	1,8
Total	55	100

This question's aim is to explore how often students use formulaic sequences when they speak. From the results presented above, (3.6 %) of students always integrated formulaic language in their speech and (23.6%) often employed it. While, more than half of students used it sometimes with a percentage of (56, 4 %). However, (14.5%) rarely employed it and (1.8%) never used it .The results showed that the majority of students are aware about the use of these routine expressions.

Q12. Do you have some difficulties in retrieving formulaic language?

a- Yes

b - No

Table 16

Retrieving Formulaic Language

Option	N	%	Total
a	35	63,6	55
b	20	36,4	100

The table showed that (63, 6 %) of students faced difficulties in retrieving formulaic sequences; however, (36, 4%) of them did not.

Those students who answered yes were asked to justify their answer as follows:

- Not familiar with most of formulaic expressions.
- Because of their complexity, it needs practice.
- Having some difficulties in choosing the appropriate one in the given context or situation.
- Lack of knowledge about them, and vocabulary.
- It is difficulties to relate them to the content of speech.

From the results, it could be reasoned that students have serious problems in recalling formulaic expressions.

Q13. A fluent speaker should have a range of formulaic expressions.

a- strongly agree

b- agree

c- neutral

d- disagree

e- strongly agree

Table 17

Acquisition of Formulaic Language

Option	N	%
a	14	25,5
b	16	29,1
c	16	29,1
d	6	10,9
e	3	5,5
Total	55	100

Around (25.5 %) of students strongly agreed that in order to be fluent, the speaker needs to have a range of formulaic expressions, and (29.1%) of them just agreed, while (29.1%) stayed neutral. However, (10.9%) disagreed and (5.5%) strongly disagreed. The results showed that formulaic language contributes to the speakers' fluency since the students think that being familiar with the multiple types of formulaic expressions make them fluent.

Q14. Since the use of formulaic language is for making you a proficient speaker, you recommend your colleagues to enroll it in their speech for the aim of being native-like speakers, which facilitates your interaction.

a- Strongly agree

b- Agree

c- Neutral

d- Strongly disagree

e- Disagree

Table 18

Recommending Formulaic Language Usage

Options	N	%
a	9	16,4
b	18	32,7
c	20	36,4
d	5	9,1
e	3	5,5
Total	55	100

The presented data showed that (16.4%) of students strongly agreed that it is important for the individual to recommend others to enroll formulaic sequences in their speech. While (32.7%) of them just agreed, however, (36.4%) preferred to stay neutral. On the other hand, (9.1%) of students disagreed with the idea and (5.5%) strongly disagreed. The given findings are pure proofs that approximately half of students prefer to integrate formulaic language while interacting with others.

Q15. Do you agree with the implementation of formulaic language in language teaching curriculum?

a- Yes b-No

Table 19

Formulaic Language Implementation

Options	N	%	Total
a	51	4	55
b	92,7	7,3	100

The above data showed that (92, 7 %) of students agreed with the idea of incorporating formulaic language to the curriculum and syllabus design, while only few students (7, 3%) disagreed. It is significant to conclude that teaching formulaic sequences will meet the students need.

3.2.1.2. Questionnaire for Teachers

- **Description of Teachers' Questionnaire**

The questionnaire was headed to ten (10) oral expression teachers in the department of English at the University of Mohamed Seddik Ben Yahia,Jijel, for the academic year2019-2020. Seven (07) teachers out of (10) answered the questionnaire. It includes (26) questions, which are closed-ended questions and open-ended questions beside to a four points lick-ret scale. They are organized into three sections as follows:

- **Section one:** it includes teachers' personal information.
- **Section two**: Teachers' perception of fluency.
- **Section three:** Teachers' attitudes towards the notion of formulaic language

The aim behind forming this questionnaire is investigating whether teachers support the implementation of formulaic sequences as a teaching technique inside their oral expression classes, and whether this technique may promote their students' fluency level.

Analysis of the Questionnaire for Teachers

Section one: General Information

Q01: Which degree do you hold?

a) PHD degree
b) Magister degree
c) Master degree

Table 20

Teachers' Degree

Option	N	%
a	4	57.14
b	3	42.86
c	0	0
Total	7	100

Percentage of teachers who are holding a PHD degree is over (57.14%), while teachers who are holding a magister degree are about (42.86%). However, those who are having a master degree are (0%).

