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Enhancing EFL Learners' Oral Fluency Through The Use of Formulaic Expressions: The Case of Second Year Students at the Department of English at M'sila University

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To the soul of the father

Madani said

Dedication

This work is dedicated specially to my parents, and my dear grandmother who have shown me what nobody else would ever have, and have provided me with their encouragement, love and patience.

This work is also dedicated to my brothers Sofiane and Khaled and my sister Dounya for their whole-hearted support;

To all my extended family,

To all my friends and my respectful teachers at the university of M'sila,

Ta all who where there for me, thank you for ignoring my faults and encouraging my merits,

To all those who have been supportive, caring and patient, sometimes beyond their strength, I dedicate this work.

Miss.Imane Daca

Dedication

I would like to dedicate this work for the woman that gave me unconditional , love, care, and hope Mom , the only person that believed in me and never let me down, thank you for teaching me how to believe in my dreams.

A dedication would be addressed also to my wonderful father, thank you for your support and guidance.

To my angle sisters and brothers, Karima, Nour, Samar, Iyad, Mimo, and Linda

In the memory of the person that means the world for me, Daddy

Madani Boutheyna

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Abstract

Learners' oral fluency is a substantial element in the acquisition of a communicative competence, which has been the ultimate mission of oral expression teachers to implement a diversity of useful techniques for the sake of achieving such task. Formulaic expressions stand as a fruitful technique used by teachers to enhance speaking fluency of learners of English as a foreign language. This research aims to explore the effectiveness of using formulaic expressions that represent the fixed units of language such as readymade sentences, phrasal verbs, collocations and idiomatic expressions as a pedagogical technique for improving learners' fluency performance. In order to fulfill the research objectives, an experimental descriptive design supported by quantitative and qualitative approaches are adopted to collect and analyze gathered data. In order to obtain the required data, an amalgamation of research tools were used including teachers and students' questionnaires, classroom records during conducting the tests in the treatment sessions. The findings obtained by means of the teachers and students' questionnaires, in addition to the results of the pre-test, post test and delayed test indicate that formulaic expressions technique is fruitful in the mastery of a fluent speech to a great extent; however, students' awareness about such technique is not fully present. Thus, the current study revealed that formulaic expressions technique is an efficient way for improving learners' speaking fluency in oral expression instructions.

List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FSs: Formulaic Sequences

L2: Second Language

LMD: License Master Doctorat

Q: Question

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General Introduction

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Introduction

Although, the notion of formulaicity in language is not new, it has received a great deal of attention in recent years. Formulaic multi-word chunks are stored and retained as one fixed unit (Pawley &Syder, 1983, Wray, 2002). In other words, formulaic expressions centre on the notion as they are multi-word patterns of language that are employed in a spontaneous speech production; in which they provide an automaticity as stored and retrieved from long term memory as if they were single lexical units (Wood, 2010; Syder, 1983). These expressions have a remarkable role in L2 acquisition as a production strategy to save cognitive efforts and keep attention on speaking (e.g. Conklin & Schmitt, 2008; Jiang &Nekrasova, 2007). A considerable amount of studies were carried out in language formulaicity and its efficiency in oral fluency, for instance; Wood (2010) states that an increasing amount of research in language acquisition suggests that ready-made chunks or commonly used sequences of words play a significant part of language acquisition and production. Thus, indeed there is an effective impact of using formulaic expressions on fluency enhancement, consequently resulting in a speedy smooth utterance as emphasized by Wood (2002): ‘’the implications of this knowledge for classroom teaching are considered, with particular emphasis on attending to input and fostering interaction to facilitate the acquisition of a repertoire of formulaic language”(p.1). In addition, formulaic language notable effects are found in the progress of the learners’ grammatical competence besides to facilitating access into communication and fostering production speed in the initial phases of instructed acquisition (Cordier, 2013). Moreover, previous researches have not fully considered the implication of formulaic expressions as a teaching technique in oral classroom, so this study is motivated by such gap and aimed to investigate and explore the role of using formulaic expressions as a teaching

technique in promoting EFL learners' fluency in communicative production. According to wood (2010), a learner can come across as sounding more native like as well as take advantage of the other benefit that formulaic expressions provide for the speaker. Indeed, Boers, Eyckmans, Kappel, Strengers, Demecheler (2006) state that three reasons for the benefit of formulaic expressions to learners of an L2 language in increasing their ability to acquire native like production. First, varieties of formulaic sequences neglect the taught grammar rules and are remarkably unexpected. Second, employing formulaic phrases is sought to help the production of language in needed situation (Boers et al, 2006). Finally, such formulaic sequences are thought to construct a form of zone of safety as they can enhance a learner's linguistic accuracy.

Therefore, this study is conducted in attempt to fill the gap detected in second year oral classroom teaching via the use of formulaic expressions as a tool for boosting learners' oral fluency and indicating its ultimate efficiency in promoting communicative aspects when acquiring a second language. In fact, as a result of not having fully considered the implementation of formulaic expressions as a teaching technique in oral classroom, this study is highly motivated to investigate and explore the role of using formulaic expressions in enhancing EFL learners' fluency in communicative production at the University of M'sila.

Background of the Study

The broad concept of fluency begs for certain clarification "fluency is often understood to refer to the flow and smoothness of delivery" (Chambers, 1997; Koponen & Reggenbach, 2000). Fluency has been used as an umbrella term to mean quantity and quality of speech (Raddaoui, 2004).The concept of fluency according to Lennon (1990) and Raddaoui (2004) is divided in terms of accuracy and complexity or quantity and quality. Quantity refers to speech rate, pause rate and pause position, while quality entails vocabulary, lexical accuracy, richness, variation, economy, metaphoricity and phrasal complexity which are a set of multi-word lexical units such as idioms, collocations, phrasal verbs and compounds. Specifically, according to De Jong and Perfetti (2011) a fluent speaker is the one who is equipped with linguistic knowledge in addition to his ability of using that knowledge accurately and appropriately.

Moreover, fluency entails various aspects of language use and this in regard to Fillmore's claim (1979,p.93) that "earlier accounts of fluency saw it is a multifaceted construct which embraces a variety of aspects of language use ranging from sociolinguistic appropriateness through linguistic creativity to expressing ideas at length in coherent semantically dense sentences with few pauses and fillers'' Therefore, maintaining oral fluency has been the question and the focus of various researches in learning and teaching contexts, and a variety of techniques were introduced but revealed to be insufficient to accomplish the required goal. Formulaic expressions can be an effective teaching technique that helps in fluency improvement. It can be defined as "it is directly reflected in the enormous number of different terms used to describe multi-word, lexicalized sentence, which include collocations, formulaic sequences, lexical bundles, idioms, core idioms and so on" (Webb, 2013).Thus, according to Van Lancker Sidtis speaking performance comprises a great deal of formulaic

expressions which “in their canonical form contain precisely specified words in a certain order spoken on a set of intonation contour” (pp.5-8).

Referring to Wood(2002,p.32): “strings of many aspects of language and ideas can then be generated appropriate to the ideas linked to the stimuli while more specific items and constructions can be placed with or within the formulae. In this way, fluent speech is generated’’, while more specifically there are number of reasons why formulaic sequences deserve attention. First of all because of grammar, in the sense that they will help in producing acceptable accurate stretches, in addition to reducing cognitive processing efforts when creating a novel way of expressing a meaning; consequently reducing the chance of error (Boers, Eyckmans, Kappel, 2006). Moreover, language learning is not merely about recognizing single words, but also to understand them together within appropriate context (Orlik, 2017, p.21), she stated that “what makes learning a new language even more difficult, is the fact that even if some utterances are perfectly correct grammatically, they may not sound natural or native-like’’(p.21).

There are scarce of researches on the teachabilty of formulaic expressions in oral classroom contexts. Boers et al (2006) found that “formulaic language can be taught through awareness rising”. Gatbonton and Segalowitz (2005) “argued that automaticity can be promoted in inherently repetitive tasks that elicit formulaic language and genuinely communicative and thus fit well in a communicative language teaching classroom setting, although they report no data that support this conclusion”.

Statement of the Problem

EFL teachers tend to focus more basically on learners accuracy than fluency. However, the latter is considered as crucial aspect in the mastery of speaking skill. In fact there were several techniques applied in oral classroom teaching at the department of English at M'sila University in order to enhance EFL learners' fluency performance, but they have been proved to be ineffective .Thus, formulaic expressions as a teaching technique is employed to accomplish such point. Despite the recent increasing interests in the research of formulaic language which constitutes a significant part of language, there is little research on formulaic expressions' use in the field of oral teaching settings and particularly second language acquisition and production. This research attempts to investigate the fruitfulness of using formulaic expressions as an efficient teaching technique for the attempts of improving learners' oral fluency.

Research Questions

In accordance to the stated problem, this study seeks to answer the following questions:

1-To what extent teachers are focusing on EFL learners' fluency in oral expression course?

2- To what extent are second year students aware of the importance of formulaic expressions?

3- How can formulaic expressions lead to EFL learners' fluency enhancements?

Hypothesis

- The increased application of formulaic language by EFL teachers at M'sila University would have a direct positive influence on learners' fluent speech production.

Research Objectives

The present research aims mainly at drawing learners and teachers' attention to the notion of formulaicity and its effects on their teaching and learning process, it also aims to:

- Investigate the existence of formulaic expressions as a teaching technique in oral classrooms at the University of M'sila.
- Spot the use of formulaic expressions by EFL learners in oral classrooms.
- Explore the effect of using formulaic expressions on EFL learners' fluency enhancement.

Significance of the Study

The findings of this study will be of great significance for both teachers and students. First, it will emphasize on teachers application of formulaic expressions as a technique in oral classrooms instructions .Thus, raising their awareness of its efficiency in promoting learners' fluency performance. Moreover, this research highly focuses on the importance of using formulaic expressions by EFL learners in their communicative practices, as well as to detect the degree of EFL learners' awareness about the concept of formulaic expressions. This study goes with some previous studies that investigate the significant role of formulaic expressions in specific fields such in reading fluency. More specifically, the present study attempts to particularly explore the efficiency of formulaic expressions in promoting oral fluency in order to narrow down the gap existing in oral expression teaching techniques. So, this research work is important since it seeks to develop a teaching model based on formulaicity; therefore it contributes to building a successful teaching oral expression instruction.

Organization of the Dissertation

This study is divided into three main chapters. The first chapter will be devoted for fluency; beginning with the set of English speaking sub-skills, fluency definition, some previous frameworks to fluency, characteristics of a fluent speaker, its importance as a significant speaking component, and some techniques for oral fluency development . The second chapter will be dedicated for formulaic expressions' definition, formulaic expressions' types, the relationship between formulaic expressions and the promotion of EFL learners' fluency, then the implications of formulaic expressions in the oral teaching setting. The last chapter will be dealing with the methodology design, data analysis, limitations and pedagogical implications. It represents the research design, the method, settings, participants, the data collection tools, and the discussion of the findings.

Chapter One: Fluency

Introduction

Learning English as a foreign language requires the mastery of the four language skills reading, writing, listening and speaking. For learners in a foreign language classroom they need to acquire these skills in a more adequate-balanced manner, and in order to interact in the target language which is English, the majority of EFL learners are keen to speak fluently by developing a level of fluency to sound more natural and native-like. For this reason, teachers should help their learners to approach high language oral proficiency via the application of the appropriate techniques and methods to fulfill EFL learners' needs to speak smoothly and easily. The present chapter attempts to provide an idea about the different sub-skills of speaking skill per se, to define the term "fluency" and it also deals with some of fluency developed frameworks, in addition to the identification of the different characteristics of a fluent speaker, as well as the importance of fluency as an essential component of speaking skill. Finally, it discusses some techniques for oral fluency development in EFL classes.

1.1. Speaking sub-skills

Speaking skill is one of the most active and productive skills for foreign language learning. In 2002 Abed Al Salam defines speaking skill (as cited in Mahmoud Ashour, 2014) as a set of micro-skills which involve syntax, morphology, pragmatics, semantics, and phonology. In other words, in order for a speaker to produce clear, fluent, accurate, and appropriate utterance, he needs to master the most efficient knowledge of production devices including sounds, words, sentences, grammatical rules, pronunciation rules, and discourse background.

1.1.1. Fluency

Fluency as one of speaking sub-skills is speaking at a normal rate without hesitations or pauses between stretches of speech; it is also transmitting one's message across in an easy, clear, and intelligible manner, using a simple language characterized as being approximate to a native speaking performance (Barrios Acosta, 2017). In a wider meaning, Mahmoud Ashour (2014) states: "[...] exposing ideas calmly and spontaneously, arguing persuasively, organizing the oral production both cognitively and physically, manifesting a certain number of hesitations, pauses, backtracking and corrections, and using gap fillers correctly" (p. 65). The speaking sub-skill of fluency is meant to be the main concerns of this research and to be dealt with in more details in order to fulfill the targeted objectives of the present study.

1.1.2. Pronunciation

Pronunciation is the students' capacity to utter comprehensible English speech in terms of pure and meaningful sounds in contexts to make communication successful for both speakers and listeners. In addition, it distinguishes English language from other languages. However, inaccurate pronunciation may lead to misunderstanding or frustration. So it is highly significant to note that learning how to pronounce in a second language entails the construction of novel pronunciation habits and to free oneself from the bias of the first language (cook, 1996).

1.1.3. Grammar

Grammar is a system of rules which govern the structure and the order of language forms (Parsons, 2004) (as cited in Mahmoud Ashour, 2014). More than this, Mahmoud Ashour (2014) views grammar as a device which governs EFL learners' accurate performance through mapping between form and meaning. Mahmoud Ashour (2014) notes that while

learning grammar, learners should be aware of the strength, flexibility, and variety of the learnt foreign language, so that they will remarkably be able to efficiently use it and assess other's use of it.

1.1.4. Vocabulary

Vocabulary development is one of the most substantial goals of teaching a second/foreign language, because it is the basis of an utterance (Shafaei & Nejati, 2010). In 2011 Cooper, Kiger, Robinson and Slansky (as cited In Mahmoud Ashour, 2014) pinpoint the crucial aspect of learning new vocabulary in helping students become autonomous learners to infer or learn meanings of unfamiliar words¸ claiming that learners require to be equipped with a rich vocabulary that they understand and can use, in addition they need to be able to recognize the lexis and its meaning as they read and write; so that in the future they will be able to involve high proportion of words and expressions to express their attitude to what is being said.

1.1.5. Appropriacy

Appropriacy or appropriateness is a crucial speaking sub-skill to be mastered either at the level of sociolinguistics, socio-cultural, or social level of appropriacy. Brown and Yule (1983) propose that the basic objective of language use is 'interaction' which means that language is used to create, preserve, and develop social relationships; however, if the speaker does not respect appropriacy this objective cannot be reached. In simple words, mismatches and misunderstandings in oral communicative discourse are the reasons for some emerging problems as "the speaker does not have full command of the target linguistic knowledge which may lead him to produce unacceptable or unintelligible form (terms of phonology, grammar or lexical choices)" (Mahmoud Ashour, 2014, p. 70).

1.2. Fluency Definition

The wide concept of fluency begs for certain clarification "fluency is often understood to refer to the flow and smoothness of delivery" (Chambers, 1997; Koponen & Reggenbach, 2000). Fluency is thus the production of L2 with a more native-likeness in terms of speed, pausing, hesitation or reformulation via routinisation, lexicalization and automaticity of L2 system (Ellis, 2003; Lennon 1990; Skehan 1992 & 2003). Therefore, one cannot deny the fact that fluency leads to a greater impressive speaking performance. In simple words, fluency is much like a synonymous of command, competence, spontaneity, and proficiency in L2 spoken performance. So, it can also be explained as the learner's ability to link runs of speech with ease, and be free of inappropriate pausing and hesitation.

Thus, language teachers with regard to Communicative Language Teaching method, attempt to employ as well as develop new strategies and techniques in order to aid their students attain the best of this ability. Hence, such ability to speak fluently depends for the most on their global language proficiency, more specifically the ease, eloquence, smooth flow of their speech production (Chambers, 1997; Lennon, 1990). Furthermore, following Housen, Kuiken and Vedder's (2012) explanation of fluency, it is the learners' easy manipulation of their linguistic L2 knowledge system to communicate and deliver meanings in real communication settings, that can be spotted in the rate of speech and efficiency with which they use related L2 information. This explanation can be reflected in Dell Hymes' (1974) view of fluency; he argued that fluency in a language is represented by an individual who is wired both with the knowledge of language and its efficient use.

1.3. Previous Frameworks to Fluency

Oral fluency has been discussed in various language teaching methods and from different perspectives over the years. However, few teaching methods have emphasized the role of fluency in language learning.

Firstly, in the **Traditional** method accuracy in language is given more attention, and students are asked to perform "high standards in translation" (Richards & Rodgers, 1986, p. 4). Speaking and listening are hardly given any attention. In **Direct** method, speaking and listening skills are given due attention. Accurate pronunciation and grammar are greatly stressed and the use of mother tongue is avoided. Moreover, **Situational Language Teaching** method is mainly concerned with the spoken language, and according to Richards and Rodgers (1986) the guiding principle of an EFL classroom activity is the oral practice of structures. Such oral training of sentence patterns should be introduced in wide range of situations to give the greatest amount of practice in English speech. Therefore, fixed language items should be practiced orally in their appropriate contexts. In the **Audio-Lingual** method listening, speaking, reading and writing all together are strongly stressed, oral skill is specifically given due importance, this method assumes : " the medium of language is oral" (Richards & Rodgers, 1986, p. 49).

In late 1960s, the **Communicative Language Teaching** method emerged. This method sheds light on the communicative competence where meaning, in contrast with structure is the central focus of learning and seeks to realize a high level of communicative competence. Further, (CLT) is to a great extent flexible in its theoretical framework to teaching, thus, any approach which aims at developing the learners' accurate pronunciation is immensely approved. In (CLT) method, teaching language has a direct objective which is the maximizing of fluency in the target language. Hence, it can be explicitly stated that fluency with flexible approach in language learning has a great role to play within a learner centered approach

where teachers help their learners in various possible ways that motivate them to use language. One can also arrive at the fact that language learning is least pressurized in **Communicative Language Teaching.**

Among the many prominent figures who established a set of basic frameworks for fluency development is Caroll (1968) who described four types of fluency (as cited in Reggenbach, 2000, p. 16): **word fluency** which refers to the capacity to retrieve words with certain phonetic-orthographic characteristics; **ideational fluency** which is the capacity to recall names or concepts appropriate for given semantic features; **expressional fluency** is the capacity to construct appropriate stretches for given grammatical needs rapidly; **oral speaking fluency** which is the capacity to use integrated skills and is dependent on the psycholinguistic mechanisms.

Based on Krashen claim that fluency and accuracy are two important facets of language learning (as cited in Richards & Rodgers, 1986). Fluency is the outcome of language acquisition in which the acquisition process is subconscious which requires a lot of language exposure. Krashen explains: "the ability to speak fluently cannot be taught directly but it emerges independently at time when acquirer has built linguistic competence by understanding it" (as cited in Richards & Rodgers, 1986, p. 32).Therefore, it is quite hard for second language learners to speak adequately and easily due to lack of exposure in order to interact in the target language outside the classroom. Fillmore (1979) makes a distinction between four abilities that should come under the cover term fluency: ability to speak at length with few pauses; ability to speak coherently, reasonably and semantically dense sentences; ability to have appropriate things to say in a multi-variety of contexts; ability to be creative and imaginative in language use. Brumfit (2000) proposed that these abilities relate to four basic set of abilities psychomotor, affective, cognitive and aesthetic. Additionally, Fillmore (1979) emphasizes the mastery of some fixed patterns by an L2 speaker in order to

develop fluency. He goes on to explain that such expressions cannot be used properly if speakers are mere masters of syntax and lexis, their correct use is dependent on the context and situations; further, he clarifies the term fluency In terms of " articulateness, volubility, eloquence, wit, garrulousness etc."(p. 51)

Moreover, a model in second language acquisition research has been suggested by Towell, Hawkins and Bazergui (1996) which seeks to integrate how learners learn L2 system with how they learn to use the system, they dealt in this model with the idea if hypotheses about the L2 structure has been derived internally, results in the production in L2, then this is retrieved in procedural memory. That means, at the beginning they get stored in the memory as associative form then as autonomous form, further, the routines which have been acquired such as (how old are you?) which is produced without any creative rule for this interrogative utterance it can be stored in the procedural memory, and the learning strategies constitute a part of the information processing insight of the model. Thus, this model relates the two pronged approaches, linguistic and cognitive to second language research. Additionally, cognitive approach in the fluency realm is reflected mostly by the influential concept of Levelt (1989) (as cited in Wang, 2014, p. 110) who proposed the three levels or model for speaking processes entails namely **conceptualization**, **formulation** and **articulation**, "conceptualization deals with what information can be chosen to express the meaning, formulation requires the speaker to find out what proper words to use in appropriate grammatical structure. And articulation needs the speaker to produce the speech with articulatory organs. As all the three processes take place on the spur of the time, it is quite possible for learners to make mistakes in face-to-face communication" as a result the speaker's talk is likely to be filled with "hesitations, false-starts, grammatical inaccuracies and limited vocabulary" (Hughes, 2002, p. 77). In other words, both speaking fluency and accuracy are influenced.

Besides, the individual's mind is characterized by a limited ability for processing different aspects of language, so it is quite difficult to concentrate on every language operation simultaneously, as a result of the limitations or deficiencies in the attentional capacity, more specifically focusing on one aspect decreases learners' attention and awareness to other aspects, in the sense that the more learners concentrate on accuracy and correct forms of language production, the more they will face the lack of fluency and vice versa. Therefore, it is very crucial to emphasize on the idea of the interlinked fluency-accuracy balance. However, referring to Bosker (2014, p.6) the formerly mentioned three stages (conceptualization, formulation, articulation) are regarded as sources for L2 disfluencies in speech formulation and articulation. First, an L2 speaker may encounter a problem in producing their speech due to insufficient knowledge of the second language (e.g., a lack of L2 vocabulary, lack of syntactic rules mastery, etc.). Second, the L2 speaker could also have inadequate skills with which L2 knowledge is used (e.g., easy lexical access and appropriate choice of words, rate of articulation, etc.). Finally, the weak performance of the **declarative knowledge** and **procedural skill** mastery in the second language can also be reasons for speaking disfluency.

1.4. Characteristics of a fluent speaker

While in everyday speech production, a speaker needs to translate his ideas into intelligible sounds rapidly, passing through the three stages stated by Levelt (1989). Such rapid translation of speech consists of conceptualizing what to utter, then how to formulate it, and finally a speaker ends up by producing the appropriate sounds.

A fluent speaker of a language can be seen as a person who is able to speak about a myriad of topics at length with few pauses while using metaphorical and creative range of lexical items (Oberg, 2013). According to Filmore (1979), the four characteristics of a fluent speaker are: First, the ability to talk at length with few pauses. Second, the ability to speak in

coherent, reasoned and semantically dense sentences. Third, the ability to talk without getting tongue-tied in real time communication. Finally, a speaker is capable to use the language more freely and creatively.

With the above characteristics, it is crucial to point out that probably the most significant detective of fluency is the perceiver. Rossiter(2009) identifies that what can be perceived by the listener is only signs of disfluency, these signs are not only restricted to rate of speech, self-correction, inappropriate openings and paraphrasing, repetition, frequent pauses, intonation, in addition to the clearly pointed confidence in using the L2 and overall length timing of the language production in a given conversation**; these features** can lead listeners to detect that the speaker is not confident, consequently not fluent in the language; Raddaoui (2004, p. 17) states : "in a word, a fluent speaker is someone with an active, use-ready, built in thesaurus"; hence, the listener can spot the above mentioned characteristics and similarly assess the speaker's ability to produce meaningful grammatically correct discourse.

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

It is significant to set an adequate explanation to the distinction between the two notions of speaking and fluency basing on Barrios Acosta's (2017) distinction who states: "Speaking is the main skill; it includes all the levels of oral communication and all the stages of that process. On the other hand, fluency is a sub-skill and implies how easy a foreign language learner can express himself without having to stop to think about words, and experience breakdown in communication. [...] 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)

The majority of EFL learners aim to use English language more naturally. Brumfit (1984) dealt with fluency as a natural language use with a more native-likeness. Such natural use of language made oral fluency an important element of communication competence; as a result the ability to speak fluently can lead the speakers to produce uninterrupted speech free of unintelligibility obstacles for the listener and to establish the communicative concepts more effectively. Therefore, Nation (1997) claimed that the enhancement of speaking fluency can enhance syntactic correctness, in addition to an extent of content command. As substantial aspect of learning a foreign language is appropriately assessing one's mastery of speaking skill, Derwing, Munro, and Wiebe (1998) (as cited in Xiao-Yun ,2016, p. 623) hold that oral fluency is an important characteristic of L2 speech, which is often the object of evaluation in testing L2 skills.

EFL learners' interest in acquiring L2, perhaps make them strive to possess a native like speaking skill particularly a native-like fluency. So, the ability of an English native speaker is to naturally deliver his message by a stretch which is not merely correct syntactically but also native-like; so learners tend to gain the maximum of the ability to produce fluent stretches of connected meaningful discourse. Therefore, if a language learner is to attain a native like smooth rapid performance he should be first familiar with which of the well-constructed sentences are native like and in order to achieve this he is required to have much like exposure to the language as it is actually spoken in everyday life; in other words, an EFL learner learns how to speak idiomatically with a formulaic print or competence as he learns the ability to speak accurately; subsequently, ideal speakers prefer the shortest and less complex of syntactic options; Andrew Pawley and Hodgetts Syder (1983, p. 204) further explain what distinguishes an ideal fluent speaker from a nonfluent one: "It is a facility in the chaining style that is characteristic of all groups of English native speakers. We may speak, then, of a 'one clause at a time **facility'** as an essential constituent of communicative competence in English:

the speaker must be able regularly to encode whole clauses, in their full lexical detail, in a single encoding operation and so avoid the need for mid-clause hesitations". So, this is what makes EFL learners strive to acquire such facility in parallel with the acquisition of the accurate production of the learnt foreign language is to speak naturally and at length without being interrupted by mid-clause hesitations so they can perform at a high level of communicative competence.

1.6. Some techniques for Oral fluency development in EFL classes

Oral fluency is a key consideration in various applied researches, in the teaching and testing of English as a foreign language. Both teachers and EFL learners are willing to develop oral fluency but merely willing it is not enough to attain that ability; furthermore, the global status of fluent performance is on a scarce attention, and within a communicative language teaching environment (CLT); it is vital to know the way of promoting speaking fluency and because it is a tough task, further research should draw more attention on how to improve the speaking fluency.

Some teachers probably noticed that some learners already equipped with syntactic structures, rich lexis, and they can write short phrases and paragraphs, but at the real time of speaking, they do not seem to have developed good fluency in speaking, even after having a long journey of acquiring the language. Therefore, this kind of fluency absence tends to lead communication unsuccessful due to the communicated message that is interrupted by a lot of pauses and hesitations; for this reason, in the teaching of speaking, boosting fluent speech must be one of the chief efforts of English teachers. Xiao-Yun (2016) claims:

> Since the focus of language teaching aims at maximizing students' language use, the teacher should not only create a pleasant and harmonious atmosphere, but also produce as many chances as possible to "force" students to open their mouths. In fact,

each type of English class can be designed to practice speaking English. Given enough time, the students' oral fluency will definitely be improved. (p. 624)

which means that the teacher in an oral class should design lessons and tasks properly to effectively meet all students' needs and not only giving a full attention and time to reading and writing which may make students feel they are obliged to solely finish reading and writing tasks where little attention has been paid to their practicing of their oral English. Moreover, there are diverse techniques and strategies suggested by many researchers among of them**:**

- Gatbonton and Segalowitz (p. 345) (as cited in Kristopher Oberg, 2013, p. 11) who state: "classroom activities need to meet three specific criteria- the activity must be **genuinely communicative** and **inherently repetitive**, and the utterances it elicits for learning must be **functionally formulaic**".
- Oberg (2013) supports the former claim with the fact that classroom activities should be **context based**; additionally, the formulaic language being adopted is required to have a **native-like conversational naturalness**, so meeting these three criteria will aid in the automatization of the target language for the L2 learner.
- Nation & Newton (2008) as well in their explanation of the four strands of-meaning-focused input, meaning-focused output, language-focused learning, and fluency development and more thoroughly on how fluency tasks should be designed in terms of three characteristics "**message-focused activity**, **easy tasks**, and **performance at a high level**- are also the main characteristics of activities designed to develop fluency" (p. 151). Derwing (2017) (as cited in Hunter, 2017) states that there are certain reasons for the fluency gap among of which are the large class sizes, much attention given to other skills that are required to be taught, time limitations in addition to the

lack of awareness about the kind of activities that may foster fluency, all have an influence on the degree to which there is **fluency focus** in language classrooms.

- Furthermore, Huang and Naerssen (1987) (as cited in Xiao-Yun, 2016) propose that **memorizing chunks of language or readymade routines** may aid to have discourse going and to initiate confidence in speaking, Hunter (2017) makes the claim that learners should **acquire and use familiar sequences**, more than this they should ask **and answer daily life details**, and communicate with others in certain contexts. In simple words they should be basic users of the language.
- promoting fluency is highly dependent on contextual factors such as the topic should be familiar for the learners, register (lexical richness), setting (harmonious atmosphere which ease the students' anxieties and sufficient time for practice), and mode of interaction for instance Giles Witton-Davies (p.317) reached a conclusion that **dialogue** is more fluent than monologue therefore teachers should integrate as much dialogues as possible in their classes, and to encourage **pair and group work** so the result is that benefits of practicing the language is highly maximized for the entire class.

So, these set of techniques should be applied and fostered by teachers to teaching cautiously as Yang argues: "though these EFL students demand a fluent communicative competence, there is a lack of time, activity, effort, and relevant principle of guiding in the current EFL class"(2014, p. 225). Thus, there proved to be developed many strategies for the sake of promoting EFL learners' oral fluency and some other commonly employed ones are those firstly devised by:

- Maurice (1983) **the 4/3/2 technique** and later developed by Nation (1989) as a fluency activity which aims at developing fluency, accuracy, and content command.

Such technique has a notable effect on boosting students' fluency when a learner takes few minutes to speak about a given topic without making notes, then he/she delivers his talk to another peer for four minutes, during this time the recipient does not interrupt or ask questions. After, 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. This technique has its own way of improving speaking fluency performance. First, the change of partners each time the learner talks, his or her focus will be on communicating the message. Second, by repeating the same topic learners will possess a confidence when communicating the message properly which means they will be able to access the language items they need easily, so repetition activity provides an ideal opportunity to enhance speaking fluently. Third, the time provided for learners is reduced each time which makes it kind of challenging and motivating task in order to achieve an impressive degree of fluency development, in a word they do not need to think of new lexis to fill the available time. Based on Nation (1989) and Arevart and Nation's (1991) studies of fluency, the results of implementing 4/3/2 technique demonstrated an increase in the amount of words per minute and a decrease in the pause per 100 words, in addition to the accuracy in terms of errors committed in the third speaking round were dramatically reduced from the first delivered talk. Moreover, concerning the content control there was a good abstract content in order to achieve the need of time reduction in each session.

- Among the other different techniques from further empirical studies concerned mainly with the development of speaking fluency are **Schloff and Yudkin's (1991) sixty second strategy** advised the learners with a slow speaking rate to select a context about 180 words to read it loudly and practice for many times. After, they are pushed

to recite the topic in one minute without losing the real meaning of the context; hence, fluency in this sense is explicitly linked to the rate of speech. Porter and Grant (1992) argued that teachers should not train their learners merely to speed up with sacrificing meaning and thus leading to conversation difficulty for their recipients to understand.

- Further, Schneider (2001) suggested **the pair-taping activity** to motivate EFL learners to communicate with each other in class because of the few chances of speaking.
- Moreover, Bressnihan and Stoops (1996) proposed **talking zone**, **speaking line** and **conversation game** to face the overuse of mother tongue, in other words fluency of the native language may have a direct impact on fluency in the second language consequently on the quality of the lesson.
- **Formulaic expressions** as well are proposed as a technique to promote learners' fluency in EFL classes. Cowie for instance (1992, p.11) (as cited in Raddaoui, 2014) Sees that fluency is highly contingent on mastery of such items and on the appropriate range of multi-word units and previous knowledge of a repertoire of these expressions. Raddaoui (2014) adds "a speaker of a language who is in possession of such a repertoire is not going to remain at the mercy of words, which means that they are retrievable at adequate speed. Processing time can thus be reduced to a minimum" (p. 23) which means that little efforts and time would be required to access and retain these forms of speech into the interaction context in addition to sounding a more native-like; for instance according to Raddaoui (2014) learners instead of using a phrasal verb, they will have to think for alternative items of saying it, which would be less appropriate, less correct, and less "English", and this would certainly be a tax on fluency in terms of clarity and straightforwardness which later would be apparently perceived as lack of fluency.

For all this, it is highly crucial that teachers develop appropriate techniques in their classroom in order to cultivate a long-term practice and to assure the fluency improvements will be of great benefits to help students achieve a better fluency level in real-life conversation.

Conclusion

Both learners and teachers in an EFL classroom should be aware of the substantial sub-skill of speaking that is of **fluency** which means not sacrificing it by heavily emphasizing on accurate language production, in addition to the frequent correction of syntactic errors, devoting less attention and limited time for the fluency task; rather teachers have to consider the various suggested techniques by applied researches for enhancing fluency. This has to be made clear we look more to developing a set of efficient techniques in order to accomplish the fluency enhancement task. Hence, the following chapter will be discussing the nature of the recently adopted technique of employing **formulaic expressions** as a strategy that may help learners achieve a high level of fluent production similarly a high level of oral proficiency.

