GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

THE EFFECTS OF FOCUSED INSTRUCTION ON THE RECEPTIVE AND PRODUCTIVE KNOWLEDGE OF FORMULAIC SEQUENCES

M.A THESIS

By
Şafak MÜJDECİ

Ankara
February, 2014

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

THE EFFECTS OF FOCUSED INSTRUCTION ON THE RECEPTIVE AND PRODUCTIVE KNOWLEDGE OF FORMULAIC SEQUENCES

M.A THESIS

By
Şafak MÜJDECİ

Supervisor: Prof. Dr. Abdulvahit ÇAKIR

Ankara
February, 2014

APPROVAL

Şafak MÜJDECİ'nin "The Effects of Focused Instruction on the Receptive and Productive Knowledge of Formulaic Sequences" başlıklı tezi …….. tarihinde, jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

Adı Soyadı	İmza
Başkan:……..	……...
Üye:……..	……...
Üye:……..	……...

ACKNOWLEDGEMENTS

I would like to express my appreciation to my advisor Prof. Dr. Abdulvahit ÇAKIR for his guidance and support throughout this study.

My special thanks go to Assoc. Prof. Dr. Paşa Tevfik CEPHE, Assoc. Prof. Dr. Cem BALÇIKANLI, Assoc. Prof. Dr. Kemal Sinan ÖZMEN and Asst. Prof. Dr. Cemal ÇAKIR for their guidance and remarks, and for taking the time to read and comment on my study.

I am indebted to my friends and colleagues, Tuğba Elif TOPRAK for her help in analyzing the data and Sibel KAHRAMAN for her assistance and cooperation throughout the practice. My heartfelt thanks go to my friends Zeynep ÇETİN, Esra HARMANDAOĞLU, Betül KINIK, Ayşe GÖNDEM and Mine YAZICI for their encouragement and support.

Last but not least, my sincere appreciation goes to my family for supporting me and believing in me throughout my life. I also would like to thank TUBITAK for providing me with scholarship during my M.A. process.

ÖZET

SÖZ DİZİNLERİNE ODAKLI ÖĞRETİMİN BU DİZİNLERİN
ALICI VE ÜRETİCİ BİLGİSİNE OLAN ETKİLERİ

MÜJDECİ, Şafak
Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Tez Danışmanı: Prof. Dr. Abdulvahit ÇAKIR
Şubat-2014, 79 sayfa

Bu çalışma, İngilizceyi yabancı dil olarak öğrenen öğrenciler arasında, söz dizinlerine odaklı eğitimin, bu dizinlerin alıcı ve üretici bilgilerine olan etkilerini incelemektedir. Araştırmanın çalışma grubunu Gazi Üniversitesi Türkçe Öğrenimi Araştırma ve Uygulama Merkezi'nde genel İngilizce dersine devam etmekte olan alt-orta seviyedeki öğrenciler oluşturmaktadır. Çalışma grubundaki 15 öğrenci, kullanmış oldukları ders kitabındaki söz dizinlerine dikkat çekilen bir uygulamaya tabii tutulurken, diğer 15 öğrenci bu konuda herhangi bir eğitim almamıştır. Uygulama süreci on haftada tamamlanmıştır. Araştırmanın nicel verileri, uygulama süreci sona erdikten sonra her iki gruba da uygulanan farklı türdeki alıcı ve üretici söz dizini bilgisi testleriyle elde edilmiştir.

Test puanlarının analizi ve karşılaştırılması, öğrencilerin söz dizinleri hakkındaki farkındalıklarının artırılmasının öğrencilerin alıcı ve üretici söz dizin bilgilerini geliştirmelerine yardımcı olduğunu göstermiştir. Çalışma, kontrol grubundaki öğrencilerin birlikte kullanılan kelimelere dikkat etmediği sonucunu da ortaya çıkarmıştır. Bu nedenle, söz dizinlerini vurgulayarak öğrencilerin bu öğeleri fark etmelerini sağlamanın, öğrencilerin söz dizinlerini başarılı şekilde öğrenmeleri açısından etkili olabileceği sonucuna varılmıştır.

Anahtar Kelimeler: Söz Dizini, Alıcı Bilgi, Üretici Bilgi

ABSTRACT

THE EFFECTS OF FOCUSED INSTRUCTION ON THE RECEPTIVE AND PRODUCTIVE KNOWLEDGE OF FORMULAIC SEQUENCES

MÜJDECİ, Şafak
M.A Thesis, English Language Teaching Program
Supervisor: Prof. Dr. Abdulvahit ÇAKIR
February-2014, 79 pages

This study investigated the effects of focused instruction on the receptive and productive knowledge of formulaic sequences among EFL learners. The study group in the research comprised two groups of pre-intermediate EFL learners who enrolled in a general English course at Gazi University Turkish Language Learning, Research and Application Centre. While 15 students received experimental instruction in which formulaic sequences in the course book followed by students were brought to their attention through additional exercises, the other 15 did not receive such kind of instruction. The treatment process took ten weeks to complete. The quantitative data of the study were gathered through self-design receptive and productive knowledge of formulaic sequence tests that were administered to both groups after the treatment process was over.

The analysis and comparison of the test scores indicated that raising students' awareness about formulaic sequences and practice can help students improve both productive and receptive knowledge of these sequences. The study also showed that students in the control group did not notice words which are used together without guidance. Therefore, it was concluded that emphasizing formulaic sequences ensuring that students notice these items seems to be an influential strategy for successful formulaic sequence learning.

Key terms: Formulaic Sequences, Receptive Knowledge, Productive Knowledge

TABLE OF CONTENTS

APPROVAL i

ACKNOWLEDGEMENTS ii

ÖZET iii

ABSTRACT iv

TABLE OF CONTENTS v

LIST OF TABLES x

LIST OF FIGURES xi

LIST OF ABBREVIATIONS xii

Chapter 1 1

Introduction 1

1.1 Statement of the Problem 3

1.2 Aim of the Study 6

1.3 Significance of the Study 7

1.4 Assumptions of the Study 8

1.5 Limitations of the Study 9

1.6 Definitions of Terms 9

Chapter 2 10

Review of Literature 10

2.0 Introduction 10

2.1 Importance of Formulaic Sequences 10

2.2 Functions of Formulaic Sequences 12

2.3 Identification of Formulaic Sequences 14

2.4 Detecting 18

2.4.1 Procedures for identification and classification 18

2.4.1.1 Intuition 18

2.4.1.2 Corpus analysis..... 18

2.4.1.3 Structural analysis 19

2.4.1.4 Phonological analysis 20

2.5 Categorization of Formulaic Sequences 21

2.6 Studies about Formulaic Sequences..... 22

2.6.1 Formulaic sequences in foreign language teaching..... 22

2.6.2 Suggestions for methodologies to teach formulaic sequences..... 25

2.6.3 Formulaic sequences in the course books 27

2.6.4 Difficulties in learning formulaic sequences..... 28

2.6.5 Receptive and productive knowledge of formulaic sequences 29

2.7 Conclusion 30

Chapter 3..... 31

Methodology..... 31

3.0 Introduction..... 31

3.1 Context..... 31

3.2 Participants..... 32

3.3 Data Collection 32

3.3.1 Selection of target formulaic sequences 32

3.3.2. Treatment 35

3.3.3. Measurement of formulaic sequences 36

3.3.3.1 Productive tests..... 37

3.3.3.2 Receptive tests 38

3.4 Pilot Study..... 39

3.5 Data Scoring Procedure 39

3.6 Data Analysis 39

3.7 Conclusion 44

Chapter 4..... 45

Results and Discussion 45

4.0 Introduction..... 45

4.1 Results and Discussion Regarding the First Research Question..... 45

4.1.1 Analysis of the scores for the receptive knowledge test 46

4.1.2 Discussion of the results for the receptive knowledge test 47

4.2 Results and Discussion Regarding the Second Research Question 48

4.2.1 Analysis of the scores for the productive knowledge test..... 48

4.2.2 Discussion of the results for the productive knowledge test..... 49

4.2.3 The influence of focused instruction on the writings of the students 50

4.2.4 Discussion of the influence of focused instruction on the writings of the students..... 51

4.3 Results and Discussion Regarding the Third Research Question 51

4.3.1 Analysis of the receptive and productive knowledge in the control group..... 51

4.3.2 Discussion of the receptive and productive knowledge in the control group 53

4.4 Results and Discussion Regarding the Fourth Research Question 53

4.4.1 Analysis of the receptive and productive knowledge in the experimental group..... 53

4.4.2 Discussion of the receptive and productive knowledge in the experimental group..... 55

4.5 Receptive and Productive Test Scores According to Subcategories..... 55

4.5.1 Analysis of receptive and productive test scores according to subcategories 55

4.5.2 Discussion of receptive and productive test scores according to subcategories 56

4.6 L1 Influence on Learning and Using Formulaic Sequences 57

4.6.1 Analysis of L1 influence on learning and using formulaic sequences 57

4.6.2 Discussion of the L1 influence on learning and using formulaic sequences..... 58

Chapter 5..... 60

Conclusion and Recommendations..... 60

5.0 Introduction 60

5.1 Summary of the Study 60

5.2 Pedagogical Implications 61

5.3 Recommendations for Further Research 62

REFERENCES 64

APPENDICES 71

LIST OF TABLES

Table 2.1 Reliability and validity for identification of formulaic sequences 21
Table 3.0 Number of items used in the test of formulaic sequences 37
Table 3.1 Normality of the distribution of scores for the receptive knowledge of FS test in the control group 40
Table 3.2 Normality of the distribution of scores for the receptive knowledge of FS test in the experimental group 41
Table 3.3 Normality of the distribution of scores for the productive knowledge of FS test in the control group 42
Table 3.4 Normality of the distribution of scores for the productive knowledge of FS test in the experimental group 43
Table 4.1 Scores for receptive knowledge test between groups 46
Table 4.2 Independent samples t-test for the receptive test total scores 46
Table 4.3 Ranks for productive knowledge scores between groups 48
Table 4.4 Test statistics for productive knowledge scores between groups 49
Table 4.5 Number of formulaic sequences in the writings of the experimental group... 50
Table 4.6 Number of formulaic sequences in the writings of the control group 50
Table 4.7 Paired samples statistics for receptive and productive test in the control group 52
Table 4.8 Paired samples correlations for receptive and productive test in the control group 52
Table 4.9 Paired samples test for receptive and productive test in the control group ... 52
Table 4.10 Descriptive statistics for receptive and productive test in the experimental group 54
Table 4.11 Ranks for receptive and productive test in the experimental group 54
Table 4.12 Test statistics for receptive and productive test in the experimental group .. 54
Table 4.13 Formulaic sequence types' descriptive statistics of receptive test..... 56
Table 4.14 Formulaic sequence types' descriptive statistics of productive test 56

LIST OF FIGURES

Figure 2.1 Functions of formulaic sequences 13
Figure 2.2 Terms used to describe aspects of formulaicity 16
Figure 3.1 Normality of the distribution of scores for the receptive knowledge of formulaic sequences test in the control group 40
Figure 3.2 Normality of the distribution of scores for the receptive knowledge of formulaic sequences test in the experimental group 41
Figure 3.3 Normality of the distribution of scores for the productive knowledge of formulaic sequences test in the control group 42
Figure 3.4 Normality of the distribution of scores for the productive knowledge of formulaic sequences test in the experimental group 43
Figure 4.1 Percentages of the correct answers given to congruent and non-congruent questions in the tests by the experimental group 57
Figure 4.2 Percentages of the correct answers given to congruent and non-congruent questions in the tests by the control group 58

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

FS: Formulaic Sequences

L1: First language

TESOL: Teaching English to Speakers of Other Languages

Chapter 1

Introduction

There has been substantial research on vocabulary teaching and learning in the domain of foreign language teaching, which can be regarded as quite natural and necessary, since knowledge of vocabulary constitutes one of the main aspects of language competence. Its importance lies in the fact that vocabulary knowledge helps language learners express themselves with ease and establish an appropriate communication. It is commonly accepted that language learners need to possess a substantial degree of knowledge in vocabulary not only to be competent in using target language but also to communicate in an efficient and convenient way.

Before vocabulary came into fashion in language teaching, grammar attracted too much attention. However, vocabulary was of a secondary importance (Ellis, Simpson-Vlach & Maynard, 2008). It was commonly believed that the knowledge of grammar would enable speakers to create new sentences. For that reason, grammar teaching was highly emphasized. However, it became increasingly difficult to ignore the role of vocabulary in language learning and as a result; the predominance of grammar teaching between the 1960s and 1980s was overshadowed by the interest in vocabulary teaching. This reorientation from grammar to vocabulary contributed to the abandonment of the view accepting and treating language as a collection of structures. It was soon understood that subordinating vocabulary to grammar would not lead to effective language teaching and the actual role of vocabulary was recognized.

Following the recognition of the fact that vocabulary was not a peripheral phenomenon in language teaching, vocabulary became the focus of attention. Nevertheless, this focus has shifted from separate words to clusters during the time as a consequence of the understanding that knowledge of individual words is not enough and it is important to know how these words come together. Especially the past three

decades have seen an increased interest in word combinations instead of separate words. This is because of the fact that traditional view of language as a collection of vocabulary along with grammar has changed.

After the change of this view, several studies going beyond single word analysis and emphasizing formulaic sequences were carried out (e.g. Pawley & Syder, 1983; Nattinger & DeCarrico, 1992; Lewis, 1993; Biber, Johansson, Leech, Conrad, & Finegan, 1999). These studies gave way to the emergence of following studies and contributed to the popularity of this phenomenon by underlining the importance of formulaic language. Of these scholars who carried out research about formulaic language, Lewis (1993) asserted that having a large vocabulary and strong understanding of grammar did not mean a student would be able to speak effectively and he contributed to the prominence of word combinations by underscoring them.

One of the major reasons for the popularity of formulaic sequences is the claim that they offer processing efficiency because they are single memorized units. It is also quicker and easier to process these items than newly generated utterances (Pawley & Syder, 1983). In other words, it is more demanding to construct new utterances from scratch. There have been some studies which attempt to support the processing advantage of formulaic sequences. For instance, Kuiper (1996) showed that smooth talkers, particularly the ones who are under some degree of working memory constraint, utilize formulaic language a lot to convey much information fluently, and using formulaic language reduces their processing efforts. Similarly, in their eye-movement study about how formulaic sequences are processed, Underwood, Schmitt and Galphin (2004) claimed that it is possible to recognize and retrieve formulated sequences without much processing effort. They also demonstrated that it is faster to read formulaic sequences than the same words when they are embedded in non-formulaic texts. They used an apparatus tracking the eye movements while reading the passages embedded with formulaic sequences and concluded that natives and non-natives fixed their eyes on the words which are parts of a formulaic sequence less than the same words when they are parts of non-formulaic texts. The natives were found to focus on the words in formulaic sequences for shorter duration while there was no difference between the time spared by non-natives for formulaic and non-formulaic words. These results indicate that formulaic sequences are more advantageous in terms of processing

time. In the same vein, Conklin and Schmitt (2008) compared the reading times of formulaic and non-formulaic sequences for natives and non-natives and found that both groups read formulaic sequences more quickly. This finding is attributed to the processing benefit of formulaic sequences over language which is generated creatively, which is also in line with Pawley and Syder's (1983) conclusion.