Q02- How long have you been teaching oral expression?

a) 1-5 years

b) 5-10 years

Table 21

Oral Expression Teaching Years

Option	N	%
a	6	85.71
b	1	14.29
Total	7	100

Teachers who are teaching oral expression from one year to 5 years had a percentage of (85.71%), while (14.28%) of them are teaching it for ten years.

Section Two: Teachers' Perceptions on Fluency

Q03- How can you evaluate your students' speaking performance level?

a) Excellent

b) Very good

c) Good

d) Bad

e) very bad

Table 22

The Students' Speaking Level

Option	Number	Percentage
a	0	0%
b	0	0%
c	7	100
d	0	0
e	0	0
Total	7	100

The results showed that all of teachers rated their students' speaking performance level as good with a percentage of (100%).

Q04- What are the adequate teaching techniques that you use the most for giving your students opportunities to practice their speaking skills?

a) Role play
b) Dialogues
c) Games
d) Storytelling
e) Group work

Table 23

Teaching Techniques

Option	%
a	71,42
b	85,71
c	42.85

d	42.85
e	71,42

It is apparent from the table that the majority of teachers preferred to use role-play for making their practice speaking with the percentage of (71.42%). While (85.71%) of them choose dialogues. However, (42.85%) of them considered games, efficient techniques for speaking opportunities and the storytelling technique had the same percentage (42.85%). Finally, the group work technique had a percentage of (71.42%).

Moreover, some teachers provided other teaching techniques they implemented in their oral expression classes such as films, videos, debates, and presentations.

Q05- Among the speaking sub-skills, which one from the following you think should be achieved?

a) Fluency
b) Accuracy
c) Both of them

Table 24

Speaking Sub-Skills

Option	N	%
a	1	14.29
b	0	0
c	6	85.71
Total	7	100

Fluency was selected by (14.29%) of teachers, however, none of them considered it as important to be achieved. While (85.71%) of them believed that both of these two sub-skills are important to be achieved. Teachers were asked to justify their reason behind selecting any choice, however, the majority who selected both of these sub-skills together referred to them as inseparable components and achieving one of them depends on the other component

Q-06: As an oral expression teacher, what is your purpose behind making students speak in the classroom?

a) Enhancing their accuracy
b) Enhancing their fluency
c) Raise their self-confidence
d) Gain more vocabulary
e) Practice their oral skills
f) Share their ideas

Table 25

The Purpose behind Speaking in the classroom

Option	N	%
a	7	100%
b	7	100%
c	7	100%
d	5	71.43%
e	4	57.14%

All of teachers believed that speaking is beneficial for developing their students' fluency with a percentage of (100%) and accuracy with a percentage of (100%). They also agreed that it is a way of showing their self-confidence with a percentage of (100%). while (71.43%) of them considered speaking as a way of gaining more vocabulary, moreover, (57.14%) of them referred to speaking as a way of practicing their oral skills and sharing ideas. Adding to this, one of those teachers provided another reason behind making students speak in the classroom stating that it is a way of using their passive knowledge to construct new language forms.

Q 07: According to your teaching experience, how can you define the concept of fluency?

a) An overall oral proficiency
b) The ability to communicate freely without being hesitated
c) The ability to utter a comprehensible grammatical speech
d) All of them

Table 26

Definition of Fluency

Option	N	%
a	0	0
b	5	71,43
c	0	0
d	2	28,57
Total	7	100

As it is shown in the above table, the majority of teachers defined the concept of fluency as being able to speak without hesitation with a percentage of (71.43%), while (28.57%) selected the 'all of them' option. It is noticeable that the teachers consider the absence of hesitation as a sign of fluency.

Q08: To what extent do you think the fluent performance of students is important?

a) Very important
b) Important
c) Less than important

Table 27

The Importance of Fluency

Option	N	%
a	5	71.43%
b	2	28.57%
c	0	0%
Total	7	100%

All of the teachers agreed on that fluency is important in the speaking performance; in fact (71.43%) of them believed that it is very important, while (28.57%) agreed that it is just important.