Chapter Two: Formulaic Expressions

Introduction

The present chapter consists of presenting various definitions, labels, and types of formulaic expressions; for instance, Dechert et al, (1984, p. 227) described formulaic sequences as "islands of reliability in the speech flow, a place where learners may anchor the processes necessary for planning and executing speech in real time", while Pawley and Syder (1983) address formulaic expressions as "the puzzle of nativelike selection". Yet, due to the many terms that have been suggested to describe formulae such as stems (Pawley &Syder, 1983), lexical phrases (Nattinger & Decarrico, 1992), chunks (Ellis, 1996). Wray (2002) and Schmitt and Carter (2004) agreed on the term formulaic sequences. Moreover, the chapter at hand gives attention to the vital role played by formulaic expressions as having a dynamic, essential, richer, and a productive role in language acquisition and production, particularly in improving EFL learners' fluency performance and lexical diversity. The current chapter also details the implications of formulaic expressions as a teaching technique for maximizing EFL learners' oral fluency.

2.1. Formulaic Expressions' Definition

The term formulaic expressions have gained a multi-variety set of definitions and labels used interchangeably in the recent literature. Wood (2002) defines formulaic expressions as: "multiword units of language that are stored in long term memory as if they were single lexical units" (p. 2). He also provides another definition "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" (p. 14). Alison Wray(2005) introduces the term in a more typical fashioned way, which is used as an

operational definition in most of empirical studies and one of the most cited and adopted definitions, in the sense that formulaic sequences are: "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. 65). Moreover, Van Lanker Sidtis (2004) contends that the best operational definition for formulaic expressions is an exclusionary one, being a sequence as "non novel" the key feature that formulaic expressions share; that is, formulaic expressions are not newly produced from the process of syntactic rules on lexical forms. She goes on explaining that they are holistically acquired and used in a speech community that share knowledge of the stereotyped, canonical form, the conventionalized meaning, and conditions of use. She further claims: "the key feature of formulaic expressions is their personal formulaicity: people know them. Their status as common knowledge in a linguistic community forms the major portion of their raison d'être" (p. 8).

Siping Liu (2014) states that starting from the protolanguage spoken by primitive man in chunks (Wray, 1998), to the latest corpus calculation (Altenberg, 1998), formulaic language occupies a large proportion of our speech. Furthermore, Siping Liu claims that according to Chomskyan native speaker can hardly open his or her mouth in a conversational discourse without the pragmatic help of formulaic language; in other words, if a speaker interacts merely by applying syntactic rules, he or she would no doubt be a man of far fewer words !. Siping Liu (2014) identifies a feature criterion for formulaic language in the sense that is characterized as: "phonologically coherent phrases memorized as a whole like one big word; holistically retrievable without drawing on the analytical processing; socially acceptable configuration and situational dependence with little novel information, relatively invariably or frequently uttered by speakers or writers who are otherwise lower in grammatical

competence" (p. 2). Dillon (2015) proposed that the term preconstructed, prefabricated, or prefabs is more commonly used in the literature; she adds that the term ` prefabricated' in Wray's definition of FSs can be used to refer to "sequences initially analyzed and, overtime, `fused' as a sequence" (p. 89).

Subsequently, the literature has also presented formulaic sequences as psycho linguistically defined in terms of "multiword units which present a processing advantage for a given speaker, either because they are stored whole in his/her mental lexicon or because they are highly automatised" (Cordier, 2013, p. 1). She (2013) further clarifies that some researchers consider formulaicity as a central tenet in language competence because they think that a formulaic sequence is more than a valid structure to reflect how language patterns or a prerequisite to sounding 'native' and 'idiomatic' in addition, it is quite relevant to reflect speakers' mental representations. For instance, according to Pawley and Syder (1983, p. 192) the speaker can recall formulaic multiword expressions as one entirety or as automatic chains from the long-term memory. Sinclair (1991) adds that formulaic multiword sequences detected in corpora are also psycholinguistic units despite the fact that, in theory, they could be generated from their constituents; which means that, the process of word stringing into sentences as a unit aid listeners memorize them as a whole instead of keeping them as a combination of isolated elements. Siyanova-Chanturia (2015, p. 290) agrees on the same notion in the sense that holistic storage and processing of FSs as one unit, morpheme-like unit; which means, without access or analysis into its components. Siyanova-Chanturia (2015) made it clear that as a result of their frequency and predictability, FSs are processed quantitatively faster than newly combined constructs. Guz (2014, p. 115) states: " most researchers involved in investigating formulaic sequences emphasize that they constitute a notoriously heterogeneous category which accommodates a variety of multiword strings marked by varied degree of semantic, syntactic, phonological and pragmatic integrity".

Additionally, Davies (p. 221) contends : “along with the generation of language from single lexical items connected by syntax, belongs another category, that consisting of almost ‘ready-made’ strings through which generative grammar can be supposedly by passed”. Therefore, formulaic expressions are sought to help speakers to use familiar culturally and socially imbedded constructs reducing ambiguity in messages of our day to day language such as greetings, excuses, and highly conventionalized formulae. So, formulaic language is regarded to cover messages, ideas, or instructions (e.g., for inspection port arms!). Conventionalized expressions and functions in social interaction (can I help you?), collocations (to rain heavily), and other strings of words which can be either fixed (ups and downs), or multiword verbal units which need some modifications according to the context they are used in (to go out with someone), or patterns composed of fixed, routinized talks (the weather is nice, isn’t it?), and other forms with fillable slots (I would like to...) (Sirkel, 2017, p. 38). Dillon (2015) asserts that there exist a set of different terminology and labels to address formulaic language to the point that one can meet a morass of overlapping labels; he claims that over fifty terms are to be found in the literature. In table 1, a list of terminology is compiled by Wray to describe the word FSs (adapted by Oberg, 2013, p. 21), and van lanker Sidtis (2004) as well made a list for FSs given terms.

Table 1:

Amalgams	Formulas/formulae	Lexicalized sentence	Recurring utterances
Automatic	Fossilized forms	Stems	Rote
Chunks	Frozen metaphors	Multiword units	Routine formulae
Clichés	Frozen phrases	Non-compositional	Schemata

Co-ordinate constructions	Gambits	Non-computational	Semi-preconstructed phrases that constitute single choices
Collocations	Gestalt	Non-productive	Sentence builders
Composites	Holistic	Non-prepositional	Stable and familiar expressions with specialized subsenses
Conventionalized forms	Holophrases	Petrifactions	Stereotyped phrases
Fixed expressions including idioms	Idiomatic	Praxons	Stereotypes
Fixed expressions	Idioms	Preassembled speech Prefabricated routines and patterns	Stock utterances
Formulaic language	Irregular	Ready-made expressions	Synthetic unanalyzed chunks of speech
Formulaic speech	Lexical(ized) phrases	Ready-made utterances	

The Many Names for Formulaic Sequences (Wray, "formulaic sequences" 465)

Table 2:

Clichés: The pursuit of happiness
Conventional expressions: Pleased to meet you
Expletives: Gosh darn it.
Familiar proper nouns: Elizabeth Taylor
Indirect requests: It's awfully warm in here
Memorized expressions: i.e. lyrics, prayers, nursery rhymes
Pause fillers: Uh, um, like
Discourse elements: So, well
Proverbs: Look before you leap
Sentence stems: I'd like you to meet…
Serial speech: i.e. numbers, alphabet, days of the week
Slang: dead cert (Br.), far-out (Am.)
Speech formulas: See you later

N*on-Prepositional Categories (adapted from van lanker Sidtis, 2004)*

2.2. Types of Formulaic Expressions

There are several classifications provided for the formulaic expressions notion among of them are introduced by Joseph D. Becker's six classes (1975), Wray and Perkins' functions of formulaic expressions(2000), and kecskes' formulaic continuum, these are all mentioned in the tables bellow adapted from(Oberg, 2013):

2.2.1 Becker's Six Classes of Formulaic Sequences

In 1975 Joseph D. Becker (as cited in Oberg, 2013) determines six classes for formulaic sequences (see table 3). Class **1** consists of Polywords which are phrases that contain two or more words used and understood as single words. Class **2** is phrasal constraints; these are phrases which entail some variability influencing the meaning of the phrase. Class **3** phrases function "as clauses or whole utterances whose purpose is to direct the course of conversation, i.e. the flow of expectations, emotions, attitudes, etc" (Becker, p. 61). Oberg (2013) calls these phrases as deictic locutions giving examples such as "in fact…" "Don't get me wrong…" Becker's fourth class is sentence builders which introduce the skeleton for the expression for a whole idea, and composed of fixed positions for people, places, actions, etc. Fifth class of phrases is situational utterances that are used as full sentences and are the 'right' thing to say in given situations. The final class, is verbatim texts which can be any memorized text repeated the same way every time is used. According to Oberg (2013) "Becker's six classes for formulaic sequences formed a foundation for future researchers' work in the categorization of formulaic sequences"

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Polywords	Phrasal constraints	Deictic locutions	Sentence builders	Situational utterances	Verbatim texts
For good and happy hour	By pure coincidence	In fact and don't get me wrong	(person A)gave(person B) a (long) song and dance about (a topic)	Responding to "thank you" with "you're welcome"	"To be or not to be" or "four score and seven years ago…"

Table 3: *Becker's Six Classes of Formulaic Sequences*

2.2.2. Wray and Perkins' Categories of Formulaic Sequences

Alison Wray and Michael Perkins, in the 2000 article "the functions of formulaic language: as integrated model" (as cited in Oberg, 2013) identify formulaic sequences categories which act as devices for social interaction, commands, requests, politeness markers, bargains, turn claimers and holders, and personal turns of phrase. These formulae are feature characteristics that distinguish speakers from others around them, as well as assert group identity and membership. Wray and Perkins contend that these sequences can be used to compensate for limitations for language competencies by the aid of short-cuts and standard phrases. Time buyers also help speakers establishing speech rhythm and hold a turn in a conversation such as fillers and discourse shape markers.

Table 4:

Functions	Effects	Types
Manipulation of others	Satisfying physical, emotional and cognitive needs	Commands, requests, politeness markers, bargains
Asserting separate identity	Being taken seriously and to separate from the crowd	Story-telling, turn claimers and holders, personal turns of phrase
Asserting group identity	Overall membership and place in hierarchy	Group chants, institutionalized forms of words, ritual and threats, quotations, forms of address, hedges
Processing short cuts	Increased production speed	Standard phrases(with or

	and/or fluency	without gaps) and standard ideational labels with agreed meanings
Time-buyers	Vehicles for fluency, rhythm and emphasis and planning time without losing the turn	Standard phrases with simple meanings , fillers, turn holders, discourse shape markers, repetitions of preceding input

Wray and Perkins' Categories of Formulaic Sequences. (14-16)

2.2.3. Kecskes' Formulaic Continuum

In kecskes' continuum (table5) (as cited in Oberg, 2013) the grammatically bound sequences on the left are often demonstrated or explained with "that's just how we say it" without having a specific reason why these specific words are used in this specific order. As the formulaic sequences evolve to the right of the continuum, they start to take on situational or metaphorical meaning. This formulaic continuum can assist L2 learners by offering an explanation by way of categorization for why the more grammatical formulaic sequences are the way they are and by showing the difference between speech formulas, situation-bound utterances and idioms, in other words differentiating between grammatically patterned sequences in terms of words order and function (fixed semantic units, phrasal verbs), and semantically patterned sequences in terms of focus on the holistic meaning (idioms).

Table 5:

Grammatical units	Fixed semantic units	Phrasal verbs	Speech formulas	Situation- bound utterances	Idioms
Be going to	As a matter of fact	Put up with	Going shopping	Welcome aboard	Kick the bucket
Have to	Suffice it to say	Get along with	Not bad	Help yourself	Spill the beans

Kecskes' Formulaic Continuum. (kecskes3)

3.3. The Relationship between Formulaic Expressions and the Promotion of EFL Learners' Fluency

Mastering fluency's aspects is a crucial element in acquiring a foreign language because it will enhance the ability to transfer thoughts and communicative intentions into speech. The main focus of the present research is to investigate the existing relationship between the use of formulaic expressions and learners' fluency development. According to Wood (2010), there is a direct impact of formulaic expressions on learners' fluency enhancement; he explained that they stand as facilitators boosting learners to produce fluent and fast speech in daily life communication.

Various studies were held to defend this claim that revealed a significant role of formulaic expressions in establishing a speaking proficiency. Starting by 1980s, Raupach (1984) proved that there are evident contributions of formulaic sequences to fluency because fluency is related to the extension of lexical phrases and sentences. Peter, 1983; Erman & Warren, 2000; Schmitt, 2004; and Wray, 2002-2008, argued that the prefabricated formulas constitute the spontaneity of spoken performance which also determines the lexical options of the speaker. In addition, Sirkel explained how the implementation of such expressions aids to

increase fluency as well as comprehension of learners which consequently boosts their self-confidence, this idea was introduced by Davis (2008) as well which emphasizes on the role of formulaic expressions in making the speaker able to hold the floor to speak as a consequence to his fluency development . This means that when speakers acquire how to use formulaic expressions, they will be able to speak in a spontaneous way without barriers. The majority of learners face problems when it comes to speaking, they are afraid to talk because they are unable to construct whole sentences or they lack aspects of discourse strategies causing their low self esteem.

Moreover, native speakers rely on prefabricated formulas made in various sequences rather than generating new single word sentences that may be bounded by grammatical rules (Guz, 2014). The same goes for language learners; it will need an easy process to rely on agreed expressions rather than trying to construct novel sentences in order to translate their thoughts. This difficulty is due to their weaknesses in grammar, Sirkel (2017) argued that those chunks allow learners to engage in and cope with communication without a full mastery of grammar.

Furthermore, formulaic expressions are useful to manage our speech production that is easing the cognitive burden as explained by Wray, 2002,p. 75 "It buys time; the processing of language includes the struggle to retain fluency, and sustaining of output which is planning what to say next." According to Schmitt (2004) as cited in Wood (2006), this process will reduce the amount of planning and processing and encoding speech. Because it provides speakers time to pay attention to other significant aspects while communicating such as thinking of the next novel pieces. Thus, learners use formulaic expressions as a productive strategy in saving effort and attention while speaking (Yorio, 1980, as cited in Wood, 2006) because of their holistic nature they are acquired, memorized, and holistically retained from

long term memory in an automatic way without conscious effort, attention, or control which lead to a more fluent speech production (Pawley, 2009; Guz, 2014).

A fluent speech includes fewer pauses and longer speech runs between them, to achieve this recall of the automatically chained pauses is required. (Pawley &Syder, 1983, as cited in wood, 2002) emphasize that the majority of sentences that speakers produce are constrained of memorized chunks as a main component while the mere minority of them are newly formed. Therefore, the majority of speech acts are expressed through the use of formulaic expressions, unless learners have the ability to retrieve them as wholes from memory immediately, the amount of fluency is enhanced (Wood, 2006). Furthermore, in order to put the importance of formulaic expressions in its clear sense, Kecskes identifies three reasons why formulaic sequences are important to produce oral communication fluently (Oberg, 2013).

First, they reduce the amount of effort made by speakers when processing in communication not only because they are prefabricated but also due to their easy meaning that link between speaker/hearer understanding. In addition, formulaic expressions are necessary for a fluent communication since they provide fewer pauses. Second, formulaic expressions shape the communication's intention; they are crucial in conveying information in a fast and correct way enabling speakers to express their needs and desires. Additionally, the use of widely spread formulas that embodies cultural aspects can smooth comprehension as well as reducing ambiguity of the communicated messages; the fact that will improve speakers perception and response to native discourses. Third, they establish a set of common experiences between the communication's participant, the use of agreed fixed words, such as in the case of giving directions ,will decrease the amount of disfluency.

On the other side, Boers, Eyckmans, Kappel, Strengers & Demecheler (2006) (cited in Davis, 2008), have introduced other three reasons that represent the benefit of learners from formulaic expressions. First, they argued that acquiring formulaic expressions leads to using them in real communication settings which is the production of language in real-life situations. Then, formulaic expressions are considered as zone of safety because they help learners develop their linguistic accuracy. Bolanar 1989 emphasizes on this claim, he found that learners used formulaic sequences with structural rules before they use these rules separately. Thus, because of their holistic nature they embody grammars to be acquired before even studying them. After, the frequent use of formulaic expressions will promote learners native-like pronunciation, the idea discussed also by Wood (2010), learners will be able to sound more native-like, if they frequently use formulaic expressions in their speech.

As a conclusion, formulaic expressions have multiple functions that allow a progressive flow of speech, therefore, learners should build a rich register of formulas and integrate them in their production of language in order to boost their proficient language performance, in particular their fluency. (Boers et al, 2006; Raupach, 1984; Wray, 2002)

2.4. The Implication of Formulaic Expressions in Teaching Settings

The field of foreign language teaching has witnessed a significant transfer in terms of moving from the traditional approach into a communicative language teaching where communication is considered as the ultimate goal to achieve. So, the importance of learners' communication and how they implement linguistic elements in their various discussions were a centered focus (Foster, 2001; Howarth, 1998; Wray, 2002; Ellis et al, 2002) which means that a linguistic based instruction should be designed to achieve the goal of communication where learners will be able to use the lexical items they receive in their daily communication

practices. The latter is considered as an important element in constructing social interactions as well as boosting fluency (Skehan, 1998; Kuiper, 1996, as cited in wood 2002)

Likewise, formulaic expressions need to gain special care on how they can be implemented in teaching programs' settings since they are considered as a crucial technique to enhance fluency as well as the spontaneous production of language. According to Ümran ÜSTÜNBAŞ, Deniz ORTAÇTEPE (2014), formulaic expressions provide a benefit for language users and learners because they facilitate the process of using a language through different functions. For instance, reducing processing load in mind, maintaining social interactions, and enhancing fluency. In addition, (Wood, 2009, P. 9), states that "if formulaic sequences are a key element of natural language production, it would seem that a large amount of exposure to natural, nativelike discourses, be in oral or written, would be an important part of a pedagogy designed to promote their acquisition", thus, the implication of formulaic expressions as a teaching technique in language programs will have a direct positive impact on learners' fluency and language's production. Teaching formulaic language in oral classes requires the application of the lexical approach theories.

2.4.1. Lexical Approach

It is a notion presented by (Lewis, 1993) that is considered theoretical as well as practical assumption that focuses on, the language grammar or structural lexical items in term of single words or multi-word items, and how they are acquired and produced (Assassi, 2016). An early advocate of teaching formulaic language is Lewis (1993, 2000), whose lexical approach is proposed to help learners notice formulaic expressions in the input they receive from the instruction (Wood, 2002). Colleagues of Lewis (2000), emphasize that learners will attain a crucial benefit from the variety of formulas activities that this approach offers to them as exposure. That is, when teachers implement a variety of selected activities in their teaching

methods, there is a great benefit for learners from the considerable amount of language items they receive.

Moreover, Boers, Eyckmans, Kappel, Strengers & Demecheler (2006), have contributed in placing the notion of noticing formulaic expressions into test, they discovered that learners with a great exposure of noticing activities that focus on formulaic expressions , are more proficient in oral skill's development including fluency when they apply those expressions in their speech (Wood, 2002). Furthermore, Wood (2002) considered the integration of formulaic expressions in the syllabus of language courses is based on the idea that learners need an original exposure which will improve their way of dealing with and using a language. Nonetheless, merely exposure cannot stand as adequate way to master a particular language because learners need to notice those expressions for the sake of using them in the appropriate context (Boers, Eyckmans, Kappel, Strengers & Demecheler, 2006). Therefore, various researches have addressed the issue of how to implement formulaic expressions in classroom pedagogy and they found that the lexical approach is the best way. Lewis (1997); Willis, (1990), provided a variety of syllabus and methodologies based on lexis, which emphasize on collocations and other types of formulaic language in which classroom activities are centered on the exposure to authentic input of formulaic expressions with a special attention to how they are used. It is assumed that learners need to identify those expressions. "Learners not only need to repeat exposure in order to learn these expressions, but also they need to notice them" (Wood, 2002, p. 09).

In this approach the teaching process must encourage learners to note how native speakers produce their speeches using formulas and how particular formulas help in accomplishing pragmatic purposes. Thus, the implementation of formulaic expressions in classroom pedagogy should go through a systematic process in which there is special care

devoted to the appropriate technique to be used, therefore, Dictogloss and Shadowing as teaching techniques stand as the best ways to teach formulaic expressions.

2.4.2. Dictogloss Technique

It is a technique that is based on developing dictation, it is directed toward learners' ability to construct and perceive accurate data from a text dictated by their teachers (Wulandari & Assasi, 2016). According to (Wajnry, 1990, p. 5-6) (as cited in wood, 2009) "Dictogloss is designed to draw learners' attention to language form; it promotes negotiation of meaning as well as form. In this case students can discuss the material with their friends whether in peer, group or other activities during the process of learning and teaching". So, this technique is more than dictation since it helps learners develop their skills such as, their ability to speak in an accurate and fluent way. Its procedure is proposed by Wood (2006); he states that learners need to listen first of all to a Dictogloss of sentences read by the teacher or in a form of recordings that contain formulaic expressions, with a normal speed pace. Learners on the other side are supposed to take notes to whatever they can catch. Then, they work in teams to reconstruct the entire text. After that, every group of learners comes forward to present the text with their own words (Assassi, 2016).

2.4.3. Shadowing Technique

It is designed to teach second language pronunciation (Ricard, 1986), as cited in Assassi, 2016) It is also significant in teaching foreign language. Wood (2002) argued "it is a teaching technique that has the potential in developing formulaic sequences as well" (p. 150)

The procedure of this technique requires a native speaker speech and transcript where learners are supposed to read the transcript aloud with the voice from the record or imitate sequences without looking to the script. Teachers' feedback is used as a guide when learners

repeat the utterance again, at this stage they repeat what have been said in the record played without peer discussions or team work, this technique allows learners to be familiar with native speech as well as shape their pronunciation.

Conclusion

Formulaic expressions are being presented in the literature in diverse ways, given several definitions and terminology. Yet, they all agreed on one point that they are fixed combination of words which are memorized and retained to be presented in long runs of speech without humming and hawing, which indicates that a speaker is fluent and he can smoothly express himself. Basing on the typological variety of formulaic expressions, they gain especial care on their possible role in enhancing learner's fluency in many studies. Thus, they had been implemented in classrooms fallowing different methods and techniques.

Chapter Three: The Investigation Field Work

Introduction

In the previous chapter, we have presented the literature review related to our research. We reported what other scholars and researchers discuss about our field of interest. This chapter deals with the practical part of the study as it explains the methods and the procedures used in the research which aim at investigating the degree to which the use of formulaic expressions can improve English learners' fluency. In attempt to explore the efficiency of such suggested technique to be implemented in oral expression classes; and for this work to provide adequate answers to the research questions, as well as to arrive at an approval or disapproval to the stated research hypothesis, the experimental and the descriptive methods together are adopted to fit the whole research design.

Therefore, the present chapter is concerned with the research methodology and design where in the settings, tools; procedures are clearly investigated in this part. Data obtained from the administered questionnaires and oral tests are analyzed, discussed, and then interpreted. It is worth noting that the researcher conducted training sessions and oral tests designed by the researcher per se that was in charge of teaching oral expression module to the experimental group. After the training, a posttest took place so as to evaluate students' performance in their oral fluency after fostering their awareness of the benefits of formulaic expressions in boosting their fluent production in addition to another test which seeks to evaluate their fluency development. Finally, a conclusion is reached from the experiments conducted.

1. Methodology

The rational of this study amalgamates the intertwined approaches of quantitative and qualitative, which are selected for this work as they offer the 'best fit' to our research questions. In other words, a Methodological-Triangulation is undertaken to guarantee in-depth interpretation and rich data besides to ensuring the reliability of data gathering, thus, it is claimed as " a central methodological concept comes high on the list of key features of good research designs" (Cohen &Manion, 1994, p.233). On the other side, our study is based on an experimental and descriptive research design which is regarded to be the most appropriate design for the topic under investigation. According to O' Hara et al, "researchers who adopt an experimental methodology must seek to control all the factors or variables that might influence the results of their experiments. By doing this they intend to test a theory or hypothesis and to make judgments about the different variables" (2011, p. 89).

The descriptive method in this study seeks to describe variables by means of students and teachers' questionnaires, in addition to expressing the participants' attitudes towards the learning and teaching of the dependent variable of fluency as well as towards the criterion of formulaic expressions. Thus, the experimental method respectively constructs factual evidence in a form of statistical models in attempt to explain the effect of formulaic expressions on EFL learners' oral fluency.

It is worth reiterate the research hypothesis:

- The increased application of formulaic expressions by EFL teachers would have a direct positive influence on learners' fluent speech production.

1.1. Participants :

The whole population of the study consists of second year students of English as a Foreign Language at the Department of English at the University of M'sila during the academic year 2018-2019 and is composed of oral expression teachers at the same department. The total number of the students' population is about 110 students divided into four groups and the teachers' population is 10 teachers. The students are from different socio-economic background and from different geographical regions in Algeria and different genders, male and female. The teachers have different degrees and different years of experience at the Department of English at the University of M'sila. We have randomly designated one group as our experimental treatment group. This design is opted for because it determines whether the remedial technique (the use of formulaic expressions) has been found to lead to better performance in fluency. Through this selection technique an equal chance is guaranteed for each member of the population to be selected (Cohen & Manion1980, p.101). Hence, in our case, the sample consists of 28 students destined to be our experimental group that receives training session's treatment. This number of sample helps to manage the entire experiment via the distribution of individualized attention for each student. Additionally, the obtained spoken corpus would easily be analyzed since it is notably time consuming and it takes efforts if all population is to be involved.

1.1.1. Students:

The current experimental descriptive study is carried out with the participation of 28 EFL learners, who study at the English department of Mohamed Boudiaf University of M'sila, during the academic year 2018/2019. Those participants were recruited from one class among the four existing classes as a second year students following a random selection based on the reason that they are still receiving subsequent oral expression sessions.

1.1.2. Teachers :

Ten teachers from English department at the University of M'sila make up the whole needed research population, they were chosen for their experience in teaching oral expression module. The reason behind such choice is to investigate the extent of application of formulaic expressions as a teaching technique and in order to examine the teachers' awareness of the importance of using formulaic expressions in fostering their learners' fluent performance.

2. Research Data Collection Tools:

2.1. Questionnaires:

In this study two questionnaires are administered. A questionnaire is delivered to second year EFL students at English department at the University of M'sila for the purpose of investigating the existence of formulaic expressions in the courses they received in oral classes as well as their ability to use them as fluency enhancement tools, In addition to, investigating their awareness about these sequences. Another questionnaire is delivered to EFL teachers at the same department to explore their awareness and implementation of formulaic expressions in their lectures.

2.1.1. Students' Questionnaire

a) Aim of the Questionnaire:

This questionnaire is designed to investigate the existence of formulaic expressions as a teaching technique in oral classrooms as well as to explore students' awarenessof the importance of these expressions in enhancing their fluency. With regard to the results obtained from students' questionnaire, one can come up with the thought that formulaic sequences can help achieving a best teaching technique for boosting EFL learners' fluent speech.

b) Description of the Questionnaire:

This questionnaire is destined for second year EFL students at English department of Mohamed Boudiaf University of M'sila. Students who participated in answering this questionnaire were selected as an experimental group randomly, in order to spot their use of formulaic expressions to enhance their fluency level. Moreover, this questionnaire contains two kinds of questions; the first ones are set of closed questions which are restricted by options, the second kind is open-ended questions that allow students to write and justify free answers. This questionnaire is also divided into three sections that consist of 18 questions.

- **Section one:** It concerns students' general information in order to gather a background about the participants for instance their age and gender.
- **Section two:** It is devoted to students' attitude towards fluency aiming to discover how they perceive the term fluency.
- **Section three:** It deals with students' awareness about formulaic expressions as a teaching technique where the chief objective is to explore how often they implement them in their speech.

Analysis of the results: Section One

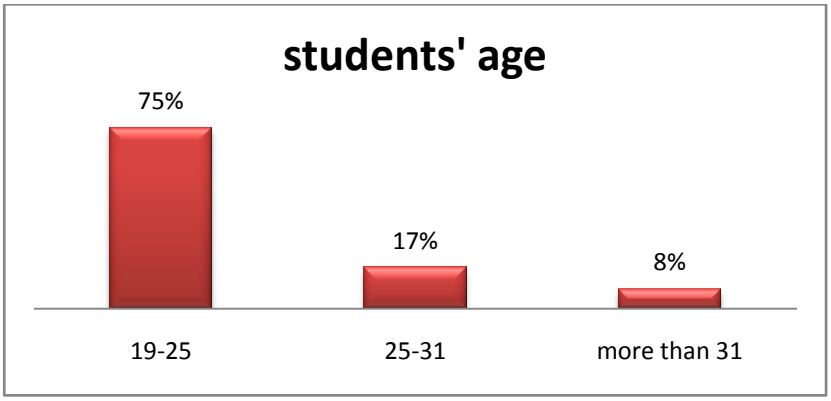
Q 01: Age

Table 06:

Age	number	Percentage
19-25	21	75%
25-31	5	17%
More than 31	2	8%
Total	28	100%

Students' age

Graph 01:



Students' age

The table and the graph above represent students' age; they vary from 19 to more than 31 years old. 75% represents the majority of students who are between 19 and 25 years old. 17% are between 25 and 31 years. 8% stands for those who are more than 31 years old. We conclude that students between 19 to 25 years are the dominant category of our sample

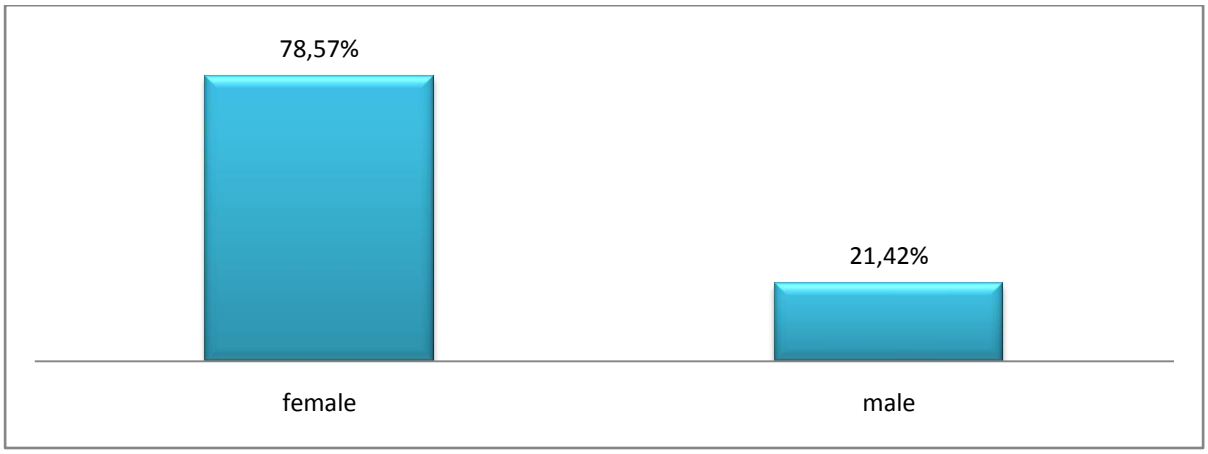
Q 02: Gender

Table 07:

Gender	Number	Percentage
Male	6	21,42%
Female	22	78,57%
Total	28	100%

Students' gender

Graph 02:



Students' gender

Results analysis and discussion: The above results demonstrate students' gender and represent that the majority of them are female with approximately 79%, while 21% are male.

Q 03: what is your main objective behind learning English?

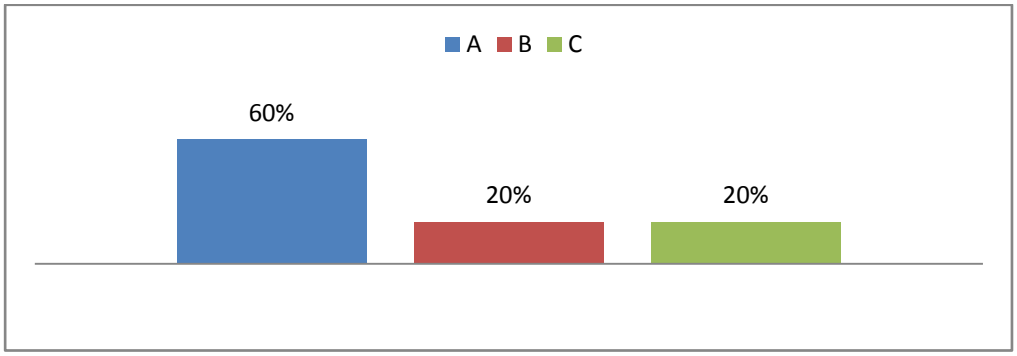
a. To communicate
b. To find a job
c. To go abroad

Table 08:

Answer	Number	percentage
A	18	60%
B	5	20%
C	5	20%
Total	28	100%

Students' objective behind learning English

Graph 03:



Students' objective behind learning English

Results analysis and discussion: The results above represent students' objective behind learning English. Both the graph and the table illustrate that the majority of students 60% justify their objective by stating they learn it to be able to communicate with others. While 20% say that they need it to find a job, whereas other 20% justified that they are learning it in order to go abroad.