Researchers have also argued that formulaic sequences enable learners to communicate effectively because they are stored and recalled as wholes. The idea that these sequences are glued together and stored as a single big word (Ellis, 1996) suggests that they cover the same space in brain as a single word. There are some studies which support this argument. To illustrate, Wray and Perkins (2000) stated that these sequences are stored and retrieved as a whole from memory instead of being generated anew each time. Likewise, Spöttl and McCarthy (2004) examined the knowledge of formulaic sequences across languages and found that participants moved between formulaic sequences by translating them holistically and they were bad at evaluating their knowledge of target formulaic sequences.

Knowledge of formulaic language, which has been a popular research topic for a few decades, seems to contribute to learners a lot and deserves more attention. In the following part, the problem which led to this study is discussed and the purpose of the study is stated. Moreover, the significance of the study, assumptions and limitations in the study are represented. Finally, there are definitions of some key terms.

1.1 Statement of the Problem

After the issue of word combinations has grown in importance within the field of language teaching, many researchers (e.g. Bahns & Eldaw, 1993; Bishop, 2004; Hussein, 1998; Kuiper, 2004; Lewis, 1997) considered it and argued that it is difficult for language learners to learn these combinations.

For instance; Lewis (1997) stated that statements generated by non-native speakers tend to be grammatically correct but they are, to a great extent, not similar to those used by natives and they are often unnatural. He also remarked that native speakers of any language do not bring many individual words together to express

something and they use the existing chunks in their minds. For this reason, native speaker language is profoundly formulaic and language learners should learn the phrases in order to comprehend and use the target language appropriately. If language is broken into pieces, learning will take very long time and there won't be successful language acquisition. In a similar vein, Pawley and Syder (1983) proposed that natives do not always use the creative power of syntactic rules and knowledge of syntax is not enough to sound natural as there is a wide range of grammatically possible sentences. Formulaic expressions are accepted as standard expressions by the speech community. So learning these items have a role in supporting native-like selection and learners can create structures acceptable to native speakers after learning them. However, as Granger (1998) stated, learners tend to use a small number of native-like sequences and a great number of foreign- sounding ones. In sum, language learners have some difficulties in achieving the naturalness of native speaker use.

In an attempt to explain why learners suffer from difficulties in sounding natural, Howarth (1998) asserted that this problem stems from the inappropriate selection of conventional phraseology. Along the same lines, Hussein (1998) attributed the reason why learners are unable to produce correct combinations to the inadequacy of dictionaries, reliance on synonymy and native language interference. Moreover, as Schmitt and Carter (2004) stated, it takes learners a lot of time to gain intuition about which words collocate together and there is no semantic reasoning behind acceptable and unacceptable pairings.

As learners' proficiency improves, they are expected to use language more accurately and appropriately. Natives rely on formulaic sequences to achieve this but it is not the same for second language learners as they have difficulty in selecting the correct combination of words. This problem stems from the fact that learners are unaware of the formulaic sequence phenomenon. To support this, Bishop (2004) asserted that formulaic sequences don't have clearly defined boundaries. He further states that although unknown word forms are salient, formulaic sequences don't have a consistent form. Language learners have little knowledge about which sequences are grammatically constructed and which are idiomatic. As they can't sort formulaic sequences from grammatically generated combinations, non-natives may not be aware of the fact that they don't know a given sequence is formulaic. As it is difficult to

recognize the form of formulaic sequence, Bishop (2004) explored whether making unknown formulaic sequences more salient would increase the number of times they are looked up in the glossary in a computerized reading task and concluded that typographic salience makes multi-words visible to readers and increase their willingness to seek glosses. Learners do not notice formulaic sequences because they can't distinguish them from newly generated utterances so they make a number of lexical errors. According to Gass (1998), occurrence of lexical errors is three times more frequent than grammatical errors and lexical errors are more disruptive than grammatical errors for native speakers (as cited in Bishop, 2004). Bishop asserts that if we make formulaic sequences visible, they become less problematic. If learners do not notice unknown formulaic sequences, they can't learn them because what is not noticed is unlikely to be learned, as Bishop stated.

As mentioned before, language learners experience difficulties in using word combinations. For this reason, many scholars have done their studies on native speakers to calculate the proportion of formulaic sequences in language as natives are good at them. For example, Erman and Warren (2000) found that formulaic sequences of different classes make up 58.6 percent of the spoken and 52.3 percent of the written discourse that they analysed. Similarly, Foster's raters checked formulaic language of unplanned native speech and they found that 32.3 percent of the speech is comprised of formulaic sequences (Foster, 2001).

These studies which aimed at calculating the proportion of formulaic sequences in spoken and written discourse have disclosed that the number of formulaic sequences in language is quite high. The findings of these studies are also compatible with the insights and findings of the previous studies which claimed that an important portion of communication in English is made up of formulaic sequences. For instance, Altenberg (1988) suggested that it is possible to pattern as much as 80% of natural language in this way. Howarth (1998) also claimed that one-third to one half of the used language is formulaic. Likewise, Nattinger and DeCarrico (1992) found that formulaic sequences are pervasive in language use and a large portion of any discourse is made up of them. Conklin and Schmitt's review of previous studies also reported that more than half of native-speaker speech is formulaic (2008).

The pervasiveness of these words seems to place a burden on non-native speakers perhaps due to a lack of rich input. As mentioned above, although non-native speakers generate some grammatically correct statements, these statements are not similar to those produced by native speakers. Hence, there has been an attempt to solve this problem by making language learners more familiar with the formulaic sequences.

Since multi-word lexical items or formulaic sequences were revealed to be valuable (Moon, 1997) and problematic for non-native speakers, they have been incorporated into English course books by international writers. Despite their incorporation into course books, it is probable that these sequences are not noticed in input by learners. According to Bahns and Eldaw (1993), language learners can't distinguish between unknown formulaic sequences and grammatically generated phrases. Hence, more explicit and rigorous classroom activity is thought to be necessary (Bishop, 2004).

In brief, it seems that word combinability has been problematic for language learners as they suffer from differentiating formulaic items from single word items. It is striking to note that incorporation of these items into course books is not a remedy for this problem because they are not noticed by learners. For this reason, explicit instruction is mostly favoured.

1.2 Aim of the Study

The aim of this study is to determine whether focusing on formulaic sequences which appear in a course book makes a difference in language learners' receptive and productive knowledge of such structures. To reach this aim, the following questions are intended to be answered:

1- Does focusing on formulaic sequences make a difference between the experimental group and the control group in terms of receptive knowledge of these sequences?

2- Does focusing on formulaic sequences make a difference between the experimental group and the control group in terms of productive knowledge of these sequences?

3- Is there a difference between the receptive and productive knowledge of formulaic sequences in the control group?

4- Is there a difference between the receptive and productive knowledge of formulaic sequences in the experimental group?

1.3 Significance of the Study

It is widely acknowledged that having a good knowledge of vocabulary is necessary to use words properly and effectively. Nation (2001) stated that there are three psychological processes which are necessary for successful vocabulary learning. These processes are noticing, retrieving and generating. For noticing, it is essential to study a word deliberately and noticing occurs when students' motivation is triggered and their interest is aroused. Retrieval, which can be receptive or productive, is the second stage in this process. If learners perceive its form and retrieve its meaning when they encounter a word in listening or reading, then retrieval is productive. If they retrieve the spoken or written form actively, productive retrieval occurs. When learners use previously encountered words in a different way, it is the generative use in the process. In this study, these three processes are considered. Students in the experimental group are instructed to study formulaic sequences deliberately and they are motivated as their teacher mentions the benefits of learning these items at the beginning of the course. By doing exercises on these items, students retrieve what they learn. For generative use, students are encouraged to use these sequences in their writing. In assessing the knowledge of these sequences, both receptive and productive knowledge is taken into consideration in the study. Receptive knowledge refers to the words that can be identified when heard or read and productive knowledge is the ability to use and have access to words in speech and writing. To the best of my knowledge, there is little research which examines the productive and receptive knowledge of formulaic language.

Formulaic sequences have received a great amount of attention with the growing awareness that significant proportion of language is composed of these multiword lexical units. Studies have shown that formulaic sequences are of great importance and valuable for language learners because language learners can rely on formulaic

sequences to produce language with less processing effort and more improved accuracy (Taguchi, 2007).

It is difficult for language learners to create native-like utterances as they are deprived of real input. Dörnyei, Durow and Zahran (2004) aimed to find the reason of variation in the acquisition of formulaic sequences and asserted that formulaic language cannot be learnt without integration into a particular culture. They concluded that there was a relation between success in acquiring formulaic sequences and learners' active involvement in social community, that is, sociocultural integration. However, most of the language learners do not have a chance to go abroad. While native speakers acquire formulaic sequences, non-native speakers are not exposed to formulaic sequences much. Hence, incorporating formulaic sequences into course books and making language learners aware of them are necessary. It is evident that course book writers have been quick to incorporate formulaic sequences into their materials, as the research has referred to the pedagogical importance of them (Koprowski, 2005). Although they are incorporated into course books, it is thought that formulaic sequences are not noticed by language learners and more explicit classroom instruction is required (Bishop, 2004).

The importance of the present study is that it investigates whether a more explicit classroom instruction on formulaic sequences would make a difference in the knowledge of them among English learners in two different groups. Also, the findings from the present study may reveal some empirical evidence of how explicit instruction and raising students' awareness about formulaic sequences affect receptive and productive knowledge of these structures.

1.4 Assumptions of the Study

It is assumed that the formulaic sequences have been incorporated into the course book and the students do not have a substantial knowledge in formulaic sequences.

1.5 Limitations of the Study

The issue to acknowledge here is that the sample employed in this study seems to represent only pre- intermediate learners of English so the other levels are not taken into consideration. The small number of the sample is also thought be a limitation of the study. The reliability of self-design test is another concern as well.

1.6 Definitions of Terms

Formulaic Sequences: a sequence, continuous or discontinuous, of words or other element, 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 (Wray, 2002).

Receptive Vocabulary Knowledge: Knowledge of words that can be identified when heard or read.

Productive Vocabulary Knowledge: The ability to use and have access to words in speech and writing.

Chapter 2

Literature Review

2.0 Introduction

In this chapter, it is aimed to represent the main issues and discussions about formulaic sequences. The chapter begins with the importance of formulaic sequences, followed by a discussion of the functions of formulaic sequences. The topics covered also include some identification methods and categorizations proposed by researchers. Finally, the chapter concludes with a review of selected studies about teaching formulaic sequences.

2.1 Importance of Formulaic Sequences

There has been a growing awareness that a significant proportion of language is composed of word strings and these strings play an important role in the first and second language development. Hence, formulaic language has been one of the major issues in applied linguistics for a few decades. However, because of the lack of clear and unified direction of research on formulaic language and the diversity in methods and assumptions, a number of different terms and identification methods emerged. For this reason, Wray (2002) felt the need for a unified description and explanation of formulaic language. According to her, “words and word strings which appear to be processed without recourse to their lowest level of composition are termed formulaic” (p. 4).

Wray also found it embarrassing that these word strings are pushed aside and their significance was denied by linguists despite their widespread existence for years.

She also supported the claim that the excellent capacity of the human mind to remember things is underestimated. She argued that "although we have tremendous capacity for grammatical processing, this is not our only, nor even preferred, way of coping with language input and output" (p. 10). That is, we do not process our all regular input and output analytically. In our everyday language, we are likely to use the same words and phrases in a certain situation and the role of formulaicity should be recognized in order to understand the freedoms and constraints of language. Formulaic language is a not a static corpus of words and phrases but a dynamic response to the demands of language use because these demands change from moment to moment and speaker to speaker (Wray, 2002).

The popularity of novelty in language for decades has disregarded the importance of formulaicity for years. It is highly accepted that we have the potential of handling novelty. We prefer certain phrases because of their storage in prefabricated form, but we can also create and understand novel strings. We can interpret combinations of words we haven't encountered before thanks to our flexible lexicon and grammar. Wray (2002) proposed two different processing systems, which show similarity to Sinclair's (1991) open choice principle and idiom principle, to explain language processing. Wray's dual-systems solution is comprised of analytic processing and holistic processing systems. Thanks to the analytic system, we can create grammatical strings out of small units by rule and as analytic system is flexible, we can express and interpret novel and unexpected input. On the other hand, processing effort is reduced thanks to the holistic system because retrieving a prefabricated string than creating a novel one is more efficient and effective. In other words, we sometimes combine words using grammar and sometimes employ strings of words. Instead of applying syntactic rules in order to combine single words, chunks are used to free cognitive resources (Bishop, 2004)

Wray (2002) observed three points made in literature about formulaic language. These points are as follows:

- Native speakers find formulaic language as an easy option in their communication.

- Learners rely on formulaic language in their early stages of language acquisition.
- Formulaic language helps second language learners sound native-like.

2.2 Functions of Formulaic Sequences

Formulaic sequences can contribute to learners in different ways. First of all, retrieving a prefabricated pattern is more efficient and effective than creating a novel one (Wray, 2002). These sequences are used a lot in order to convey much information fluently and they reduce processing efforts. As mentioned before, processing advantage of formulaic sequences was also stated by other scholars (e.g. Conklin & Schmitt, 2008; Kuiper, 1996; Pawley & Syder, 1983; Underwood, Schmitt, & Galpin, 2004;)

According to Wray (2002), the single goal of formulaic sequences is to promote speakers' interests. Among these interests are:

- Having easy access to information (via mnemonics, etc.);
- Expressing information fluently;
- Being listened to and taken seriously;
- Having physical and emotional needs satisfactorily and promptly met;
- Being provided with information when required;
- Being perceived as important as an individual;
- Being perceived as a full member of whichever groups are deemed desirable (p. 95)

Wray created a model to describe subsidiary functions of formulaic sequences. In this model, the main function of formulaic sequences is to support speaker and hearer processing at the same time. The following figure represents this model.

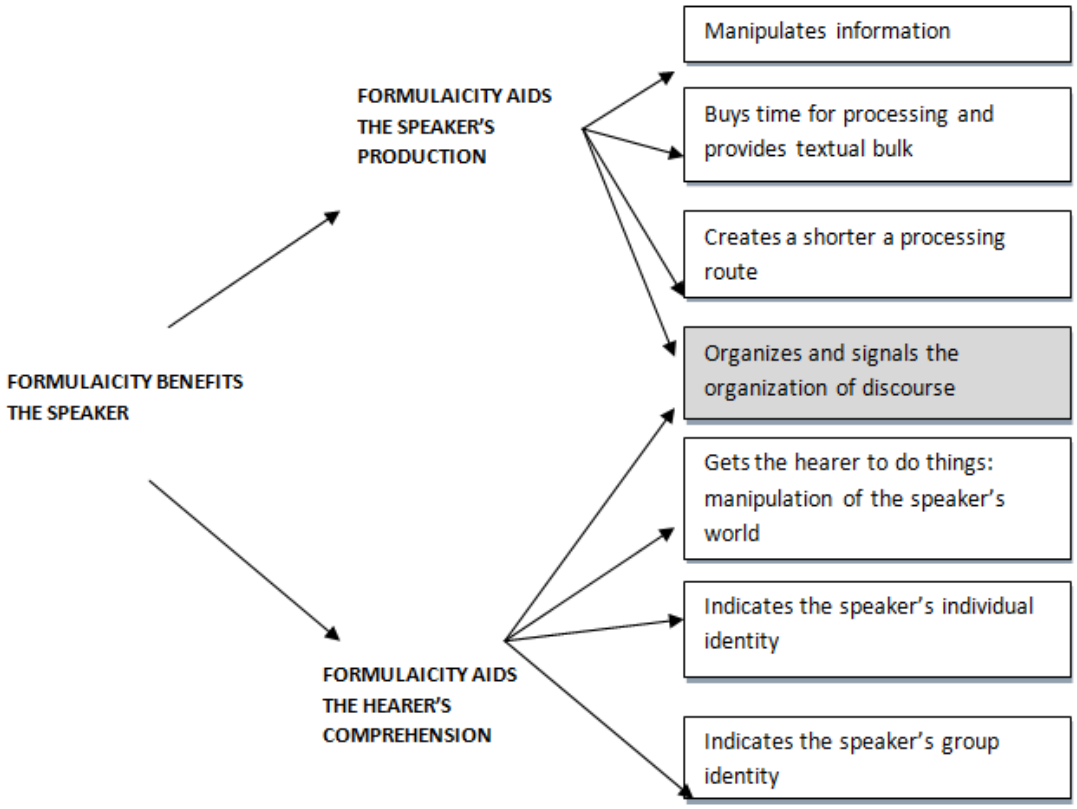

Figure 2.1 Functions of formulaic sequences (Wray, 2002, p.97)

Wray (2002) also explained the functions and contributions of formulaic sequences for second language learning as follows:

- engaging with native speakers in a genuinely interactive environment;
- the interaction being equal (that is, native speakers being equally motivated to ensure that the non-native speaker understands and reacts to their messages, as the reverse);
- the non-native speaker being sufficiently confident to pick up and use new forms, even without fully understanding them (p.100).