Moreover, they provided many reasons for their choices expressing that the student's speech needs to be fluent and smooth for being capable of using the language without being hesitated for facilitating communication and conveying meanings. However, none of them is treating it

as less than important phenomenon. The results showed that all of teachers were referring to the significant role of fluency to be a part of the students' speaking performance.

Q09-Are your students fluent in:

a) Reading
b) Writing
c) Speaking

Table 28

Fluency and the language skills

Option	N	%
a	4	57.14
b	0	0
c	3	42.56
Total	7	100

According to oral expression teachers, students are fluent in reading with a percentage of (57.14%), while (42.56%) of them believed that they are fluent in speaking; however, none of them believed that their students are fluent in writing. These findings proved that teachers assessed their students' learning skills and concluded that they are fluent in reading more than speaking; whereas, their writing skill lacks fluency**.**

Q10- Which characteristics a fluent speaker should hold?

a) Accuracy in grammar
b) Producing a rich amount of speech

c) Good pronunciation

d) Smooth expression without hesitation

e) Wide cultural scope

f) Pragmatic and social competence

g) Normal speed rate

h) Correct use of language

i) All of them

Table 29

Characteristics of Fluent Speaker

Option	N	%
a	2	28.57%
b	3	42.86%
c	3	42.86%
d	3	42.86%
e	2	28.57%
f	3	42.86%
g	4	57.14%

Few teachers had the perception that a fluent speaker should be accurate in grammar with a percentage of (28.57%), while (42.86%) of them agreed that a fluent speaker is the one who is uttering a rich amount of vocabulary, and some of them believed that fluent speakers have a good pronunciation with the percentage of (42.86%). However, (42.86%) of them saw that the absence of hesitation is a fluency marker, and only (28.57%) of teachers considered having

wide cultural scope as fluency sign. Moreover, (42.86%) of them looked at those speakers with pragmatic and social competence as fluent, while more than half of teachers believed that fluent speakers are able to talk at normal speed rate with the percentage of (57.14%).

Q 11- Fluency is a sign for an effective learning of English as a foreign language.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

Table 30

Fluency and Learning English

Option	N	%
a	1	14.29
b	3	42.86
c	2	28.57
d	1	14.29
Total	7	100

Some of teachers strongly agreed that fluency is an indicator of a successful learning of English with a percentage of (14.29%), while (42.86%) of them agreed. However, (28.57%) disagreed on that it is not necessary showing a positive effect on the students' learning and (14.29%) strongly disagreed. To conclude, it is remarkable that most of teachers give a huge importance for fluency in their teaching, and focus on developing it.

Section Three: Teachers' Perceptions on Formulaic Language

Q12-Do you think that students are familiar with the notion of formulaic language?

a) Yes b) No

Table 31

The student familiarity

Option	N	%
a	4	57.14
b	3	42.86
Total	7	100

(57.14%) of teachers believed that, students have an idea about formulaic language en general; while (42.86%) thought that they are not. It is noteworthy that teachers who are beholding to formulaic language as a usual language are generally exposing their students to formulaic expressions.

Q13-Do you think that formulaic sequences should be incorporated into the syllabus as an important aspect of the English language?

a) Yes b) No

Table 32

Incorporating Formulaic Sequences into the Syllabus

Option	N	%
a	7	100
b	0	0
Total	7	100

All of teachers agreed on the inclusion of formulaic language teaching into the educational program with a percentage of (100%), which indicated that they were reacting positively to the important role of formulaic language in facilitating the teaching of English and they expressed that formulaic language use is efficient for enhancing the students' fluency.

Q14- Do you implement formulaic sequences in your classes?

a) Yes b) No

Table 33

Teaching Formulaic Language

Options	N	%
a	7	100
b	0	0
Total	7	100

(100 %) of teachers opted for the option ”yes” which explained that they implemented formulaic language in their oral expression settings, so that formulaic sequences are used as a teaching technique by all teachers.

In this question, teachers were asked to cite which types of formulaic language they employed the most and their answers were as follows: collocations, idioms, slangs, and prepositional verbs.

Q15- what are the teaching techniques do you implement in teaching formulaic sequences?