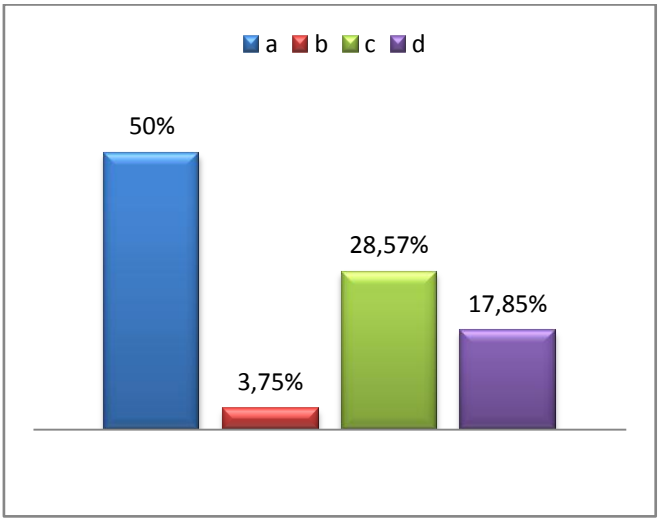
Section two: Students' Attitude towards Fluency

Q 04: according to you what does the notion of fluency stand for?

a. The ability to speak without mistakes
b. Understanding people in communication
c. Pronouncing words correctly
d. The capacity to express sentences freely

Table 09: **Graph 04:**

Answer	Number	percentage
a	14	50%
b	1	3,57
c	8	28.75
d	5	17.85
Total	28	100



Students' definition of the term fluency ***Students' definition of the term fluency***

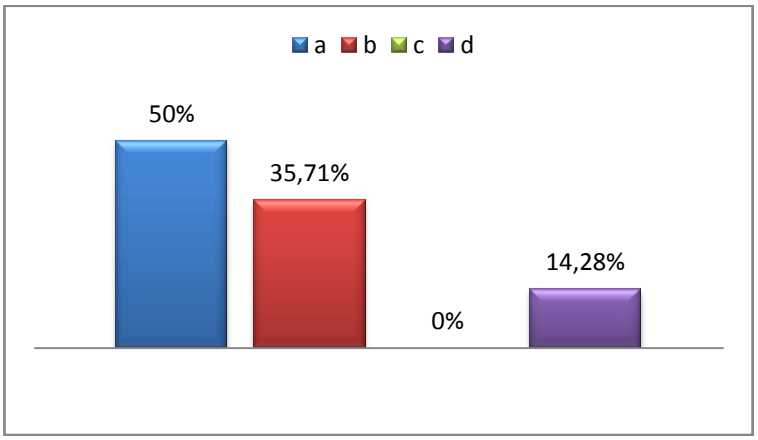
Results analysis and discussion: The graph shows that 50% of students define the term fluency as the ability to speak without mistakes; meanwhile 28.75% consider it to be pronouncing words correctly; however 17.85% of them match it with the ability to express sentences freely, whereas the rest 3.57% think that is to understand people in communication. From these results it can be concluded that students have not agreed on one single definition which may be because they did not receive a comprehensive explanation from their teachers about the notion of fluency.

Q 05: do you agree that learning a language requires speaking it fluently?

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

Table 10: **Graph 05:**

Answer	Number	Percentage
a	14	50%
b	10	35.71%
c	0	0
d	4	14.28%
Total	28	100%



Students' agreement on learning a language requires fluency **Students' agreements on learning language requires fluency**

Results analysis and discussion: From the table and the graph we can conclude that the majority of students strongly agree that learning a language requires speaking it fluently with a percentage of 50%. In addition to, 35.71% of them show their agreement. However, no one strongly disagree with the statement 0% but 14.28% of them disagree. The results above, demonstrate students' awareness of the fact that improving ones' oral fluency can lead to a whole language' mastery.

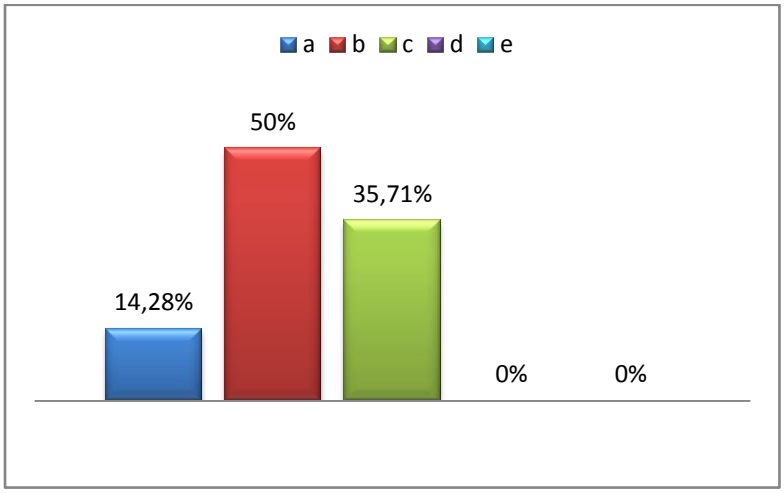
Q 06: how do you evaluate your level in speaking English?

a. Very satisfying
b. Somehow Satisfying
c. Satisfying
d. Poorly satisfying
e. Not satisfying

Table 11:

Answer	Number	Percentage
a	4	14.28%
b	14	50%
c	10	35.71%
d	0	0
e	0	0
Total	28	100%

Graph 06:



Students' evaluation of their fluency level

Students' evaluation of their fluency level

Results analysis and discussion: These findings summarise students' evaluation on their level in English. Half of students (50%) evaluate their level to be somehow satisfying, 14.28% of them consider themselves to have a very satisfying level, and 35.71% think that their level is satisfying. Meanwhile no one evaluate himself to have a poor satisfying or a not satisfying level. The students' answers demonstrate how confident their evaluation is since they are not giving themselves a poor degree.

Q 07: Are students given the opportunity to speak in oral expression classes?

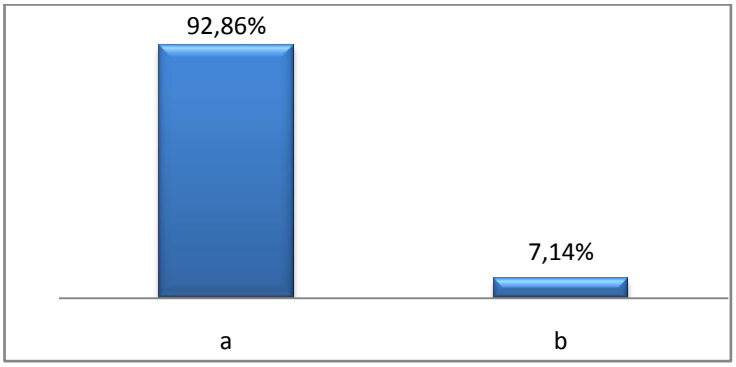
a. Yes

b. No

Table 12:

Answer	number	percentage
a	26	92.86%
b	2	7.14%
Total	28	100%

Graph 07:



Students' opportunity to speak in oral classes ***Students' opportunity to speak in oral classes***

Results analysis and discussion: The question is to know whether students are given the opportunity to speak during oral lectures. The results are near 93% of students who said yes, meanwhile for 7% of them it is a no. So, the majority of oral classes are giving opportunity to talk and share their ideas as well as to practice the language.

Q 08: if yes, how often do you participate in oral expression lectures to enhance your fluency?

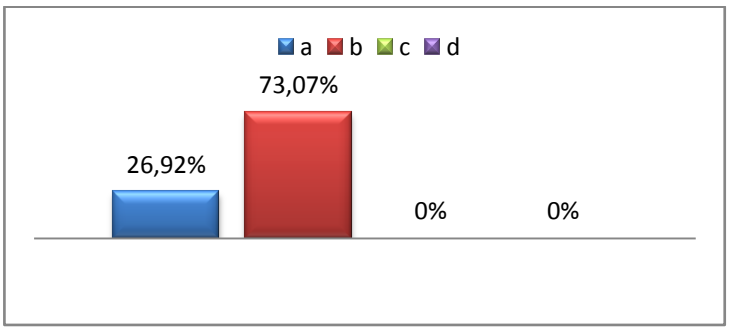
a. Always b. Sometimes c. Rarely d. Never

Table 13:

Answer	Number	percentage
a	7	26.92%
b	19	73.07%
c	0	0
d	0	0
Total	26	100

Students' participation times

Graph 08:



Students' participation times

Results analysis and discussion: This question completes the objective of the previous one by identifying how often students participate when they are given opportunity to speak. Most of students 73.07% participate sometimes. 26.92% participate always, while no one said to participate rarely or never. This fact confirms the great chances given to students to speak and express freely.

Q 09: when performing in oral class do your teachers focus on your oral fluency or on your accurate performance?

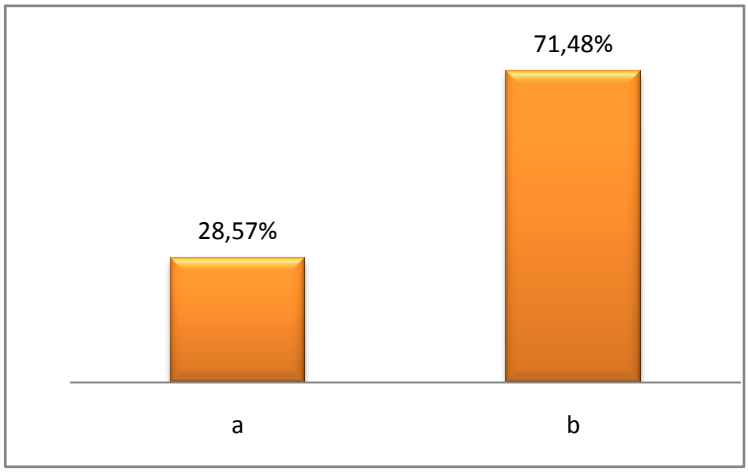
a. Fluency b. Accuracy

Table 14:

Answer	number	Percentage
a	8	28.57%
b	20	71.48%
Total	28	100%

Teachers' fluency and accuracy focus

Graph 09:



Teachers' accuracy and fluency focus

Results analysis and discussion: It is clear from the results presented in both table and graph show that students receive feedback on their accurate performance 71% rather than the fluent one which is about 29% from their oral expression teachers. Thus, oral teachers are focussing on the correct language that their students produce while their ultimate goal in oral expression is to push them to speak and communicate where fluency must be the crucial element of their feedback.

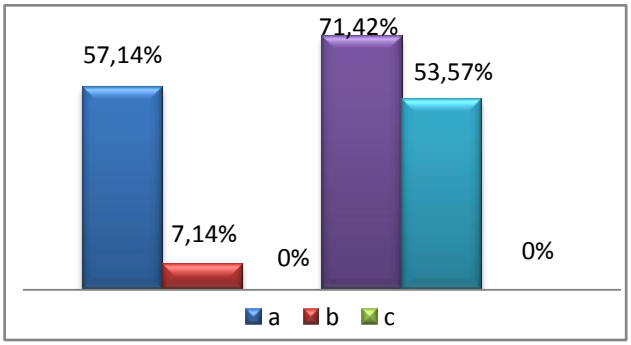
Q 10: what are the activities mostly implemented by your teachers in oral expression classes?

a. Role play
b. Group work
c. Games
d. Story telling
e. Dialogues
f. Others

Table 15:

Activities	Number	Percentage
a	16	57.14%
b	2	7.14%
c	0	0
d	20	71.42%
e	15	53.57%
f	0	0
Total	28	

Graph10:



Types of activities received by students from their oral expression teachers

Results analysis and discussion: The question aims to investigate the type of activities students receive from their teachers in oral classes. 57.14% of students have chosen role play , 7.14% group work , 0% games , the majority have chosen story telling by a percentage of 71.42% , in addition 53.57% have selected dialogues, while no other activities are selected. From this these results it can be concluded that a variety of activities are implemented by oral expression teachers.

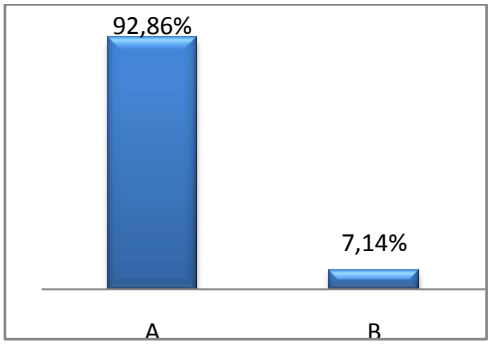
Q 11: which of the activities mentioned above helps you in improving your oral fluency?

a. Story telling b. Role play

Table 16:

activities	Number	Percentage
A	26	92.86%
B	2	7.14%
Total	28	100%

Graph 11:



The activities that help students most in improving their oral fluency

Results analysis and discussion: When students were asked to choose between the mentioned activities, the one they think it helps them most improving their fluency, their answers mediate between storytelling about 93% and role play 7%. It can be concluded that the majority of students benefit from storytelling. Therefore, although the variety of activities used in oral classes students declare that they have benefited mostly from role plays and storytelling.

Q 12: do you think that the previous teaching techniques are sufficient to enhance students fluency' level?

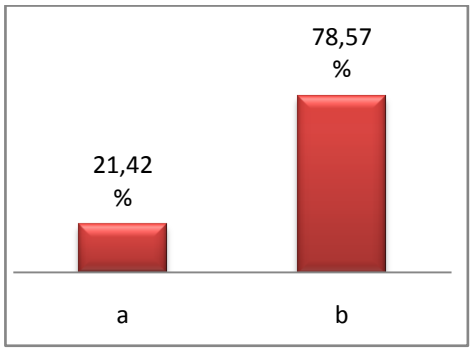
a. Yes

b. No

Table 17:

Answer	Number	Percentage
A	6	21.42%
B	22	78.57%
Total	28	100%

Graph 12:



The techniques' sufficiency in enhancing learners' oral fluency

Results analysis and discussion: in this question students are asked to say whether the techniques implemented by their oral expression teachers are enough to enhance students' fluency. Only 6 students (21%) confirm the sufficiency of teachers' techniques while the majority of them 22(79%) say that they are not sufficient. From students' answers it can be highlighted that the techniques implemented in oral classes have not fully considered the students' expectation from their oral expression teachers to provide them with.

Section Three: Students' Awareness about Formulaic Expressions as a Teaching Technique.

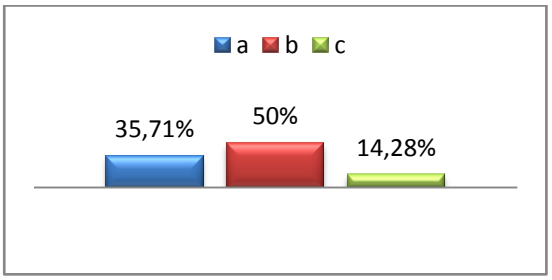
Q 13: What does the term of formulaic expressions mean?

a. Expressions used in communication
b. No idea
c. Idiomatic expressions

Table 18:

Answer	number	Percentage
A	10	35.71%
B	14	50%
C	4	14.28%
Total	28	100%

Graph 13:



Formulaic expressions meaning according to students

Results analysis and discussion: The results represent students' definition of formulaic language that are summarised into three major elements. First, 35.71% state that they are expressions used in communication. Second, 50% of students claim that they have no idea what does the notion of formulaic expressions stands for. Third, 14.28% say that they are

idiomatic expressions. Although students have defined what do formulaic expressions mean to their knowledge, still they are not aware about their exact meaning or about their functions as a teaching technique.

Q 14: have you ever encountered the notion of formulaic expression before?

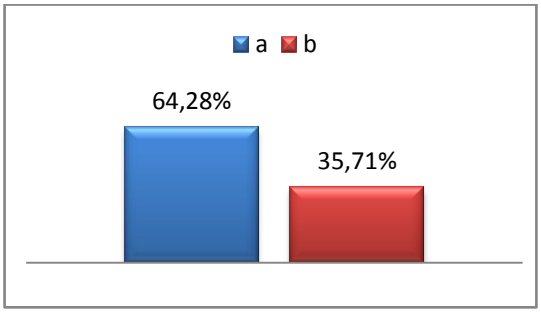
a. Yes

b. No

Table 19:

Answer	Number	Percentage
a	18	64.28%
b	10	35.61%
Total	28	100%

Graph 14:



Students' previous encounter with the notion formulaic expressions

Results analysis and discussion: From the table and the graph it is shown that the majority of students 64.28% did not encounter the notion of formulaic expressions before while 35.61% said that they did. From the results above, it can be noted that formulaic expressions were on a scarce attention in an oral setting, rather note that few students are not quite familiar with the term formulaic expressions as a central unit of natives' language.

Q 15: If yes, what type of formulaic expressions you dealt with in oral classes?

a. Idiomatic expressions

b. Phrasal verbs

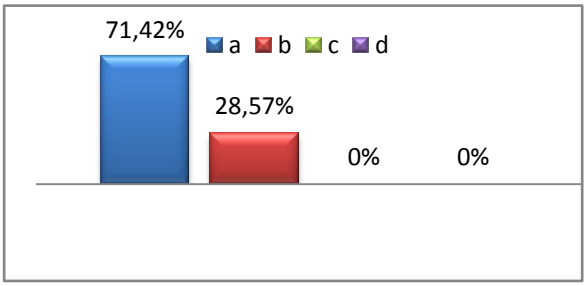
c. Ready- made sentences

d. Collocations

Table 20:

Formulaic exp type	number	Percentage
a	20	71.42%
b	8	28.57%
c	00	0
d	00	0
Total	28	100%

Graph 15:



The type of formulaic expressions students dealt with

Results analysis and discussion: Students are given a set of formulaic expression types in order to select what type they dealt with.20 students 71.42% select idiomatic expressions, 8 students 28.57% select phrasal verbs, while no one selected collocations and ready-made sentences. The stated results show the selection of students, after they received a short explanation about formulaic expression as a teaching technique, which emphasise the limited scope of applying formulaic expression in classrooms.

Q 16: how often do you make use of formulaic expression while speaking?

a. Always

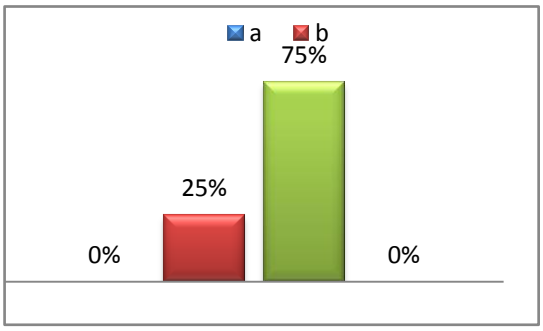
b. Sometimes

c. Rarely

d. Never

Table 21: **Graph 16:**

Answer	number	Percentage
a	0	0
b	7	25%
c	21	75%
d	0	0
Total	28	100%



Students' use of formulaic expression while speaking

Results analysis and discussion: The question seeks to identify how often students use formulaic expressions while speaking. The majority of them 75% say that they rarely make use of them; however 25% say that they use them sometimes. It can be interpreted that students are not able to use formulaic expressions while speaking because they did not receive a direct instruction to guide their use.

Q 17: are you able to use these expressions in their appropriate contexts?

a. no

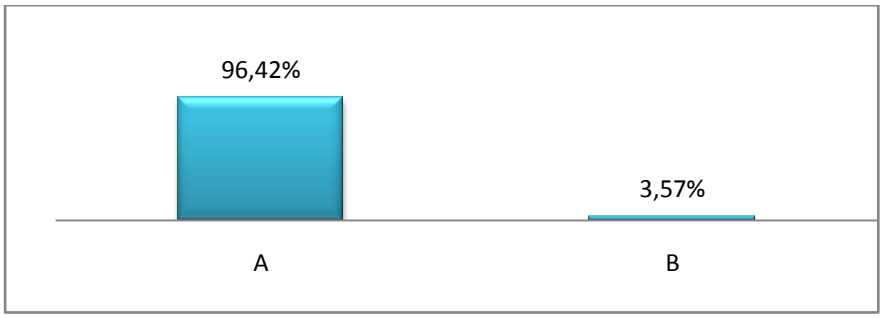
b. yes

Table 22:

Answer	Number	percentage
A	1	3.57%
B	27	96.42%
Total	28	100%

Students' ability to use these expressions in their appropriate context

Graph 17:



Students' ability to use F. expressions in their appropriate context

Results analysis and discussion: The above result shows that most of students are unable to use formulaic expressions in their appropriate context (96%) while the mere minority nearly(4%) are able to do so. Even if students can recognise the type of formulaic expressions and their meaning they are still unable to use them appropriately because they need to store them as useful units that improve their communicative competence in real life situations.

Q 18: do you agree that when using these expressions you sound more native like?

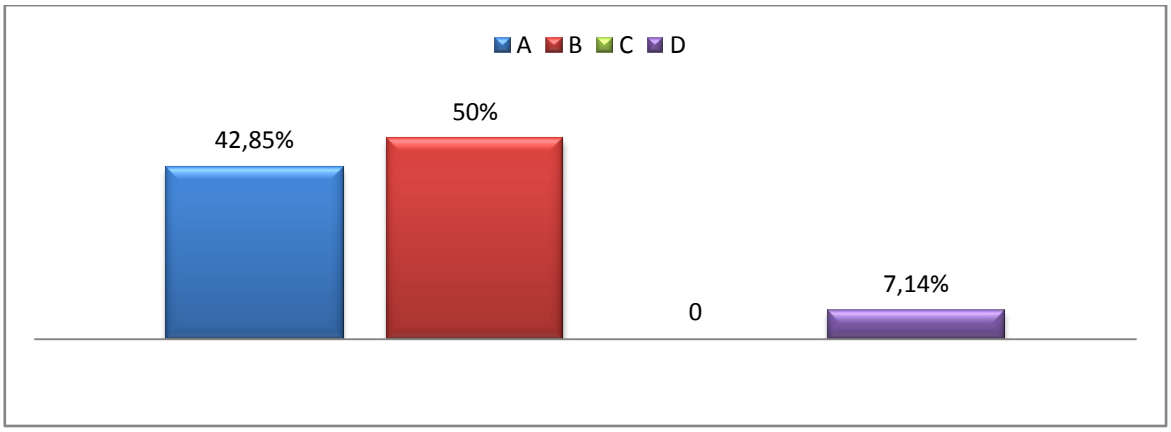
a. Strongly agree
b. Agree
c. Strongly disagree
d. Disagree

Table 23:

Answer	number	Percentage
A	12	42.85%
B	14	50%
C	00	00
D	2	7.14%
Total	28	100%

Students' agreement that using formulaic expressions sound more native like

Graph 18:



Students' agreement that using formulaic expression sound more native like

Results analysis and discussion: Both the table and the graph demonstrate students' agreement on the importance of formulaic expressions in enhancing fluency. 42.85% of students strongly agree that using formulaic expression help in maintaining nativelikeness.50% agree with this idea, and 7.14% disagree. The results above determine a students have a clear perception of the fruitfulness of formulaic expressions on speech fluency the fact that made them agree on their importance in acquiring a kind of an ideal speaker' s fluency.

2.1.2. Teachers' Questionnaire

a) Aim of the Questionnaire:

The present questionnaire attempts to reveal teachers perceptions of their students 'fluency and what techniques they implement to enhance it. In addition, to explore their awareness about formulaic expressions as a teaching technique that may promote their students fluency.

b) Description of the Questionnaire:

This questionnaire is designed for LMD oral expression module teachers at English department of Mohamed Boudiaf of M'sila. The target population consists of (10) teachers who are asked to answer 14 questions that vary between closed questions and open-ended ones. In closed questions they are asked to choose "yes" "no" or to select the appropriate answers that suit them, while the open-ended questions require their explanations, justifications and suggestions. The questions are divided into three main sections;

- **Section one:** attempts to gather background information about teachers for instance the degree they hold and their experience in teaching.
- **Section two:** it deals with teachers' perception on the term fluency and what activities they implement in order maintain it in their classes.
- **Section three**: is related to teachers' awareness about using formulaic expressions as a teaching technique in enhancing students' fluency level.

Analysis of the Results: Section One

Q 01: what degree do you hold?

a. Master

b. Magister

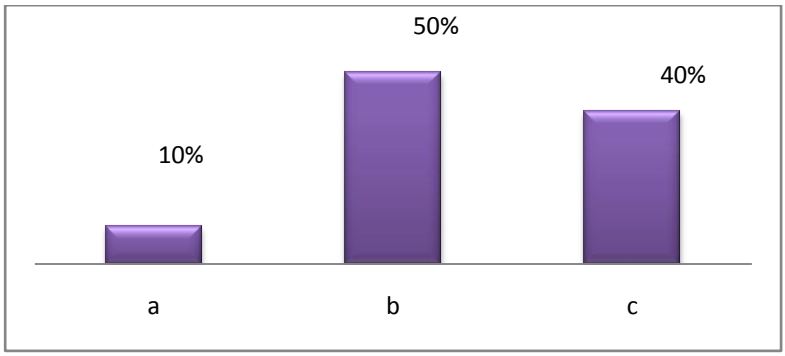
c. PhD doctorate

d. Table 24:

Degree	Number	Percentage
a	1	1%
b	5	50%
c	4	40%
Total	10	100%

Teachers' intellectual degree

Graph 19:



Teachers' intellectual degree

Results analysis and discussion: From the results above, both the graph and the table show that the majority of teachers hold Magister degree (50%) and (40%) of them hold PHD while (10%) of them hold a Master degree.

Q02: how long have you been teaching English?

a. (1-5) years.

b. (5-10) years.

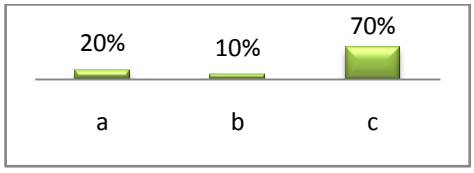
c. More than 10 years.

Table 25:

Period	Number	Percentage
a	2	20%
b	1	10%
c	7	70%
Total	10	100%

Teachers' experience in teaching English

Graph 20:



Teachers' experience in teaching English

Results analysis and discussion: From the presented results , it can be concluded that most of teachers (70%) are experienced in teaching English for more than 10 years, whereas (20%)of them taught for a period from (1-5) years , and the rest (10%) from (5-10) years.

Q 03: for how long have you been teaching oral expression as a module?

a. (1-3) years.

b. (3-5) years.

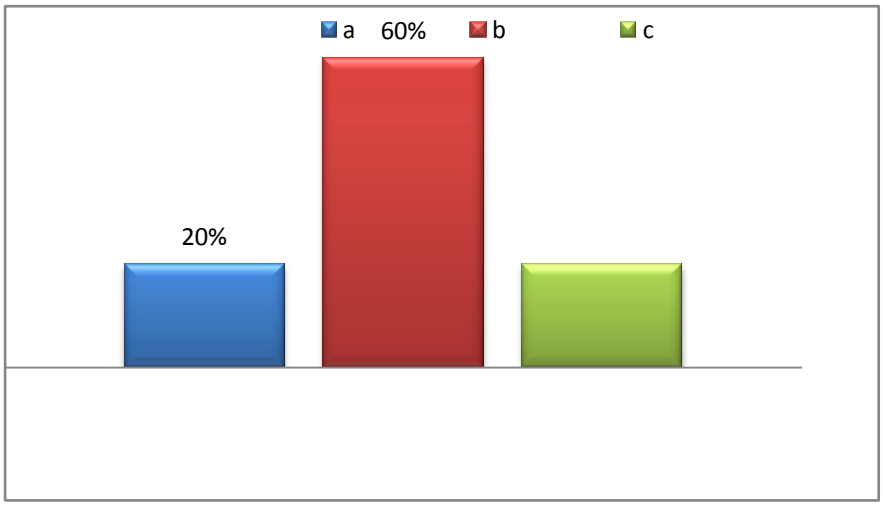
c. More than 5 years.

Table 26:

Period	Number	Percentage
a	2	20%
b	6	60%
c	2	20%
Total	10	100%

Teachers' experience in teaching oral expression

Graph 21:



Teachers' experience in teaching oral expression module

Results analysis and discussion: The results show that our sample is composed of two different degrees and different years of experience and this would be the cause of having different opinions and different points of view.

Section Two: Teachers' Perception of Fluency

Q04. How do you find your students' speaking level in oral expression?

a. Very good

b. Good

c. Average

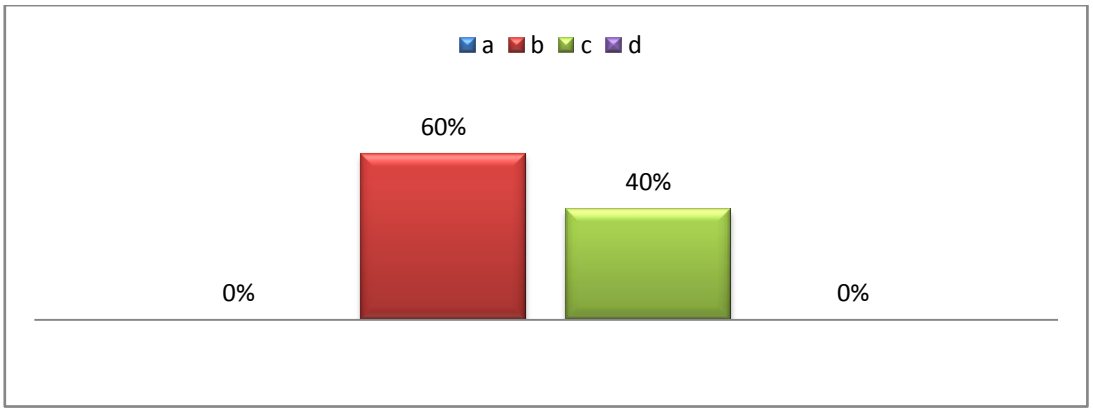
d. Poor

Table 27:

answer	Number	Percentage
a	0	00%
b	6	60%
c	4	40%
d	0	00%
Total	10	100%

Teachers' evaluation of their students speaking level

Graph 22:



Teachers' evaluation to their students speaking level

Results analysis and discussion: The results of both table and graph identify that the majority of teachers evaluate their students' level as good (60%), average (40%), and no one as either poor or very good .This result means that the level of English learners in the speaking skill is quite acceptable.

Q05. What are the activities you rely on in your oral expression class?

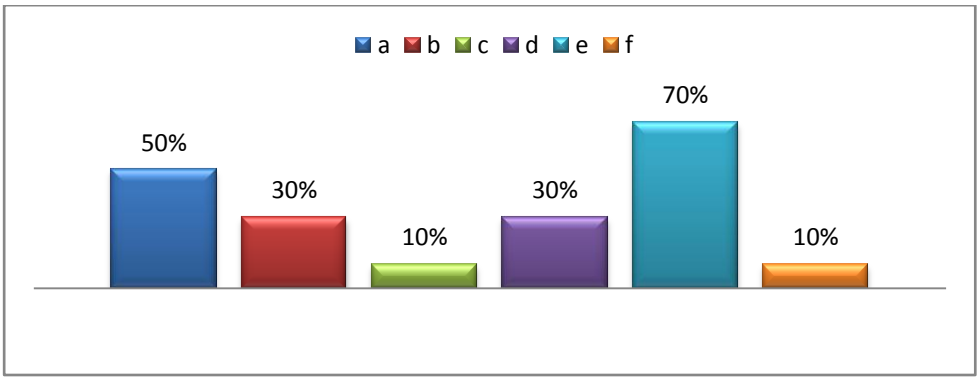
a. role play
b. Group work
c. Games
d. Storytelling
e. Dialogues
f. Others.

Table 28:

activities	Number for each answer	Percentage for each answer
a	5	50%
b	3	30%
c	1	10%
d	3	30%
e	7	70%
f	1	10%
Total	10	100

Type of activities that oral expression teachers rely on in their oral classes

Graph 23:



Type of activities that oral expression teachers rely on in oral classes

Results analysis and discussion: The above results, involve the activities that teachers select in order to implement them in their oral classes. 50% chose role play, 30% for group work, 10% for games, 30% for storytelling, 70% for dialogues and 10% for other activities not mentioned. The previous data demonstrate that teachers are implementing an amalgamation of activities while teaching oral expression not only one kind.

Q06. Do you raise your students' awareness about the significance of each activity or a task you make?

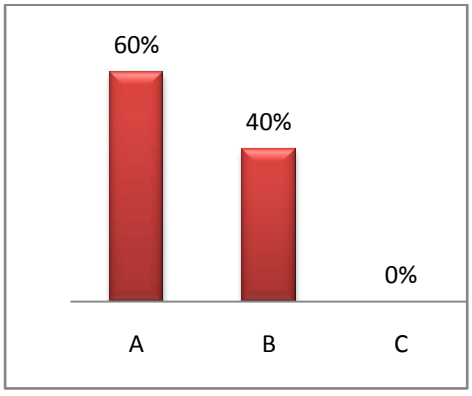
a. Always b. Sometimes c. Rarely

Table 29:

Answer	number	percentage
A	6	60%
B	4	40%
C	0	00%
Total	10	100%

Students' awareness rising by their teacher

Graph 24:



Students' awareness rising by their teacher

Results analysis and discussion: Both the table and the graph identify that (60%) of teachers rise their student's awareness about the learning tasks always, meanwhile the other (40%) do that sometimes. This means that students should be aware about the significance of each task or activity they receive in order not to satisfy their learning requirements from all angles not only accuracy or fluency but at the level of all speaking sub-skills.

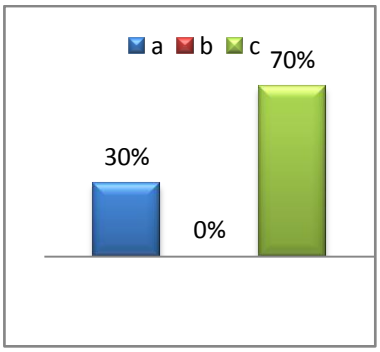
Q07. On what aspect you focus more in teaching speaking skill?

a. Fluency b. Accuracy c. Both

Table 30:

Answer	Number	Percentage
a	3	30%
b	0	00%
c	7	70%

Graph 25:



Teachers' focus while teaching speaking skill ***Teachers' focus while teaching speaking***

Results analysis and discussion: From the table and the graph, it is apparent that most teachers focus on both fluency and accuracy (70%), while (30%) of them focus on fluency when teaching the speaking skill. Teachers in the results above contradict their students in the previous questionnaire, they say that focus both on fluency and accuracy in the same extent. However, normally the focus in oral expression classes is devoted to fluency since the produced language must be treated in a form of communication; the considerable amount of grammatical feedback may destroy the whole language production.