Furthermore, Martinez and Schmitt (2012) made a good summary of the reasons why formulaic sequences are so essential. These reasons include the widespread number in language use, realization of meanings and functions, processing advantages and improvement of the overall impression of learners' production by the use of formulaic language.

2.3 Identification of Formulaic Sequences

Although there has been much research on formulaic sequences, researchers used different terms in order to refer to them. These groups of words which are frequently used together in a language have been identified under different labels such as; *lexical bundles* (Biber, Johansson, Leech, Conrad, & Finegan, 1999), *prefabricated patterns* (Granger, 1998), *formulas* (Wray, 2002), *clusters* (Hyland, 2008; Schmitt, Grandage & Adolphs, 2004), *prefabs or lexical phrases* (Nattinger & DeCarrico, 1992), *sentence stems* (Pawley & Syder, 1983), *formulaic sequences* (Schmitt & Carter, 2004).

This range of terminology makes it difficult to define the phenomenon and it seems that what criteria should be taken into consideration while identifying formulaic sequences is a problematic situation. Scholars attempted to find some criteria to identify them. There are different types of criteria used by psycholinguistics and corpus linguistics.

The criteria which psycholinguistics focus on are whether individual participants know them, whether they are formulaic and stored as wholes in the mental lexicon of participants. Psycholinguistics looks at the production of the sequences by the participant more than once to indicate the first point, and for the second one, it checks intact intonation contour (Schmitt & Carter, 2004).

The most popular criteria from corpus linguistics is the frequency of occurrence. Corpus linguistics has contributed to the identification of the distribution of words within text. Words which occur together are revealed on the basis of frequency counts through computer searches. The frequency of these groups of words is taught to be a determining factor in the identification of formulaic sequences (Wray, 2002). According to this criterion, if a sequence is frequent in a corpus, it shows that the speech community have conventionalized it (Schmitt & Carter, 2004).

Over the recent years, there has been a shift in the study of formulaic sequences towards empirical and frequency-based identification. Frequent lexical items are given priority as they are encountered most often. Researchers have established a frequency threshold to call a string “formulaic” but these thresholds are arbitrary (Wray, 2002). Hyland (2008) also stated the arbitrariness of these cut-offs. While Biber et al. (1999) decided on the cut-off of 10 occurrences per million words, it was later raised to 40

occurrences in a one-million word corpus by Biber, Conrad and Cortes (2004). Later, Cortes (2004) made a decision to set the cut-off point at 20 times in one- million word corpus.

Martinez and Schmitt (2012) noticed that there is a two-step methodology for the identification of formulaic sequences in the previous studies. The first step is a computer-assisted search for frequency and the second one is the manual checking of frequent word combinations with the guidance of predetermined criteria. They categorized the criteria used for their phrasal expressions list as core and auxiliary. As the core criteria, the expression is checked according to whether it is a Morpheme Equivalent Unit, semantically transparent and potentially deceptively transparent. The auxiliary criteria to identify these expressions are having a one-word equivalent, the negative influence of learners' L1 on the accurate interpretation and the change of the meaning of a word because of the grammar of expressions.

There are some other reasons which make it difficult to define formulaic sequences. Schmitt and Carter (2004) explained these reasons as follows:

1- Formulaic sequences exist in many different forms such as idioms, collocations, proverbs and etc. Also, they can be long, short or anything in between.

2- Formulaic sequences can be used to express different objectives such as expressing a message or idea, realizing functions (e.g. apologizing, refusing and etc.) and social solidarity.

3- Formulaic sequences can be used for things that society needs for communication through language.

4- Formulaic sequences can be totally fixed (e.g. Ladies and Gentleman) or have slots.

This diversity makes it difficult to define the phenomenon and identify absolute criteria and this situation led to the emergence of variety of terminology. Wray (2002) listed up some of the terms found in the literature in her book "Formulaic Language and Lexicon".

amalgams- automatic- chunks- clichés- co-ordinate constructions- collocations- complex lexemes- composites- conventionalized forms- F[ixed] E[xpressions] including I[dioms]- fixed expressions- formulaic language- formulaic speech- formulas/ formulae- fossilized forms- frozen metaphors- frozen phrases- gambits- gestalt- holistic- holophrases- idiomatic- idioms- irregular- lexical simplex- lexical(ized) phrases- lexicalized sentence stems- listemes- multiword items/ units- multiword lexical phenomena- noncompositional- noncomputational- nonproductive- nonpropositional- petrifications- phrasemes- praxons- preassembled speech- precoded conventionalized routines- prefabricated routines and patterns- ready-made expressions- ready-made utterances- recurring utterances- rote- routine formulae- schemata- semipreconstructed phrases that constitute single choices- sentence builders- set phrases- stable and familiar expressions with specialized subsenses- stereotyped phrases- stereotypes- stock utterances- synthetic- unanalyzed chunks of speech- unanalyzed multiword chunks- units

Figure 2.2 Terms used to describe aspects of formulaicity (Wray, 2002, p.9)

Wray (2002) stated the necessity of "a term which does not carry previous baggage, and which can be clearly defined" (p. 9). So she decided to use a cover term for the notion of formulaic language and used the term "formulaic sequence", which aimed to be "as inclusive as possible". According to her, "the word *formulaic* carries with some associations of 'unity' and of 'custom' and 'habit', while *sequence* indicates that there is more than one discernible internal unit, of whatever kind" (p. 9). Her definition is as follows:

> a sequence, continuous or discontinuous, of words or other 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.

As this study takes a pedagogical perspective of phraseology, terms used for this phenomenon will not be discriminated. Hence, some terms in the literature are also used interchangeably with the term formulaic sequence. Put differently, formulaic sequences are two or more words which are used together and have a mutual affinity. As certain combinations or sequences of words consistently appear together, it is assumed that

language is formulaic. Some words are used together so often and consistently that it wouldn't be feasible to think that they are generated spontaneously each time.

Schmitt and Carter (2004) considered that the term *formulaic sequence* was "all-encompassing" and found it beneficial to discuss characteristics of formulaic sequences. The following paragraphs summarize these characteristics (p. 4-9).

Formulaic sequences appear to be stored in the mind as holistic units, but they may not be acquired in an all-or-nothing manner.

Evidence has shown that (e.g. Pawley & Syder, 1983; Underwood, Schmitt, & Galpin, 2004) formulaic sequences are stored and processed as unitary wholes but this is not always the case as learning can also occur from the whole to the parts as in semantically opaque formulaic sequences such as idioms. We can't always devise the meaning of a sequence from the component words in an idiom. Some formulaic sequences which have flexible slots are learned over time as these slots are filled with semantically appropriate words.

Formulaic sequences can have slots to enable flexibility of use, but the slots typically have semantic constraints.

Although fixedness of formulaic sequences is an advantage, flexibility also helps learners use language fluently and learn them to use the flexible sequence in a variety of situations. However, it is necessary to know the semantic constraints which make the slots in these sequences not completely open.

Formulaic sequences can have semantic prosody.

Although individual words are used in a wide range of situations, their usage is limited when they are used with other words because of semantic prosody. Although these words seem to be neutral, they can have positive or negative connotations (e.g."border on" generally occurs in the negative to convey unpleasantness).

Formulaic sequences are often tied to particular conditions of use.

Situations which recur in the social world necessitates certain responses which are defined as functions such as apologizing, making requests and "these functions have conventionalized language attached to them" (Schmitt & Carter: 9). For this reason, people rely on conventionalized language to keep the conversation flowing. Conklin and Schmitt (2008) also stated that formulaic sequences accomplish recurrent combination needs. They can help to achieve desired communication effect and some conversational routines can be realized using these sequences.

2.4 Detecting

Read and Nation (2004) tried to identify problems of measurement in dealing with formulaic language and put criteria for identification of multiword units and classification of them into categories by focusing on the necessity of addressing methodological issues. Hence, they emphasized on triangulation for reliability and validity issues in the identification of formulaic language. Because of the variability of formulaic language, they stated that "definition of these sequences may need to be tailored to some degree to the specific objectives of each research study" (p. 26).

2.4.1 Procedures for identification and classification

2.4.1.1. Intuition. When considered from scientific perspective, intuition seems to be doubtful but Read and Nation (2004) stated that if some conditions are applied, this procedure can be acceptable. These conditions are a carefully formulated definition, replication of definition by a second person and being accepted as formulaic by a group of scholars. So they emphasized the necessity of inter-subjectivity.

2.4.1.2. Corpus analysis. Corpus research is of great importance to applied linguistics in various ways and it helped scholars understand that the same clusters in

languages are used again and again by people. Without computer aided corpus analysis, the formulaic nature of language would be difficult to study.

However, there are some problems associated with frequency approach. This approach is true to be more systematic in its identification of sequences and less subjective but cut-off point of how frequent a particular sequence needs in order to be accepted as formulaic is arbitrary. Another problem with this approach is that phrases considered as formulaic intuitively can have a low frequency in the corpus (Adolphs & Durow, 2004). Although frequency is considered to be an essential factor while assessing the pedagogical value of multiword expression, it is not always an indicator of usefulness alone. As Howarth (1998) stated, "A notion of significance based solely on frequency risks giving unwarranted emphasis to completely transparent collocation such as "have children", which may occur frequently as a result of the subject matter of certain texts but are quite unproblematic for processing" (p. 26).

The corpus and psycholinguistic approaches complement each other (Schmitt, Grandage, & Adolphs, 2004). Psycholinguistic studies apply to corpus data for the selection of target items and data from corpus analyses reflect the psycholinguistic reality of language processing and production. It is generally assumed that clusters determined by corpus analysis are stored as a whole in the mind but Schmitt, Grandage and Adolphs (2004) suggested that recurrence of clusters in a corpus is not an evidence of their storage as formulaic sequences in the mind.

Frequency is accepted as a powerful tool by some researchers (e.g. Read & Nation, 2004). Sequences that co-occur regularly throughout a corpus are identified using a threshold level of occurrence. However, it is necessary to evaluate these quantitative evidence provided by the software through human judgment (Read & Nation, 2004). Despite very low frequencies, it is necessary to rely on human judgment. Their absence from dictionaries or large corpora doesn't mean that we must exclude them (Howarth, 1998).

2.4.1.3. Structural analysis. Formulaic sequences are also identified on the basis of their form. According to Read and Nation (2004), non-compositionality and fixedness are the two popular characteristics of formulaic sequences among scholars

who tried to propose some criteria to identify formulaic sequences. Non-compositionality means determining the meaning in a holistic manner. Put differently, the phrase takes its meaning from the whole not from the meanings of the words which constitute the sequence. Fixedness is about the changeability of word order in a sequence, replacement of words by others or insertion of items to a sequence. So it is not possible to extract or substitute any component of a sequence as it allows no change of the sequence components.

2.4.1.4. Phonological analysis. Speech rate, pausing, stress patterns and clarity of articulation are considered as the possible indicators of formulaic sequences. However, in terms of internal validity, this kind of analysis is thought to be doubtful. When phonological analysis is applied, formulaic and non-formulaic sequences are differentiated via some phonological cues which are caused by the difference between holistic and analytic processing (Wray, 2002)

None of these criteria is adequate by itself for identification so Read and Nation (2004) focused on the need for an eclectic approach and they emphasized more than one form of analysis, that is triangulation, in order to get valid results and establish an empirical basis for research. They favoured measurement of formulaic sequences in terms of classical criteria of reliability and validity.

The following table summarizes what Read and Nation (2004) considered to be necessary to satisfy reliability and validity.

Table 2.1

Reliability and validity for identification of formulaic sequences

Reliability	***Internal Reliability*** • Consistently applied measures • Clear criteria for identification and classification • High level of agreement among analysts • Several expert raters	***External Reliability*** • Clear description of procedures
Validity	***Internal Validity*** • A clear definition • Methodological triangulation	***External Validity*** • A large corpus

2.5 Categorization of Formulaic Sequences

Because of the lack of formal criteria for categorization, it is not totally clear what formulaic language includes.

Howarth (1998) focused on the need for a detailed categorization of word combinations. He established a categorization for word combinations including functional expressions and composite units. Under the category of composite units were grammatical and lexical composites. He designed a continuum for these composites including free combinations, restricted collocations, figure and pure idioms. Then he stated that learners have difficulties in restricted collocations while idioms and free combinations are unproblematic.

Becker (1975) proposed six major categories of lexical phrases.

- **Polywords:** Phrases consisting of invariable and interchangeable words and functioning as a single unit. (e.g. to blow up= to explode)

- **Phrasal Constraints:** Phrases including of some words which limit the variability of other words together with them. (e.g. by sheer coincidence)
- **Deictic locutions:** Phrases with low variability and directs the course of conversation (e.g. that's all)
- **Sentence builders:** Skeleton for the expression of an idea (e.g. A gave B about a topic)
- **Situational utterances:** Complete sentences used appropriately in certain circumstances (e.g. How can I ever repay you?)
- **Verbatim texts:** Memorized and directly used texts such as proverbs (e.g.- proverbs)

There are different strings of words. Words which have the tendency to co-occur regularly in language are referred to as collocations. Collocation is the most popular subcategory of formulaic language. Benson, Benson and Ilson (1986) proposed a classification for collocations and arranged them into two major classes, lexical collocation and grammatical collocation. Lexical collocations consist of only content words (e.g. compose music, affect deeply) while grammatical collocations comprise of the main word plus a preposition (e.g afraid of, pick on). When the speech and writings of foreign learners are observed, it can be seen that they fail to produce collocations appropriately (Alsakran, 2011).

2.6 Studies about Formulaic Sequences

2.6.1 Formulaic sequences in foreign language teaching. Most scholars assume that formulaic sequences deserve a place in language teaching and suggest teaching and learning these sequences explicitly. Although there have been some suggestions on how to teach these sequences, it is not totally clear how and what to teach.

The number of empirical studies based on classroom applications of formulaic sequences is very little. In a case study, Wood (2009) examined the impact of focused instruction of formulaic sequences on fluency and found an increase in students' fluency after 6 weeks. He stated that formulaic sequences are not easy for learners to notice in input and he focused on more explicit and rigorous classroom activities. The lack of much explicit teaching can be an evidence for the assumption that formulaic sequences will be acquired incidentally from language input but incidental acquisition of single words is slow and numerous exposures are necessary. The findings of studies which examined the impact of explicit teaching of formulaic sequences mostly favour explicit teaching (e.g. Lin 2002; Lien, 2003; Hsu, 2010)

Lin (2002) conducted a 2-week study to see the effects of collocational instruction on the vocabulary development. She assessed the receptive collocational competence of her 89 students through multiple choice test and productive collocational competence through fill-in-the-blank test. She found that participants improved both competences after they received systematic instruction.