This was an open-ended question to explore the different strategies that teachers used the most to display formulaic language and their answers were as follows:

- Guessing the meaning of the word in context.
- Direct or deductive approach.
- Providing the missing word in multiple-choice questions.
- Using materials such as audio-visual, dialogues, short films and short film clips.
- Reproduction of the sequences

Q16- Do your students use formulaic language in their speaking performance?

a) Yes b) No

Table 34

The Use of Formulaic Sequences

Options	N° of answers	Percentage %
a	6	85,7 %

b	1	14,3 %
Total	7	100 %

From the table (85.7 %) of teachers choose the option yes, which indicated that their students employed formulaic sequences in their speech production, while (14.3 %) said that their students do not.

Q17- How can a teacher raise the students' awareness of the use of formulaic language?

It was an open -ended question to examine how do teachers of oral expression make their students aware about the use of formulaic sequences and the answers were as follows:

- Teacher uses the expression himself.
- Teaching them in a module by explaining them, and mentioning its importance in oral proficiency.
- "Exposing students to authentic materials, and providing data that shows how native speakers use these formulaic expressions in their speech".

From the previous results, we can conclude that the majority of teachers attempt to draw the students' attention about formulaic language.

Q18- Formulaic language is a key indicator of Fluency.

a) Strongly agree
b) Agree
c) disagree
d) Strongly disagree

Table 35

Indicating Fluency

Option	N	%
a	1	14,3
b	4	42,9
c	1	28 ,6
d	1	14,3
Total	7	100%

The presented results in the above table indicated that (14.3 %) of teachers strongly agreed with the idea that a speech full of formulaic sequences helps in indicating the fluency level of the speaker, while (42.9%) just agreed. However, (28.6%) did not agree with using formulaic language as an indicator of fluency, and (14.30%) strongly disagreed. The results showed that most of teachers believed in the fact that speaking through using a range of fixed expressions may enable the hearer to measure the fluency level of the speaker.

Q19- A speech contains formulaic sequences is considered more fluent than a non-formulaic speech.

a) Strongly agree
b) Agree
c) disagree
d) Strongly disagree

Table 36

The more Fluent Speech

Option	N	%
a	2	28,6
b	2	28,6
c	2	28 ,6
d	1	14,3
Total	7	100

The previous data demonstrated that (28.6 %) of oral expression teachers strongly agreed that a speech with formulaic language is considered more fluent, and (28.6%) agreed. While (28.6%) did not, and (14.3%) strongly disagreed. It is worth of note that the majority of teachers preferred the speech that consists of fixed expressions.

Q20- learners reach a high level of accuracy through the employment of formulaic language.

a) Strongly agree
b) Agree
c) disagree
d) Strongly disagree

Table 37

Accuracy Level

Option	N	%
a	1	14,3
b	3	42,9
c	2	28 ,6
d	1	14,3
Total	7	100

As it is presented in the above table, (14.3 %) of teachers strongly agreed that in order to reach a high level of accuracy**,** the learners should employ different types of formulaic language in their speech performance and (42.9%) just agreed. However, (28.6 %) disagreed with the stated idea while (14.3%) strongly disagreed.

Q21- Formulaic language has a positive contribution in developing the learners' fluency.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

Table 38

The Positive Contribution of Formulaic Language

Option	N	%

a	1	14,3
b	3	42,9
c	2	28 ,6
d	1	14,3
Total	7	100

Only **(**14.3 %) of teachers strongly agreed, that formulaic language has a positive contribution on the learners' fluency level and (42.9%) agreed with the same idea. Whereas (28.6 %) disagreed and (14.3%) strongly disagreed.

Q22- The use of formulaic sequences decreases the processing overload for speech production by making the process shorter.

a) Strongly agree
b) Agree
c) disagree
d) Strongly disagree

Table 39

Formulaic Language and the Processing Overload

Option	N	%
a	1	14,3
b	4	57,2

c	1	14,3
d	1	14,3
Total	7	100

the data presented in the table above demonstrated that only (14.3 %) of teachers asserted that using formulaic sequences in the speech production aids in decreasing the processing overload by making it shorter, and reducing the rate of speaking, while (57.2%) of them agreed. However, some of them disagreed with this idea with a percentage of (14.3%) while those who strongly disagreed were about (14.3%). The given results showed that teacher believed that formulaic language might make processing language easier.