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

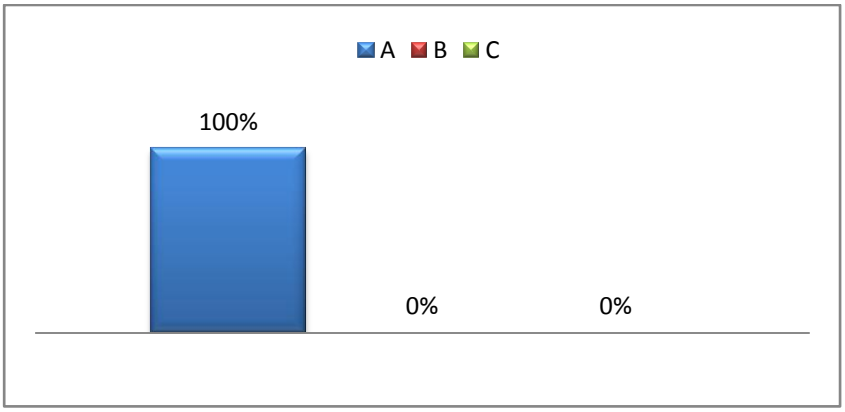
a. Very important b. Important c. Not important at all

Table 31:

Answer	Number	Percentage
A	3	100%
B	0	00%
C	7	00%
Total	10	100%

Teachers 'opinion about the fluent performance of their students

Graph 26:



Teachers' opinion about the fluent performance of their students

Results analysis and discussion: The findings above present to what extent teachers think that the fluent performance of their students is essential. All teachers agreed that it is very important (100%). It can be interpreted that teachers value fluency as a corner stone in building a perfect language production that is why they consider it as a very important element.

Q08: Justify:-

They were asked to justify their choice and their answer can be summarized in the following points:

- It reflects learners' potential.
- It fosters the speaking skill
- It underlines ones' creativity and content quality
- It affects students' perception of language and to the ways he communicates.

Q09: What are the characteristics of a fluent speaker according to you?

Teachers' answers were as follow:

- Accuracy in grammar
- Good pronunciation
- Relevant and good ideas
- No hesitations
- Smooth expression
- Wide cultural scope
- Pragmatic and social competence
- Correct use of language.

Section three: Teachers' awareness about formulaic expressions as a teaching technique

Q10. Have you ever implemented formulaic expressions technique in your class before?

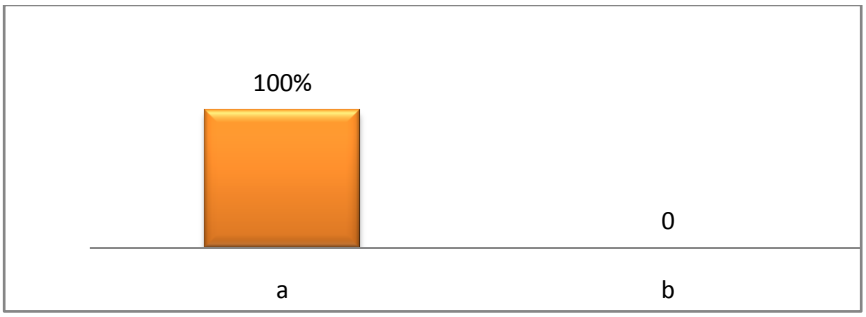
a. Yes b. No

Table 32:

Answer	Number	Percentage
a	10	100%
b	0	00%
Total	10	100%

Teachers' implementation of formulaic expression in previous sessions

Graph 27:



Teachers' implementation of formulaic expression in previous sessions

Results analysis and discussion: In this question, all teachers have selected the answer (a) to emphasise that they had implemented formulaic expressions as a teaching technique before. It means that as teachers they were aware of the technique they applied but they did not explain it to their students as students' answers demonstrate.

Q11: Related to the previous question, if yes, what type of formulaic expressions you implemented in your lectures?

a. Idiomatic expressions
b. Phrasal verbs
c. Collocations
d. Ready made sentences

e. proverbs

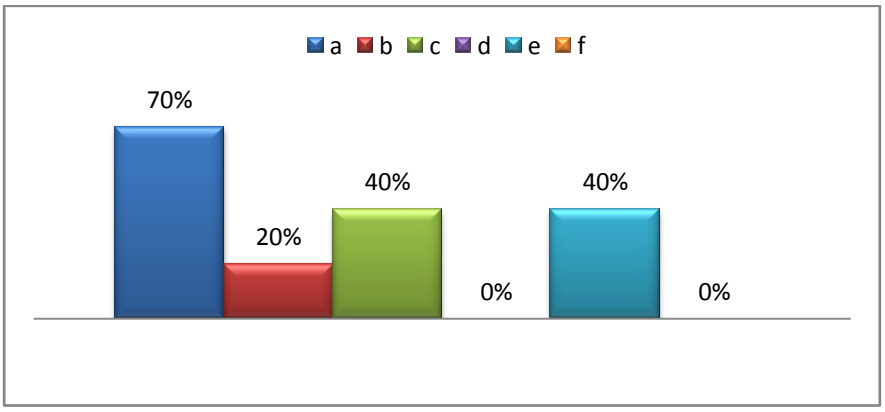
f. others

Table 33:

Answer	Number for each answer	Percentage for each answer
a	7	70%
b	2	20%
c	4	40%
d	00	00%
e	4	40%
f	00	00%

The type of formulaic expressions that teachers implemented before in their class

Graph 28:



The type of formulaic expression that teachers implemented before in their class

Results analysis and discussion: Teachers in this question are asked to select among the different types of formulaic expression what they had implemented before , the result shows that (70%) of them implemented idiomatic expressions, (40%) collocations, (40%) for proverbs, (20%) for phrasal verbs , and no one for ready-made sentences or other types. From the previous results we conclude that formulaic expressions were taught in term of various types but as a notion they were not presented.

Q12. Do you think that teaching formulaic language can be an effective strategy to enhance EFL learners' fluency?

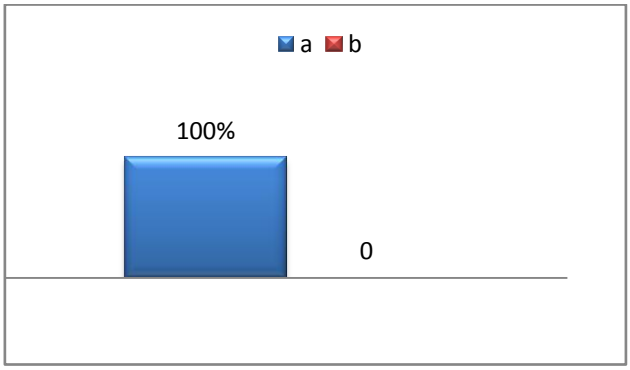
a. Yes b. No

Table 34:

Answer	Number	Percentage
a	10	100%
b	00	00%
Total	10	100%

Teachers' view about the effectiveness of using formulaic expressions in enhancing learners' fluency

Graph 29:



Teachers' view about the effectiveness of using of formulaic language in enhancing learners' fluency.

Results analysis and discussion: Both the table and the graph present how strongly teachers think that teaching formulaic language would have an effective impact on enhancing learners' fluency, because all of them selected yes as an answer. From these results, the increased application of formulaic expressions has a positive impact on enhancing fluency and they need to be widely implemented to achieve this goal within a variety type of tasks.

Q13. Following the previous question, if yes, how would this technique enhance learners' fluency? Explain, please?

Teachers were asked to give explanation on how employing formulaic expressions lead to learners' fluency promotion and their answers are summarized as follows;

- They make once' language more interesting and engaging.
- They will improve their accuracy in language which leads to avoiding ambiguity when communicating with others.
- They will help students internalize a wide scope of the target language' culture
- They help students gain a native-like smooth flow of speech which allow them to understand and respond in a native communication.

Q14. What are the oral assessment ways you implement in your oral classes?

It was an open question to explore the different assessment tools that teachers use in evaluating their students' level. So this enquiry is about how can teachers assess the fluency enhancement of their students. Thus, their answers were as follows:

- listening comprehension
- discussions
- individual exposés
- participation in class
- Listening and filling gaps.

Discussion:

The answers to second and third sections of both questionnaires administered to students and teachers highlight that our sample of research hold a positive perception about how much the sub-speaking skill of fluency is very essential, in parallel to the other sub-skills.

Subsequently, they both have a direct clue that when communicating using multi variety of formulaic expressions, they have an influence in being a feature characteristic to talk to some extent like an ideal speaker.

However, after analyzing and interpreting the students' questionnaire thoroughly; it reveals that the existence of formulaic expressions in previous oral classes was limited. Learners' answer in section two demonstrates that they consider fluency as a crucial element in the mastery of speaking skill; they report that their teachers are not implementing a diversity of strategies to overcome aspects of disfluency and they tend to focus more on their accurate production. So, they declare that previous techniques implemented by their teachers are not quite sufficient to enhance their fluency. Students' answer in section three shows their scarce awareness about the term formulaic expressions as a teaching technique as they claim that they did not deal with them previously as an instructional technique, they received merely a typeof them (idiomatic expressions) without any instructions about their efficiency, in addition to their recent use and weak ability to employ them in the appropriate context. Meanwhile, they agreed on their importance in helping them sounding more native-like and improve the natural spontaneous speech production.

On the other flip, teachers' questionnaire analysis and interpretation as the students' one, affirm that the learnt fixed units of formulaic expressions are efficient in enhancing students' fluency. Thus, teachers think that the students' fluent together with meaningful and accurate performance is very crucial in any communicative context; they view formulaic language as a way for reducing chances for syntactic errors, i.e. accuracy. In section three, teachers declare that they employ some kinds of formulaic sequences mainly idiomatic expressions and proverbs, although the term of formulaic expressions and its importance has not been introduced with regard to pinpointing at the efficient role played by these expressions in a native spoken discourse.

For the outcomes gained from learning formulaic expressions, students' opinions about the role of them and the benefits obtained with regard to acquiring a command over speaking the language in semantic, smooth, and dense manner, go with the teachers' points of view concerning the possible contribution of learning formulaic language in boosting students' oral fluency. The results confirm our hypothesis which states that there would be a direct positive effect of formulaic expressions on fluency enhancement.

a) Lesson plan of the training sessions:

The second group of second year EFL learners at the English department of M'sila University, and as our experimental group has received training sessions along the academic year of 2018-2019. It is crucial at this phase for a researcher to conduct training sessions for the sake of ensuring the validity of his research and in order to provide adequate answers to the research questions an d realize our study purposes which seek to supply the field of teaching speaking skill strategies in oral classes; by drawing more attention towards the contribution of formulaic expressions technique (idiomatic expressions, readymade sentences, phrasal verbs,..) in promoting EFL learners' oral fluency. Thus, taking the role of oral expression teacher who has already prepared the tasks to be dealt with during the training sessions, which in turn are planned to fit with the points the researcher wants to assess then treat, in addition to adopting some blend of the earlier mentioned strategies such as **'shadowing'** of a native speaker suggested by Ricard 1986, or explicitly the teacher introduces, explains, then contextualizes a certain expression be it an idiomatic expression, readymade sentence or a phrasal verb in the appropriate real situation through supplying students with a considerable amounts of noticing activities, this entails the framework of lexical approach proposed by Lewis (1993) such approach requires learners to be provided with much focus of original exposure that involves richer proportion of formulae . Below, it is represented a sample of steps and ways made in preparing the oral expression lesson plans:

The type of training task	Teacher's instruction	Students' performance
- Explicit presentation of a set of commonly used phrasal verbs taken from **' phrasal verbs in use'**	- Warm up: Ask students about the meaning of a phrasal verb, and then students would provide examples of some of the phrasal verbs they already know. - After introducing, explaining, then contextualizing new collection of phrasal verbs: catch up, ask around, bring something up, come around, and call off sth… The teacher asks students to include theseph.vs in suitable examples. In addition to making learners work in pairs trying to involve all learnt phrasal verbs in one daily life context.	- Students at this phase became familiar with this newly presented type of formulaic expressions, besides they are able to employ them in their appropriate context.

- Implicit presentation of phrasal verbs via listening to authentic audios by ideal speakers of the language, where it is very essential that oral expression teacher should ensure that the topics dealt with are quite familiar for learners to grasp.	- The oral expression teacher asks students to jot down the maximum of phrasal verbs they hear. Next, when learners finish the task, they would guess the meaning of each phrasal verb according to the audio context they listened to. - The next step, students are supposed to illustrate those phrasal verbs in adequate examples after they grasp the exact meaning of them.	- Students became more aware about the ease offered by phrasal verbs when they are used instead of looking for an alternative of them.

- Learners are exposed to authentic spoken discourse in order to acquire some of the commonly used readymade sentences by native speakers again such kind of conversations have to be familiar.	- Learners have to shadow or imitate native speakers' conversation for instance in the ways readymade sequences besides to collocations are used for showing and asking for directions: how can I get to..? How do I get to..? Do you know where the library is? Excuse me can you tell me the way to..? How far is..? Is there... Around here? /go straight ahead, turn left, go past, go along.	- Learners play the roles from the audios adopting the expressions heard from real native speakers.

All tasks prepared by the oral expression teacher involve a considerable amount of formulaic expressions; in which they insert these sequences in forms of role plays, free talk stage, selection of daily life topics, guessing games. All in all, these tasks go hand in hand with the study purposes that are represented in promoting the smooth, eloquent and fluent speech via the aid of formulaic sequences, the lesson plan proved to be helpful in the organization of teaching these set of formulae in a more logical adequate manner.

b) Interaction Analysis

Interaction Analytic studies view learning as a distributed, long-lasting social processes, which proves that learning is taking place or has taken place must be found in comprehending the manner in which people cooperatively do learning or do recognize learning as taking place (Garfinkel, 1967) (as cited in Jordan & Henderson, 1995). Jordon and Henderson (1995) clarify the process of doing an Interaction Analysis as being firstly linked to an ethnographic frame. Then, the next step toward analysis is likely to be **content log** or content listing, which means that the researcher should make a content listing as soon as possible after **the tape** is recorded due to the researcher's memory is fresh, permitting annotations and explications of the series of events that may not be possible later.

According to Jordan and Henderson (1995, p. 43) "content logs are useful for providing a quick overview of the data corpus, for locating particular sequences and issues, and as a basis for doing full transcripts of particularly interesting segments". They add that the level of detail is identified by the interests of the researcher and the available time, for this conducted study the major interest is to measure fluency, and to detect the existence of formulaic expressions such as readymade sentences, phrasal verbs, collocations, idiomatic expressions and proverbs. For measuring fluency, Skehan (2009) states that regarding fluency "a range of measures are available, broadly examining: **a.** breakdown (dys) fluency, indexed by pausing; **b.** repair (dys) fluency, indexed by measures such as reformulation, repetition, false starts, and replacements; and **c.** speed with measures such as syllables per minute" (p. 513).

The next move basing on Jordan and Henderson thorough explanation of interaction analysis is to extract interesting issues from these audiotapes by partially transcribing them, according to them such process is referred to as **"cannibalizing the audiotape"** in this process , some initial observations are left out, others are reclassified, and the importance of

others can be understood in different ways. Putting a collection of audiotapes or videotapes into practice a researcher plays one after the other in order to provide a convincing explanation that the phenomenon identified is or is not robust across instances. So, interaction analytic studies aims to proceed inductively, trying to establish statements and patterns from several sets of empirical observations.

Jordan and Henderson go on explaining, the phase of transcription where the content logs are extended to transcriptions that are more or less elaborate and detailed, depending on the researchers' analytic interests. More precisely, they constitute the representation of the participants' talk. They claim that there is no perfect or complete transcript according to any abstract standard, due to there are additional analytic insights to be obtained during transcription, and a number of researchers prefer to do their own transcription. However, those who are responsible for some part of the whole process, the financial cost is substantial.

Analysis of the results :Pretest/ Posttest/ Delayed test

Student 01 :

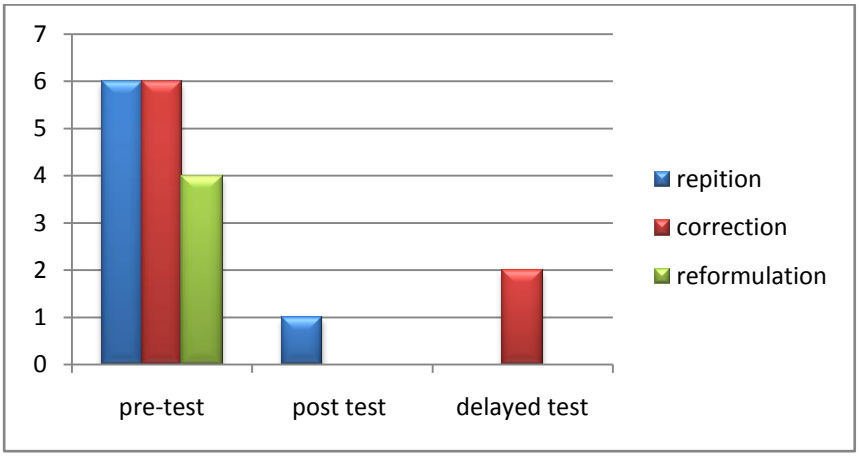
A) Speech repairs

Table 35:

Session	Speech repairs		
	Repetition	Correction	Reformulation
pre-test	6	6	4
Post test	1	0	0
Delayed test	0	2	0

Student 01 s' speech repairs while speaking

Graph 30:



Student 01 s' speech repairs while speaking

Results discussion and interpretation: Both table and graph represent the speech repairs that student 01 made per minute. Firstly, The student uttered a repetition of words in the pre-test six times , this amount decreases with the coming sessions of the post and the delayed tests to two times till its disappearance. In addition, he corrected his speech six times in the first test while he did not in the post test, for the aspect of reformulation within speech it exists only in the pre-test session, while it completely disappears in the next two tests. Therefore, from these results, it can be concluded that student 01 performance has achieved less amount of speech repairs along the training sessions which helps in enhancing his ability to talk freer of repetition, corrections, and reformulations. Theses outcomes from the three tests of student 01 identify the detected gap concerning the lack of a fluent speech among the treatment group, especially at the level of speech repairs particularly at the level of corrections and reformulations. However, after receiving the treatment tool of FSs, student 1's aspect of speech repairs considerably decreased.

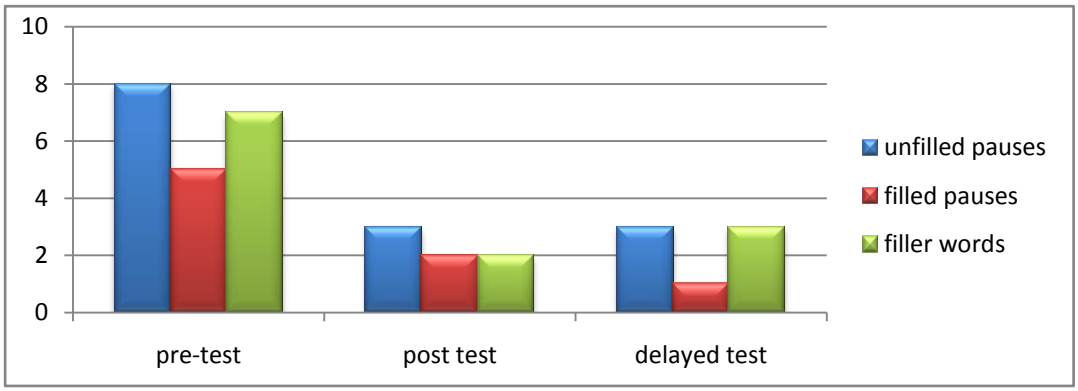
B) Speech breakdowns:

Table 36:

Session	Speech breakdowns		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	8	**5**	**7**
Post test	**3**	**2**	**2**
Delayed test	**3**	**1**	**3**

Student 01 s' speech breakdowns

Graph 31:



Student 01 s' speech breakdowns

Result discussion and interpretation: The results above demonstrate the speech breakdowns of student 01. Starting by the amount of the unfilled pauses, we notice its reduction from the pre-test to the post test from (8) to (3) while it remains (3) in the session of the delayed one. The gradual decrease of the filled pauses is remarkable along the three tests (5-2-1). Moreover, the number of the filler word has also decreased from the pre-test till the post one. Thus, these results mean that student 01 encounters fewer speech breakdowns after the training sessions although their amount has not fully disappeared because of many factors for instance, the topic under discussion, or psychological issues, slow processing of declarative

and procedural knowledge, but the overall assessment identifies a great development is the performance when there is a remarkable reduction of speech breakdowns.

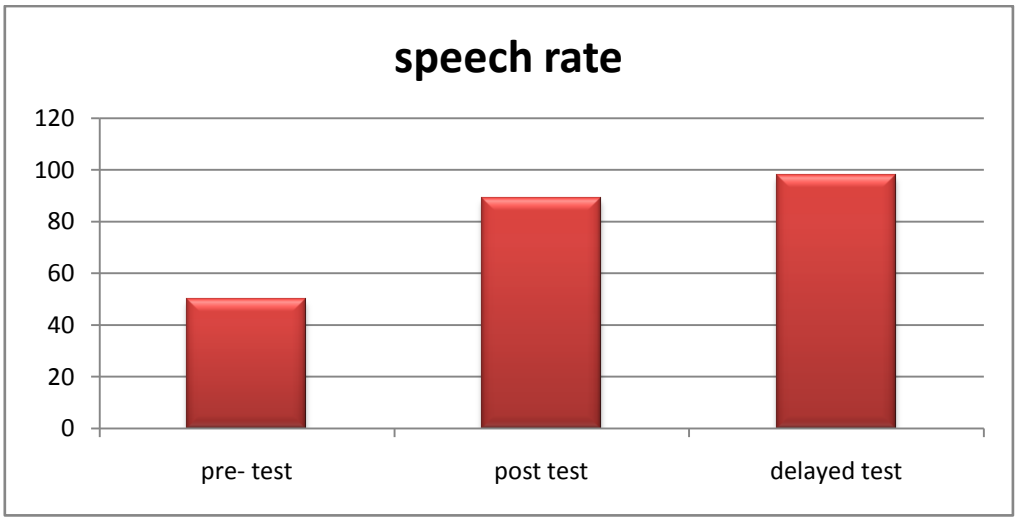
C) Speech rate

Table 37:

Session	Speech rate
Pre-test	**50**
Post test	**89**
Delayed test	**98**

Student 01 s' speech rate along the three tests

Graph 32:



Student 01 s' speech rate

Results discussion and interpretation: The results demonstrated above represent the speech rate development of student 01 during the three tests. In the pre-test speech rate is measured via counting number of syllables per minute. For student 01 during the pre-test was like (50) syllables per minute due to lack of lexical richness and slow retention of vocabulary. In the post test (89) syllables, and in the delayed one (98) which means that student 01 could acquire

a variety of lexical and phrasal complexity to express his ideas at length avoiding the occurrence of filler words and frequent pauses. Therefore, it can be concluded that the speech rate of student 01 has been enhanced and he produces more words along the training he received.

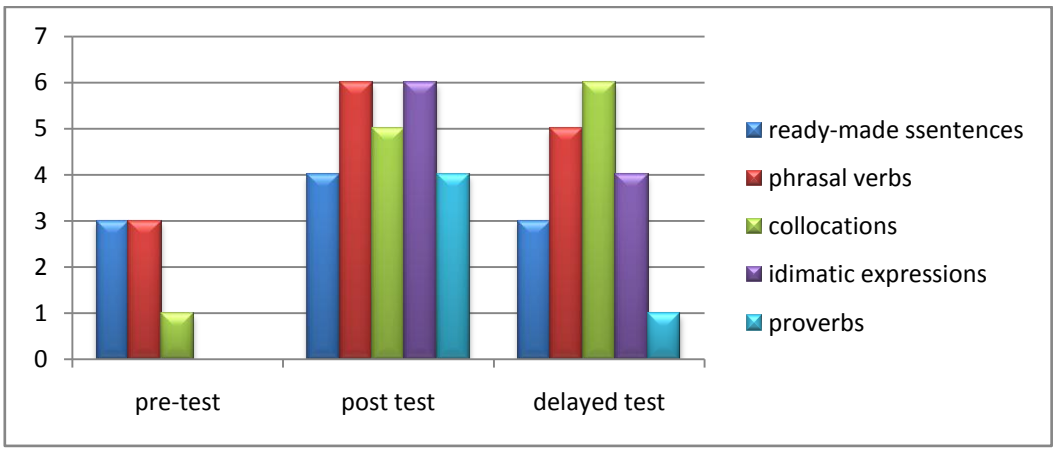
D) Formulaic expressions:

Table 38:

Session	Formulaic expressions				
	Ready-made sentences	Phrasal verbs	collocations	Idiomatic expressions	Proverbs
Pre-test	3	3	1	0	0
Post test	4	6	5	3	6
Delayed test	3	5	6	4	1

Formulaic expressions used by student 01

Graph 33:



Formulaic expressions used by student 01

Results discussion and interpretation: It is clear from the results shown in both table and graph that the amount of using formulaic expressions while speaking by student 01 is remarkably increased along the three tests. In order to spot this use we divided formulaic expressions into types. First, ready-made sentences are used three times in pre-test, four times in the post, and three times in the delayed one. Second, phrasal verbs are used three times in the pre-test, six times in the post test, and five times in the delayed one. In addition, collocations are used only one time in the pre-test, five times in the post one, and six times in the delayed one. After, idiomatic expressions are, not used completely in the pre-test, used six times in the post, and four times in the delayed one. Last, proverbs are not used in the pre-test, used four times in the post test, and one time in the delayed one. There is a considerable change comparing the pre-test, post test, and the delayed one. Formulaic expressions are more implemented by student 01 due to the instructions he received in the treatment sessions in which a variety of formulaic expressions are dominant.

Student 02:

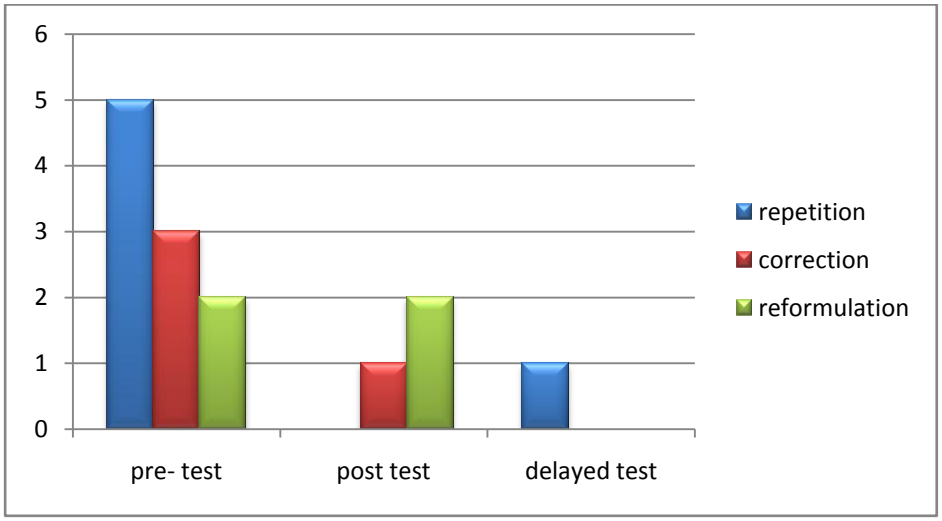
A) Speech repairs

Table 39:

Session	**Speech repairs**		
	repetition	**Correction**	**Reformulation**
Pre-test	**5**	**3**	**2**
Post test	**0**	**1**	**2**
Delayed test	**1**	**0**	**0**

Student 02 s' speech repairs

Graph 34:



Student 02 s' speech repairs

Results discussion and interpretation: Through the results presented in the table and the graph, it can be concluded that students 02 speech repairs amount is decreasing, the student at the session of the pre-test uttered five (5) repetitions, three (3) corrections, and two (2) reformulations. While in the post test, he did no repetition, one (1) correction, and two (2) reformulations. Moreover, in the delayed test he uttered only one repetition with no corrections or reformulations. Thus, his speech production is freer of speech repairs thanks to the chaining style he acquired during oral expression sessions that were characterized with much exposure to authentic native speech full of formulaic language.

B) Speech breakdowns

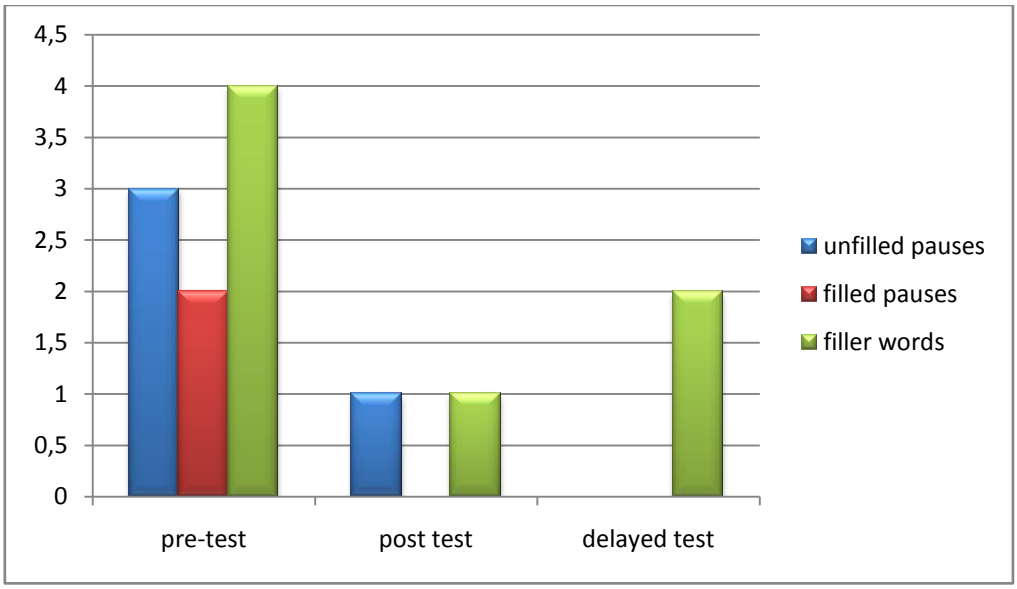
Table 40:

Session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**3**	**2**	**4**

Post test	**1**	**0**	**1**
Delayed test	**0**	**0**	**2**

Student 02's speech breakdowns.

Graph 35:



Student 02 s' speech breakdowns

Results discussions and interpretation: The table and the graph represent speech breakdowns student 02 committed. This result shows that the student made three unfilled pauses, two filled pauses and four filler words in the session of the pre-test. And he made one unfilled pause, one filler word, and no filled pauses in the post test. While in the delayed test, he made two filler words with no filled or unfilled pauses. Therefore, it can be concluded that the speech of student 02 is enhanced since the amount of the breakdowns is reduced along the three tests.

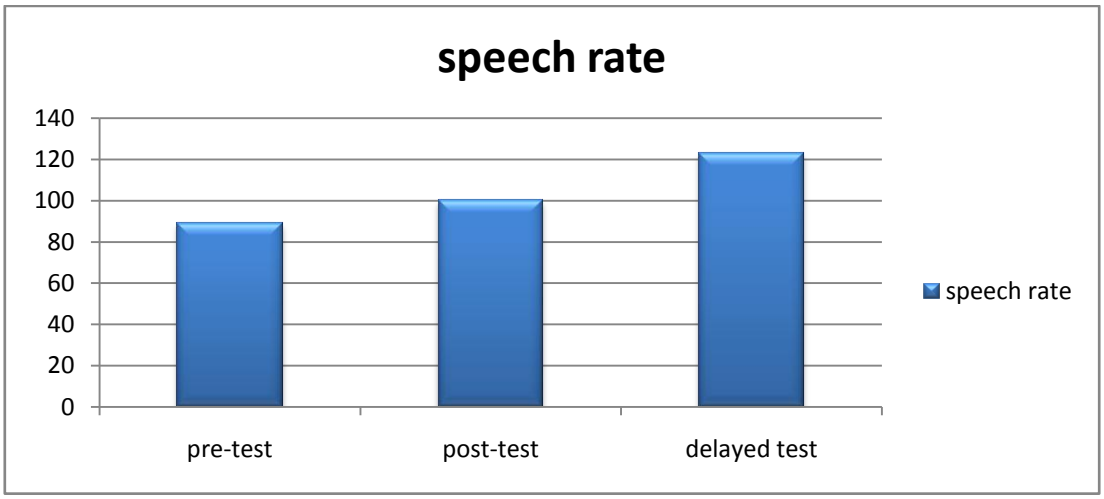
C) Speech rate:

Table 41:

Session	Speech rate
Pre-test	**87**
Post test	**100**
Delayed test	**123**

Student 02 s' speech rate

Graph 36:



Student 02 s' speech rate

Results discussion and interpretation: at this analysis the aim is to demonstrate how student 02 speech rate is improved over the training he received. The table and the graph show how significantly the student speech speed rises from the pre-test till the delayed one. First, at the pre-test the speech rate was 89 syllables per minute. Then, at the post test it was 100 syllables per minute, and in the delayed one it was 123. Thus, since the number of words is increasingly improved, the speech sounds more fluent, chained, and featured with formulaic language.