Hsu (2010) explored the impact of explicit collocation instruction on general English proficiency and found that vocabulary learning and retention are improved through collocation instruction compared to reading comprehension. He investigated the effects of direct collocational instruction on reading comprehension and vocabulary learning of English majors in a Taiwanese College. Students were divided into three different groups and they got three different types of instruction: no instruction, single vocabulary instruction, lexical collocation instruction. The findings indicate that reading comprehension of students who received lexical collocation instruction was improved more.

There are some studies exploring the effects of teaching formulaic sequences and concluding that this instruction has little effect on production. To exemplify, Liu (2010) investigated the effects of collocation instruction on the writing performances of 49 English majors at a Taiwanese university. When the instruction is over, students were asked to write a composition for the assessment of collocational use. Acceptable and unacceptable lexical collocations in their writing were analysed and it was found that they didn't improve much.

Jones and Haywood (2004) also found that although students' awareness of formulaic sequences was raised after instruction, there was no substantial increase in their production. They conducted an exploratory study of the teaching of formulaic sequences to 21 non-native learners at an intensive EAP course for ten weeks. They aimed to find a possible approach to the teaching of formulaic sequences and increase accurate and appropriate production of these sequences. They explained the phenomenon to the students at first and raised students' awareness of their importance. Selected sequences in the reading activities were highlighted to raise awareness and activities were designed to help students use sequences correctly. When the teaching process is over, students' ability to produce the target formulaic sequence was measured and it was found that students' production of phrases in C-test was improved but there was lack of improvement in the use of these words in the essays of the students.

Cortes (2006) carried out a study on this issue. The focus of her study was teaching lexical bundles to university students in a history class. She identified students' use of lexical bundles through pre and post instruction analyses on their class assignments. It was found that there was no difference between pre and post instruction production of lexical bundles despite an increase in students' awareness of these bundles. Put differently, although students are exposed to the use of sequences in teaching materials, they do not transfer them into their writing. As Alalı and Schmitt (2012) stated, it may be difficult to increase the number of formulaic sequences created by students but instruction may have more effect on the accurate and appropriate use of them.

Second language speakers are judged as more proficient if they use formulaic sequences. In the case of the absence of them, speaking or writing is judged as inadequate (Jones & Haywood, 2004). Boers et al. (2006) investigated the relationship between formulaic sequences and perceived oral proficiency of 32 college students majoring in English and whether teaching formulaic sequences in academic language materials would contribute to the oral proficiency. While 17 students in the experimental group were introduced to collocations and fixed expressions in their materials, 15 students in the control group had no instruction although they used the same materials. After 22-hour teaching, which includes helping learners build a repertoire of formulaic sequences and emphasis on phrase noticing, it was found that

learners created a better impression on judges than students analysing target language in a traditional way. Cortes (2004) also considered the use of these expressions as a marker of proficient language use.

Al-Zahrani (1998) explored the link between collocational knowledge and language proficiency. He measured the knowledge of lexical collocations of 81 Saudi English majors from 4 academic levels through a cloze test including 50 Verb-Noun lexical collocations. A writing test and a pen-and-paper TOEFL test were administered to students to assess their proficiency. The researcher found that there is a great amount of connection between knowledge of collocations and language proficiency and students' knowledge of collocation develops with their academic years.

Swan (2006) stated that formulaic language is challenging for learners and can't be invented so it is necessary to learn them as a whole. He came up with four reasons to teach formulaic sequences. These reasons are as follows:

1- Processing time can be saved thanks to chunks.

2- Grammar can be learned without effort.

3- Grammar can be produced without effort.

4- It is necessary to be a master of formulaic language in order to approach a native speaker command of language.

Learners require support in learning the formulaic sequences which are useful for them. It is important to choose items which have the highest utility and teach them first. It is challenging to make systematic inclusion of these items because of their variety and number. For the recognition and production of these words, teaching is considered to be essential. Focused classroom tasks aid learners in developing a repertoire of formulaic sequences.

2.6.2. Suggestions for methodologies to teach formulaic sequences. Despite the small number of studies on the instruction of formulaic sequences, there are some

researchers who put some criteria to select what to teach and suggest methodologies to teach them. Nesselhauf (2003) put some criteria for the selection of which collocations to teach and suggested teaching frequent, acceptable and non-congruent collocations.

Instruction on formulaic sequences is considered as a useful method to develop linguistic competence of learners (Taguchi, 2007; Granger, 1998; Howarth, 1998). Taguchi (2007) reported that adult learners can benefit from explicit instruction on chunks together with exposure. He considers that meta- awareness and analytic ability of adults are better than children's because of their cognitive maturity. Taguchi (2007) investigated the impact of memorization of grammatical chunks. 22 beginner Japanese learners of English were asked to memorise 37 different chunks and use them in speaking. The results indicate that students improved their accuracy. He used two-word chunks and showed positive evidence that memorising these chunks can help learners.

Wray and Fitzpatrick(2008) explored whether language learners could improve their performance by memorizing some targeted linguistic material. After 6 intermediate/advanced learners memorized complete nativelike sentences created for them according to their needs and wishes, they tried to use them in real interaction. Then native and non-nativelike deviations from the targets were identified. Nativelike deviations were interpreted as approximation of nativelike behaviour while the other ones were considered to indicate lack of knowledge and poor attention. Memorization was proposed to be a means of establishing the profiles of learners' knowledge and approach to communication in the target language.

Schmitt, Dörnyei, Adolphs and Durow (2004) tried to describe the acquisition of a group of target sequences under semi-controlled conditions. Their criteria were occurrence with some degree of frequency in language use, appearance in literature and teaching materials, instructors' intuitions about usefulness and being worthwhile to teach. To identify and select appropriate formulaic sequences, they consulted reference materials and compiled a list of candidate formulaic sequences first. And then, they got figures from some corpora in order to see how often they occurred in general English. After that, they identified formulaic sequences with the highest frequency and formed a list. Finally, they got instructors' opinions about usefulness of them and made a final list of 20 items to teach.

Alali and Schmitt (2012) suggested that same teaching methodologies we use for separate words can be useful in teaching formulaic sequences and focused on repetition which was considered to be an important supplement in order to learn lexical items to a recall level of mastery.

2.6.3 Formulaic sequences in the course books. After the research has pointed to the pedagogical value of formulaic sequences, it is not surprising that course book writers started to incorporate these items in their materials. Hsu (2008) analysed multiword lexical units, which comprised lexical collocations, fixed/semi-fixed expressions and idioms, in seven popular ELT textbooks and established a profile of them examining these units promoted by publishers. He reported that some activities were designed for multiword lexical units in ELT course books but writers relied on their intuition or personal judgments while selecting these items because of the pre-selection of other elements such as tasks, topics or functions. Hsu revealed that there was a clear emphasis on lexical collocations among the books. While course book writers gave priority to collocations, idioms were given the least importance. He believed that focusing on lexical units of little or no value was a waste of time.

Similarly, Koprowski (2005) presented the profile of multiword lexical items such as collocations, compounds, proverbs, fixed/semi-fixed expressions and idioms in three popular course books and assessed the utility of these items. The 5 frequency scores of the lexical items which were commonly found in the 5 subcorpora of COBUILD Bank of English were averaged in order to find the usefulness score. Koproswki found that about %25 of the multiword lexical items in the course books had limited value to learners because selection of these items was subjective and unprincipled.

Martinez and Schmitt (2012) listed up the most frequent formulaic sequences in English in an attempt to offer a basis for the incorporation of multiword items into teaching materials in a more systematic way as they also came up with the consensus that formulaic sequences need to be parts of language syllabuses and have an important place in language teaching materials.

Martinez (2013) developed a framework to include multiword expressions in language teaching and focused on the frequency and semantic opacity of these expressions. Martinez states that there is no "principled integration of multi-word expressions in ELT syllabi" and he attributes this lack of systematic inclusion to the lack of strategic advance planning of the lexical components in most of general English course books as vocabulary comes out after the grammar, tasks and functions are planned.

2.6.4. Difficulties in learning formulaic sequences. There are some previous studies which have reported the importance of collocational knowledge and difficulties encountered by students while learning and using collocations (e.g. Farghal & Obiedant, 1995; Howarth, 1998; Hussein,1998; Nesselhauf, 2003). Most of them generally attribute this problem to the neglect of instruction in classrooms and assert that teachers do not direct students' attention to these words when they are introduced in teaching materials. These studies also revealed the problem of interference from L1.

For instance, Farghal and Obiedant (1995) found that English majors and language teachers were seriously deficient in collocations as they are neglected in EFL classes and materials. They reported that learners resort to four different strategies when they are unaware of the correct form. These strategies are synonyms, avoidance, transfer and paraphrasing. Of these strategies, transfer can be yielded as positive and negative. If there is convergence between two languages, positive transfer occurs and learners can predict target collocations. In case of divergence between the languages, they resort to negative transfer. As learners rely on their mother tongue, they find the target collocation acceptable. For this reason, it is important to attract the attention of language learners to the divergences between L1 and L2 as these learners produce deviant collocations when they try to generate collocations on their own.

Hussein (1998) investigated the ability of some students to collocate English words correctly. He found that only 39% of the target collocations were answered in a correct way so students were not competent in perception and production of English collocations and they used strategies such as transfer, synonymy and avoidance when they didn't have the knowledge of correct collocations. He also suggested that there

should be more emphasis on direct teaching of words especially multiword units. It is not enough to know the meanings of words if language user doesn't know how to use them. Even advanced learners have difficulty with collocations and this problem stems from transfer of L1 restrictions so they need instruction.

Granger (1998) emphasized the important role of L1 in the acquisition and use of word combinations in L2. He criticized EFL materials for aiming at all learners because of commercial reasons and not considering the mother tongue of learners. It wouldn't be reasonable to develop EFL materials based on mother tongue. At this point, teachers need to share responsibility and consider the background of their students while teaching these items.

Nesselhauf (2003) examined the free written productions of advanced German learners of English and identified the types of mistakes learners made when producing them. She found that more than half of the mistakes stemmed from L1 influence and claimed that L1 has an important degree of influence on these mistakes. She drew attention to the recognition of the role of congruence and classified collocations as congruent and noncongruent. She suggested giving particular attention to frequent, acceptable and non-congruent ones while selecting collocations to teach and stated that it is the task of teacher to make learners aware of them, especially of L1/L2 difference.

2.6.5 Receptive and productive knowledge of formulaic sequences. Shehata (2008) examined the effect of L1 on the learners' production and reception of collocations and found that L1 and learning environment were quite influential on the acquisition of L2 collocations. She also found that learners' receptive knowledge of collocations was more improved than their productive knowledge of collocations.

In a parallel study, Alsakran (2011) investigated the productive and receptive knowledge of lexical and grammatical collocations among advanced earners in EFL and ESL settings. He explored the influence of language environment on the acquisition of collocations and examined the differences between the performances of learners on three types of collocations: verb- noun, adjective- noun, verb- preposition. He used gap filling tests to measure productive collocational knowledge and appropriateness judgement test to measure receptive collocational knowledge. The study revealed a

significant difference between the participants' productive and receptive knowledge of collocations. Their receptive knowledge surpassed their productive knowledge of collocations. Their performances on verb- noun collocations were better than on adjective- noun and verb- preposition collocations.

2.7 Conclusion

In light of the previous review of the literature, the following assumptions can be made. Firstly, formulaic sequences present a challenge for language learners. Secondly, drawing language learners' attention to formulaic sequences and raising their awareness about these sequences can help these learners remember them more easily. Thirdly, it is assumed that learners rely on their L1 collocational knowledge when they use collocations in the L2. Finally, there is no previous study which explored the effect of focused instruction on the receptive and productive knowledge of formulaic sequences.

It can be generally concluded that more research studies which reveal the effects of teaching formulaic sequences are necessary due to the importance of these items and the problems they cause to language learners.

Chapter 3

Methodology

3.0 Introduction

This chapter presents a description of the context in which the study took place, the participants who took part in the study, data collection procedure, treatment, measurement of formulaic sequences and data analysis.

3.1 Context

The study was carried out at Gazi University Turkish Language Learning, Research and Application Center (Tömer). Actually, the centre's major task is to provide foreign students with Turkish lessons so that they can attend at Turkish universities. However, it is also possible for Turkish students to study English at this centre. These Turkish students are generally the ones who study at different departments of Gazi University. Tömer accepts students from other universities and laypeople as well. English courses at Gazi Tömer are designed in alignment with Common European Framework of Reference. After the students enrol on the course, they are required to take a placement exam that assigns their starting level in the program. Students are entitled to study at a level which is determined by the score they get in the placement exam.

Approval to conduct the study on the participants was sought through the Gazi Tömer management.

3.2 Participants

Based on the participants' availability and research purpose, a total of 30 Turkish-speaking English learners at pre-intermediate level who enrolled in an English course at Gazi Tömer participated in this study. 15 students got experimental instruction in which formulaic sequences in the book were brought to their attention through additional exercises, while the other 15 did not receive instruction. The treatment lasted for ten weeks. While the researcher was the teacher of control group, one of the pre-intermediate class teachers was asked to be the instructor of treatment group.

3.3 Data Collection

3.3.1 Selection of target formulaic sequences. As Read and Nation (2004) stated, it is difficult to determine what a formulaic sequence is or what criteria are required for a phrase to be regarded as a formulaic sequence. Criteria which are chosen to determine the target formulaic sequences show similarity to the criteria put by Schmitt, Dörnyei, Adolphs and Durow (2004), which were occurrence with some degree of frequency in language use, appearance in literature and teaching materials, instructors' intuitions about usefulness and being worthwhile to teach. To identify and select appropriate formulaic sequences, Schmitt et al. (2004) consulted reference materials and compiled a list of candidate formulaic sequences first. After getting figures from some corpora in order to see how often they occurred in general English, they identified formulaic sequences with the highest frequency and formed a list. Finally, they got instructors' opinions about usefulness of them and made a final list of 20 items to teach. These criteria were adopted according to this study.

Based on these criteria, the researcher carried out the following procedure in order to identify and choose the target formulaic sequences for the study. Furthermore, As Martinez and Schmitt (2012) stated, there is a two-step methodology for the identification of formulaic sequences in previous studies. These steps are manual checking and computer-assisted search for frequency in a corpus. While selecting the steps of this study, this suggested methodology was also considered.

The procedure for the selection of target formulaic sequences is as follows:

1- The initial step of the study was to compile a list of formulaic sequences from the book "Speak out Pre-intermediate" which is followed as a course book by the pre-intermediate level students at Gazi Tömer. For this step, sequences which were considered to be formulaic were identified through the intuition of the researcher by manual checking.

2- After the identification of these sequences, a frequency analysis was applied to the identified sequences in http:// phrasesinenglish. org/ search BNC.html, which is a website developed by William H. Fletcher and incorporates data from British National Corpus, in order to check whether they are formulaic according to the threshold levels in the literature. Despite the lack of consensus about threshold levels in the literature and the arbitrariness of the determined points, the researcher considered the highest frequency point (0.40 in a one-million word corpus) which was determined by Biber, Conrad and Cortes (2004).