Q23- Formulaic language facilitates communication.

a) Strongly agree
b) Agree
c) disagree
d) Strongly disagree

Table 40

Facilitation of Communication

Option	N	%
a	1	14,3

b	4	57,2
c	1	14,3
d	1	14,3
Total	7	100

According to the table, (14.3%) of teachers strongly disagreed with the idea that formulaic language facilitates communication between individuals, while (57.2%) of them just agreed. However, (14.3 %) of them did not support the idea and (14.3%) strongly disagreed.

Q24-Formulaic sequences enable the students to be native-like speakers.

a) Strongly agree
b) Agree
c) disagree
d) Strongly disagree

Table 41

Native –Like speakers

Option	**N° of answers**	**%**
a	3	42,9
b	2	28,8
c	1	14,3

d	1	14,3
Total	7	100

Some of teachers strongly believed that students who employ formulaic sequences in their discourse are able to be native-like speakers with a percentage of (42.9%) while only (28.8%) agreed. However, few teachers had an opposite viewpoint with a percentage of (14.3%), and those who strongly disagreed were about (14.3%) teachers.

Q25-Prefabricated expressions aid the students at indicating the individual speaker or group identity.

a) Strongly agree
b) Agree
c) disagree
d) Strongly disagree

Table 42

Indicating Identity

Option	N	%
a	0	0
b	4	57,2
c	2	28,6
d	1	14,3
Total	7	100

From the presented results in the table, none of teachers strongly agreed with the idea that formulaic expressions help the speaker and the hearer to understand each other in conversation while (57.2%) agreed. However, (28.6 %) of them denied, the fact that prefabricated expressions aid the students at indicating the individual speaker or group identity and (14.3%) strongly disagreed. As a conclusion, formulaic language can function as identity-marking devices in social context.

Q26- Ready-made expressions provide the learner with easy recognizable grammatical forms and ways to maintain their place in conversation.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

Table 43

The Role of Formulaic Language in Conversation

Option	N	%
a	2	28,6
b	2	28,6
c	2	28,6
d	1	14,3
Total	7	100

The pervious data demonstrated that (28.6 %) of teachers strongly agreed that ready-made expressions are beneficial for providing the grammatical forms to keep their conversation in progress and only (28.6%) just agreed. However, (28.6 %) did not agree and (14.3%) strongly disagreed. The indicated results are clear evidence that the majority of teachers are aware about the impact of formulaic language on the individuals' speech.

3.2.2 Data Discussion

The findings of the students' questionnaire showed that students consider fluency as a speaking sub-skill, a significant component for being native-like speakers. While their use of formulaic language in their speaking performance indicated that they are conscious towards involving a variety of formulaic expressions in communicative settings stating that they use these expressions for many purposes such as enhancing their oral proficiency, and enriching their speech content. In the questionnaire of teachers , the teachers' responses in the second section showed that they hold positive attitudes towards the importance of mastering fluency as speaking sub-skill; claiming that fluency keeps the interaction in progress by covering many aspects of speech that makes both of the hearer and the speaker more comfortable. In addition, the third section findings showed that the teachers implement the knowledge of formulaic sequences in their oral expression settings, which demonstrated that they hold positive perceptions towards the effects that formulaic language has to enhance the learners' oral fluency level. Furthermore, the majority of them had absolute agreement that having a range of formulaic sequences will make the students sound native-like speakers.

A detailed interpretation was provided for the students' questionnaire, after analyzing the students' responses, it was considerable to notice that the students are aware of developing

their fluency level through the implementation of different learning techniques such as using formulaic expressions in order to sound native-like speakers. The latter indicated that they support the implementation of formulaic language into the curriculum. However, their answers for the questions related to formulaic language showed that they are not sufficiently exposed to the extent that they hold various perceptions about the knowledge of formulaic language. For instance, the given results showed that many students do not know that 90 % of fixed expressions are formulaic; this pointed out that formulaic language in previous oral classes was limited, and that it is taught in a multi variety of types but not as a notion. Furthermore, the data conducted in the student's questionnaire explained to what extent student are aware about the use of formulaic language and its impact on their speech production.

On the other hand, after analyzing the teachers' questionnaire, it was important to notice that the majority of teachers expressed that fluency and accuracy are two complementary elements that cannot be separated. In addition, these findings indicated that the oral expression teachers believed that formulaic language has fruitful functions on the student's fluency level such as saving efforts in language processing, and facilitating communication, in which the majority of them have the agreement that it contributes in making the students produce smooth, rapid, and accurate speech. In fact, these teachers supported devoting enough time for exposing the EFL students to the input of formulaic language in oral expression settings. The findings explained to what extent teachers implemented these expressions for enriching their learner's oral fluency.