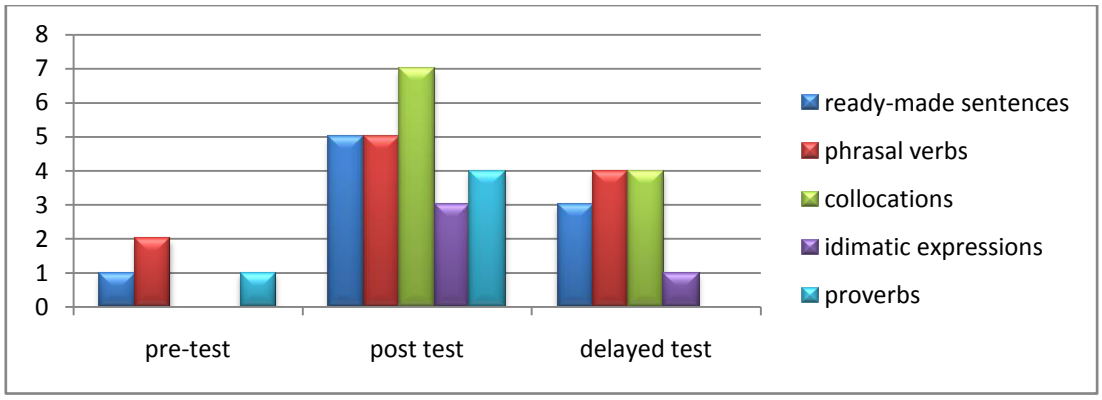
D) Formulaic expressions

Table 42:

session	Formulaic expressions				
	Ready-made sentences	**Phrasal verbs**	**Collocations**	**Idiomatic expressions**	**Proverbs**
Pre-test	**1**	**2**	**0**	**0**	**1**
Post test	**5**	**5**	**7**	**3**	**4**
Delayed test	**3**	**4**	**4**	**1**	**0**

Formulaic expressions' amount used by student 02

Graph 37:



Formulaic expressions' amount used by student 02

Results discussion and interpretation: Both table and graph show the use of formulaic expressions by student 02. At the pre-test, he used one ready-made sentence, two phrasal verbs, no collocation, no idiomatic expressions, and one proverb. At the post test, he used five ready-made sentences, five phrasal verbs, seven collocations, three idiomatic expressions, and four proverbs. Meanwhile, at the delayed test he used three ready-made sentences, four phrasal verbs, four collocations, one idiomatic expression and no proverb. Therefore, from

this analysis it can be concluded that student use of formulaic expressions was limited but through the training sessions it is improved comparing the three tests.

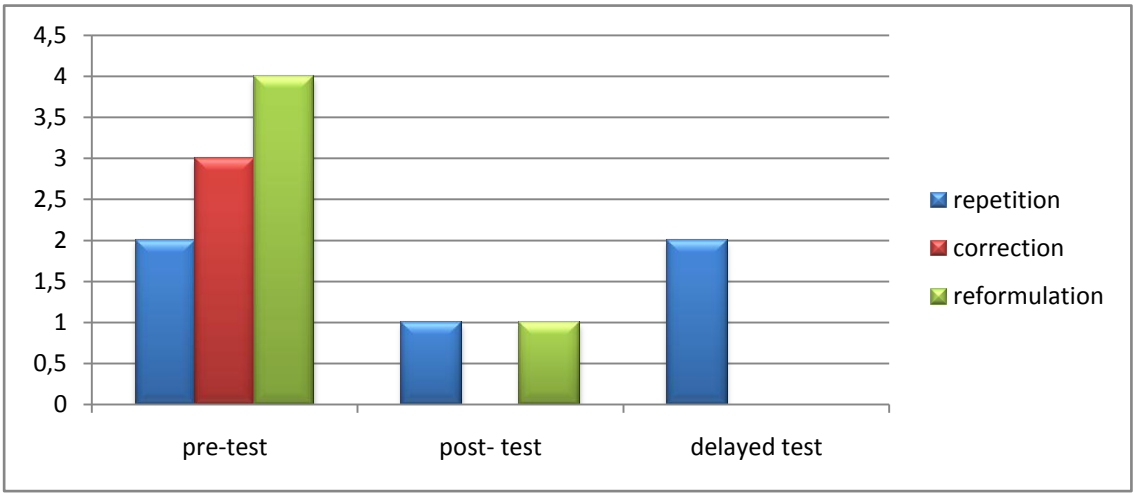
Student 03:

A) Speech repairs:

Table 43:

Session	Speech repairs		
	Repetition	**Correction**	**Reformulation**
Pre-test	**2**	**3**	**4**
Post test	**1**	**0**	**1**
Delayed test	**2**	**0**	**0**

Student 03 s' speech repairs



Student 03 s' speech repairs

Results discussion and interpretation: the results above demonstrate how a student 03 utters fewer speech repairs over three tests. The repetition amount mediates between two times in the pre-test, one time in the post test, and two times in the delayed one. While the correction amount in the pre-test appeared three times, and totally disappeared in the post and delayed

tests. Meanwhile the amount of reformulation happens four times in the pre-test and decreases into two times in the post test, then disappear in the delayed test. To conclude with, student 03 speech repairs amount shows gradual reduction that means that his performance is more fluent compared to the first treating session, student three's oral fluency enhanced as result of employing various types of formulae.

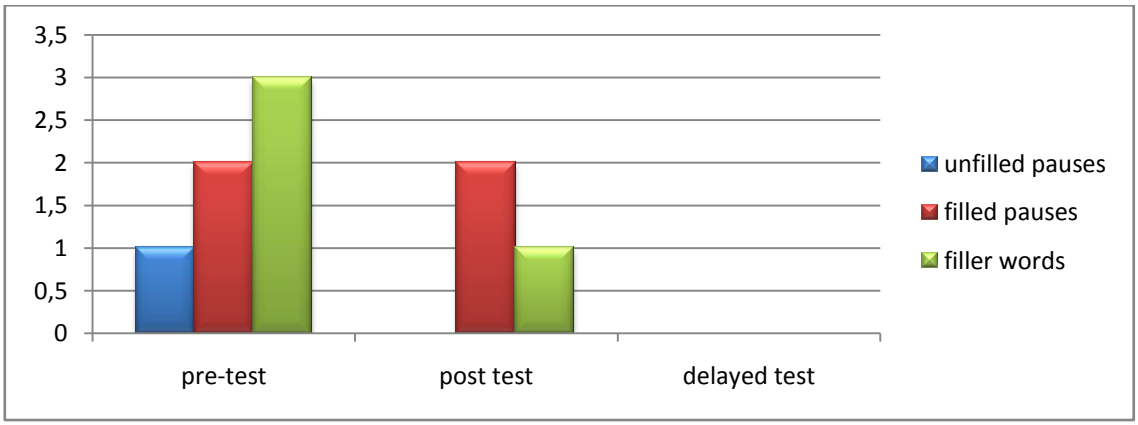
B) Speech breakdowns

Table 44:

session	Speech repairs		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**1**	**2**	**3**
Post test	**0**	**2**	**1**
Delayed test	**0**	**0**	**0**

Student 03 s' speech breakdowns

Graph 39:



Student 03 s' speech breakdowns

Results discussion and interpretation: Both the table of the graph represent student 03 speech breakdowns that he encounters over three tests after training session, the results

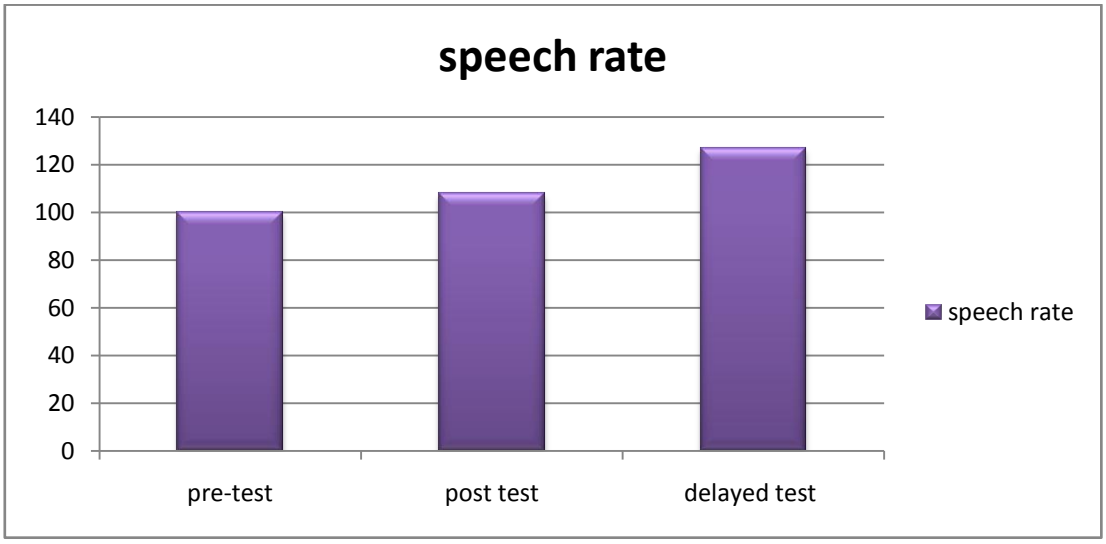
include, unfilled pauses that started by one time in the pre-test and disappeared in the two other tests, filled pauses with an amount of two times in the pre and the post tests while absence in the delayed one, and three filler words in the pre-test , one time in the post one , and absence in the delayed test. Thus, it can be concluded that students 03 committed fewer breakdowns moving from the pre-test till the delayed one the fact that determine his fluent language production.

C) Speech rate

Table 45:

session	Speech rate
Pre-test	**100**
Post test	**108**
Delayed test	**127**

Student 03 s' speech rate



Student 03 s' speech rate

Results discussion and interpretation: the results demonstrated above represent how student 03 improves the number of words he produces per minute along three tests. First, at the pre-test his speech rate takes 100 words per minute, while in the post test it takes 108 words per minute. Then for the delayed test it raises to 127 words per minute. So, it can be synthesised that the speedy language production that is improved with student 03, is a sign of fluency enhancement.

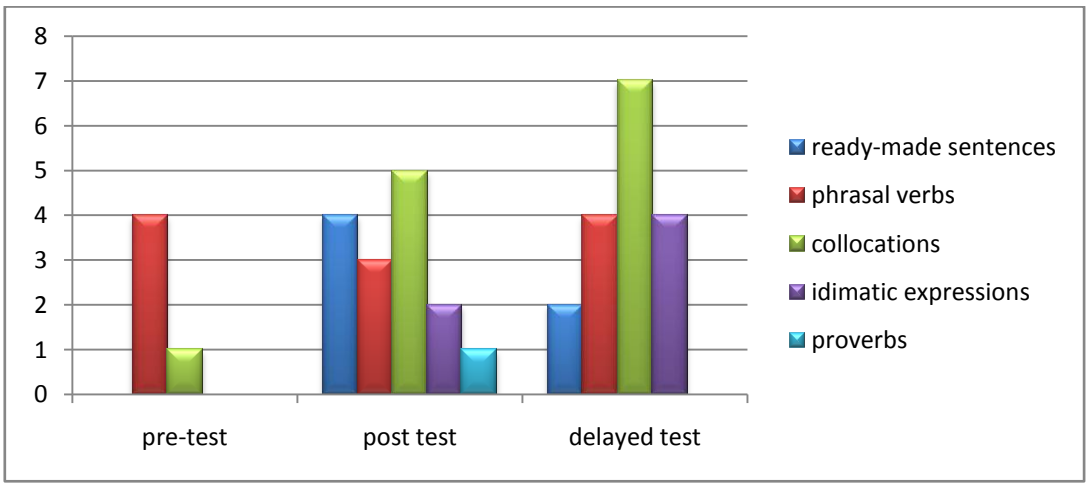
D) Formulaic expressions:

Table 46:

session	Formulaic expressions				
	Ready-made sentences	Phrasal verbs	collocations	Idiomatic expressions	Proverbs
Pre-test	0	4	1	0	0
Post test	4	3	5	2	1
Delayed test	2	4	7	4	0

Formulaic expressions' used by student 03 while speaking

Graph 41:



Formulaic expressions' used by student 03 while speaking

Results discussion and interpretation: The results that are identified by both the table and the graph demonstrate that students 03 used more formulaic expressions along the three test even though some types may be absent in the delayed because of external factors like the topic and the psychological status of the students. The results shown above represent , first ready-made sentences at the pre-test were absent but they appeared four times in the post test and two times n the delayed one. Second, phrasal verbs at the pre-test appeared four times, three times in the post test and four times in the delayed one. After, collocations appeared one time in the pre-test, five times in the post test, and seven times in the delayed test. Then, both idiomatic expressions and proverbs were absent in the pre-test, and appeared with the amount of (2 times/post test. 4 times/ delayed test) for idiomatic expressions, and only one time in the post test for proverbs. To conclude with, the increasing amount of using formulaic expression by students 03 identifies native likeness of his speech in addition to the success of the training sessions.

Student 04:

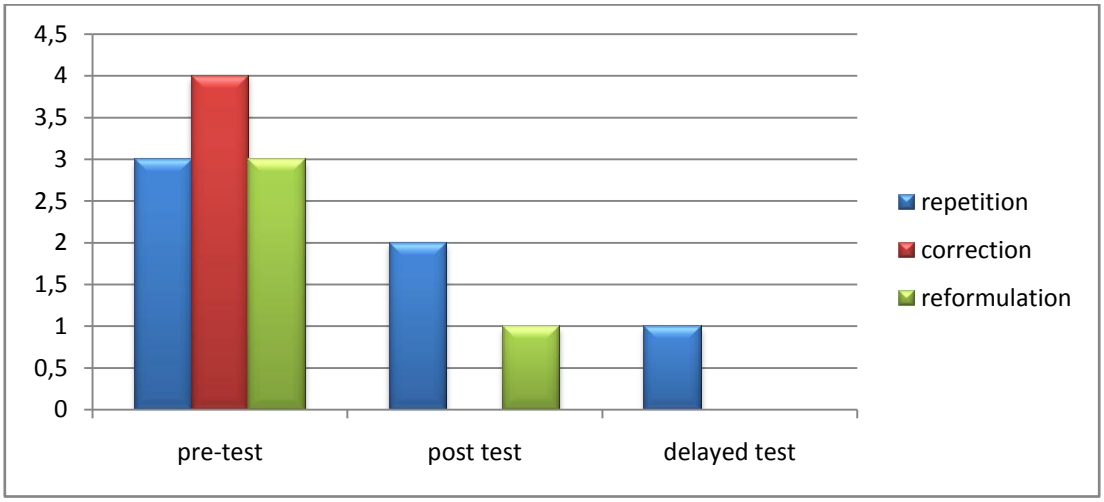
A) Speech repairs:

Table 47:

Session	**Speech repairs**		
	repetition	**Correction**	**Reformulation**
Pre-test	**3**	**4**	**3**
Post test	**2**	**0**	**1**
Delayed test	**1**	**0**	**0**

Student 04 s' speech repairs

Graph 42:



Student 04 s' speech repairs

Results discussion and interpretation: Both table and graph represented the repairs that student 04 made while speaking. At the session of the pre-test he repeated a word three times, he corrected his speech four times, and he reformulated the sentences three times. At the post test, the amount of repetition is two times, reformulation is one time, and no correction is found. Meanwhile, in the delayed test there is only one repetition. Thus, the obtained results show a reduction in the amount of speech repairs made by student 04, are significant factor of his fluency development.

B) Speech breakdowns:

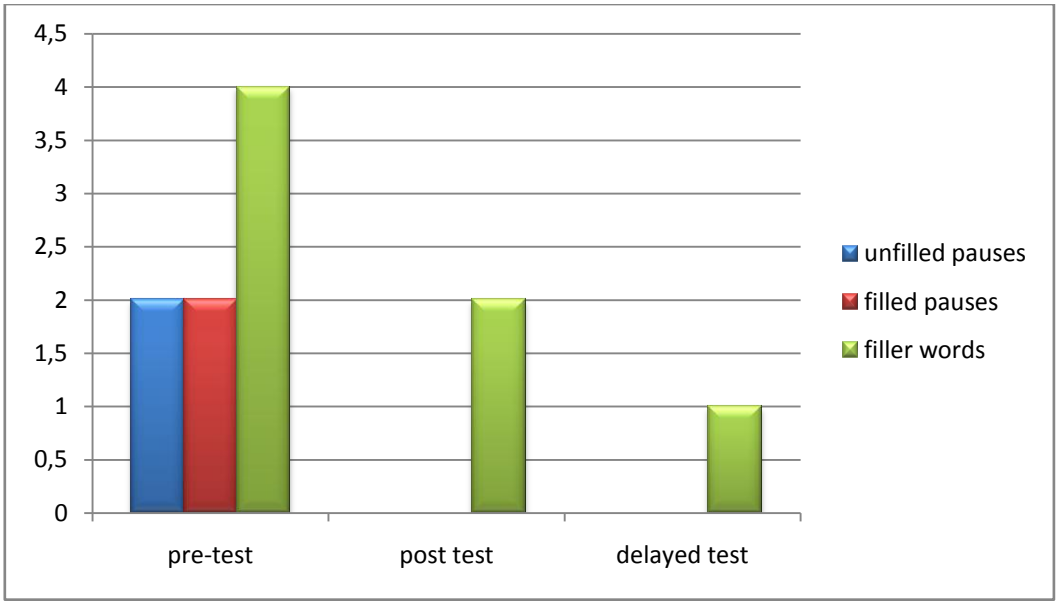
Table 48:

session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**2**	**2**	**4**
Post test	**0**	**0**	**2**

Delayed test	**0**	**0**	**1**

Students 04 s' speech breakdowns

Graph 43:



Student 04 s' speech break downs

Results discussion and interpretation: the results above identify how many speech breakdowns student 04 encounters, starting by the pre-test session, there are two unfilled pauses, two filled pauses, and four filler words as a result of lack of cognitive automaticity and the recall of the needed lexis to keep the conversation goes on quite speedy pace. while, in the post test there is a total absence for both filled and unfilled pauses, there are only two filler words. However, for the delayed test, only one filler word appeared. Therefore, it can be concluded that from the decrease of the breakdowns over session, it is clear that the speech is more spontaneous and smoothly delivered which is a sign of fluency.

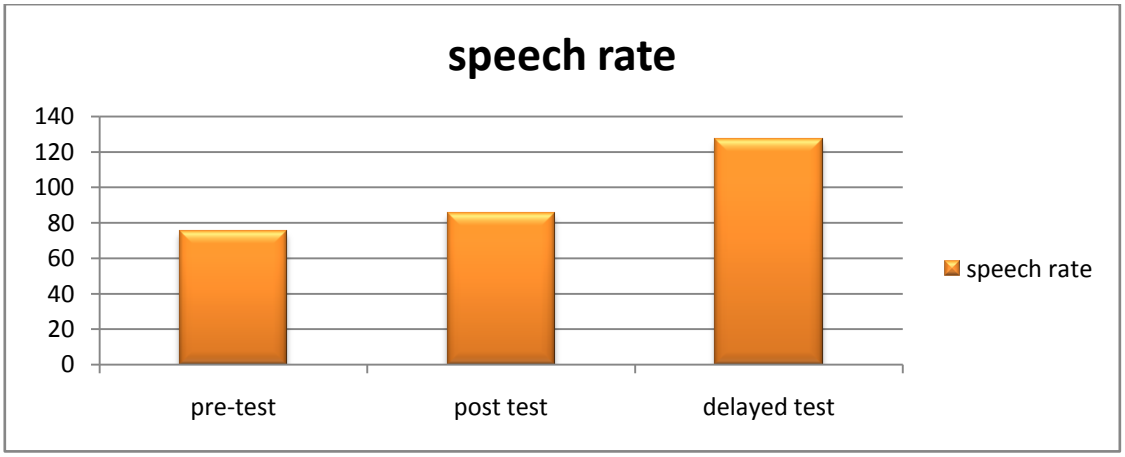
C) Speech rate:

Table 49:

Session	Speech rate
Pre-test	**75**
Post test	**85**
Delayed test	**127**

Student 04's speech rate

Graph 44:



Student 04 speech rate

Results discussion and interpretation: the obtained results determine the way in which student 04 utters more words per minute over the three tests. Firstly, in the pre-test he uttered 75 syllables per minute, in the post test 85 syllables, and in the delayed one 127 syllables. This means that there is a significant development in the speed of producing words by student 04 which leads to enhancing his fluency and a significant decrease in the use of pauses, filler words. This makes formulaic expressions for a learner a good alternative for such disfluency aspects.

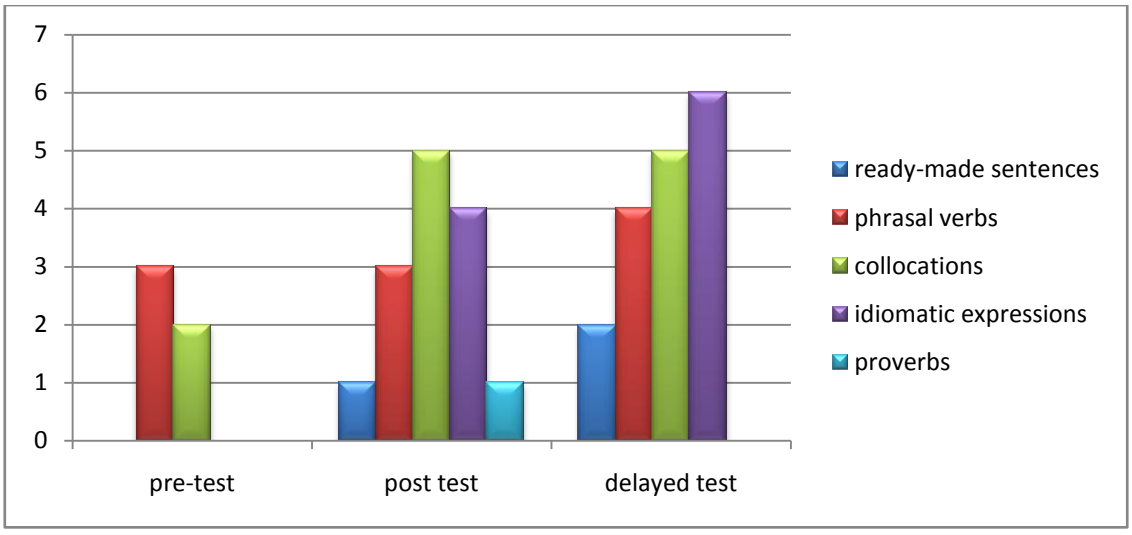
D) Formulaic expressions

Table 50:

Session	Formulaic expressions				
	Ready-made sentences	Phrasal verbs	Collocations	Idiomatic expressions	Proverbs
Pre-test	0	3	2	0	0
Post test	1	3	5	4	1
Delayed test	2	4	5	6	0

Formulaic expressions used by student 04

Graph 45:



Formulaic expressions used by student 04

Results discussion and interpretation: The result demonstrated above that student 04 has implemented more ready-made sentences, collocations, idiomatic expressions most comparing the three tests together. It can be concluded that the instruction that student

received about formulaic language is clearly resulting in the way he has improved his use of it, leading him to a successful communication without making pauses or hesitations.

Student 05:

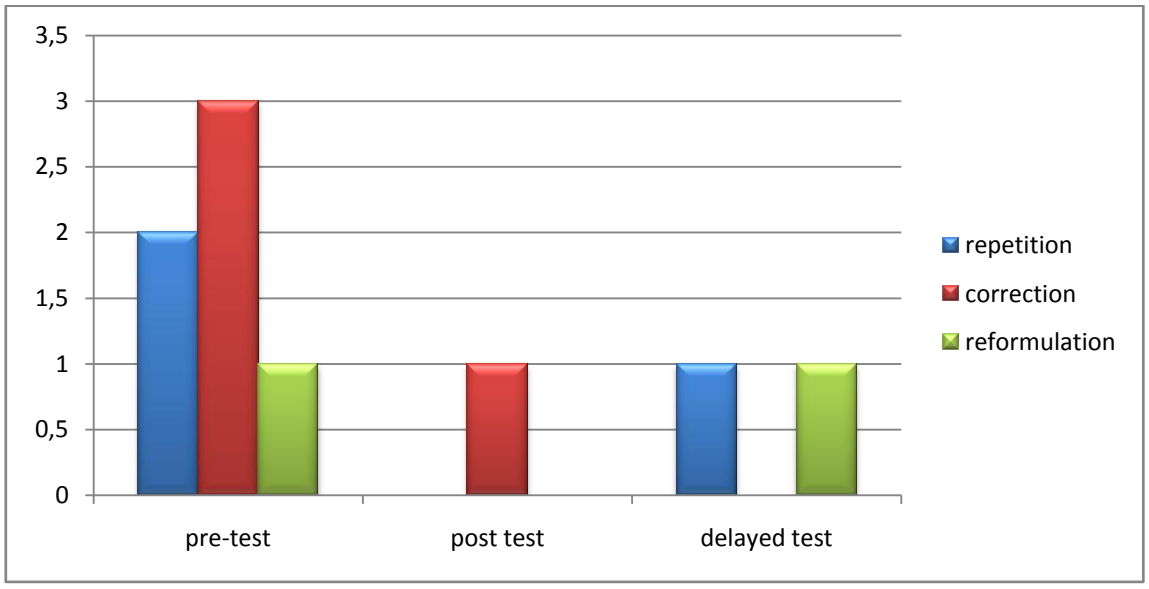
A) Speech repairs:

Table 51:

session	Speech repairs		
	repetition	Correction	Reformulation
Pre-test	2	3	1
Post test	0	1	0
Delayed test	1	0	1

Student 05 s 'speech repairs

Graph 46:



Student 05 speech repairs

Results discussion and interpretation: the table and the graph show how much student 05 repairs his speech a long three tests. The first aspect is repetition, it appeared two times in the pre-test, one time in the delayed test, and it disappeared in the post test. Second, correction appeared three times in the pre-test, one time in the post test and it was absent in the delayed one. Next, reformulation appeared on time in the pre-test, one time in the delayed test, and absent in the post one. This results means that the student 05 amount of repairing speech has been reduced in term of repetition and correction, while he still have a problem with reformulating the speech. But, despite that this reduction is considered as fluency enhancement.

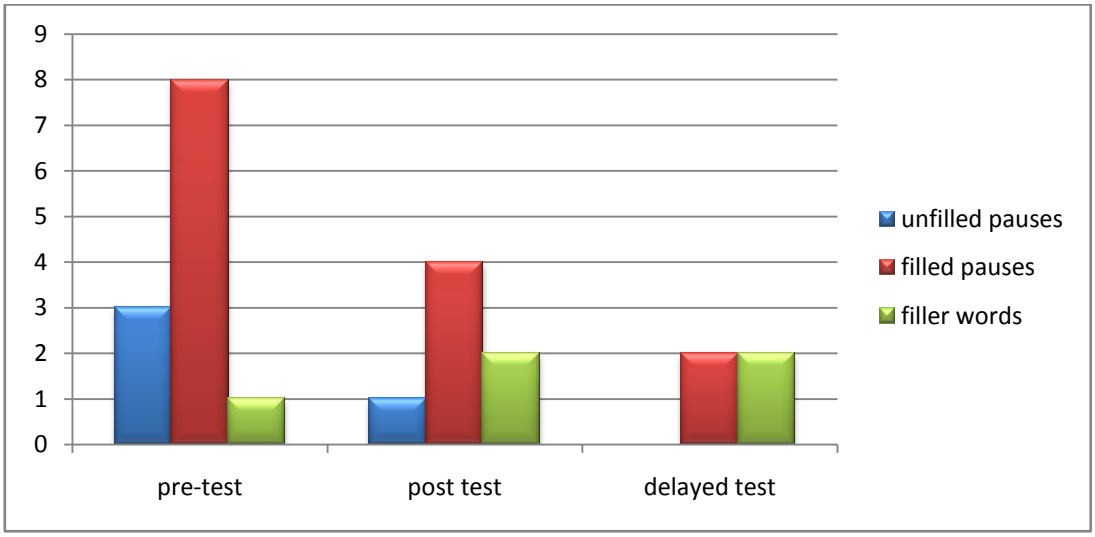
B) Speech breakdowns:

Table 52:

Session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**3**	**8**	**1**
Post test	**1**	**4**	**2**
Delayed test	**0**	**2**	**2**

Student 05 s 'speech breakdowns

Graph 47:



Student 05 s 'speech breakdowns

Results discussion and interpretation: it can be noticed from the graph and table that student 05 s' amount of repairing speech is decreasing , with the first two aspects of the filled and the unfilled pauses over the three tests, while for the filler words he is still using them. Thus from the reduction of both pauses there is a great change that may determine a fluent production of language somehow even if the student is in need of more practice to get rid of the filler words, through the use of formulaic sequences

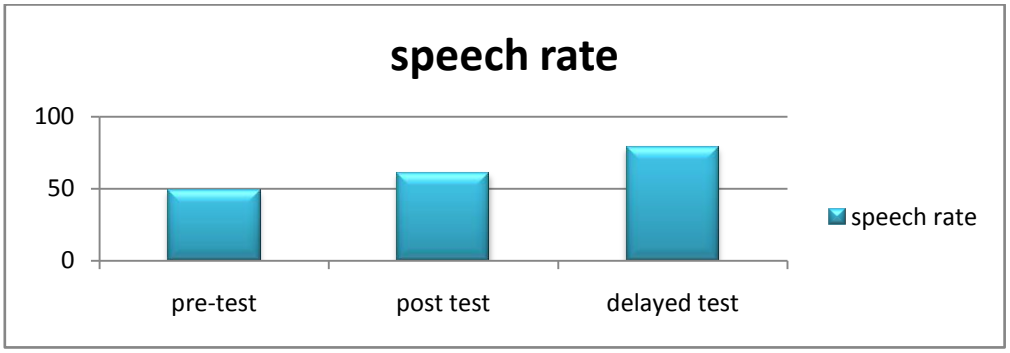
C) Speech rate:

Table 53:

Session	**Speech rate**
Pre-test	**49**
Post test	**61**
Delayed test	**79**

Student 05 s' speech rate

Graph 48:



Student 05 s' speech rate

Results discussion and interpretation: both table and graph represent the development in which student 05 made in terms of speaking quickly and producing high proportion of words. His speech rate at the first session was 49 syllables per minute, in the next one 61 syllables, and in the last one 79. Therefore, these results signify a gradual speech smooth flow and spontaneity that are among the most existing aspects of fluency of an English native speech.

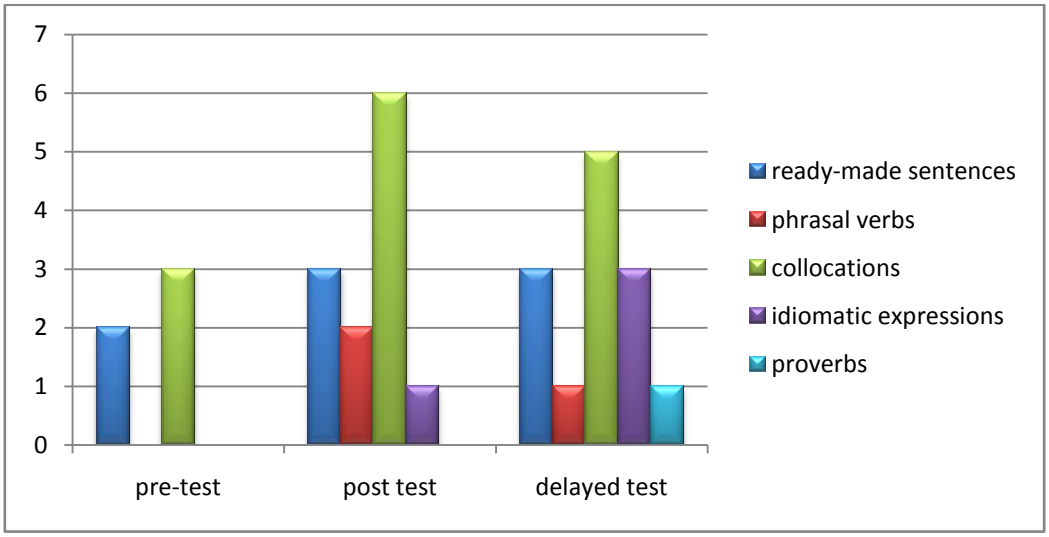
Formulaic expressions:

Table 54:

session	Formulaic expressions				
	ready-made S	PhrasalV	collocations	Idiomatic. ex	Proverbs
Pre-test	2	0	3	0	0
Post test	3	2	6	1	0
Delayed test	3	1	5	3	1

Formulaic expressions used by student 05

Graph 49:



Formulaic expressions used by student 05

Results discussion and interpretation: both table and graph represent that student 05 shows development in implementing more, ready-made sentences, collocations while the other types of formulaic expression are not stable in his speech. But, it is still an achievement that he can catch up with what has the instruction provided. In other word, when he apply acceptable amount of formulae he can build basics for his fluency in the target language that is approximate to a native-like speech.

Student 06:

A) Speech repairs:

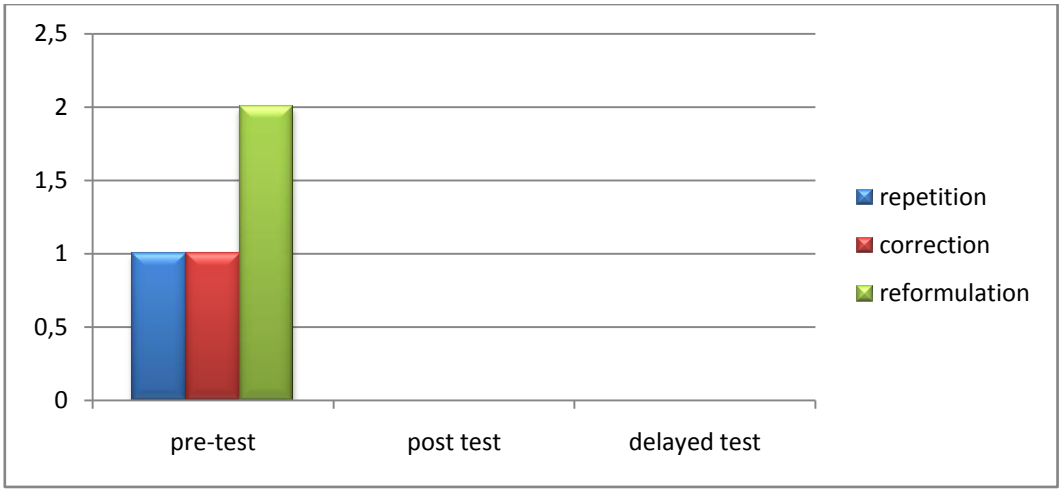
Table 55:

Session	**Speech repairs**		
	Repetition	**correction**	**Reformulation**
Pre-test	**1**	**1**	**2**
Post test	**0**	**0**	**0**

Delayed test	**0**	**0**	**0**

Student 06 s 'speech repairs

Graph 50:



Student 06 s' speech repairs

Results discussion and interpretation: the findings above entail that student 06 has clearly improved at the level of his fluent speech production; as zero repairs have occurred in the delayed test, thus as a sign of oral fluency development. It is shown hot the amount of repetition, correction, and reformulation disappeared after the pre-test immediately; so consequently his speech is free of repairs and more fluent.