3- The next step was to decide on the formulaic sequences to teach. The list which was made at the end of the frequency analysis included a wide range of sequences but majority of these sequences were in the form of collocations. This finding is in line with Hsu (2008) and Koprowski (2005) who indicate that the most popular multiword lexical items promoted by publishers are collocations. Hence, the researcher decided upon the lexical collocations (Verb-Noun) and grammatical collocations (Verb-Preposition, Adjective-Preposition), which are subtypes of the classification proposed by Benson, Benson and Ilson (1986). So the other sequences were extracted from the list.

4- Although there are many categorizations of formulaic sequences, the frequency analysis helped the researcher decide upon lexical and grammatical collocations as the target formulaic sequences of the study. As mentioned above, formulaic sequences are classified in different ways. However, according to a popular classification, they are viewed as a continuum of automaticity. While free combinations are at one end of the continuum, idioms stand at the other hand (Howarth, 1998). Howarth classified the word combinations as functional expressions and composite units. Of these composite units, free combinations are

not problematic and idioms are given the least importance in course books (Hsu, 2008; Koprowski, 2005). This situation also applied to the course book in question. By taking the categorization of Howarth (1998), the researcher decided upon functional expressions and collocations as the main focus of the study.

5- As Alali and Schmitt (2012) stated, the same types of teaching methodologies used for individual words can be useful in the teaching of formulaic sequences and they also emphasized the importance of repetition. Taking this into consideration, the researcher designed activities for the target collocations. As well as these collocations, extra activities were designed for the functional expressions in the course book.

6- The teacher of the treatment group was asked to give more emphasis on these sequences when they appeared in the course book and raise the awareness of students about the nature of these sequences in her group. The lists of target formulaic sequences which include definitions and example sentences were prepared and given to the instructor of the treatment group at the beginning of the study and she was asked to distribute these lists at the end of each two units and do the exercises in her group. While special attention was paid to these sequences in the treatment group, the teacher of the control group did not raise her students' awareness about them and did not focus on these sequences except for the ones which were emphasized in the book. The instruction lasted for 10 weeks.

Read and Nation's (2004) model was also considered while selecting the target sequences. For internal validity, methodological triangulation was considered. Hence more than one form of analysis was made to get valid results. The sequences extracted from the course book through intuition was checked via frequency analysis and three expert raters were consulted to check sequences which would be used in the treatment and the measurement instruments both for internal validity and reliability. A large corpus is required for external validity and the corpus used for the study meets this criteria.

3.3.2 Treatment. The treatment process of this study is based on Nation's (2001) three psychological processes which are essential for successful vocabulary

learning. These processes include noticing, retrieving and generating. As stated before, it is necessary to trigger students' motivation and arouse their interest in order to ensure that noticing occurs. Hence, the teacher of experimental group was asked to give more emphasis on these sequences when they appeared in the course book and raise the awareness of students about the nature of these sequences in her group. To raise students' awareness of formulaic sequences, selected sequences in the material were emphasized in the treatment group during the course while there was no extra emphasis on these sequences in the control group. This simple step aimed to draw attention to the sequences. The teacher of the treatment group was free to emphasize these sequences. For this reason, it is not possible to know the number of exposure. The teacher of the treatment group drew the attention of the students to the target formulaic sequences in the course book, but without making it clear that they were the target of the research.

Retrieval is the second process for successful vocabulary learning. In order to retrieve what is learned, it is essential to do exercises. Actually, the nature of treatment in this study was practice-oriented. Students in the experimental group were given lists of the sequences at the end of each two units. Later they did some exercises for these sequences. These exercises lasted for about 10-15 minutes. The number of activities that were carried out changed according to the number of formulaic sequences selected in the units in question. The exercises included;

- Fill in the blanks with appropriate prepositions/ verbs,
- Find the mistakes in these sentences,
- Choose the correct alternative,
- Complete the sentences with the correct form of the verbs in the box,
- Put these sentences in the correct order,
- Write the missing words,
- Cross out the word that cannot be used together with the verb in bold (See appendix 6 for the exercises with an example).

For the third process, which is generative use, students in the experimental group were encouraged to use the sequences they learned in their writing tasks.

The treatment lasted for ten weeks.

3.3.3 Measurement of formulaic sequences. To decide which items to be involved in the test instruments in this study, the following steps were taken. As aforementioned before, the frequency analysis revealed that most of formulaic sequences in the book were in the form of collocations. So the test items were selected from the list which included the collocations to be emphasized in the experimental group. The list included about 100 collocations. Of these collocations, a total number of 30 were used in the test. Half of the questions included items which were thought to cause more difficulties for students because of the divergence between their mother tongue and English. Although divergence was beyond the scope of the study, the relevant literature indicated that learners rely on their L1 collocational knowledge while using collocations in the L2. It is thought that checking this assumption would be beneficial for indicating the profile of learners in terms of divergence and giving pedagogical implications.

The data gathering step of the study included two parts: 2 gap- filling productive tests, one for collocations and one for functional expressions, and an acceptability judgement test as well as a multiple choice test for functional expressions as receptive knowledge tests. Put simply, the test included 10 functional expressions and 30 target collocations, which fell into two categories: 10 lexical and 20 grammatical collocations. These types were among the major types of collocations categorized by Benson, Benson and Ilson (1997). Grammatical collocations were further divided into two sub-categories to include 10 Adjective- Preposition and 10 Verb- Preposition collocations. So each type had 10 test items. Table 3.0 summarizes the distribution of the number of formulaic sequences in the test.

Table 3.0

Number of Items Used in the Test of Formulaic Sequences

Type	**Pattern**	**Number of Questions**
Lexical Collocations	Verb-Noun	10
Grammatical Collocations	Adj.-Noun	10
	Verb-Preposition	10
Functional Expressions		10

3.3.3.1 Productive tests. For the productive measurement instrument, gap filling test technique was adopted and learners were instructed to complete the words in the blanks. The instrument aimed to measure whether learners could produce the formulaic sequences appropriately.

a) *Fill-in-the-blank productive test part 1 (Lexical collocations)*

This test included 10 target Verb- Noun collocations. Each sentence included only the noun part of the collocations and the participants were asked to complete the sentences by writing the missing verb. The participants were expected to provide the best answer for the target collate in the blank.

b) *Fill-in-the-blank productive test part 2 (Grammatical collocations)*

In this test, 10 Adjective- Preposition, 10 Verb- Preposition collocations were used. Participants were asked to complete the sentence by writing the missing preposition.

c) *Write the missing words (Functional expressions)*

Students were given 10 dialogues and asked to complete the missing words in these dialogues. The first letters were given as clues. Questions for this test were selected randomly from the functional expressions in the course book. Time allocated for productive test was 30 minutes.

As well as these productive tests, students in both groups were assigned 3 writing tasks at the beginning, in the middle and at the end of the study in order to see whether instruction had any effects on their writings.

3.3.3.2 Receptive tests. For the receptive version of this test, an acceptability judgement test for collocations and a multiple choice test for functional expressions were used.

a) Acceptability judgement test (Collocations)

This receptive test was meant to elicit the participants' receptive competence in recognizing correct English collocations. It consisted of 30 sentences that were used in the productive test. This time students were given the whole sentences and they were asked to decide whether the underlined part of each sentence was acceptable or not. They would put tick if they judge it acceptable or a cross if not acceptable. As mentioned before, half of the collocations in the test were chosen considering the divergence between their mother tongue and English. For this reason, while preparing these questions, half of them were written according to their literal forms in Turkish.

b) Choose the correct option test (Functional expressions)

In the multiple choice test, participants were asked to choose from three options.

Students in the control and treatment groups were given the tests at the end of the course. After they took the productive knowledge tests, they were assigned the receptive knowledge test. This order was adopted so that the participants would have to

produce the formulaic sequences first without any chance of guessing from other test components. Time allocated for receptive test was 20 minutes.

3.4 Pilot Study

Prior to the study, a pilot study was conducted on different participants at pre-intermediate level. This pilot study also lasted for 10 weeks and was carried out by the researcher. It enabled the researcher to identify the problems encountered by students while learning formulaic sequences. Students in the pilot study were also administered the test. Based on this test, the time needed for participants to finish each test was decided and the target sequences in the test that were missed mostly were changed with the others. Draft items for the final measures were first piloted on two instructors, who all completed both instruments 100% correctly.

3.5 Data Scoring Procedure

Data of the test were scored as correct and incorrect. Total score for both receptive and productive knowledge of formulaic sequences' tests was 40. Items which were not answered were counted as incorrect. Morphological or spelling errors weren't taken into consideration.

3.6 Data Analysis

In order to get to know the data better and determine the suitable statistical analyses to be applied on the data, firstly an exploratory data analysis was carried out by producing histograms and plots by using SPSS 18. Since the normality of the distribution of scores is an essential issue in inferential statistics and most of the powerful statistical procedures assume that the data are normally distributed, at first hand, it became necessary to check this assumption. Besides histograms and plots, the normality of distribution was investigated by utilising the test of normality for each data set, as shown in Tables 3.1, 3.2, 3.3 and Figures 3.1, 3.2 and 3.3 below.

Table 3.1

Normality of the distribution of scores for the receptive knowledge of FS test in the control group

		Shapiro-Wilk	
Receptive knowledge of FS test in the control group	Static	Df.	Sig.
	.954	15	.586

Normal Q-Q Plot of Receptive Knowledge in the Control Group

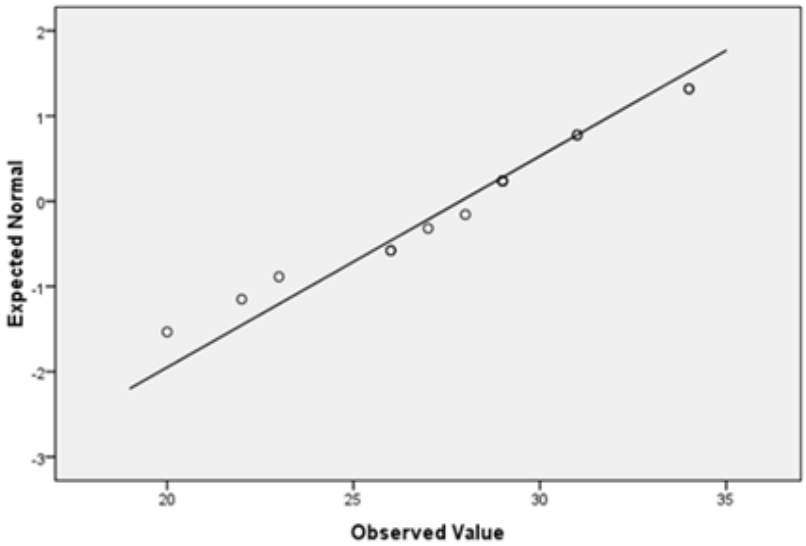

Figure 3.1 Normality of the distribution of scores for the receptive knowledge of formulaic sequences test in the control group

As shown in Table 3.1, the Shapiro-Wilk test, which is a test especially applied on relatively small samples, revealed that the data obtained from the control group for receptive knowledge test were normally distributed. This assumption is also confirmed by the plot shown in Figure 3.1 (p=.586>0.05).

Below, table 3.2 and figure 3.2 reveal the results of the same procedures followed for the experimental group for receptive knowledge of formulaic sequences test.

Table 3.2

Normality of the distribution of scores for the receptive knowledge of FS test in the experimental group

	Shapiro-Wilk		
Receptive knowledge of FS test	Static	Df.	Sig.
in the experimental group	.899	15	.092

Normal Q-Q Plot of Receptive Knowledge in the Experimental Group

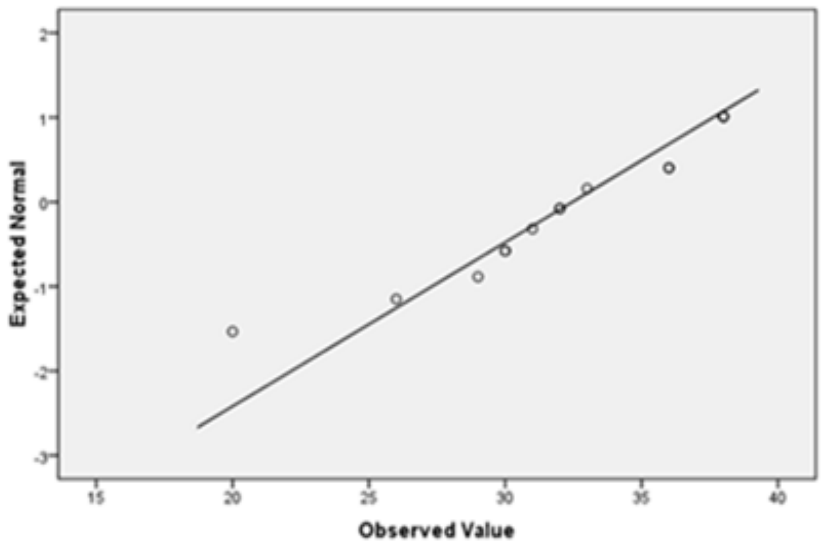

Figure 3.2 Normality of the distribution of scores for the receptive knowledge of formulaic sequences test in the experimental group

The value obtained through the Shapiro-Wilk test for the experimental group for receptive knowledge test showed that the data were normally distributed, an assumption which was also confirmed by the plot shown in Figure 3.2 (p=.092 >0.05).

When it comes to the data obtained for both control and experimental groups for the productive test, the results of the normality test have been presented in Table 3.3 and 3.4 and Figures 3.3 and 3.4 respectively.

Table 3.3

Normality of the distribution of scores for the productive knowledge of FS test in the control group

	Shapiro-Wilk		
Productive knowledge of FS test	Static	Df.	Sig.
in the control group	.905	15	.112

Normal Q-Q Plot of Productive Knowledge in the Control Group

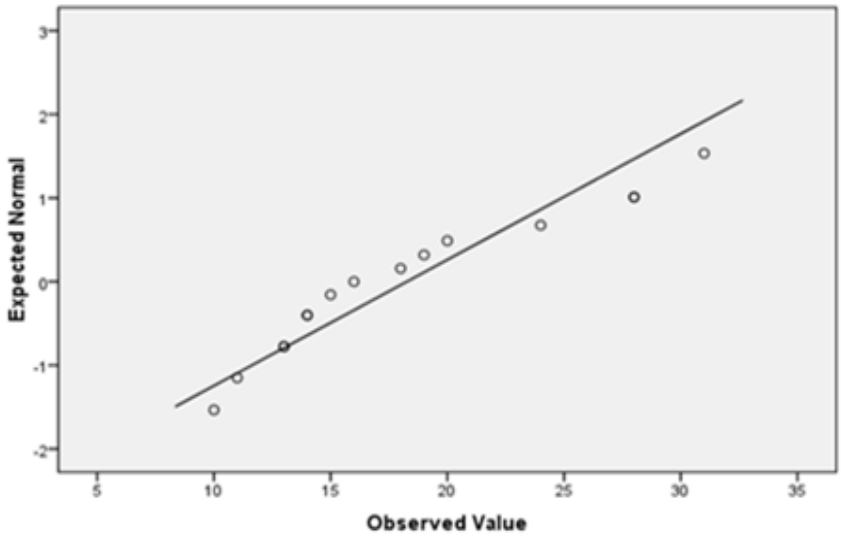

Figure 3.3 Normality of the distribution of scores for the productive knowledge of formulaic sequences test in the control group

The value obtained through the Shapiro-Wilk test for the control group for productive knowledge test revealed that the data were normally distributed, an assumption which was also confirmed by the plot shown in Figure 3.3 (p=.112 >0.05) below.