The above interpretations for both the students' and the teachers' questionnaires, demonstrated that the students' awareness about the inference of formulaic sequences in their speech construction for developing their fluency level is corresponding the teachers' support

of formulaic sequences as a teaching instruction to enable their students to be native-like performers. The final findings are referring to the affirmation of the stated hypothesis which shedding the light on formulaic sequences use and their major role in affecting positively for promoting the EFL students' oral fluency level.

3.2.3. Limitation of the Study

As with the majority of studies, the current research work designing was not out of struggles and difficulties. In fact, the findings have to be seen in light of potential limitations. The lack of primary sources, the expensive and the inaccessible resources were the primary reasons behind providing limited information. Adding to that, the study required adopting an experimental design, a classroom observation and testing as research instruments; however, due to the social instability and the pandemic, the researcher was obliged to manage the study adopting an online research tool. Moreover, the total number of the subjects' responses was small in comparison to the intended population and finally, the questionnaire as a data collection instrument is inefficient for gathering reliable and valid data.

3.2.4. Pedagogical implications and Further Recommendations

- **pedagogical implication**

This study investigates the use of formulaic language to enhance EFL learner' oral fluency. Based on final findings, it is noteworthy to conclude that oral fluency is a substantial speaking component to be achieved. Accordingly, the EFL teachers should focus more on developing the students' fluency in their oral expression settings and be creative in drawing adequate interactive tasks as teaching techniques. The teachers should also expose their students to a variety of formulaic language models in a sufficient manner and make them aware of the importance of formulaic sequences in making their speech sounds more

proficient. The students in their turn should rely more on themselves and try to develop their oral proficiency through interacting with an extensive implication of formulaic language models.

- **Recommendations for Future Research**

From the stated limitations, it is substantial to suggest some recommendations for future research in the field. Therefore, researchers are recommended to investigate this research topic adopting a mixture of research tools such as classroom observation and experimental design for achieving reliability and valid results.

Conclusion

The current chapter presents the practical part; two online questionnaires were adopted for the collection of the data. They aimed at scouting out the teachers' perceptions of the impact of using formulaic language to enhance the students' oral fluency, as well as the students' awareness about the major role of formulaic language plays in their speech performance at the English department of Jijel, University. It primarily starts with the descriptions of questionnaires, participants (teachers and third year students) and ends with data analysis and its interpretation. After being analyzed and discussed, it was vital to notice that teachers are aware of the causal relationship between formulaic language and fluency, and that students are salient enough about the functions of formulaic sequences in their speaking. Ultimately, this section ends with the limitations of the study and further instructional recommendations for other researchers to pursue.

General Conclusion

Drawing to a close, the current study seeks to explore the impact of formulaic language usage on EFL learners' oral fluency. It is structured into two main parts; the first one is the theoretical part while, the second one is the practical part. The theoretical part comprises two main chapters; the first chapter is allocated to an overview about the notion of oral fluency tackling the major challenges faced by scholars to provide rational descriptions for the term in the related literature. However, the second chapter is devoted to a review about the concept of formulaic language and the basic interpretations for the notion in addition to its inseparable relationship to fluency that had been variously discussed in the empirical studies. Consistently, the practical part contains one chapter that is made up of three main sections. The first section consists of a description for the research methodology, the participants (Teachers and Third year students), followed by collecting data instruments and data gathering. The second section concerns data analysis and then the last section that involves data interpretation to obtain the results.

This research declaimed two main research questions: RQ1: What are the EFL learners' perceptions towards the utilization of formulaic language in their speech production? RQ 2: What are the teachers' perceptions towards the contribution of formulaic language in enriching the learners' oral proficiency? The data collection tool were two online questionnaires; one was designed for ten (10) teachers of oral expression while the other was for one hundred (100) third-year students at the Department of English of Mohammed Seddik Ben Yahia University, Jijel. The used quantitative design was efficient for helping us to conclude two major findings: The students are aware enough to employ formulaic expressions in their speech performance. The teachers on the other hand hold positive thinking about the involvement of formulaic expressions in the speech production claiming that it is substantial

to implement the teaching of formulaic language as an instructional technique inside the oral expression classes. Owing to the fact that the current research faced multiple limitations, but it received convenient results. Therefore, it is essential to conclude that the employment of formulaic language in the speech production holds a positive impact on the EFL learners' oral proficiency through enhancing their oral fluency level. Lastly, the answers for the research questions were provided, and the hypothesis of the use of formulaic language to enhance EFL learners' oral fluency was confirmed.