B) Speech breakdowns

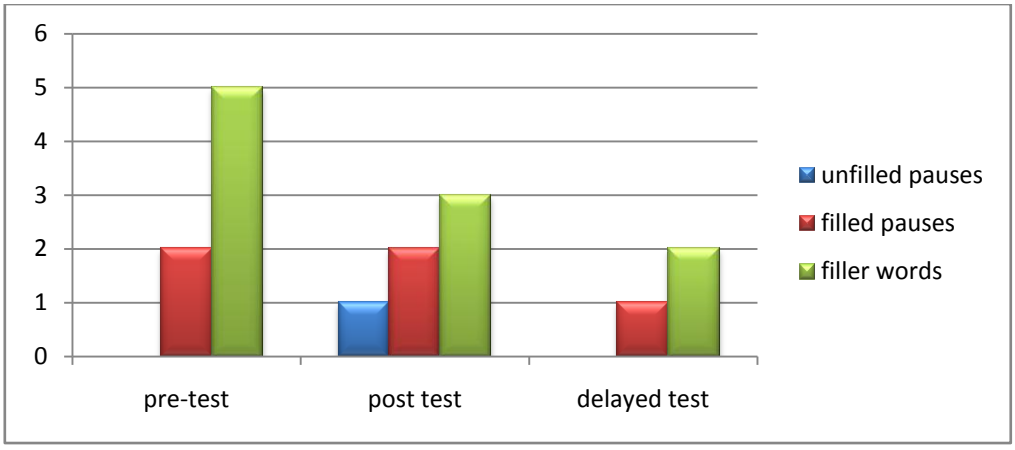
Table 56:

session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**0**	**2**	**5**
Post test	**1**	**2**	**3**

Delayed test	**0**	**1**	**2**

Student 06 s' speech breakdowns

Graph 51:



Student 06 s' speech breakdowns

Results discussion and interpretation: from the table and the graph it can be concluded that student 06 committed less breakdowns over the three tests. First the unfilled pauses were absent in the first test while it appeared in the post test and disappeared again in the delayed one, this change can be explained by the typology of the topic or the psychological status stability of the student. While the filled pauses appeared in the pre-t and the post tests two times but it disappeared in the delayed one. Filler words from another hand decreases from the pre till the delayed test from 5 to 3 times. Therefore, these results can be considered as crucial factor in enhancing fluency.

C) Speech rate

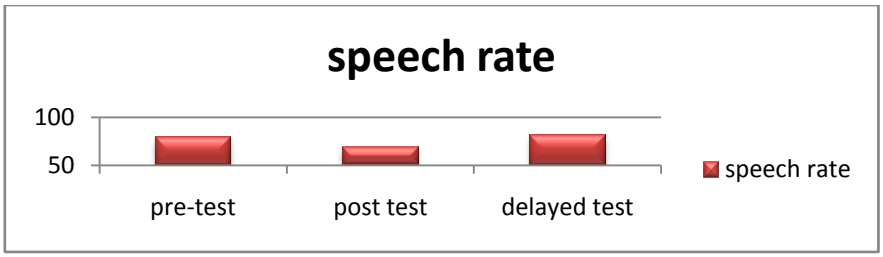
Table 57:

Session	**Speech rate**
Pre-test	**79**

Post test	**68**
Delayed test	**81**

Student 06 s' speech rate

Graph 52:



Student 06 s' speech rate

Results discussion and interpretation: the graph and the table represent how students 06 produce speedy discourses over the experimental sessions through communicative practices and instructions, we can notice that the number of syllables has decreased from the pre-test to the post one (79-68) which may be due to external factors such as being interrupted by a classmate, but it raises again with the delayed test by 81 words per minute which may reflect a fluency enhancement level.

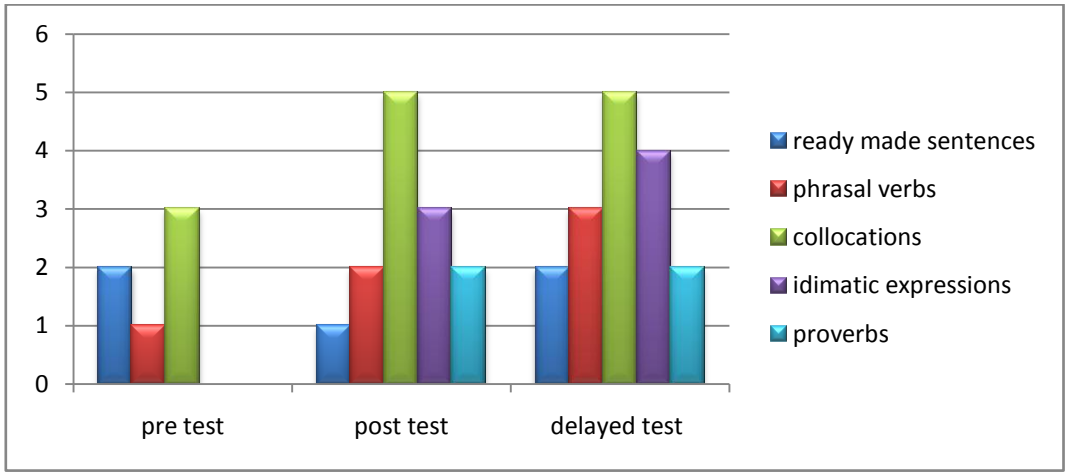
D) Formulaic expressions.

Table 58:

Session	**Formulaic expressions**				
	ReadymadeS	**Phrasal V**	**collocations**	**Idiomatic**	**Proverbs**
Pre-test	**2**	**1**	**3**	**0**	**0**
Post test	**1**	**2**	**5**	**3**	**2**
Delayed test	**2**	**3**	**5**	**4**	**2**

Formulaic expressions used by student 06

Graph 53:



Formulaic expressions used by student 06

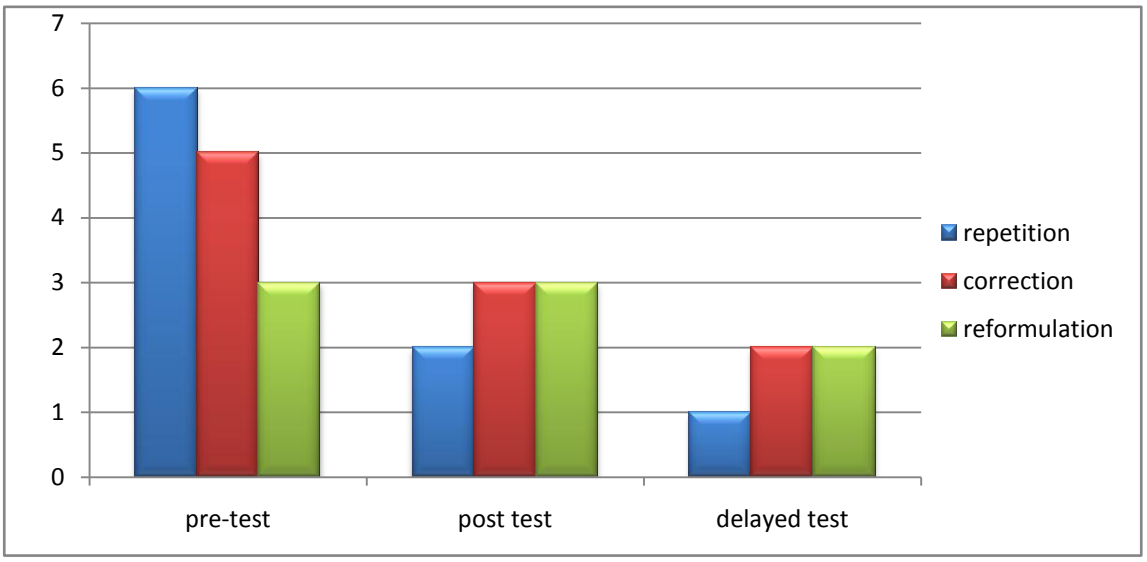
Results discussions and interpretation: it is clear that student 06 at this stage has improved the way he implemented formulaic expressions types in his speech so we notice that the most raising types are phrasal verbs, collocations, and idiomatic expressions. This increasing use of formulaic expressions identifies a gradual development in fluency enhancements which is the ultimate goal of the training instructions.

Student 07:

a) Speech repairs:

Table 59: ***students 07 s' speech repairs***

Session	**Speech repairs**		
	Repetition	**Correction**	**Reformulation**
Pre-test	**6**	**5**	**3**
Post test	**2**	**3**	**3**
Delayed test	**1**	**2**	**2**



Graph 54:

Results discussion and interpretation: student 07 from the results above show a gradual decrease in the amount of speech repairs in its three features (repetition, correction, and reformulation) over the three tests that means his speech is more free and accurate. This made formulaic expressions take a great part of his speech leading to successful oral discourse maintenance.

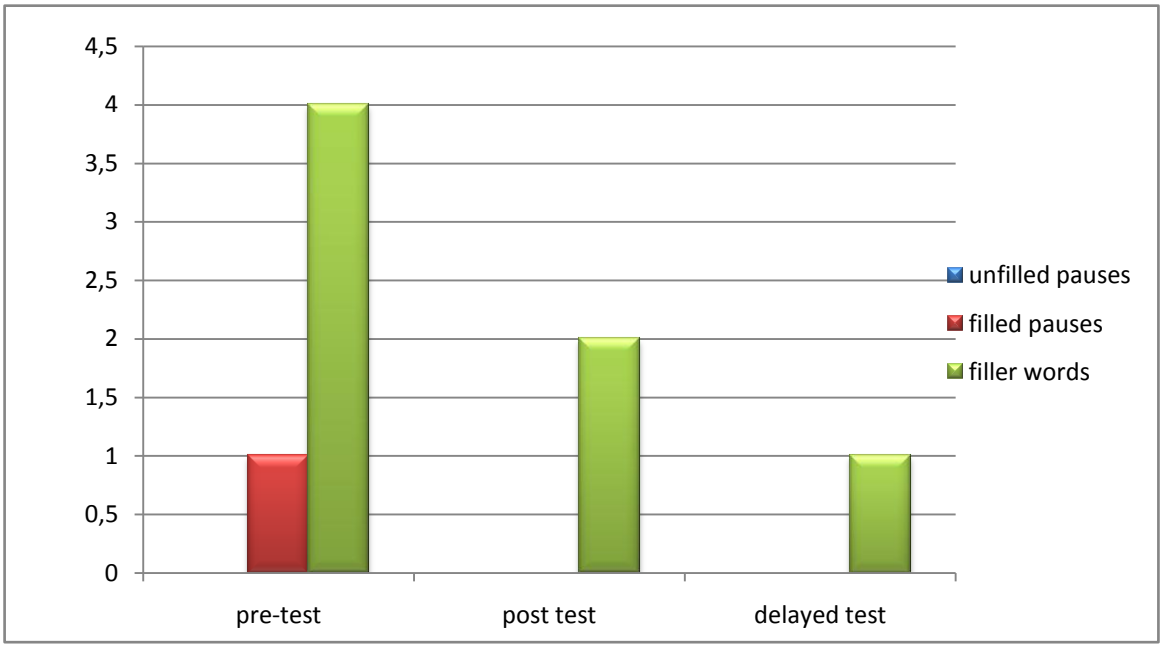
Student 07:

A) **Speech breakdowns**:

Table 60:

Session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**0**	**1**	**4**
Post test	**0**	**0**	**2**
Delayed test	**0**	**0**	**1**

Graph 55:



Student 07 speech breakdowns

Results discussion and interpretation: from the table and the graph it is clear that student 07 did not encounter any unfilled pauses over the three tests. While the filled pauses were to appear only in the pre-test. Meanwhile the filler words decreased gradually .These results imply that fluency enhances simultaneously with the breakdowns reduction. Such boost of a fluent oral production is due to filling speech with prefabricated formulas instead of filled, unfilled pauses, and fillers that can show that an EFL learner is not capable of expressing himself at length.

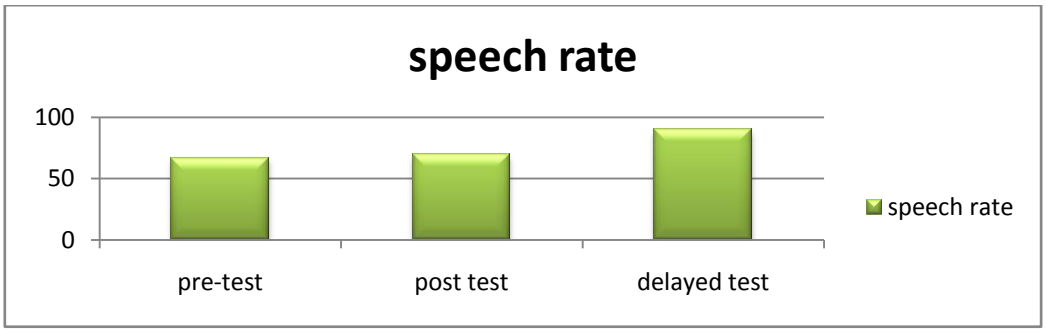
A) Speech rate:

Table 61:

Session	**Speech rate**
Pre-test	**67**
Post test	**70**
Delayed test	**90**

Student 07's speech rate

Graph 56:



Student 07 speech rate

Results discussion and interpretation: the graph and the table demonstrate that students 07 production of words is increasing over sessions, from 67 syllables per minute in the pre-test, to 90 syllables in the delayed one. The more words student utters the more fluent his speech is. Thus, when an EFL student acquires a good proportion of pre-produced sequences or prefabs then he is able to talk without frequent pauses that may hinder the flow of the entire talk.

B) Formulaic expressions.

Table 62:

Session	**Formulaic expressions**				
	Ready-made sentences	**Phrasal verbs**	**collocations**	**Idiomatic expressions**	**Proverbs**
Pre-test	**0**	**2**	**2**	**1**	**0**
Post test	**1**	**4**	**4**	**5**	**0**
Delayed test	**1**	**5**	**6**	**6**	**1**

Formulaic expressions used by student 07

Graph 57:

Formulaic expression used by student 07

Results discussion and interpretation: both table and the graphs represent the amount of formulaic expressions used by student 07 while speaking, it is clear that his use of formulae is getting improved mostly with the use of phrasal verbs, collocations, and idiomatic expressions, these FSs when they are integrated in a communicative real context, they assure the students' fluent production. From the obtained results it can be concluded that the increased application of formulaic expression by the instructions that students receive is reflected in their speech.

Student 08:

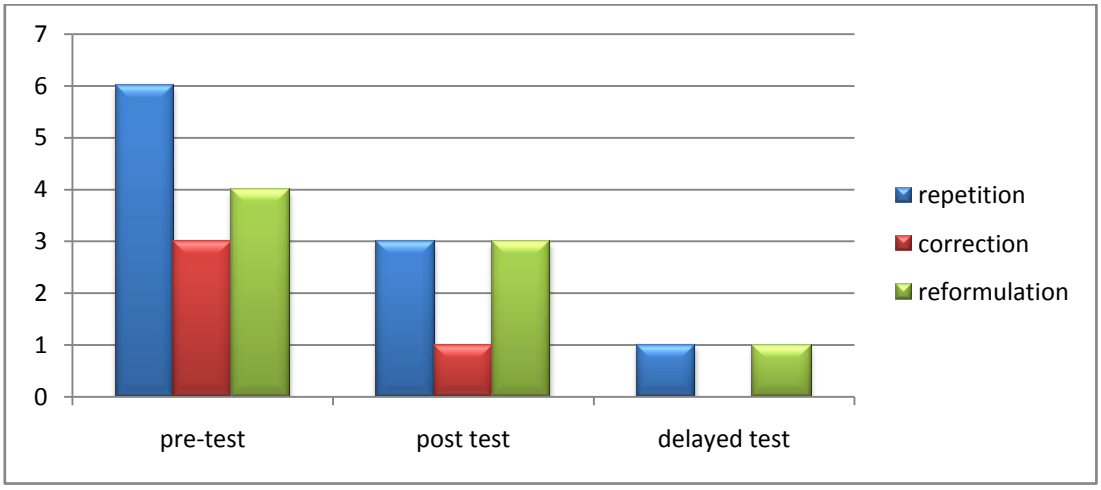
A) Speech repairs

Table 63:

Session	**Speech repairs**		
	Repetition	**Correction**	**Reformulation**
Pre-test	**6**	**3**	**4**
Post test	**3**	**1**	**3**
Delayed test	**1**	**0**	**1**

Student 08 s' speech repairs

Graph 58:



Student 08 speech repairs

Results discussion and interpretation: the table and the graph represent the reduction of speech repairs made by student 08. We notice that the three criterions have been decreased gradually over the sessions which are a significant factor in his fluency enhancements sign.

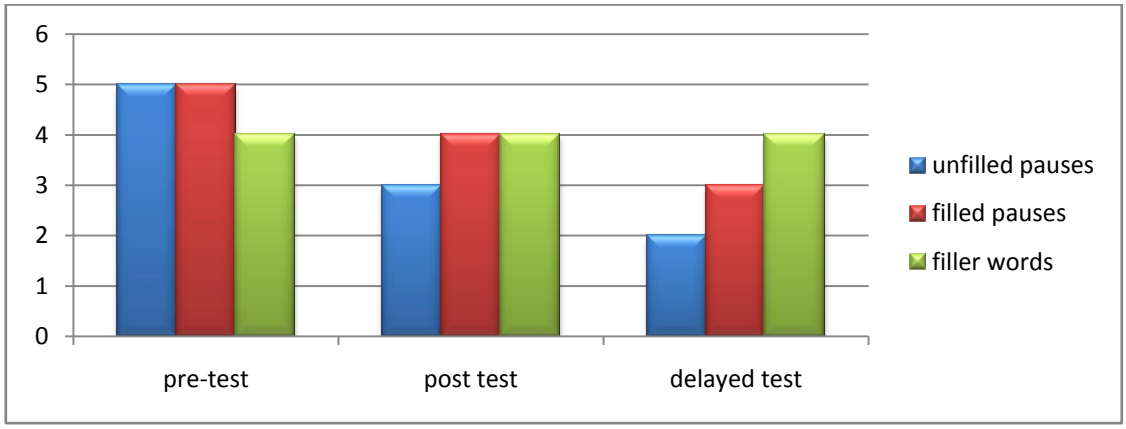
B) Speech breakdowns

Table 64:

session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**5**	**5**	**4**
Post test	**3**	**4**	**4**
Delayed test	**2**	**3**	**4**

Student 08 s 'speech breakdowns

Graph 59:



Student 08 s' speech breakdowns

Results discussion and interpretation: the results obtained about student 08 speech breakdowns declare that he utters less filled (5 to 3) and unfilled pauses(from 5 to 2) while the amount of filler words is stable from the first session till the last. Therefore, it can be concluded somehow that his performance is little bit enhanced but he still need to work on his breakdowns.

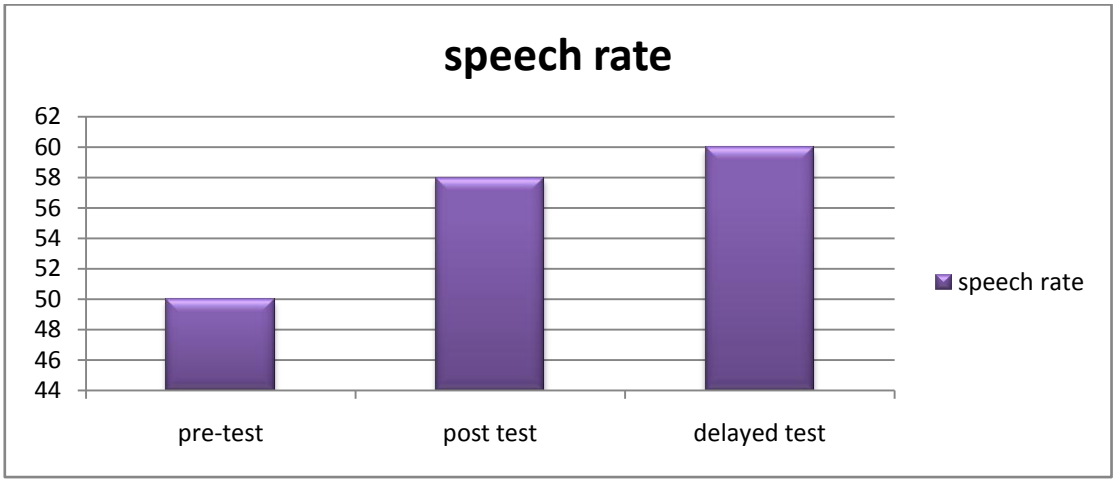
C) Speech rate

Table 65:

Session	**Speech rate**
Pre-test	**50**
Post test	**58**
Delayed test	**60**

Student 08 s' speech rate

Graph 60:



Student 08 s' speech rate

Results discussion and interpretation: the results shown in the graph and table represent how student 08 makes improvement in producing more words. In the session of the pre-test it was 50 syllables per minute, at the post test 58 syllables, and at the delayed one 60 syllables. So, it can be synthesised that there is a positive improvement in his speed of talking, and his confidence is being boosted as well.

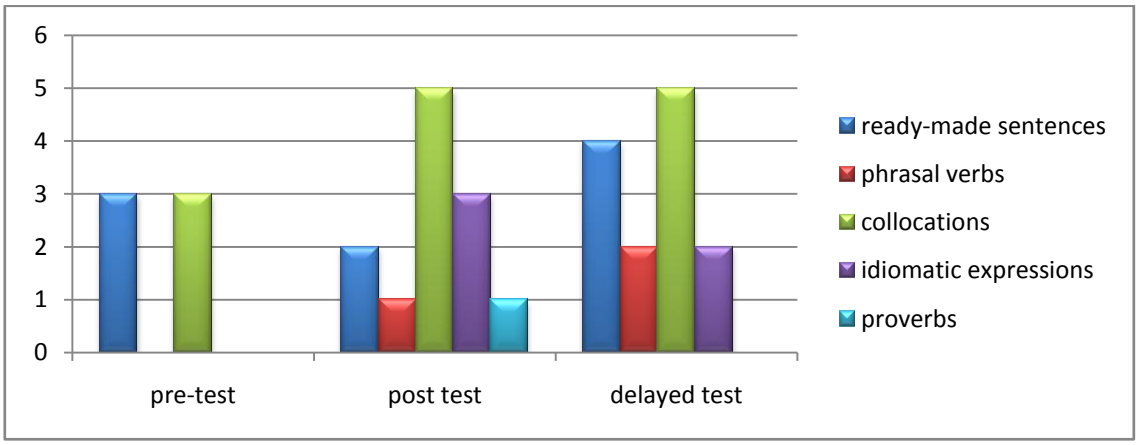
D) Formulaic expressions

Table 66:

session	Formulaic expressions				
	Ready-made sentences	Phrasal verbs	Collocations	Idiomatic expressions	Proverbs
Pre-test	3	0	3	0	0
Post test	2	1	5	3	1
Delayed test	4	2	5	2	0

Formulaic expressions that student 08 used while speaking

Graph 61:



Formulaic expressions used by student 08

Results discussion and interpretation: the results represented above demonstrate that student 08 has ameliorated the way he implies formulaic expressions in his speech mainly with (readymade sentences, collocation, and idiomatic expressions. Thus, the impact of actual use of formulaic expressions is clearly pinpointed.

Student 09:

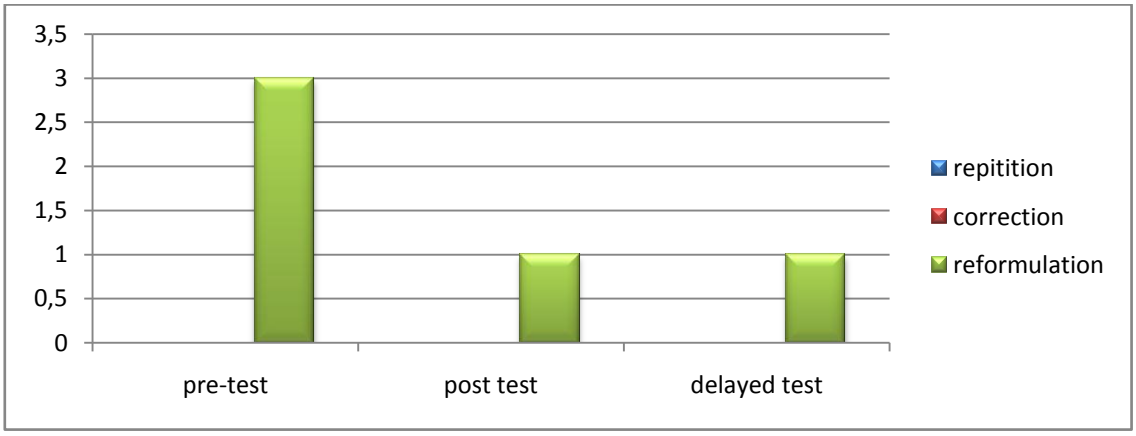
A) Speech repairs

Table 67:

Session	**Speech repairs**		
	repetition	**Correction**	**Reformulation**
Pre-test	**0**	**0**	**3**
Post test	**0**	**0**	**1**
Delayed test	**0**	**0**	**1**

Student 09 s' speech repairs

Graph 62:



Student 09 s' speech repairs

Results discussion and interpretation: from the results obtained, it is clear that student 09 s' speech is free of repetitions and corrections from the first test till the last, it includes only reformulation that mediates between (3) in the pre-test, (1) in both post and delayed tests. This reduction emphasises improvements in his fluency.

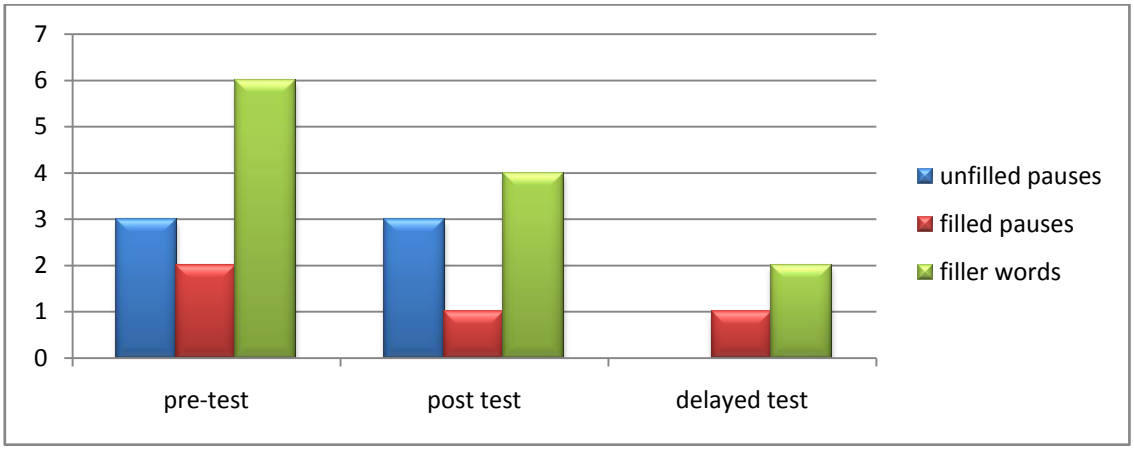
B) Speech breakdowns

Table 68:

Session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre- test	**3**	**2**	**6**
Post test	**3**	**1**	**4**
Delayed test	**0**	**1**	**2**

Student 09 s' speech breakdowns

Graph 63:



Student 09 speech breakdowns

Results discussion and interpretation: the results above demonstrate that student 09 shows a reduction of filled pauses (from 2 to 1) and of filler words (from 6 to 1).this means that his speech is more homogeneous and well chained filled with formulaic sequences that led to a significant improvement in the student chaining style.

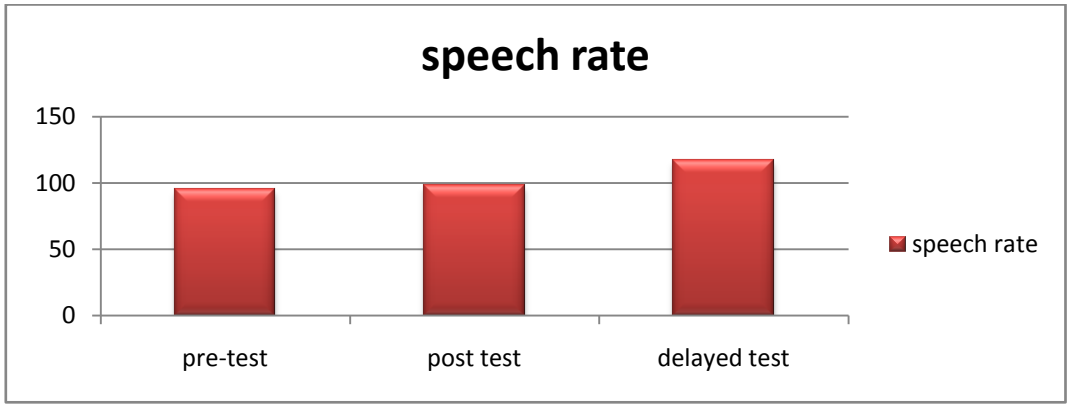
C) Speech rate

Table 69:

Session	**Speech rate**
Pre-test	**95**
Post test	**98**
Delayed test	**117**

Student 09 speech rate

Graph 64:



Student 09 speech rate amount

Results discussion and interpretation: from the results above there is a positive development of producing words along the three tests, the student made a gradual improvement in his speedy speech performance from 95 syllables per minute, reaching 117 syllables per minute. In simple words, he could attain an acceptable rate of speech, in addition to possessing a high level of confidence towards the patterns of language he uses as syntactically accurate, appropriate, and native like.

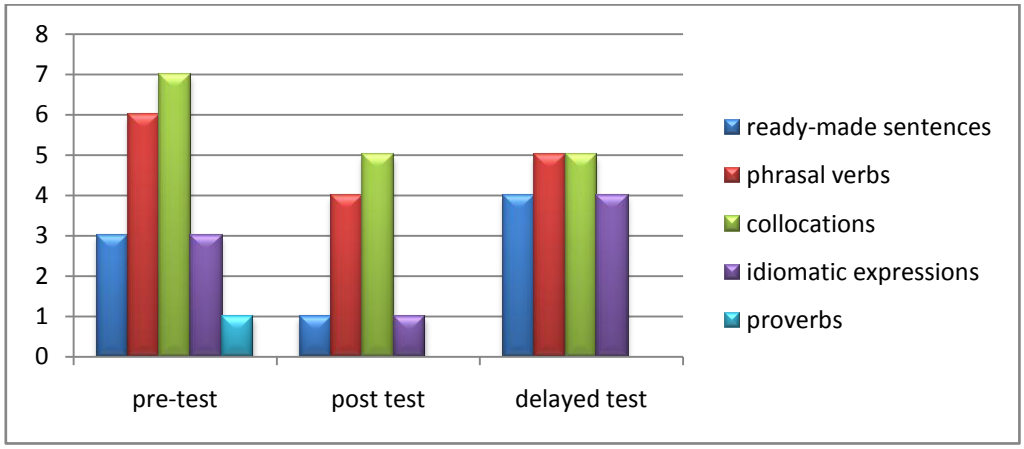
D) Formulaic expressions

Table 70:

session	Formulaic expressions				
	Ready-made sentences	Phrasal verbs	collocations	Idiomatic expressions	Proverbs
Pre-test	3	6	7	3	1
Post test	1	4	5	1	0
Delayed test	4	5	5	4	0

Formulaic expressions used by student 09

Graph 65:



Student 09 use of formulaic expression while speaking

Results discussion and interpretation: student 09 uses a multi variety of formulaic expressions mostly including collocations, readymade sentences and phrasal verbs. It can be concluded that student 09 did not show any improvement in using formulaic expressions while talking. This is due to the student perception of formulaic expression is already maintained and heard from here and there or to his excellent worked on speaking performance.

Student 10:

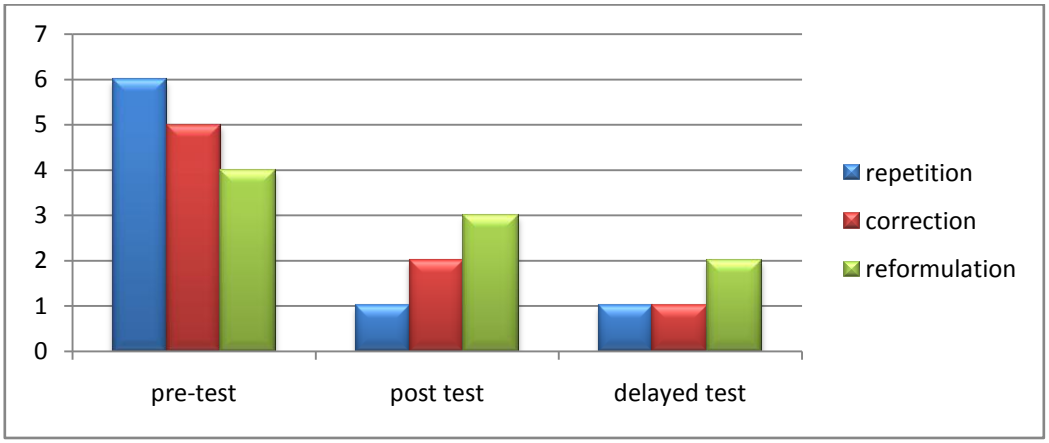
A) Speech repairs

Table 71:

Session	**Speech repairs**		
	repetition	**correction**	**Reformulation**
Pre-test	**6**	**5**	**4**
Post test	**1**	**2**	**3**
Delayed test	**1**	**1**	**2**

Student 10 s' speech repairs

Graph 66:



Student 10 s' speech repairs

Results discussion and interpretation: the above results show the gradual reduction of speech repairs made by student 10 due to his fluency enhancements. At the session of the pre-test, there were 6 repetitions, five corrections and four reformulations. Whereas in the post test there was 1 repetition, two corrections and 3 reformulation. However, in the delayed test repetition and correction appeared only one time and reformulation 2 times.