Table 3.4

Normality of the distribution of scores for the productive knowledge of FS test in the experimental group

	Shapiro-Wilk		
Productive knowledge of FS test	Static	Df.	Sig.
in the experimental group	.826	15	.008

Normal Q-Q Plot of Productive Knowledge in the Experimental Group

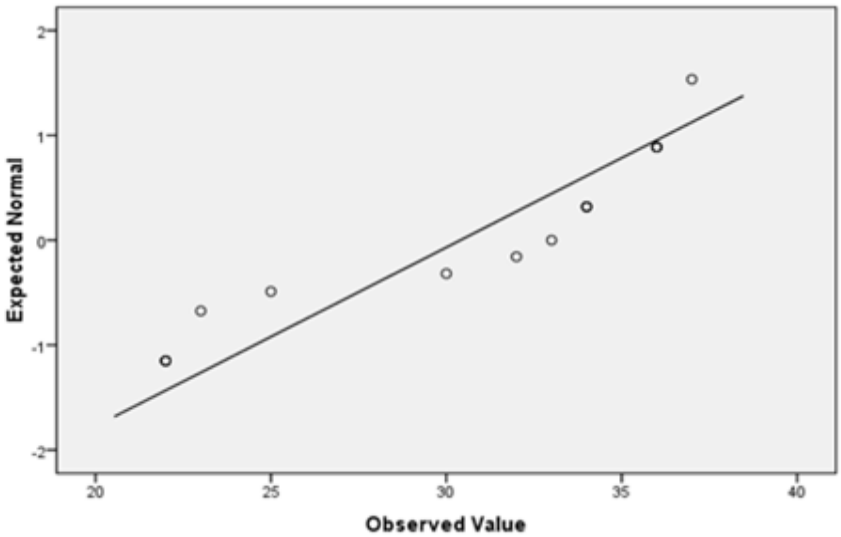

Figure 3.4 Normality of the distribution of scores for the productive knowledge of formulaic sequences test in the experimental group

As Shapiro-Wilk test shows, p value obtained for the experimental group for productive knowledge was 0.008 < 0.05, which implies that the assumption of the normality of data was not confirmed, a decision could also be arrived at by examining the plot.

3.7 Conclusion

Moving from the above presented analyses, to find the answers to the research questions of the present study, it was decided to apply a two independent samples t- test on experimental and control groups for differences in terms of the receptive knowledge; a Mann-Whitney U test on both groups for the differences in terms of the productive knowledge, a paired samples t-test for the control group for both skills and the Wilcoxon Signed Rank Test for the experimental group for both skills. Independent samples t-test is used to examine whether there is a significant difference between two conditions where different participants engage in two conditions while Mann- Whitney U test is also used with different participants in different conditions but when the sample is relatively small and the distribution does not meet the normality assumption. Paired samples t test, also known as related t-test is applied if we have the same participants engaging in both conditions while the Wilcoxon Signed Rank Test, the nonparametric equivalent of the paired sample t test, is very similar to the Mann-Whitney U and used when we have the same participants performing in different conditions.

Chapter 4

Results and Discussion

4.0 Introduction

In this part, the results of the research and discussion based on these results are presented. The research questions of the study are used in order to present the findings and discussion. Descriptive statistics along with Independent Samples t-test, Mann-Whitney U Test, Paired Samples t-test and Wilcoxon Signed Rank are used to calculate for the productive and receptive knowledge of formulaic sequences and to investigate the results of the test, mean and standard deviations are calculated and compared.

4.1 Results and Discussion Regarding the First Research Question

Research Question 1: Does focusing on formulaic sequences make a difference between the experimental group and the control group in terms of receptive knowledge of these sequences?

The test scores of the control and experimental groups were compared in order to find out whether focusing on formulaic sequences made a difference between the experimental group and the control group in terms of receptive knowledge of these sequences. For this aim, the scores of the both groups for the receptive knowledge test, which included 30 acceptability judgement questions and 10 multiple choice questions, were analysed firstly. Then, results were presented in the discussion part.

4.1.1 Analysis of the scores for the receptive knowledge test. The scores of the experimental and control groups for the receptive knowledge of formulaic sequences' test were analysed with the aim of seeing whether there was a significant difference between the groups. The tests were administered to the groups after they took the productive knowledge test in order to prevent any chance of guessing.

Table 4.1

Scores for receptive knowledge test between groups

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental	15	32.46	5.15	1.33
Control	15	27.86	4.03	1.04

Table 4.2

Independent samples t-test for the receptive test total scores

	Levene's Test for Equality of Variances		**t- test for Equality of Means**						
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Equal variances assumed	.724	.402	2.72	28	.011	4.60	1.68	1.1391	8.0609
Equal variances not assumed			2.72	26.47	.011	4.60	1.68	1.1300	8.0699

Levene's Test for Inequality, which is used to examine whether the two conditions have equal variances or not, revealed that the variances could be assumed equal (0.402>0.05). Table 4.1 presents that participants in the experimental group performed better than the participants in the control group, as could be understood from their means 32.4 and 27.8 respectively. As the Table 4.2 shows, the mean difference between conditions was 4.60, and the 95% confidence interval for the estimated population mean difference was between 1.13 and 8.06, a very large range. The independent t-test revealed that, if the null hypothesis were true, such a result would be unlikely to have arisen ($t(28) = 2.72$; $p=0.011 < 0.05$) due to sampling error. It was therefore concluded that there was a significant difference between the experimental and control groups in terms of receptive knowledge.

4.1.2 Discussion of the results for the receptive knowledge test. The results of the analysis indicated that the scores of the experimental group were higher than the scores of the control group. This finding confirms that focused instruction on formulaic sequences and raising students' awareness about formulaic sequences enable them to discriminate the acceptable and unacceptable word combinations.

The analysis produced results which corroborate the finding of some previous work. By way of illustration, Wood (2009) emphasized explicit classroom activities for formulaic sequences by asserting that these sequences are difficult for learners to notice in input and he found an increase in students' performance after classroom applications of formulaic sequences. Hsu (2010) also found that direct collocational instruction influenced the reading comprehension of students. It can thus be suggested that more explicit classroom activities and systematic instruction can improve the receptive knowledge of formulaic sequences.

The reason why the control group lagged behind the experimental group might be due to the fact that these items are not noticed by learners although they are incorporated into course books. As Koprowki (2005) stated, it is not sufficient to integrate formulaic sequences into teaching materials because these sequences are difficult for learners to recognize. Such similar finding was formerly reported by Bishop (2004) who found that learners didn't notice formulaic sequences despite their appearance in teaching materials. Taking the results into consideration, it can be

concluded that giving special attention to formulaic sequences and drawing students' attention to the words which co-occur together can contribute learners to recognize correct word combinations.

4.2 Results and Discussion Regarding the Second Research Question

Research Question 2: Does focusing on formulaic sequences make a difference between the experimental group and the control group in terms of productive knowledge of these sequences?

The test scores of the control and experimental groups were compared in order to find out whether focusing on formulaic sequences made a difference between the experimental group and the control group in terms of productive knowledge of these sequences. For this aim, the analysis of the scores of the both groups for the productive knowledge test, which included 30 gap filling questions and 10 write the missing words questions, was made firstly. Then, results were presented in the discussion part.

4.2.1 Analysis of the scores for the productive knowledge test. Ranks of the experimental and the control groups for productive knowledge of formulaic sequences test were analysed in order to see whether there was a significant difference between the groups.

Table 4.3

Ranks for productive knowledge test between groups

Groups	N	Mean Rank	Sum of Ranks
Experimental	15	21.67	325.00
Control	15	9.33	140.00

Table 4.4

Test statistics for the productive test scores between groups

	Scores
Mann-Whitney U	20.000
Wilcoxon W	140.000
Z	-3.843
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[a]
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

Descriptive statistics showed that the participants who were in the experimental group outperformed the participants in the control group, mean ranks 21.67 and 9.33 respectively. There was a huge difference between the mean scores of the two groups. The Mann–Whitney U was found to be 20 with an associated probability $p<0.001$, implying that the difference between two conditions was unlikely to occur due to sampling error.

4.2.2 Discussion of the results for the productive knowledge test. The results of the analysis show that the experimental group outstripped the control group in the productive knowledge of formulaic sequences test. These results show similarity to the results of the receptive test, in which the performance of the experimental group was better than the performance of the control group. This finding is hardly surprising given that teaching of formulaic sequences is often neglected. The instructor of the control group didn't emphasize the formulaic sequences which appeared in the course book in the control group. This finding also indicates that emphasizing formulaic sequences and doing extra exercises for these sequences enable students to produce sequences more correctly.

It can be concluded that giving more attention the sequences which appear in the teaching materials can be useful for appropriate production. The role of noticing is also undeniable at this point. We can't expect language learners to produce acceptable word pairs if their awareness of these pairs is not raised.

4.2.3. The influence of focused instruction on the writings of students. As well as the productive knowledge tests, students in both groups were assigned 3 writing tasks at the beginning, in the middle and at the end of the study in order to see whether instruction had any effects on their writings. The following tables show the total number of words and formulaic sequences in the writings of both groups.

Table 4.5

Number of formulaic sequences in the writings of the experimental group

	First Writing	**Second Writing**	**Third Writing**
Total Word Number	1163	994	973
Number of FS	33	31	30
Percentage	2.83	3.11	3.08

Table 4.6

Number of formulaic sequences in the writings of the control group

	First Writing	**Second Writing**	**Third Writing**
Total Word Number	1111	1160	1293
Number of FS	19	16	17
Percentage	1.71	1.37	1.31

The tables indicate that although the number of formulaic sequences used by experimental group didn't increase during the treatment process, it was higher than the number of formulaic sequences used by control group in each of the writings.

4.2.4 Discussion of the influence of focused instruction on the writings of the students. On the question of how focused instruction influenced the number of formulaic sequences used by both groups in their writings, it was found that students in the experimental group used these sequences more frequently. It can therefore be assumed that instruction enabled students to integrate the sequences they learned into their writings. This is an indication of the effectiveness of the instruction. The instructor of the experimental group also encouraged the students to try to use these sequences in their writings. However, it was just limited to encouragement.

The finding of the analysis differs from the previous studies. For example, Jones and Haywood (2004) found that their students' awareness was raised after instruction but there was no increase in production. Similarly, Lien (2003) also reported little effect on production. Cortes (2006) also found that students who are exposed to the use of sequences in teaching materials do not transfer these sequences into their writings. This finding might be due to the fact that there was no control group to compare the effect in their studies.

4.3 Results and Discussion Regarding the Third Research Question

Research Question 3: Is there a difference between the receptive and productive knowledge of formulaic sequences in the control group?

4.3.1. Analysis of the receptive and productive knowledge in the control group. The results of the receptive and productive knowledge tests were compared in order to find out whether there was a difference between these two types of knowledge in the control group.

Table 4.7

Paired samples statistics for receptive and productive test in the control group

	Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Receptive Test	27.86	15	4.03	1.04
Productive Test	18.26	15	6.63	1.71

Table 4.8

Paired samples correlations for receptive and productive test in the control group

	N	**Correlation**	**Sig.**
Receptive & Productive Tests	15	.746	.001

Table 4.9

Paired samples test for receptive and productive test in the control group

	Paired Differences							
				95% Confidence Interval of Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Receptive-Productive	9.60	4.51	1.16	7.09	12.10	8.23	14	.000

The paired samples t- test applied on the control group for the receptive and productive knowledge revealed that the participants in the receptive condition scored much better than the productive condition (mean=27.8 as opposed to mean=18.2). The analysis provided us with a t-value of 8.232, with an associated probability level of $p<0.001$, indicating a significant difference between the two conditions. This means that the participants' receptive scores are higher than their scores in the productive skill. The confidence interval was relatively narrow, with 95% confidence it could be stated that that the true population mean difference is somewhere between 7.09 and 12.10.

4.3.2. Discussion of the receptive and productive knowledge in the control group. In response to the question, which asked whether there was a significant difference between the control group students' productive and receptive knowledge of formulaic sequences, the data revealed a significant difference. The students' receptive knowledge of formulaic sequences was broader than their productive knowledge.

This finding also corresponds with the research of Shehata (2008) and Alsakran (2011) who found that students' receptive knowledge of lexical units was broader than their productive knowledge.

This finding is hardly surprising given that receptive knowledge precedes productive knowledge and producing formulaic sequences is more demanding than judging their correctness.

4.4 Results and Discussion Regarding the Fourth Research Question

Research Question 4: Is there a difference between the receptive and productive knowledge of formulaic sequences in the experimental group?

4.4.1. Analysis of the receptive and productive knowledge in the experimental group. The results of the receptive and productive knowledge tests were compared in order to find out whether there was difference between these two types of knowledge in the experimental group.

Table 4.10

Descriptive statistics for receptive and productive test in the experimental group

	N	Minimum	Maximum	Mean	Std Deviation
Receptive Test	15	20.00	38.00	32.46	5.15
Productive Test	15	22.00	37.00	30.40	5.86

Table 4.11

Ranks for receptive and productive test in the experimental group

	N	Mean Rank	Sum of Ranks
Negative Ranks	12[a]	7.88	94.50
Positive Ranks	3[b]	8.50	25.50
Ties	0[c]		
Total	15		

a. productive < receptive

b. productive > receptive

c. productive = receptive

Table 4.12

Test statistics for receptive and productive test in the experimental group

	Productive-Receptive
Z	-1.984[a]
Asymp. Sig. (2-tailed)	.047
Exact Sig. (2-tailed)	.049
Exact Sig. (1-tailed)	.025
Point Probability	.001

As the descriptive statistics revealed, the gap between the receptive and productive scores of the experimental group was very narrow (means 32.4 and 30.4 respectively), hinting the positive effects of the treatment. Though the Wilcoxon test revealed a significant difference between these two conditions in favour of the receptive knowledge, p value was found to be 0.049, very close to the cut-point of 0.05. Although the obtained p value was smaller than 0.05, descriptive statistics revealed that the difference was not a huge one.

4.4.2 Discussion of the receptive and productive knowledge in the experimental group. The analysis revealed that there was not a huge difference between the receptive and productive knowledge of formulaic sequences in the experimental group. This finding differs from Shehata (2008) and Alsakran (2011) 's studies in which they found that receptive knowledge of lexical units surpassed their productive knowledge. One possible explanation might be due to the fact that the mentioned studies didn't take place after instruction. Thus it could be concluded that focused instruction on formulaic sequences can close the gap between the receptive and productive knowledge of formulaic sequences.

The findings of the current study also support the findings of Lin (2002) who found that both receptive and productive collocational competence of students could be improved after systematic instruction.

4.5 Receptive and Productive Test Scores According to Subcategories

This study was based on 3 types of collocations and functional expressions which appeared in a course book. The current study also explored the differences between participants' scores on the subcategories of formulaic sequences in question.

4.5.1 Analysis of receptive and productive test scores according to subcategories. The purpose of this analysis was to identify which type caused more difficulties and which one was the easiest for participants.

Table 4.13

Formulaic sequence types' descriptive statistics of receptive test

	Experimental Group				**Control Group**			
Types	**Range**	**Max.**	**Mean**	**SD**	**Range**	**Max.**	**Mean**	**SD**
V-N	5	10	8.06	1.57	7	10	5.86	1.92
Adj-P	6	10	6.53	2.03	6	10	4.93	1.90
V-P	5	10	8.26	1.62	5	10	7.8	1.61
F.Exp.	3	10	9.6	0.91	4	10	9.26	1.09

Descriptive statistics were calculated for the functional expressions and three types of collocations: verb-noun, adjective-preposition and verb-preposition. For the receptive test, the subcategory that the experimental group scored the highest was functional expressions (mean= 9.6) while their score for the adjective-preposition was the lowest (mean= 6.53). This finding also resembles the situation with the scores of control group, the highest mean for functional expressions and the lowest mean for adjective-preposition, 9.26 and 4.93 respectively.