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Appendices

Appendix A

Questionnaire for Teachers

Dear teachers,

For the sake of collecting data, the following questions are headed to you since your answers will validate our final findings. This study aims to investigate the impact of formulaic language in enhancing the English language students' oral proficiency; accordingly, we are kindly asking you to fill in this questionnaire, your answers will be treated with complete confidentiality. The questionnaire is divided into two elements starting with questions about fluency then questions about formulaic expressions. Please, mark the option (s) that best correspond to your convictions. We truly appreciate your devoted time and efforts in helping us accomplish our intended goal.

Section one: General Information

1: Which degree do you hold?

a- PHD degree

b- Magister degree

c- Master degree

2- How long have you been teaching oral expression?

……

Section two: Teacher's Perception of Fluency

3. How can you evaluate your students' speaking performance level?

a- Excellent

b- Very good

c- Good

d- Bad

e- very bad

4. What are the adequate teaching techniques that you use the most for giving your students opportunities to practice their speaking skills?

a- Role play

b- Dialogues

c- Games

d- Storytelling

e- Group work

Others……

5- Among the speaking sub-skills, which one from the following you think should be achieved?

a- Fluency

b- Accuracy

c- Both of them

Justify your answer please……

6. As an oral expression teacher, what is your purpose behind making students speak in the classroom?

a- Enhancing their accuracy

b- Enhancing their fluency

c- Raise their self-confidence

d- Gain more vocabulary

e- Practice their oral skills

f- Share their ideas

Others……

7. According to your teaching experience, how can you define the concept of fluency?

a) An overall oral proficiency

b) The ability to communicate freely without being hesitated

c) The ability to utter a comprehensible grammatical speech

d) All of them

Others……

8. To what extent do you think the fluent performance of students is important?

a) Very important

b) Important

c) Less than important

Please justify your answer……

9. Are your students fluent in?

a) Reading

b) Writing

c) Speaking

10- Which characteristics a fluent speaker should hold?

a) Accuracy in grammar

b) Producing a rich amount of speech

c) Good pronunciation

d) Smooth expression without hesitation

e) Wide cultural scope

f) Pragmatic and social competence

g) Normal speed rate

h) Correct use of language

i) All of them

Others……

11. Fluency is a sign for an effective learning of English as a second language.

a- 1- Strongly agree

b- 2- Agree

c- 3- Disagree

d- 4- Strongly disagree

Section three: Teacher's Perception of Formulaic Language

12. Do you think that the students are familiar with the notion of formulaic language?

Yes ☐ No ☐

13. Do you think that formulaic sequences should be incorporated into the syllabus as an important aspect of the English language?

Yes ☐ No ☐

Justify if your answer is 'No', please……

14. Do you implement formulaic sequences in your classes?

Yes ☐ No ☐

If 'Yes', which type of formulaic sequences do you use the most? If 'No' please justify your answer

15. What are the teaching techniques do you implement in teaching formulaic sequences?

.....

16. Do your students use formulaic language in their speaking performance?

Yes ☐ No ☐

If your answer is 'No', please write down the reason

17. How can teachers raise the students' awareness of the use of formulaic sequences?

……

18. Formulaic language is a key indicator of oral proficiency.

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

19. A speech contains formulaic sequences is considered more fluent than a non-formulaic speech

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

20. Learners reach a high level of accuracy through the employment of formulas in their speech

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

21. Formulaic language has a positive contribution in developing the learners' fluency

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

22. The use of formulaic sequences decreases the processing overload for speech production by making the process shorter.