B) Speech breakdowns

Table 72:

session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**3**	**5**	**5**
Post test	**0**	**2**	**2**
Delayed test	**0**	**2**	**2**

Student 10 s' speech breakdowns

Graph 67:

Student 10 s' speech break downs

Results discussion and interpretation: the demonstrated results represent the significant decrease in the amount of speech breakdowns made by student 10. At the first session there were 3 unfiled pauses, five filled pauses and five filler words, while in the post test session there were no unfilled pauses and two filled pauses and filler words, whereas, for the delayed test there were another two filled pauses and filler words. From these results we can conclude that the amount of breakdowns is reduced so the performance is more smoothly delivered.

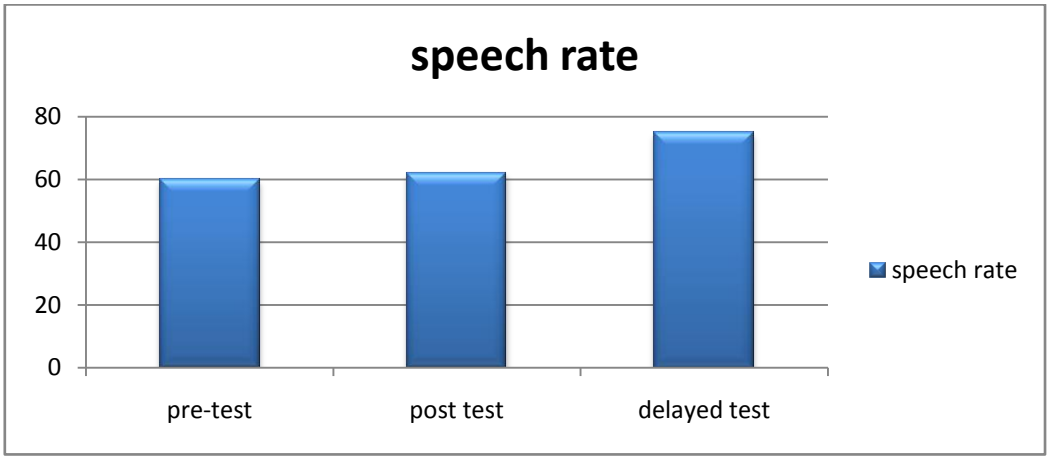
C) Speech rate

Table 73:

Session	**Speech rate**
Pre-test	**60**
Post test	**62**
Delayed test	**75**

Student 10 s' speech rate

Graph 68:



Student 10 s' speech rate

Results discussion and interpretation: from the table and the graph it can be concluded that student 10 speech rate has been improved comparing the first test to the last one (60 to 75 syllables per minute). So, due to the intensive instruction of formulaic expressions during the treatment sessions, student 10 could achieve a high achievement in oral proficiency as his speech is notably fluent, rapid, appropriate and accurate.

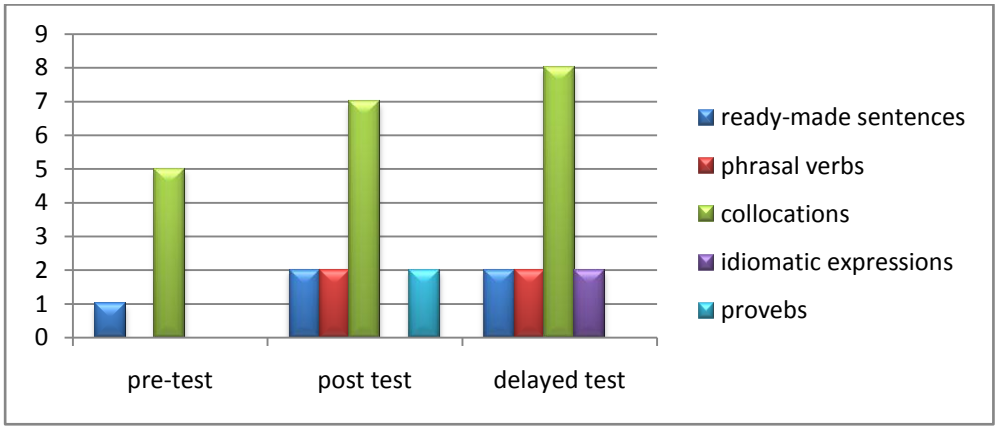
D) Formulaic expressions

Table 74:

Session	**Formulaic expressions**				
	Ready-made sentences	**Phrasal verbs**	**Collocations**	**Idiomatic expressions**	**Proverbs**
Pre-test	**1**	**0**	**5**	**0**	**0**
Post test	**2**	**2**	**7**	**0**	**2**
Delayed test	**2**	**2**	**8**	**2**	**0**

Formulaic expressions used by student 10

Graph 69:



Student 10 use of formulaic expressions

Results discussion and interpretation: it is clear from the table and the graph that the use of formulaic expressions by student 10 is increasing mainly with collocations, readymade sentences and phrasal verbs; consequently enriching his lexical repertoire and assuring him well constructed and complex prefabs. These results made it evident that the training instruction together with remedial tool of formulaic sequences is successful.

Student 11:

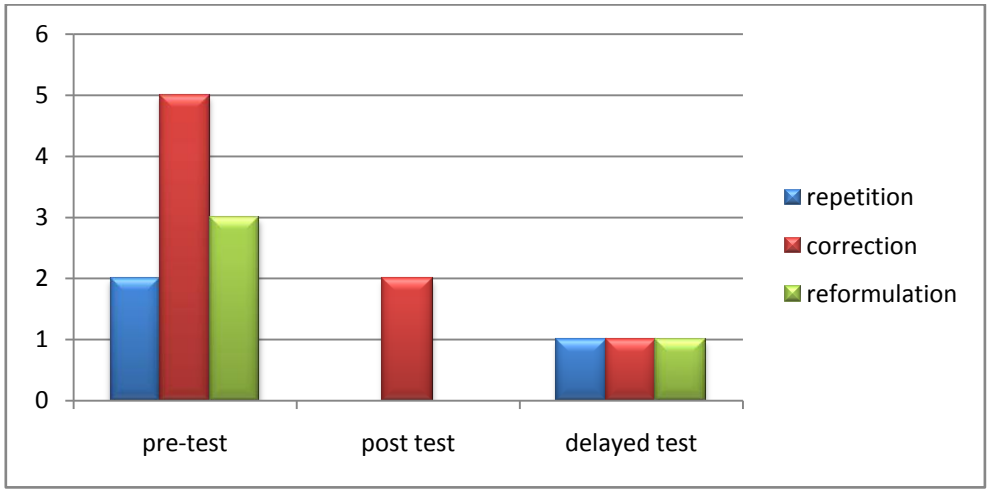
A) Speech repairs

Table 75:

Session	**Speech repairs**		
	Repetition	**correction**	**Reformulation**
Pre-test	**2**	**5**	**3**
Post test	**0**	**2**	**0**
Delayed test	**1**	**1**	**1**

Student 11 s' speech repairs

Graph 70:



Student 11 s' speech repairs

Results discussion and interpretation: the results obtained identify that student 11 amount of repairing his speech decreases with the three aspects of repetition, correction and interpretation over the three tests which is a sign that his speech is more free of mistakes and fluent.

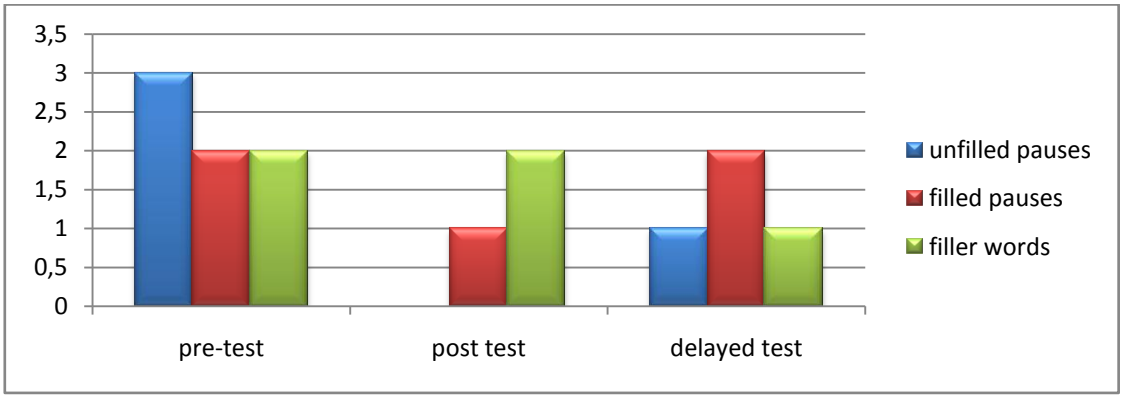
B) Speech breakdowns

Table 76:

Session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**3**	**2**	**2**
Post test	**0**	**1**	**2**
Delayed test	**1**	**2**	**1**

Student 11 s' speech breakdowns

Graph 71:



Student 11s' speech breakdowns

Results discussion and interpretation: at this stage student 11 made fewer unfilled pauses and filler words as a sign of fluency enhancement and developing automaticity and easy lexical retention. Besides, he is able of using formulae in their appropriate place as a strategy of avoiding tongue tied and hesitations especially when filling their speech am, eh, ah, etc. So, he make use of the learned prefabs.

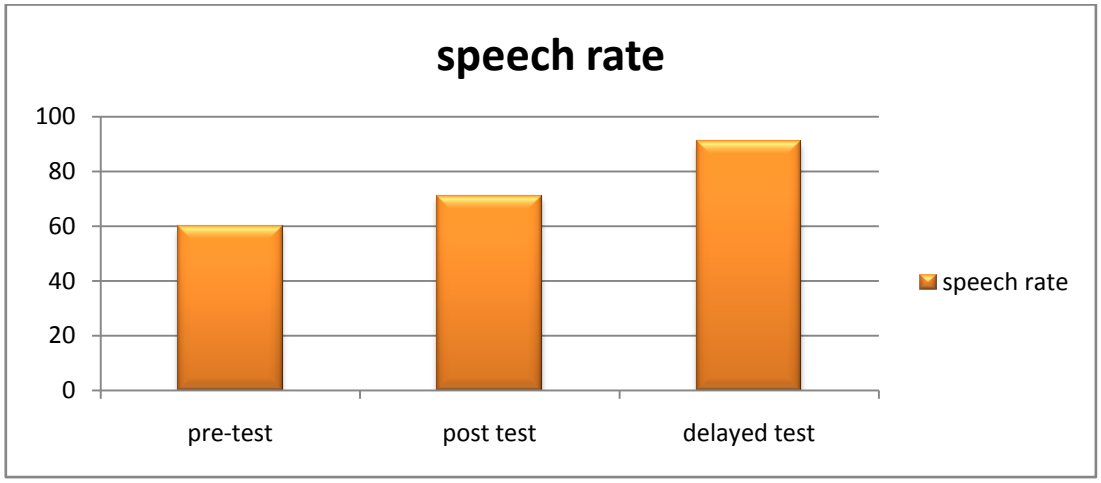
C) Speech rate

Table 77:

Session	**Speech rate**
Pre-test	**60**
Post test	**71**
Delayed test	**91**

Student 11 s' speech rate amount

Graph 72:



Student 11 speech rate

Results discussion and interpretation: both table and the graph demonstrate that student 11 speech rate rises over the three treatment tests. It started by 60 syllables per minute in the pre-test, then 71 syllables per minute in the post test, after 91 syllables in the delayed one. This in regard to the topics discussed in the oral expression class, and his interest in talking thoroughly about the subject matter, does mean that there is great development in his speedy talking performance.

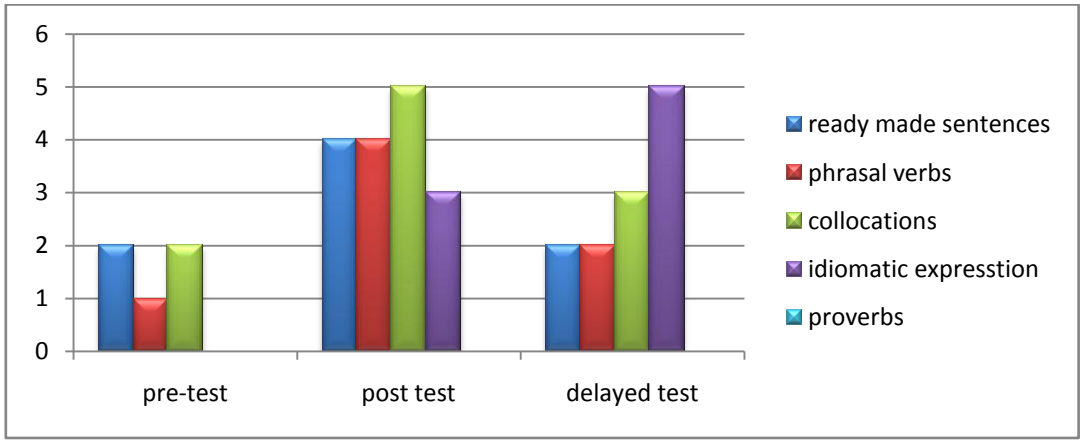
D) Formulaic expressions

Table 78:

Session	**Formulaic expressions**				
	Ready-made sentences	**Phrasal verbs**	**collocations**	**Idiomatic expressions**	**Proverbs**
Pre-test	**2**	**1**	**2**	**0**	**0**
Post test	**4**	**4**	**5**	**3**	**0**
Delayed test	**2**	**2**	**3**	**5**	**0**

Formulaic expressions used by student 11

Graph 73:



Formulaic expressions used by student 11

Results discussion and interpretation: the results above show clear development of using formulaic expressions while speaking by student 11 mainly with ready-made sentences, phrasal verbs, collocation, and idiomatic expression. This means that the student has benefited from the instructions he received, concerning raising his awareness about the importance of formulaic language in promoting his speech fluency. So, he is able to employ a diversity of these fixed units at real time of speech, and at lengthy runs.

Student 12:

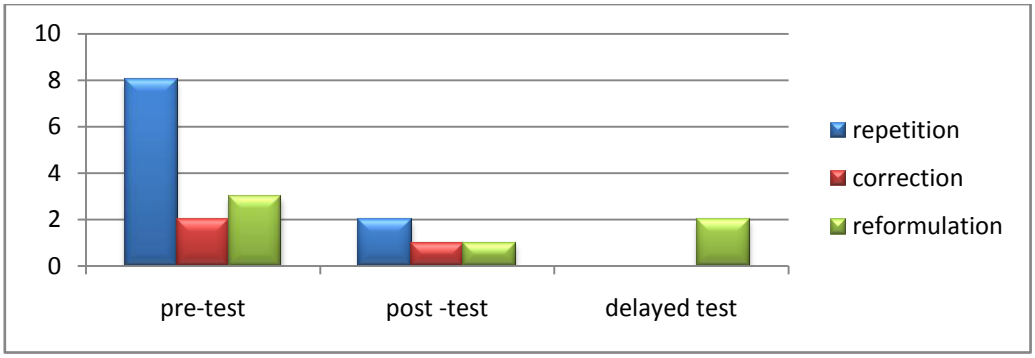
A) Speech repairs

Table 79:

Session	**Speech repairs**		
	repetitions	**Corrections**	**Reformulation**
Pre-test	**8**	**2**	**3**
Post test	**2**	**1**	**1**
Delayed test	**0**	**0**	**2**

Student 12 s' speech repairs

Graph 74:



Student 12 s' speech repairs

Results discussion and interpretation: it can be concluded from the table and the graph that student 12 reduced his amount of repairing speech comparing the three tests together, mainly repetition is reduced most. This reduction leads to constructing clear and continuous sentences free of mistakes, which means that both substantial speaking sub-skills of fluency and accuracy are guaranteed during the phase of prefabs acquisition.

B) Speech breakdowns

Table 80:

Session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**0**	**5**	**5**
Post test	**0**	**2**	**4**
Delayed test	**0**	**2**	**2**

Student 12 s' speech breakdowns

Graph 75:

Student 12 s' speech breakdowns

Results discussion and interpretation: the results show that student12 s' speech did not include the unfilled pauses but form the reduction of both the filled pauses and the filler words was clearly signalled. From this we can reach that the performance of student 12 has developed increasingly since the occurrence of breakdowns variable is seemingly decreasing due to the learner acquires a high competence and command over the learnt foreign language.

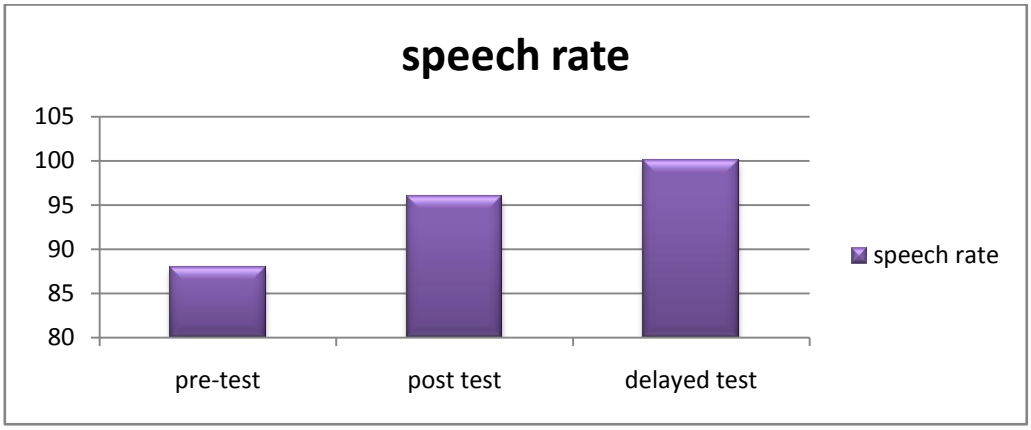
C) Speech rate

Table 81:

Session	**Speech rate**
Pre-test	**88**
Post test	**96**
Delayed test	**100**

Student 12 s' speech rate

Graph 76:



Student 12 s' speech rate

Results discussion and interpretation: the results show how positively the speech speed of student 12 is increased, first it was 88 syllables per minute, in the post test was like 96 syllables, and in the last test was 100 syllables. This result reflects fluency enhancements**.** In addition to the student's ability to speak at length without making mid-clause pauses or hesitations is remarkably boosted.

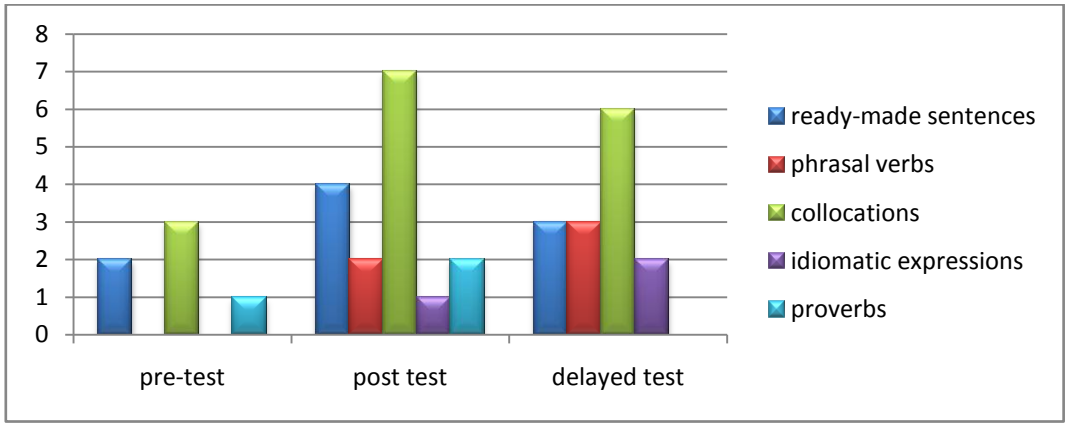
D) Formulaic expressions

Table 82:

session	**Formulaic expressions**				
	Ready – made sentences	**Phrasal verbs**	**Collocations**	**Idiomatic expressions**	**Proverbs**
Pre-test	**2**	**0**	**3**	**0**	**1**
Post test	**4**	**2**	**7**	**1**	**2**
Delayed test	**3**	**3**	**6**	**2**	**0**

Formulaic expressions used by student 12

Graph 77:



Formulaic expressions used by student 1.

Results discussion and interpretation: both table and graph demonstrate how student 12 increasingly implemented formulaic expressions in his speech .he implemented ready-made sentences, phrasal verbs, and collocations mostly. Such technique during student 12's speech proved to be effective as helping the leaner to link his speech with a collection of formulaic expressions that commonly use by English native speakers.

Student 13:

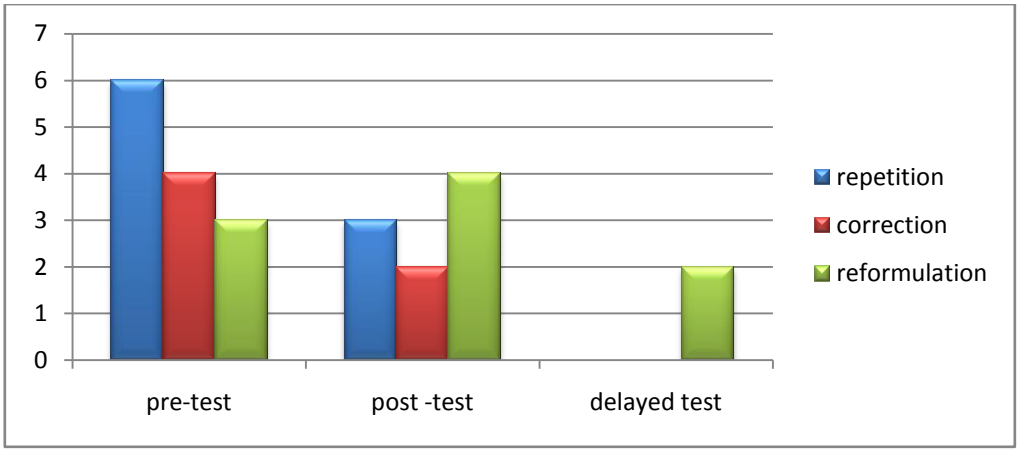
A) Speech repairs

Table 83:

Session	**Speech repairs**		
	repetitions	**corrections**	**Reformulation**
Pre-test	**6**	**4**	**2**
Post test	**3**	**2**	**4**
Delayed test	**0**	**0**	**2**

Student 13 s' speech repairs

Graph 78:



Student 13 s' speech repairs

Results discussion and interpretation: it can be synthesized from the table and the graph that student 13 reduced the amount of repairing speech comparing the three tests together to a great extent; mainly repetition and correction are reduced most. This reduction leads to the construction of clear and continuous sentences free of mistakes, without the need of looking for alternatives such reformulating and repeating the same talk using merely different words, so this can make the conversation somehow unsuccessful for both speaker and listener.

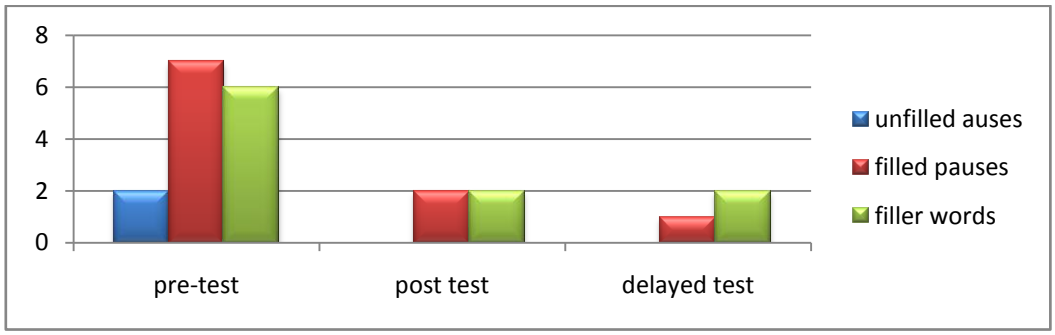
B) Speech breakdowns

Table 84:

Session	**Speech breakdowns**		
	Unfilled pauses	**Filled pauses**	**Filler words**
Pre-test	**2**	**7**	**6**
Post test	**0**	**2**	**2**
Delayed test	**0**	**1**	**2**

Student 13 s' speech breakdowns

Graph 79:



Student 13 s' speech breakdowns

Results discussion and interpretation: the results show that student13 s' speech includes the unfilled pauses only in the pre-test session but from the reduction of both the filled pauses and the filler words we can conclude that the performance of student 13 has developed significantly since the number of breakdown is reducing along the experimental sessions through the intensive application of formulaic language technique.

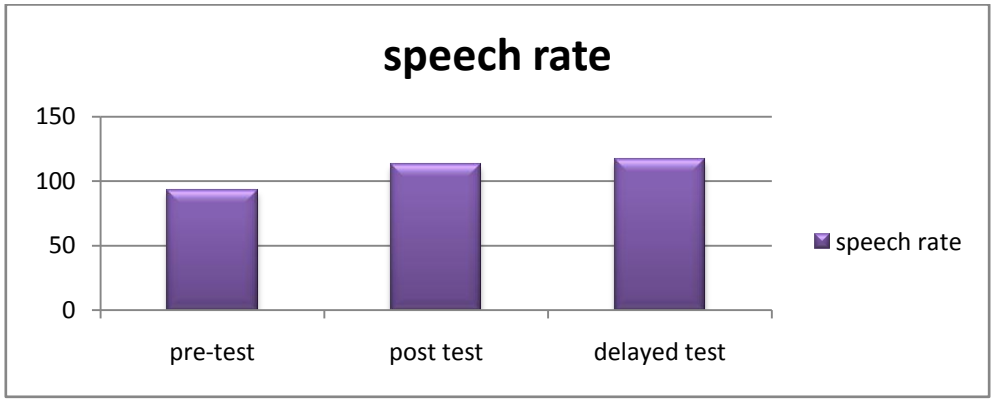
C) Speech rate

Table 85:

Session	**Speech rate**
Pre-test	**93**
Post test	**113**
Delayed test	**117**

Student 13 s' speech rate

Graph 80:



Student 13 s' speech rate

Results discussion and interpretation: the results show how positively the speech speed of student 13 is increased, first it was 93syllables per minute, in the post test was 113 syllables, and in the last test was 117 syllables. This result reflects fluency enhancements and the development of a notable chaining style. In addition, the student is highly confident when using the language in its appropriate context achieving a higher level of automaticity and complexity.

D) Formulaic expressions

Table 86:

Session	**Formulaic expressions**				
	Ready – made sentences	**Phrasal verbs**	**collocations**	**Idiomatic expressions**	**Proverbs**
Pre-test	**2**	**4**	**4**	**0**	**0**
Post test	**3**	**3**	**4**	**0**	**0**
Delayed test	**4**	**5**	**8**	**1**	**0**

Formulaic expressions used by student 13

Results discussion and interpretation: both table and graph demonstrate how student 13 increasingly implemented formulaic expressions in his speech. He implements readymade sentences, phrasal verbs, and collocations mostly. This variety of language items guarantee for the student an eloquent, dense, and more native like speech within real communicative practices

Student 14:

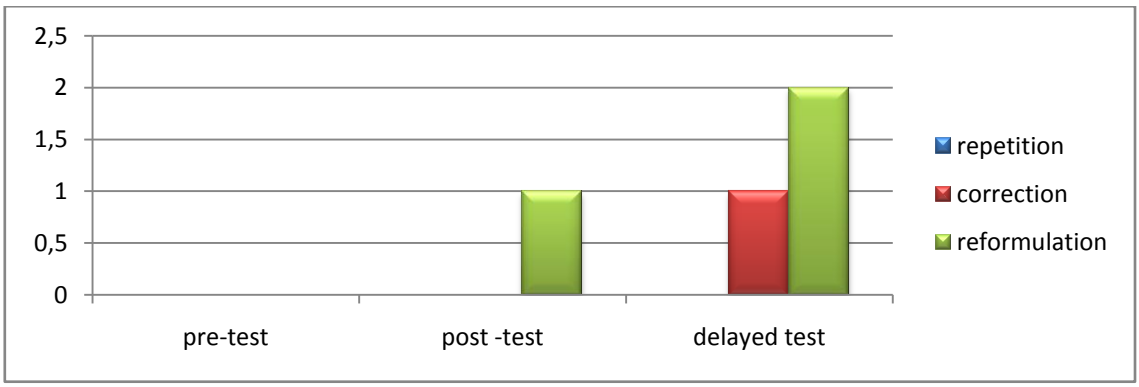
A) Speech repairs

Table 87:

Session	**Speech repairs**		
	Repetitions	**corrections**	**Reformulation**
Pre-test	**0**	**0**	**0**
Post test	**0**	**0**	**1**
Delayed test	**0**	**1**	**2**

Student 14 s' speech repairs

Graph 82:



Student 14 s' speech repairs

Results discussion and interpretation: it can be summarized from the table and the graph that student 14 did not reduce his amount of repairing speech comparing the three tests

together, mainly reformulation and correction appeared in the two last tests. These unexpected results may be related to other external factors related to the student himself, for instance stability, stress or readiness. What makes the student speech hindered with such factors is his lack of word choices in other words lack of lexical richness and complexity.

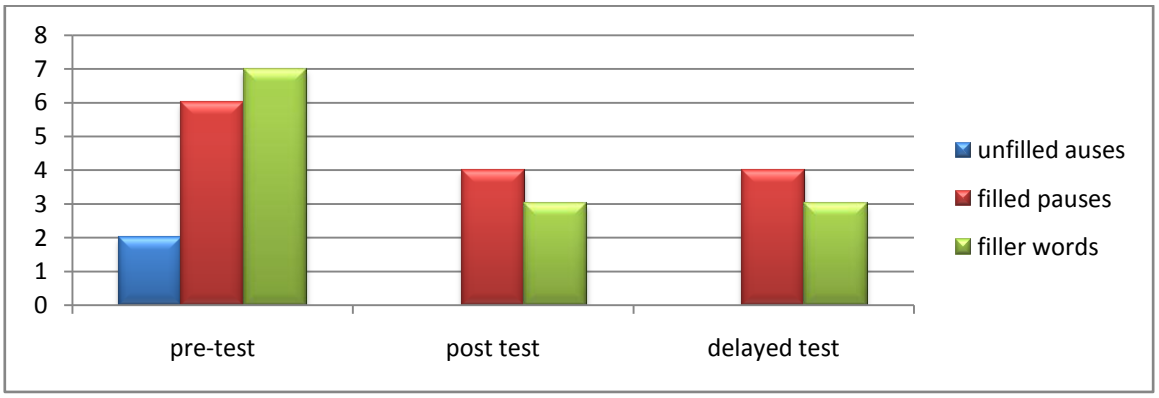
B) Speech breakdowns

Table 88:

Session	Speech breakdowns		
	Unfilled pauses	Filled pauses	Filler words
Pre-test	2	6	7
Post test	0	4	3
Delayed test	0	4	3

Student 14 s' speech breakdowns

Graph 83:



Student 14 s' speech breakdowns

Results discussion and interpretation: the results show that student14 s' speech includes the unfilled pauses only in the pre-test session but form the reduction of both the filled pauses

and the filler words we can conclude that the performance of student 14 has been developed increasingly since the mount of breakdown is reducing.

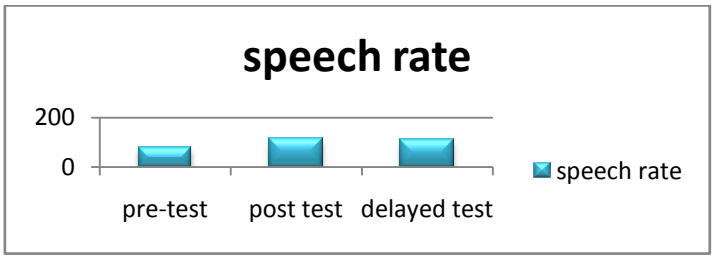
C) Speech rate

Table 89:

Session	Speech rate
Pre-test	**80**
Post test	**116**
Delayed test	**110**

Student 14 s' speech rate

Graph 84:



Student 14 s' speech rate

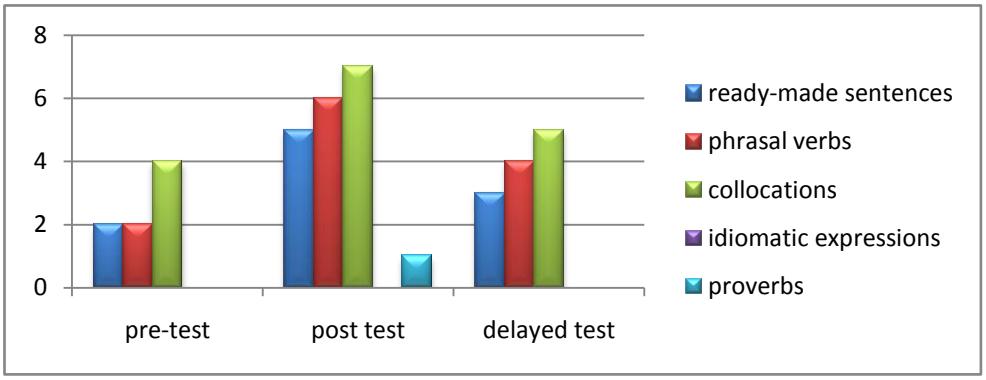
Results discussion and interpretation: the results show how positively the speech speed of student 14 is increased, first it was 80 syllables per minute, in the post test was 116 syllables, and in the last test was 110 syllables. This result reflects fluency enhancements even though it decreases in the delayed test, because of psychological factors and being not interested in and being not familiar with the topic under discussion.