Table 4.14

Formulaic sequence types' descriptive statistics of productive test

	Experimental Group				**Control Group**			
Types	**Range**	**Max.**	**Mean**	**SD**	**Range**	**Max.**	**Mean**	**SD**
V-N	4	10	8.46	1.50	7	10	4.8	2.11
Adj-P	7	10	6.8	1.93	7	10	2.86	1.80
V-P	6	10	7.73	2.37	7	10	4.73	2.25
F.Exp.	5	10	7.41	1.59	8	10	5.86	2.32

Descriptive statistics for the productive test indicated that the subcategory that the experimental group scored the highest was verb-noun (mean= 8.46) while their score for the adjective-preposition was again the lowest (mean= 6.8). On the other hand, the subcategory the control group scored the highest was functional expressions (mean=5.86) while the lowest score was for adjective-preposition (2.86).

4.5.2 Discussion of receptive and productive test scores according to subcategories. High scores of both groups for the functional expressions in the receptive test might suggest that it is easier for learners to identify functional expressions than collocations.

These descriptive statistics indicated that it was necessary to draw the attention of the students to adjective-preposition collocations as they were scored the lowest no

matter they received instruction or not. Students' failure in producing functional expressions shows that although they can understand these expressions, students have difficulty in using them. However, with a small sample size, caution must be applied, as the findings might not be transferable to different participants.

4.6. L1 Influence on Learning and Using Formulaic Sequences

Although L1 influence was beyond the scope of this study, the relevant literature revealed that most of the problems in learning and using formulaic sequences, especially collocations, stemmed from the divergence between mother tongue and target language because learners rely on their L1 collocational knowledge while using collocations in the L2. For this reason, half of the questions in the collocation test included items which were thought to cause more difficulties for students because of the divergence between their mother tongue and English.

4.6.1 Analysis of L1 influence on learning and using formulaic sequences. The following figures show the percentages of the correct answers given to congruent and non-congruent questions in receptive and productive tests by both groups.

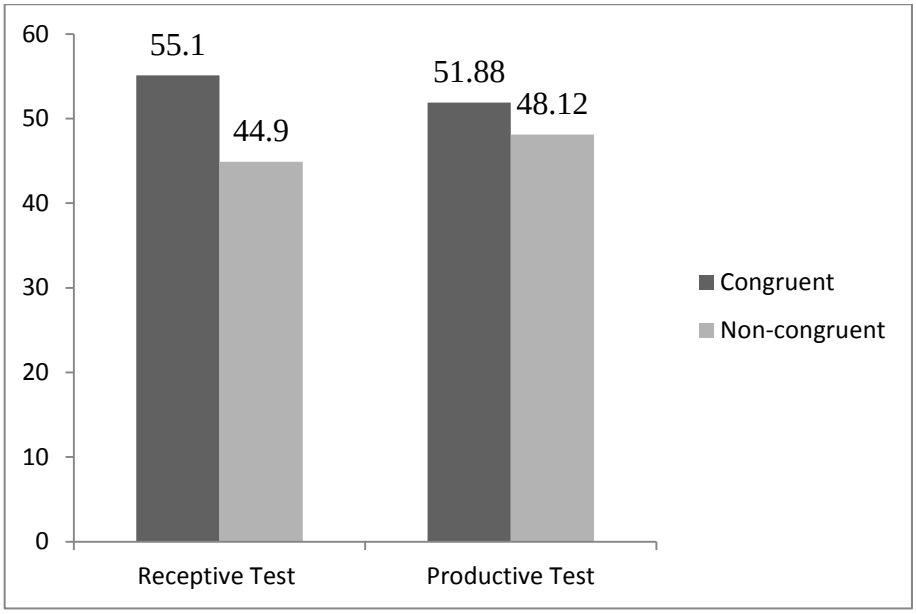

Figure 4.1 Percentages of the correct answers given to congruent and non-congruent questions in the tests by the experimental group

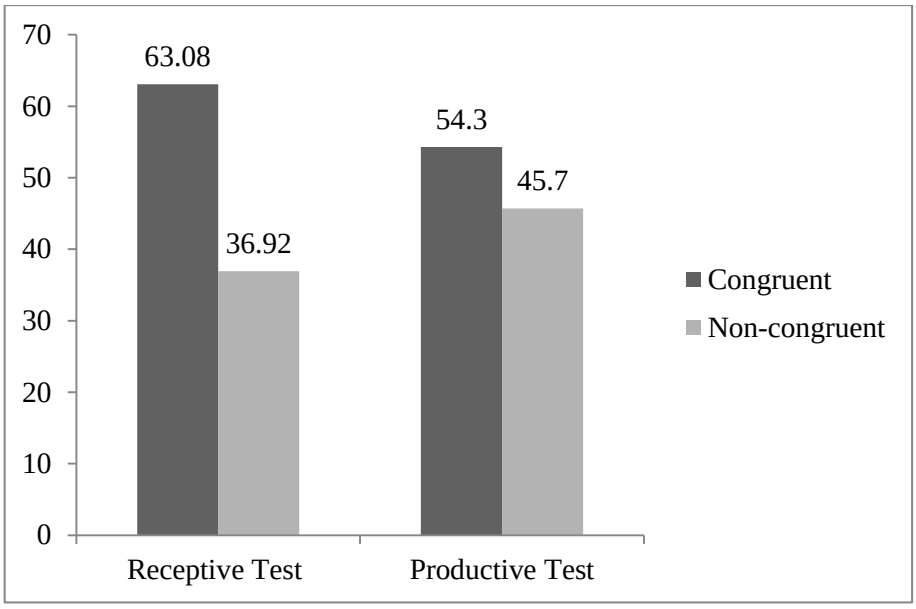

Figure 4.2 Percentages of the correct answers given to congruent and non-congruent questions in the tests by the control group

As the figures show, percentages of the answers given to congruent and non-congruent collocations in the experimental groups are close to each other. However, they show differences in the other group.

4.6.2 Discussion of the L1 influence on learning and using formulaic sequences. Based on the results of the experimental group, it can be suggested that making students recognize the correct forms of formulaic sequences through focused instruction may help to eliminate the effect of L1 influence on learning collocations.

On the other hand, the gap between the correct answers given to congruent and non-congruent collocation is larger, especially for the receptive test, in which students were asked to find acceptable and unacceptable collocations. It seems that this gap for receptive test stems from the fact that students were misguided by items which were prepared deliberately to reveal the effect of mother tongue. Although these items were unacceptable, most of the students in the control group found them acceptable because of literal interpretation.

This finding also corresponds with the studies of Farghal and Obiedant (1995), Hussein (1998) and Nesselhauf (2003) which claimed that L1 has an important degree of impact on the knowledge and use of collocations. It can therefore be assumed that learners resort to transfer if they are not familiar with the correct form.

Chapter 5

Conclusion and Recommendations

5.0 Introduction

In this part of the study, the summary is presented. Then, pedagogical implications and recommendations for further research are stated.

5.1 Summary of the Study

This study has reported the findings of research intending to improve the receptive and productive knowledge of formulaic sequences among Turkish EFL learners in an English course through the explicit teaching of formulaic sequences used in a course book. A direct teaching approach was implemented that encouraged the familiarity and practice of sequences in the book. A list of formulaic sequences was provided to each learner and examples of each sequence were also given. The treatment process took ten weeks to complement.

The current study differs from previous studies in several ways:

(a) It evaluates the productive and receptive knowledge of formulaic sequences among participants in two different groups (experimental group and control group)

(b) It examines the participants performance on 4 different tests (2 fill-in-the-blanks, 1 acceptability judgment, 1 choose the correct answer) of 3 categories of collocations (verb-noun, adjective-preposition, verb-preposition) and functional expressions.

The first and second research questions aimed to find out the difference between the experimental group and the control group in terms of receptive and productive

knowledge of these sequences respectively. It was found that there was a significant difference between the experimental and control groups in terms of receptive and productive knowledge, and the control group lagged behind the experimental group in both types of knowledge. This might suggest that more explicit classroom activities and systematic instruction can improve the knowledge of formulaic sequences and it is important to raise students' awareness about formulaic sequences. Moreover, the analysis and comparison of the writing tasks assigned to both groups showed that formulaic sequences were used more frequently by experimental group than by control group, an indication of the influence of treatment on the use of sequences.

With the third research question of the study, it was aimed to find out the difference between the receptive and productive knowledge of formulaic sequences in the control group. It was found that receptive knowledge of formulaic sequences was broader than the productive knowledge.

The fourth research question aimed to find the difference between the receptive and productive knowledge of formulaic sequences in the experimental group. It was found that there was not a huge difference, unlike control group. Therefore, this might suggest that focused instruction on formulaic sequences can close the gap between the receptive and productive knowledge of formulaic sequences.

It was also found that learners rely on their L1 collocational knowledge while using collocations in the L2. For this reason, it is suggested that collocations, particularly the ones which cause difficulties to language learners because of divergence between languages, be emphasized in the classroom and students' awareness be raised about them.

The findings imply that classroom practice of formulaic sequences can have positive effects on the development of receptive and productive knowledge of these sequences. In general, this study helped prove the necessity of emphasizing formulaic sequences, which are often not noticed by learners, in the teaching materials.

5.2 Pedagogical Implications

The study has demonstrated that focused instruction influenced the development

of receptive and productive knowledge of formulaic sequences positively. Hence, it is important to raise the awareness of learners about formulaic sequences as they are not noticed by learners easily.

Teachers can ensure that learners have direct exposure to formulaic sequences and give more emphasis to them when they appear on the teaching materials. Teachers can also recommend that students should be more careful about words which co-occur regularly.

The comparison of the answers given to congruent and non-congruent collocations revealed that L1 of the learners influenced the knowledge and use of formulaic sequences in the target language. Hence, teachers should give special attention to the sequences which may cause difficulties for their learners.

The study showed that students scored lowest in adjective-preposition subcategory in their collocation test. Based on such a finding, teachers should especially concentrate on the practice of this certain type in class. However, this finding can be limited to the sample of this study. Hence, teachers can identify the types of formulaic sequences which cause more difficulties to their learners and do more exercises on these types.

5.3 Recommendations for Further Research

The results of the study indicated that focused instruction on formulaic sequences and raising students' awareness about formulaic sequences can help the students to sort out the acceptable and unacceptable sequences and use these sequences appropriately. It can be asserted that formulaic sequences are neglected in language teaching and in addition to this; students do not attach importance to the words which are used together. It might be difficult to generalize the findings beyond the subjects of this study. For this reason, future bigger studies are needed in order to examine whether or not focused instruction on formulaic sequences will contribute to different language learners.

Future studies could also consider using different types of methods to teach formulaic sequences. The treatment process of the study in question was practice-oriented. However, a task- oriented treatment can be applied in order to see how the

different methods influence the results.

This study was based on 3 types of collocations and functional expressions which appeared in a course book. Future search could be carried out on the other types of formulaic sequences considering different categorizations.

References

Adolphs, S. N., and Durow, V. (2004). Socio-cultural integration and the development of formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp.107-126). Amsterdam: Benjamins.

Alali, F., and Schmitt, N. (2012). Teaching formulaic sequences: The same or different from teaching single words? *TESOL Journal, 3*(2), 153-180.

Alsakran, R. (2011). *The Receptive and productive knowledge of collocations by advanced Arabic-speaking ESL/EFL learners*. Unpublished master's thesis, Colorado State University, Colorado.

Altenberg, B. (1988). On the phraseology of spoken English: the evidence of recurrent word combinations. In A. Cowie (Ed.), *Phraselogy: Theory, Analysis and Applications* (pp. 101-122). Oxford: Oxford University Press.

Al-Zahrani, M. (1998). *Knowledge of English lexical collocations among male Saudi college students majoring in English at a Saudi university*. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Pennsylvania.

Bahns, J., and Eldaw, M. (1993). Should we teach EFL students collocations? *System, 21*(1), 101-114.

Becker, J. (1975). The phrasal lexicon. Bolt Beranek and Newman Report no. 3081, AI Report no. 28. Reprinted in R. Shank and B:L: Nash-Webber (Eds.), *Theoritical Issues in Natural Language Processing* (pp. 60-63). Cambridge: Bolt Beranek and Newman.

Benson, M., Benson, E., and Ilson, R. (1986). *The BBI combinatory dictionary of English*. Amsterdam: John Benjamins Publishing Company.

Benson, M., Benson, E., and Ilson, R. (1997). *The BBI combinatory dictionary of English word combinations.* Amsterdam: John Benjamins Publishing Company.

Biber, D., Conrad, S., and Cortes,V. (2004). If you look at: lexical bundles in university teaching and textbooks. *Applied Linguistics, 25*(3), 371-405.

Biber, D., Johansson, S., Leech, G., Conrad, S., and Finegan, E. (1999). *Longman grammar of spoken and written English.* Harlow, UK: Pearson Education Limited.

Bishop, H. (2004). The effect of typographic salience on the look up and comprehension of unknown formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp. 227-248). Amsterdam: Benjamins.

Boers, F., Eyckmans, J., Kappel, J., Stengers, H., and Demecheleer, M. (2006). Formulaic sequences and perceived oral proficiency: putting a lexical approach to the test. *Language Teaching Research, 10*(3), 245-261.

Conklin, K., and Schmitt, N. (2008). Formulaic sequences: are they processed more quickly than nonformulaic language by native and non-native speakers? *Applied Linguistics, 28*, 1-18.

Cortes, V. (2004) Lexical bundles in published and student disciplinary writing: examples from history and biology. *English for Specific Purposes, 23*, 397-423.

Cortes, V. (2006) Teaching lexical bundles in the disciplines: an example from a writing intensive history class. Linguistics and Education, 17, 391-406.

Cowie, A. P. (1998). Phraseological dictionaries: some east-west comparisons. In A.P. Cowie (Ed.), *Phraseology: Theory, Analysis, and Applications* (pp. 209-228). Oxford: Clarendon Press.

Dörnyei, Z., Durow, V., and Zahran, K. (2004). Individual differences and their effects of formulaic sequence acquisition. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp. 87-106). Amsterdam: Benjamins.

Ellis, N.C., Simpson-Vlach, R., and Maynard, C. (2008). Formulaic language in native and second language speakers: psycholinguistics, corpus linguistics and TESOL. *TESOL Quarterly, 42*(3), 375-396.

Ellis, N.C. (1996). Sequencing in SLA: Phonological memory, chunking, and points of order. *Studies in Second Language Acquisition, 18*, 91-126.

Erman, B., and Warren, B. (2000). The idiom principle and open-choice principle. *Text, 20*, 29-62.

Farghal, M., and Obiedant, H. (1995). Collocations: a neglected variable in EFL. *International Review of Applied Linguistics, 33*(4), 315-333.

Foster, P. (2001). Rules and routines: a consideration of their role in the task-based language production of native and non-native speakers. In M. *Bygate, P. Skehan and M. Swain (Eds.), Researching pedagogic tasks: second language learning, teaching and testing* (Chapter 4, pp.75-93). Essex: Pearson.

Gass, S. (1998). Second language vocabulary acquisition. *Annual Review of Applied Linguistics, 9*, 92-106.

Granger, S. (1998). Prefabricated patterns in advanced EFL writing: collocations and formulae. In A.P. Cowie (Ed.), *Phraseology: Theory, Analysis and Applications* (pp. 145-160). Oxford: Clarendon Press.