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

23. Formulaic language facilitates communication.

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

24. Formulaic sequences enable the students to come across native-like speakers.

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

25. Prefabricated expressions aid the students indicate the individual speakers' or groups' identity.

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

26. Ready-made expressions provide the learners with easily recognizable grammatical forms and ways to maintain their place in conversations.

a- 1: Strongly agree

b- 2: Agree

c- 3: disagree

d- 4: Strongly disagree

Appendix (B

Questionnaire for Students

Dear students,

Since the following questions are made for gathering data for our research paper, you are overly welcomed to be a part of validating the results by answering this questionnaire. The aim of this study is about exploring the importance of formulaic sequences in developing the students' speaking abilities in order to be English language proficient speakers. Your answers will be treated anonymously and with complete confidentiality. Please, tick the best choice (s) that sound appropriate for you, and justify or explain where necessary. You are extremely appreciated for your incorporation, thank you in advance.

Section one: General Information:

1: Gender

b- Male

c- Female

2: Which speaking sub-skill you think is the most important to be mastered?

e. Accuracy

f. Fluency

g. Appropriateness

h. All of them

3: "Fluency is the ability to express and share one's own ideas and information in an accurate, smooth manner which may sound as a native-like speech performance"

a. 1: Strongly agree

b. 2: Agree

c. 3: Neutral

d.4: Disagree

e. 5: Strongly disagree

If you disagree, please write down your own definition of fluency……..

4: Which activity do you think is the most efficient for indicating your fluency?

d. Storytelling

e. Games

f. Role play

Others……..

5 -On a scale from 1 to 7, how do you evaluate your fluency level? (1 is the poorest fluency level and 7 is the highest fluency level)

h. Very poor fluency level

i. Poor fluency level

j. Intermediate fluency level

k. Good fluency level

l. Very good fluency level

m. Excellent fluency level

n. Proficient fluency level

Section two: Exploring the students' awareness about the use of Formulaic language

6: What does the formulaic language mean to you?

e. A routine expression that has a metaphorical meaning

f. An expression that has a literal meaning

g. An expression that may be used in specific predictable situations

h. Don’t know

7: Formulaic sequences could be in a form of:

i. Idioms

j. Metaphors

k. Collocations

l. Phrasal verbs

m. Lexical bundles

n. Proverbs

o. Situation bound utterances

p. All of them

8- Do you think that formulaic sequences affect the students' fluency level?

Yes ☐ No ☐

Justify your answer please……

9- Which type of formulaic sequences, do you use the most for the purpose of making your speech comprehensible and sounds as proficient?

……

10. Why do you employ formulaic sequences into your speech performance?

a- To be native-like speaker

b- To enhance your oral proficiency

c- To enrich your speech content

d- All of them

Others ……..

11. How often do you use formulaic expressions when you speak?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

12. Do you have some difficulties in retrieving formulaic language?

Yes ☐ No ☐

Justify please…….……..

13. A fluent speaker should have a range of formulaic expressions.

f- strongly agree

g- agree

h- neutral

i- disagree

j- strongly agree

14. Since the use of formulaic language is for making you a proficient speaker, you recommend your colleagues to enroll it in their speech for the aim of being native-like speakers, which facilitates your interaction.

f- Strongly agree

g- Agree

h- Strongly disagree

i- Disagree

Q15. Do you agree with the implementation of formulaic language in language teaching curriculum?

Yes ☐ No ☐

Justify please……..

Appendix (C)

Wray and Namba (2003) checklist

1. By my judgment, there is something grammatically unusual about this word string.
2. By my judgment, part or all of the word string lacks semantic transparency.
3. By my judgment, this word string is associated with a specific situation and/or register.
4. By my judgment, the word string as a whole performs a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.
5. By my judgment, this precise formulation is the one most commonly used by this speaker/writer when conveying this idea.
6. By my judgment, the speaker/writer has accompanied this word string with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.
7. By my judgment, the speaker/writer, or someone else, has marked this word string grammatically or lexically in a way that gives it special status as a unit.
8. By my judgment, based on direct evidence or my intuition, there is greater than-chance-level probability that the speaker/writer will have encountered this precise formulation before, from other people.
9. By my judgment, although this word string is novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right
10. By my judgment, this word string is formulaic, but it has been unintentionally applied inappropriately.
11. By my judgment, this word string contains linguistic material that is too sophisticated, or not sophisticated enough, to match the speaker's general grammatical and lexical competence (Wray& Namba , 2003, pp. 29–32)