D) Formulaic expressions

Table 90:

Session	Formulaic expressions				
	Ready – made sentences	Phrasal verbs	Collocations	Idiomatic expressions	Proverbs
Pre-test	2	2	4	0	0
Post test	5	6	7	0	1
Delayed test	3	4	5	0	0

Formulaic expressions used by student 14



Graph85: ***formulaic expressions used by student 14***

Results discussion and interpretation: both table and graph demonstrate how student 14 increasingly implemented formulaic expressions in his speech. He implements readymade sentence, phrasal verbs, and collocations mostly. The learner is exposed to a high proportion of common and different categories of formulaic expressions used in their appropriate socio-cultural use. So that the learner notices how they can contributed in a native speaker's fluent discourse.

Student 15:

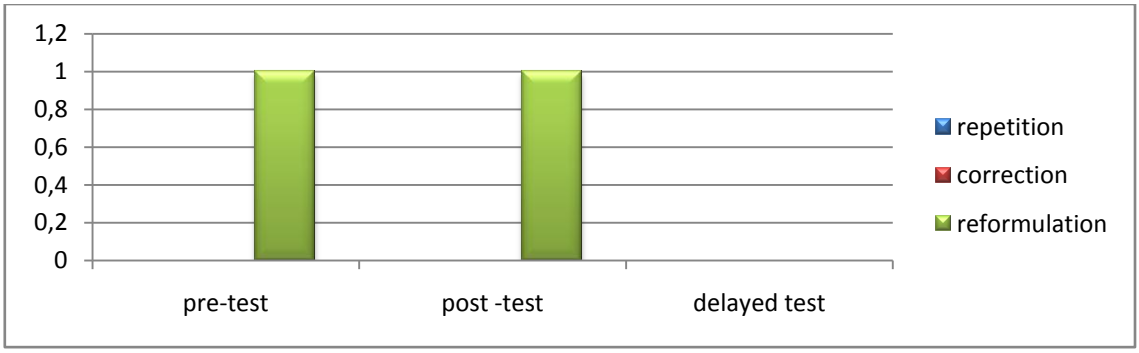
A) Speech repairs

Table 91:

Session	Speech repairs		
	Repetitions	**Corrections**	**Reformulation**
Pre-test	**0**	**0**	**1**
Post test	**0**	**0**	**1**
Delayed test	**0**	**0**	**0**

Student 15 s' speech repairs

Graph 86:



Student 15 s' speech repairs

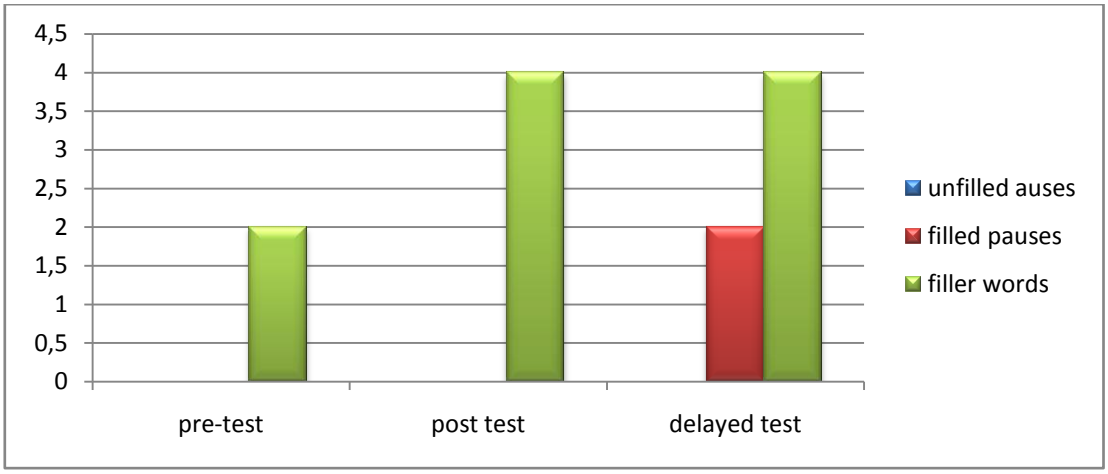
Results discussion and interpretation: it can be concluded from the table and the graph that student 15 reduced his amount of repairing speech comparing the three test together, mainly in term of reformulation since his speech did not include repetition or corrections from the beginning .this results are evidence of speaking fluency improvement.

B) Speech breakdowns

Table 92:

Session	Speech breakdowns		
	Unfilled pauses	Filled pauses	Filler words
Pre-test	0	0	2
Post test	0	0	4
Delayed test	0	0	4

Student 15 s' speech breakdowns



Student 15 s' speech breakdowns

Results discussion and interpretation: the results show that student15 s' speech includes the filled pauses and filler words only. We notice unexpected results that the amount of speech repairs must decrease but with student 15 it raises, again external factors may be considered to explain this issue, for instance topic difficulty or psychological status of the student himself can lead to a non-fluent speech.

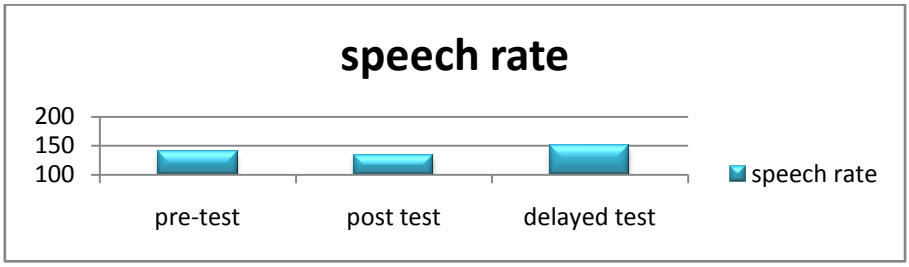
C) Speech rate

Table 93:

Session	Speech rate
Pre-test	**140**
Post test	**134**
Delayed test	**150**

Student 15 s' speech rate

Graph 88:



Student 15 s' speech rate

Results discussion and interpretation: the results show how positively the speech speed of student 15 is increased, first it was 140 syllables per minute, in the post test it decreased to 134 syllables, then in the last test raised again to 150 syllables. This result reflects fluency enhancements even though it decreases in the post test.

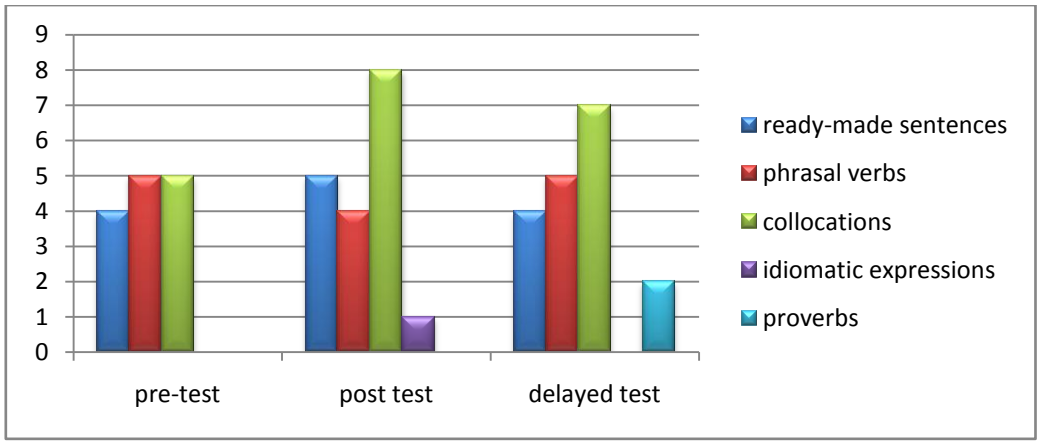
D) Formulaic expressions

Table 94:

session	Formulaic expressions				
	Readymade sentences	Phrasal verbs	collocations	Idiomatic expressions	Proverbs
Pre-test	4	5	5	0	0
Post test	5	4	8	1	0
Delayed test	4	5	7	0	2

Formulaic expressions used by student 15

Graph 89:



Formulaic expressions used by student 15

Results discussion and interpretation: both table and graph demonstrate how student 15 increasingly implemented formulaic expressions in his speech particularly his increased use of collocations, phrasal verbs and readymade. The difference between the pre test and both last tests determine that formulaic expressions have a significant role to play in reducing disfluency aspects of speech breakdowns, increasing speech rate, all in all promoting learners' oral fluency.

Student 16:

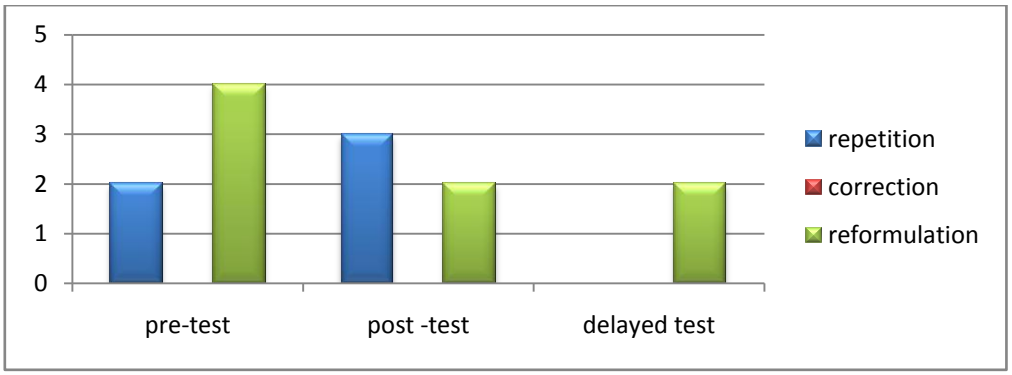
A) Speech repairs

Table 95:

session	Speech repairs		
	repetitions	corrections	Reformulation
Pre-test	2	0	4
Post test	3	0	2
Delayed test	0	0	2

Student 16 s' speech repairs

Graph 90:



Student 15 s' speech repairs

Results discussion and interpretation: it can be concluded from the table and the graph that student 15 reduced his repairing of speech compared to the three tests together, mainly in term of reformulation and repetition since his speech did not include corrections from the beginning .these results are clear evidences of speech automaticity promotion and oral fluency improvement.

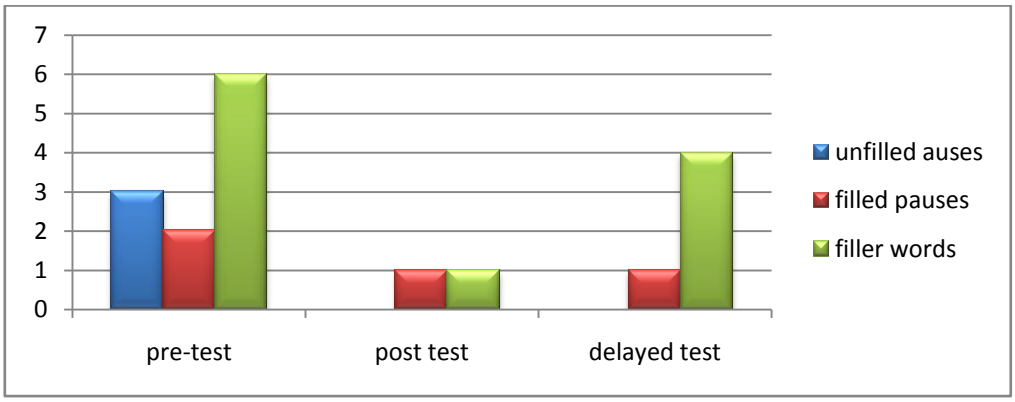
B) Speech breakdowns

Table 96:

Session	Speech breakdowns		
	Unfilled pauses	Filled pauses	Filler words
Pre-test	3	2	6
Post test	0	1	1
Delayed test	0	1	4

Student 16 s' speech breakdowns

Graph 91:



Student 16 s' speech breakdowns

Results discussion and interpretation: the results show that student16 s' speech includes the unfilled pauses only in the pre test. We notice that the speech repairs decreased immensely in all its three aspects, and this is a sign of fluency promotion and high lexical retention and variation instead of for example merely repeating the same patterns of language.

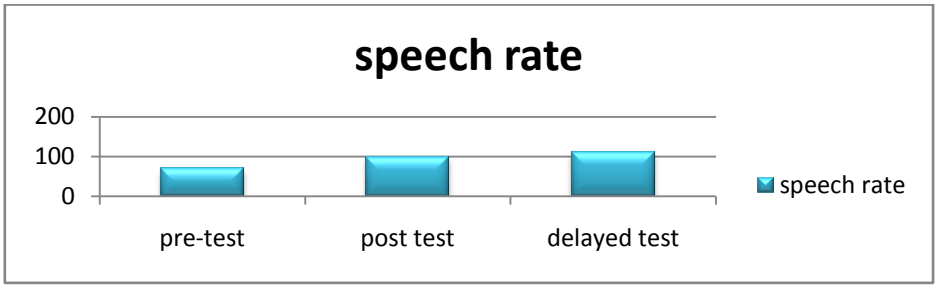
C) **Speech rate**

Table 97:

Session	**Speech rate**
Pre-test	**70**
Post test	**100**
Delayed test	**110**

Student 16 s' speech rate

Graph 92:



Student 16 s' speech rate

Results discussion and interpretation: the results show how positively the speech speed of student 16 is increased, first it was 70 syllables per minute, in the post test was 110 syllables, and in the last test was 100 syllables per minute. These results reflect fluency enhancement as a result of the high level of chaining and command of vocabulary and phrasal complexity provided by formulaic language.

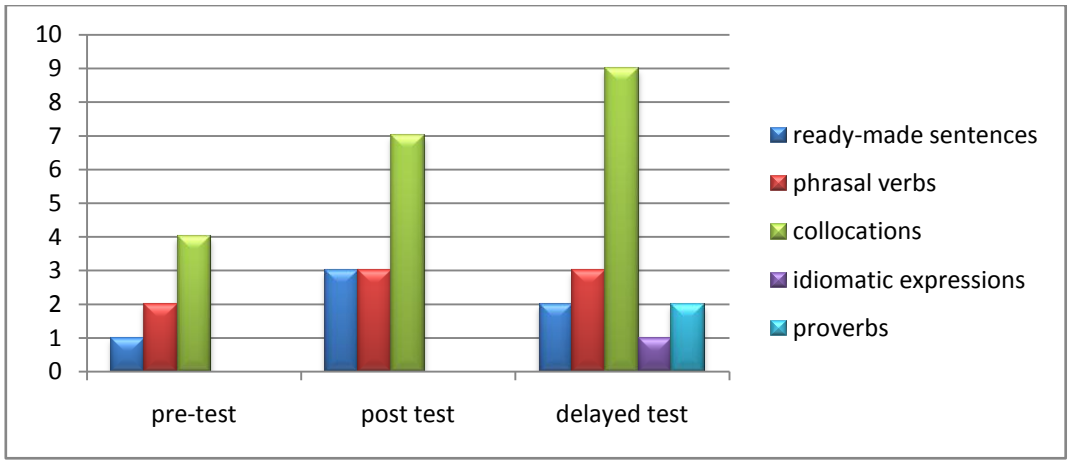
D) Formulaic expressions

Table 98:

Session	Formulaic expressions				
	Readymade sentences	Phrasal verbs	collocations	Idiomatic expressions	Proverbs
Pre-test	1	2	4	0	0
Post test	3	3	7	0	0
Delayed test	2	3	9	1	2

Formulaic expressions used by student 16

Graph 93:



Formulaic expressions used by student 16

Results discussion and interpretation: both table and graph demonstrate how student 16 increasingly implemented formulaic expressions in his speech. He implemented ready-made sentence, phrasal verbs, and collocations mostly. Those employed sequences led the student to approach a kind of high quantity and quality of speech. Thus, these units of language made the student speech sounding more nativelike and characterized by an automatic use of the foreign language which is the ultimate goal of the majority of EFL learners.

Discussion

Before a given researcher embarks his treatment sessions in attempt to integrate his remedial strategy, he should set for a pre-test session for the sake of evaluating the student's real level in both dependent and independent variables of the experiment. Therefore, this study followed the experimental procedure of conducting three main tests in accordance to testing the targeted variables of the present study. Firstly, a pre-test was planned in a form of oral discussion asking students questions about; for instance, language, communication, language skills, fluency, accuracy, then mainly about formulaic expressions' notion. While the teacher is discussing with his students the issue, he is at the same time recording the whole conversation, for analysis later. Thus, the analysis of the pre test reveals that learners' oral fluency was not at a high degree. However, after students received treatment sessions in oral class through the use of different formulaic expressions' categories mainly readymade sentences and collocations and introducing the way of employing them in the real context of use, next they were engaged in a post test to check their fluency development via analysing the records, students show a notable improvement concerning their speaking fluency. Moreover, for the teacher to ensure the validity of his technique he set for another delayed test that demonstrated students' improvement status, which was at this phase to some extent fluctuating due to some psychological factors such as shyness and lack of confidence and motivation; while in other times they are not interested in the topic.

All in all, in regard to the outcomes obtained from the three tests, formulaic expressions have played a remarkable role in enhancing EFL learner's oral fluency that are represented in boosting speech automaticity, enriching learners' lexical repertoire, reducing cognitive efforts when looking for an alternative for a certain word or expression; hence, their overall performance concerning the sub-speaking skill of fluency was impressively marked. The tasks

implemented throughout the treatment sessions could let the role of these sequences stand out with a variation of the type of expressions that led students to perform well in producing an oral fluent communication; more precisely the aspects that were reduced are those of breakdowns especially corrections and repetitions. Furthermore their speech rate was chained and rapid in term of filler words and pause fillers such as eh, emm, ah, etc. additionally, it is detected that the type of formulaic expressions that were mostly used by students are those of phrasal verbs, readymade sentences and collocations. In simple words formulaic expressions' efficiency in oral speaking classes and through the current work proved to be undeniable and the obtained results are going to be generalized on the whole subjects of this research.

Limitations of the study:

Like any other research work, the current study contains potential limitations some are due to the methods undergone to conduct it; others are due to the measures adopted for evaluation. A number of important limitations to our findings need to be pinpointed.

The first encountered limitation is relevant to the total number of participants which is small if it is compared to the total number of the whole population. Indeed, the nature of the current research requires considerable efforts from the researcher to manage the members of the treatment group, more specifically the participants need individualized following. Additionally, the time constraints were an obstacle in the calculation of the set of aspects for each variable during each test for each participant. Therefore, the researcher needs a helping tool such as a software dedicated for measuring all needed parameters; unluckily, those softwares are payable. With a larger group, it would be possible to generalize the outcomes to the whole population of the study.

A second major limitation is linked to the duration of treatment, time factor is very crucial in the current study because promoting fluency would not be realized overnight,

especially after the events of strikes over Algerian Universities which prevented this work from extending the treatment period to train students enhancing their fluency. We will be honest if we say that we sought more ambitious results with more time, students could have attained better results. It is worth noting that students' oral fluency in some occasions fluctuated over the treatment session; this due to some factors such as background knowledge, lack of interest towards the topic. Psychological factors for instance stress anxiety, shyness, and lack of motivation play an important role in influencing students' oral fluency.

Implications and suggestions for future research:

As it is said before, oral fluency would not be enhanced in a glance with a small sample. Thus, a given researcher should allocate the required time right from the beginning besides to the settings where the experimental work takes place, because in order to achieve better outcomes the entire treatment work should begin in an oral expression laboratorial setting, starting from the first to the last training session, and to guarantee that students receive authentic spoken discourse, in addition to making them aware about the importance of formulaic expressions as a cultural based-unit of an ideal speaker's language. Subsequently, oral expression teacher could obtain easily a clear voice from the records to be analyzed without the extra noise coming from outside. Moreover, it would be better to record each student separately and not along the whole session using a high quality device for recording; since it is also advisable to use reliable software that fits with the parameters needed to be analyzed from the obtained records of each student. Finally, as a very important step in implementing formulaic expressions' technique is to make students work in pairs or groups as well as the teacher should vary his tasks in parallel with the students' interests and familiarity with the topic.

General Conclusion

The current research work aims at casting light on the significance of formulaic expressions in enhancing EFL learners' oral fluency at the Department of English at the University of M'sila. It has been concerned with exploring the efficiency of these fixed units, on raising second year LMD students' fluent performance. The research design allowed us to go smoothly into the field of oral language skills classes; via gathering the necessary data from our samples by means of questionnaires and tests which are analyzed and discussed to get a clearer insight into the degree of awareness from both parts of teachers and students towards the notion of formulaic expressions and their possible contribution in developing English language fluency. The subjects' performance was considerably high, thanks to the experiment treatments. This helps us to establish the relationship between the hypothesis' independent and dependent variable. In other words, confirming the truth of the prediction we hypothesized which claimed that formulaic expressions may have direct positive impact on learners' English fluency level. Such positive influence is due to the role played by formulaic expressions in boosting automaticity of speech as the learnt expressions are stored and retrieved easily without the need of looking for an alternative item of speech leading to a smooth, cooperative, and intelligible conversation. They also enhance the rate of speech characterized with few mid-clause pauses or hesitations, increasing students' vocabulary retention at the real time of speech. In addition to, learners are explicitly provided with a significant chance to acquire information about the underlying parameters of English, and raising their awareness of figurative language which supplied them with more abilities to meet the communicative demands.

Teachers are invited to recognize the importance of promoting EFL learners' oral fluency hand in hand with the other sub-speaking skills. EFL teachers then are provided with a possible solution for learners' low achievement of language fluent performance, so as to

develop this crucial sub-speaking skill, and help them get rid of the various aspects of nonfluent production (hesitation, correction, silences,..) as a result of learners' focus on accuracy and correct patterns of language, in addition to the lack of vocabulary and syntactic rules mastery as well as due to the weak performance of declarative knowledge and procedural skill and command over the L2. .For this reason teachers, might throw some light on the multi variety of real life tasks in which formulaic expressions are being integrated as a chief aspect of natives' daily speech. Formulaic expressions have remarkably promoted EFL learners' grammatical competence; they facilitate access to communication; learners acquire phrasal complexity and variety; in addition to enriching their linguistic repertoire, and sociolinguistic appropriateness. So, they can express their ideas at length free of pauses and fillers. Additionally, Students become more aware of the variability and complexity of the learnt foreign language. Furthermore, they acquire a high command of the socio-cultural appropriacy showing a high level of self-esteem and confidence as well, when the processing time is reduced to a minimum during which a given formulaic expression is retrieved rapidly at the real time of use as automatic chains without access or analysis into its constituents in other words they can acquire a chaining style in linking runs of speech with ease. .More than this, learners should be prompted to work in groups such as role plays or dialogues, in order to ensure the sufficient practice of the presented formulaic sequences after being appropriately contextualized.

Finally, we wish this work has helped to shed some light on the proposed technique of formulaic expressions to be applied in language skills classes, and that teachers as well as students are going to find some useful and practical basics about fluent speech promotion. Obviously, problems in raising the achievement in learners' oral fluency will continue to exist, so that further research and investigation to be done.

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Appendices

Appendix A: Sample of the pretest session

Appendix B: Sample of the training session

Appendix C: Sample of the posttest session

Appendix D: Sample of the delayed test

Appendix A: Sample of the pretest session

Objectives of the pretest	Questions asked to students	Students' performance
1- In order to test second year EFL students' oral fluency, the researcher evaluated the first oral expression session during academic year 2018-2019. Some questions are asked to open doors for a prompting discussion, so as to check their oral fluency at the level of speed, frequency of corrections, repetitions…, and then he could obtain records with respect to their will and acceptance to be recorded for	- What is language? - Why do we use language? - What to communicate when using language? - What are the types of communication? - What are the skills of language? - When can we call a person a skillful communicator? - What do fluency and accuracy mean? And	- All students participated in the discussion and their responses were mediating between correct and false. For instance, some of them did not have an idea about the meaning of fluency, accuracy and the differences between them. All in all they showed lack of awareness about the term fluency and it's importance, they overlap fluency with accurate production. For them it is just to perform well in the aspect of pronunciation.

research purposes.	which one is important? - What does a speaker need to be more fluent? - When can you say that a given speaker is fluent? And do you consider yourselves fluent enough?	
2- The second objective of the evaluation is to detect the existence of formulaic expressions in EFL learners' speech. In addition, the researcher assesses if learners dealt with them in the previous oral classes as well as to check if they are able to employ them in their appropriate	- What do formulaic expressions mean? - What types of them you know? - What is an idiom? - What is a phrasal verb? - What is a readymade sentence?	- Students did not know what a formulaic expression is, rather very few of them mixed it with the term idiomatic expression which was the only type they could provide. However, after introducing the meaning of formulaic expression as feature aspect of native speech; just after then, students could have an

context.	- Can you provide examples for each type of formulaic expression you know? - Do you see your speech fluent and sound more native when you use these sequences?	idea about them. The researcher has also presented the rest of their types. Some of them could provide answers about phrasal verbs, though they only knew few. A great deal of proverbs was stated. - Students claimed that they wish to use a large amount of formulaic expressions like native speakers do. - The overall assessment of the first session reveals the clearly pointed lack of awareness about formulaic expressions.

Appendix B: sample of the training session

The type of training task	Teacher's instruction	Students' performance
- Explicit presentation of a set of commonly used phrasal verbs taken from **' phrasal verbs in use'**	- Warm up: Ask students about the meaning of a phrasal verb, and then students would provide examples of some of the phrasal verbs they already know. - After introducing, explaining, then contextualizing new collection of phrasal verbs: catch up, ask around, bring something up, come around, and call off sth… The teacher asks students to include these ph.vs in suitable examples. In addition to making learners work in pairs trying to involve all learnt phrasal verbs in one daily	- Students at this phase became familiar with this newly presented type of formulaic expressions, besides they are able to employ them in their appropriate context.

	life context.	
- Implicit presentation of phrasal verbs via listening to authentic audios by ideal speakers of the language, where it is very essential that oral expression teacher should ensure that the topics dealt with are quite familiar for learners to grasp.	- The oral expression teacher asks students to jot down the maximum of phrasal verbs they hear. Next, when learners finish the task, they would guess the meaning of each phrasal verb according to the audio context they listened to. - the next step, students are supposed to illustrate those phrasal verbs in adequate examples after they grasp the exact meaning of them.	- Students became more aware about the ease offered by phrasal verbs when they are used instead of looking for an alternative of them.
- Learners are exposed to authentic spoken discourse in order to acquire some of the commonly usedreadymade	- Learners have to shadow or imitate native speakers' conversation for instance in the waysreadymade sequencesbesides to	- Learners play the roles from the audios adopting the expressions heard from real native speakers.

sentences by native speakers again such kind of conversations have to be familiar.	collocationsare used for showing and asking for directions: how can I get to..? How do I get to..? Do you know where the library is? Excuse me can you tell me the way to..? How far is..? Is there... Around here? /go straight ahead, turn left, go past, go along.	

Appendix C: Sample of the posttest

Objectives of the test	Teacher' s task instructions	Students' performance
- The researcher who is in charge of teaching the oral expression module seeks to identify the degree of students' fluency development after receiving the treatment sessions. In addition, he aims to spot the possible effects of using formulaic expressions on the participants' speech (the decrease in speech repairs, besides to disfluency indicators such as pauses and	- The teacher introduces a set of formulaic expressions(readymade sentences, phrasal verbs, idioms, proverbs, collocation) explicitly explained and contextualized, so that students will use them in the next step of task: to carry a load, to change the scene, come along with, dig a hole for oneself, inch by inch, to close eye, dare I say… - The oral expression teacher writes in small sheets of papers collection of topics characterized by being more familiar, and consist of daily life issues for because students can discuss them easily: if you have the	- First of all, the learners select their topics then find a partner to work with. Then, they take few minutes to prepare their talk as having a second mission to find the appropriate place of formulae. After they finish they present their topics in front of their colleagues.

hesitations).	opportunity to change something in your life what would it be? Do you think we have a promising generation to change the current situation to a better one? Speak about your experience in learning English then give tips for learning any other subsequent language… - Students pick randomly a topic then they work in pairs to discuss the selected topic similarly they think of the right place where to put the already presented collection of formulaic expressions.	

Appendix D: Sample of the delayed test

Objectives of the test	Teacher' s task instructions	Students' performance
- At this phase the researcher tends to re-examine the status of development in the independent and dependent variables, after conducting the experiment treatments along the academic year 2018-2019.	- The oral expression teacher asks students to prepare a play a week before the presentation session. - Students are given the choice to select the topic and partners of their plays. The play can be a story from a movie they watched, free written play's scenario, a novel or a novella they read.	- Students follow the instructions of the teacher carefully. They ask about which aspect he is going to assess them accordingly, whether it is the content, accuracy or fluency of each member of the group. - The day of presentation all students are prepared to perform impressively.

Appendix F: a sample of pre-test, posttest, and delayed test's analysis

Students fluency measures	Speech repairs			Speech breakdowns			Speech rate	Formulaic expression					N .sessions
	Repetition	Correction	Reformulation	Unfilled pauses:	Filled pauses	Filler words		Readymade sentences	Phrasal verbs	Collocations	Idiomatic expressions	Proverbs	
1	6	6	4	8	5	7	50	3	3	1	0	0	Pretest
	1	0	0	3	2	2	89	4	6	5	3	6	Posttest
	0	2	0	3	1	3	98	3	5	6	4	1	Delayed test
2	5	3	2	3	2	4	87	1	2	0	0	1	Pretest
	0	1	2	1	0	1	100	5	5	7	3	4	Posttest
	1	0	0	0	0	2	123	3	4	4	1	0	Delayed test
3	2	3	4	1	2	3	100	0	4	1	0	0	Pretest
	1	0	1	0	2	1	108	4	3	5	2	1	Posttest
	2	0	0	0	0	0	127	2	4	7	4	0	Delayed test
4	3	4	3	2	2	4	75	0	3	2	0	0	Pretest
	2	0	1	0	0	2	85	1	3	5	4	1	Poste
	1	0	0	0	0	1	127	2	4	5	6	0	Delayed test
5	2	3	1	3	8	1	49	2	0	3	0	0	Pretest

6	1	1	2	0	2	5	79	2	1	3	0	0	pretest
	0	0	0	1	2	3	68	1	2	5	3	2	Posttest
	0	0	0	0	1	2	81	2	3	5	4	2	Delayed test
7	6	5	3	0	1	4	67	0	2	2	1	0	Pretest
	2	3	3	0	0	2	70	1	4	4	5	0	Posttest
	1	2	2	0	0	1	90	1	5	6	6	1	Delayed test

Résumé

Cette étude s'inscrit dans le domaine de la contribution des expressions formulaic et ces efficacités dans l'amélioration d'une aisance oral. Notre intérêt pour cette recherche est fondé sur le rôle important que joue les expressions formulaic surl'aisance, et les deux variables sont des aspects essentiels dans la conversation quotidienne d'un locuteur natif. En outre, le problème qui est fréquemment perçu par les étudiants d'Anglais Langue étrangère est qu'ils coupent le parler par des pauses et des corrections. Le développement de l'aisance d'un discours oral constitue donc un objectif essentiel pour les apprenants et éducateurs. Pour déterminer la nature d'efficacité entre les deux variables de l'étude en établissant un test statistique et les résultats obtenues dans les trois tests(pré test, post test et test retarder) qui ont montrés un progrès dans l'aisance de parler en faveur du groupe expérimental. Le test donc indique une amélioration sans diminution.

Les conclusions tirées de ce travail ont mené a émettre des propositions pour les enseignants de l'expression oral, notamment pour garantir une conversation compréhensibleet efficaces dans la langue étrangère.

ملخص

تصب هذه الدراسة في مجال إسهام العبارات الشكلية في تحسين طلاقة اللغة الانجليزية. وقد انبثق اهتمامنا بهذا البحث من الدور الجوهري الذي تلعبه هذه العبارات في طلاقة اللغة باعتبار سلاسة الكلام والعبارات الشكلية في اللغة الانجليزية هما المركبان والمظهران الأساسيان لمتحدث اللغة الأصلي.

علاوة على هذا، كثيرا ما ينظر إلى الحديث المتقطع كعائق يعرقل سهولة الكلام لدى طلاب اللغة الانجليزية كلغة أجنبية، لذلك أضحى تحسين طلاقة الحديث هدفا مهما للأساتذة والطلبة. ومن اجل هذا خصصت هذه الدراسة لإثبات

صحة ما يلي:

إن التطبيق المتزايد للعبارات الشكلية بإمكانه أن يؤثر تأثيرا ايجابيا مباشرا على تحسين طلاقة الكلام في اللغة الانجليزية. وقد أجريت هذه الدراسة التجريبية الوصفية على مستوى قسم اللغة الانجليزية بجامعة المسيلة في السنة الدراسية 2019/2018 على عينة بحث من طلبة السنة الثانية ليسانس، تكونت من 28 طالبا والتي تعتبر المجموعة التجريبية التي طبقت عليها تقنية العبارات الشكلية في تحسين طلاقة الكلام. ولتحديد تأثير التقنية المعتمدة في هذا البحث على طلاقة اللغة اثبت الاختبار الإحصائي تطورا في أداء الكلام لصالح المجموعة التجريبية دون حدوث انخفاض في مستوى الأداء. وقد أدت الاستنتاجات المستنبطة من هذه الدراسة إلى تقديم بعض الاقتراحات لأساتذة التعبير الشفهي بغية تحسين طلاقة الكلام في اللغة الانجليزية عند الطلبة من اجل ضمان محادثات مفهومة و فعالة .