Howarth, P. (1998). Phraseology and second language proficiency. *Applied Linguistics, 19* (1), 24-44.

Hsu, J.T. (2007). Lexical collocations and their impact on the online writing of Taiwanese college English majors and non-English majors. *Electronic Journal of Foreign Language Teaching, 4*(2), 192-209.

Hsu, J.T. (2008). Role of the multiword lexical units in current EFL/ESL textbooks. *US-China Foreign Language, 6,* 27-39.

Hsu, J. T. (2010). The effects of collocation instruction on the reading comprehension and vocabulary learning of Taiwanese college English majors. *The Asian EFL Learners Quarterly, 12*(1), 47-87.

Hussein, R.F. (1998). Collocations revisited. *Journal of King Saud University, 10*, 39-47.

Hyland, K. (2008). As can be seen: lexical bundles and disciplinary variation. *English for Specific Purposes, 27*, 4-21.

Jones, M., and Haywood, S. (2004). Facilitating the acquisition of formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp. 269-300). Amsterdam: Benjamins.

Koprowski, M. (2005). Investigating the usefulness of lexical phrases in contemporary coursebooks. *ELT Journal, 59*(4), 322-332.

Kuiper, K. (1996). *Smooth takers: studies in everyday communication*. Hillside: Lawrence Elbaum Associates.

Kuiper, K. (2004). Formulaic performance in conventionalized varieties of speech. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp. 37-54). Amsterdam: Benjamins.

Lewis, M. (1993). *The lexical approach: the state of ELT and a way forward*. Hove: Language Teaching Publications.

Lewis, M. (1997). *Implementing the lexical approach: putting theory into practice.* Hove: Language Teaching Publications.

Lien, H-Y. (2003). *The effects of collocation instruction on the reading comprehension of Taiwanese college students*. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Pennsylvania.

Lin, Y.P. (2002). The effects of collocation instruction on English vocabulary development of junior high school students in Taiwan. Unpublished master's thesis. National Kaohsiung Normal University, Taiwan.

Liu, D. (2010). Going beyond patterns: involving cognitive analysis in the learning of collocations. *TESOL Quarterly, 44*, 4-30.

Martinez, R. (2013). A framework for the inclusion of multi-word expressions in ELT. *ELT Journal, 67* (2), 184-198.

Martinez, R., and Schmitt, N. (2012). A phrasal expressions list. *Applied Linguistics, 33*(3), 299- 320.

Moon, R. (1997). Vocabulary connections: multi-word items in English. In N. Schmitt and M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 43-60). Cambridge: Cambridge University Press.

Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nattinger, J.R., and DeCarrico, J.S. (1992). *Lexical phrases and language teaching*. Oxford: Oxford University Press.

Nesselhauf, N. (2003). The use of collocations by advanced learners of English and some implications for teaching. *Applied Linguistics, 24*(2), 223-242.

Pawley, A., and Syder, F.H. (1983). Two puzzles for linguistic theory: Nativelike selection and nativelike fluency. In J.C. Richards and R.W. Schmidt (Eds.), *Language and Communication* (pp. 191-226). London: Longman.

Read, J., and Nation, P. (2004) Measurement of formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp. 23-36). Amsterdam: Benjamins.

Schmitt, N., Dörnyei, Z., Adolphs, S., and Durow,V. (2004). Knowledge and acquisition of formulaic sequences: A longitudinal study. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp. 55-86). Amsterdam: Benjamins.

Schmitt, N., Grandage, S., and Adolphs, S. (2004). Are corpus-derived recurrent clusters psychologically valid? In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp.127-152). Amsterdam: Benjamins.

Schmitt, N., and Carter, R. (2004) Formulaic sequences in action: An introduction. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp.1-22). Amsterdam: Benjamins.

Schmitt, N., and Underwood, G. (2004). Exploring the processing of formulaic sequences through a self-paced reading task. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp.173-190). Amsterdam: Benjamins.

Shehata, A. (2008). *L1 influence on the reception and production of vollocations by advanced ESL/EFL Arabic learners of English*. Published master's thesis. The College of Arts and Sciences of Ohio University, Ohio.

Sinclair, J. (1991) *Corpus, Concordance, Collocation.* Oxford: University Press.

Spöttl, C., and McCarthy, M. (2004). Comparing knowledge of formulaic sequences across L1, L2, L3, and L4. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp. 191-225). Amsterdam: Benjamins.

Swan, M. (2006). Chunks in the classroom: let's not go overboard. The Teacher Trainer, 20(3).

Taguchi, N. (2007). Chunk learning and the development of spoken discourse in Japanese as a second language. *Language Teaching Research, 11,* 433-457.

Underwood, G., Schmitt, N., and Galpin, A. (2004). The eyes have it: An eye-movement study into the processing of formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences Acquisition, Processing and Use* (pp.153-172). Amsterdam: Benjamins.

Wood, D. (2009). Effects of focused instruction of formulaic sequences on fluent expression in second language narratives: a case study. *Canadian Journal of Applied Linguistics, 12*(1), 39-57.

Wray, A., and Fitzpatrick, T. (2008). Why can't you just leave it alone? Deviations from memorized language as a gauge of nativelike competence. In F . Meunier

and S. Granger (Eds.), *Phraseology in Foreign Language Learning and Teaching* (pp. 123-148). Philadelphia: John Benjamins.

Wray, A., and Perkins, M.R. (2000). The functions of formulaic language: An integrated model. *Language and Communication, 20*, 1–28.

Wray, A. (2000). Formulaic sequences in second language teaching: principle and practice. *Applied Linguistics, 21*(4), 463-489.

Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge: Cambridge University Press.

APPENDICES

Appendix 1

FILL-IN-THE-BLANK TEST

PART 1

Put the **verb** which best completes the sentence in the blank.

1. She usually ..... a lot of time reading because she loves it.
2. I swim twice a week to ……. fit.
3. He ..... asleep on the sofa while watching TV last night.
4. I ..... a chat with my friend about her new boyfriend yesterday.
5. It ..... me ten minutes to go to school by bus.
6. If you .....a mistake like that again, you will lose your job.
7. I ..... forward to hearing from you soon.
8. The next meeting will …… place in the conference room at 10 am.
9. He didn't ……. a speech before, so he is very nervous now.
10. You ..... very well in the exam. Congratulations!

PART 2

Fill in the blanks with **prepositions** to complete the sentence.

1. She was fed up …….. her job, so she resigned.
2. I want stay at a hotel which is close ..... a beach.
3. He is good …… playing the guitar.
4. France is famous ……. its wine.
5. His house is too far ..... here. We need to take a taxi to go there.
6. He is not interested …….. politics.
7. Are you bored …….. your present job?
8. She likes Biology, but she's not too keen ..... Physics.
9. His writing was full ..... mistakes.
10. The kid was afraid ..... the dark.
11. Don't worry ……. the exams. You are a hardworking student.
12. She waited ..... the bus for a long time.
13. She gave ……. her job and started writing poetry.
14. Do you believe …….. ghosts?
15. I'm very tired. I want to go …… holiday soon.
16. I don't like dealing ..... young students.
17. They got ..... well and decided to marry immediately.
18. Don't forget to switch ..... the light when you go to bed.
19. I looked ..... my ring that I lost yesterday but couldn't find it.
20. I think he did a good job. Do you agree ……. me?

Appendix 2

Write the missing words to complete the dialogues. The first letter is given as a clue.

1- Doctor: W..... does it h.....?
   Patient: Here. Agh! It's very painful.
2- Teacher: H..... do you s..... the word "desert" ?
   Student: D-e-s-e-r-t
3- Teacher: We are on page 6.
   Student: Sorry, I didn' catch it. C..... you r.....that, please?
   Teacher: Page 6.
4- A: H..... d..... you k..... Peter?
   B: We work in the same office.
5- A: I think we will enjoy the party. What do you think?
   B: I'm not sure. I s..... so.
6- A: W..... d..... y..... come with us?
   B: That's a good idea.
7- Tourist: H..... do I g..... t..... the Queen Hotel?
   Man: Go straight and turn left. It is on the right.
   Tourist: Thanks
8- Ann: Go ahead and take the second right. It is in front of you. It is very easy to find. You c..... m..... it.
   Bill: Thanks
9- A: My telephone number is 2-3-5-6-3-4-8.
   B: Sorry. I couldn't write it. You're too fast. C..... you s..... d....., please?
   A: I'm sorry. It is 2—3—5—6—3—4—8
10- A: Hello. It is Jack. Can I speak to John?
   B: It is too noisy here. I can't hear you. C..... you s..... u....., please?
   A: OK.

Appendix 3

ACCEPTABILITY JUDGEMENT TEST

Decide whether the underlined part of the sentence is acceptable or not. If it is acceptable, put a tick (√). If not, put a cross (X) near the sentence.

(Aşağıdaki cümlelerde altı çizili kelime gruplarının İngilizce açısından uygun olduğunu düşünüyorsanız, cümlelerin yanına √ işaretini , uygun olmadığını düşünüyorsanız X işaretini koyunuz.)

1. She usually spends a lot of time reading because she loves it.
2. I swim twice a week to stay fit.
3. He stayed asleep on the sofa while watching TV last night.
4. I made a chat with my friend about her new boyfriend yesterday.
5. It takes me ten minutes to go to school by bus.
6. If you do a mistake like that again, you will lose your job.
7. I look forward to hearing from you soon.
8. The next meeting will take place in the conference room at 10 am.
9. He didn't do a speech before, so he is very nervous now.
10. You made very well in the exam. Congratulations!
11. She was fed up from her job, so she resigned.
12. I want to stay at a hotel which is close to a beach.
13. He is good at playing the guitar.
14. France is famous with its wine.
15. His house is too far to here. We need to take a taxi to go there.
16. He is not interested with politics.
17. Are you bored from your present job?
18. She likes Biology, but she's not too keen on Physics.
19. His writing was full with mistakes.
20. The kid was afraid from the dark.
21. Don't worry about the exams. You are a hardworking student.
22. She waited for the bus for a long time.
23. She gave up her job and started writing poetry.
24. Do you believe to ghosts?
25. I'm very tired. I want to go to holiday soon.

26. I don’t like dealing with young students.
27. They got on well and decided to marry immediately.
28. Don’t forget to switch off the light when you go to bed.
29. I looked for my ring that I lost yesterday but couldn’t find it.
30. I think he did a good job. Do you agree to me?

Appendix 4

Choose the correct option.

1- Doctor: .....
Patient: Here. Agh! It's very painful.
A- Where does it hurt?
B- How does it hurt?
C- Why does it hurt?

2- Teacher: .....
Student: D-e-s-e-r-t
A- What page are we on?
B- What's the matter?
C- How do you spell it?

3- Teacher: We are on page 6.
Student: Sorry, I didn't catch it.
.....
Teacher: Page 6.
A- Can you repeat that, please?
B- How do you do?
C- What do you do?

4- John: .....
Tom: We work in the same office.
A- How do you know Peter?
B- Where do you live?
C- Do you work hard?

5- Sam: I think we will enjoy the party. What do you think?
Sally: .....
A- I see.
B- I suppose so.
C- See you.

6- Nancy: .....
Ann: I think it's a good idea.
A- Why don't you come with us?
B- Nice day, isn't it?
C- Where exactly do you come from?

7- Tourist: .....
Man: Go straight and turn left. It is on the right.
Tourist: Thanks
A- How far is it?
B- How do I get to Queen Hotel?
C- How long does it take?

8- Brad: My telephone number is 2-3-5-6-3-4-8.
George: Sorry. I couldn't write it. You're too fast.
.....
Brad: I'm sorry. It is 2—3—5—6—3—4—8.
A- You can't miss it.
B- Can you slow down, please?
C- How do you do?

9- Jack: Hello. It is Jack. Can I speak to John?
Tony: It is too noisy here. I can't hear you.
.....
Jack: OK.
A- Can you speak up, please?
B- That's very kind.
C- I suppose so.

10- Ann: Go ahead and take the second right. It is in front of you. It is very easy to find.....
Bill: Thanks
A- You can't miss it.
B- I'll miss you.
C- You can't see it.

Appendix 5

Frequency Analysis Results of the Selected Formulaic Sequences

Afraid of- 11.59
Agree with – 32.26
Allowed to- 55.89
Based on- 117.64
Believe in- 24.47
Bored with- 2.54
Break down- 16.50
Carry on- 38.72
Change her mind- 1.38
Close to- 89.56
Consist of- 54.48
Deal with- 144.12
Do business- 4.19
Do well- 17.46
Dream about- 2.33
Earn money- 1.27
Eat out- 1.82
Fall asleep- 6.62
Fall in love with- 5.95
Famous for-4.61
Far from- 39.77
Fed up with- 3.92
Feel sick- 3.27
Feel tired- 1.43
Fight for- 10.12
Focus on- 37.45
Full of- 56.87
Get angry- 1.51
Get bored- 2.23
Get lost- 4.61
Get married- 11.65
Get on well- 1.89
Get tired- 1.92
Get tired of- 0.87
Get together- 7.62
Give up- 38.84
Go on holiday- 2.96
Good at- 20.56
Good for- 33.30
Grow up- 24.27
Happy with- 12.78
Have a break- 0.82
Have a chat- 1.86
Have a drink- 4.60
Have a good time- 2.85
Have a look- 22.07
Have a meal- 1.02
Have dinner- 2.60
Have problem- 6.48
Interested in- 56.13
Keen on- 6.60
Keep a diary- 0.82
Keep calm- 0.64
Keep fit- 2.16
Keep in touch- 4.02
Look after- 44.00
Look for- 80.80
Look forward to- 10.28
Make a decision- 3.91
Make a mistake- 4.79
Make a speech- 1.10
Make friends- 2.64
Make into- 3.38
Make money- 5.63
Move to- 55.72
Similar to- 35.56
Slow down- 10.91
Solve problem- 1.80
Speak to- 48.88
Speak up- 2.80
Spend money on- 0.78
Spend time- 2.34
Sure about- 3.85
Switch off- 8.03
Take care- 15.92
Take place-33.11
Take risk- 1.78
Tell a lie- 0.56
Think of- 137.29
Travel around- 1.30
Wait for- 67.89
Wake up- 15.70
Work for- 60.78
Worry about- 21.02

Appendix 6

Types of Exercises for Practice

A-Fill in the blanks with prepositions

1-She likes dealing …….. children so she became a nursery teacher.

2-I worry …… my health because I don't feel well nowadays.

B-Find the mistakes in these sentences and correct them.

1- Konya is close Ankara. It only takes one and a half hours to get there by high speed train.
2- I got tired from my mobile phone so I decided to buy a smart phone.

C-Choose the correct alternative

1-I'm keen on/in playing tennis.

2-I am getting fed up with/from traffic jam.

D-Complete these sentences with the correct form of the verbs in the box

stand	take	deal	look	work

1-It …… me ten minutes to get to work every day.

2- She is ……. under pressure at the moment.

E-Fill in the blanks with appropriate verbs

1- The party will ……..place in the ballroom.

2- Can Bonomo …… famous in Eurovision contest last year.

F-Put these sentences in the correct order.

1- Sorry /that/ didn't/ I/ catch. Can / repeat/ that/ you/ please?

2- Can /down /slow/ you / please?

G-Write the missing words to complete the sentences. The first letter is given as a clue.

Her skirt is s..... to mine. I guess we bought it at the same shop.

H-Cross out the word that <u>cannot</u> be used together with the verb in bold.

1- make.....	sport	a speech	a decision	friends
2-do.....	well	money	badly	something interesting