



Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

MASTER DISSERTATION

Letters and Foreign Languages

English Language

Sciences of the Language

Submitted and Defended by :

Ms. KEMERCHOU Ryma

The Use of Formulaic Expressions as a Task-Based Strategy to Enhance Oral Fluency

The case study of Second Year Students at Mohamed Kheider University of Biskra.

A dissertation submitted to the Department of English as Partial Fulfillment of the Requirement for
the degree of Master in Science of Language

Board of Examiners

Prof. Bacher Ahmed	Supervisor	(University of Biskra)
Dr. Nadia Rezig Betka	Examiner	(University of Biskra)
Dr. Chenini Abdelhak	Chairperson	(University of Biskra)

Academic Year : 2023/2024

Declaration

I, Kemerchou Ryma, solemnly declare that this dissertation, submitted to the Department of the English language and Literature at Biskra University, is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Dedication

I would like to dedicate this dissertation:

To my beloved and precious parents

My mother you were and you still my source of care, love and happiness

*To the best father ever your advice, guidance and motivation has always been the reason of
the person I am today.*

To my amazing brothers Amine, Housseem and Tahar

To my darling Zoza thank you for being there for me

*To my priceless friends Fedoua, Zineb, Lina, Meriem and Amina thank you for your
meaningful encouragement and support*

To all who trusted and wished me success

Thank you all.

Acknowledgment

Primarily, all praise and thanks to God Almighty who has strengthen and guiding my path to accomplish this work

I would like to express my greatest appreciation and thanks to my supervisor **Prof. Bacher Ahmed** for his guidance and insightful feedback throughout this research journey. Their encouragement has been the main reason in the completion of this dissertation.

I also would like to extend my deepest thanks for the jury members **Dr. Nadia Betka Rezig ,Dr. Chenini Abdelhak** and **Dr. Hadjer Ghachem** for devoting their time and accepted to discuss this research for their opinions and precious advice in improving it.

I would like to thank all oral expression teachers who accepted to answer my questionnaire

Mr. El Hamel Lamjed, Mr. Chenini Abdelhak, Dr. Segeuni Lamri, Mr Lebiar Khaled, Ms. Merghmi Kanza, Mrs. Djaalal Meriem, Mrs. Benzida Yasmina and Mr. Abdellah Merzougui for his great help and guidance.

Special thanks to Second Year students mainly Group 6 for their interaction in class, effort and contribution in this work

Abstract

Language learning is a multifaceted process that involve acquiring the ability to understand, speak, read and write in a new language. One important aspect of language learning is the acquisition of formulaic expressions. These are fixed chunks such as Idioms, Collocations, Proverbs that native speaker use them in their everyday communication. However, mastering these expressions as Task-based strategy can enhance learners' fluency, making their speech more original and natural in pronunciation, rate of speech and vocabulary usage. It is because of this reason this study at hand worth to conduct, it aims to investigates the use of formulaic expressions as a task-based strategy to enhance oral fluency among second-year EFL students at Mohamed Kheider University of Biskra. The study is structured into four chapters, with a general introduction and conclusion. The first chapter presents the theoretical framework, defining formulaic expressions and discussing their types, characteristics, and functions in enhancing oral fluency. The second chapter explores the concept of fluency and various teaching techniques employed by educators to develop it. The third chapter examines the effectiveness of implementing task-based strategies in EFL classrooms. Finally, the fourth chapter it encompasses the practical part of the study, highlighting the research design, sample and population and in order to gain both qualitative and quantitative data a quasi-experimental design, pre-test and post-test experiment were conducted this study's population was a sample of 40 Second Year undergraduate students' of English at the department of Letters and English Language at Mohamed Kheider University of Biskra. This chapter also opted for questionnaires for both teachers and second year students. This research highlights the potential of combining formulaic expressions with task-based strategies to create an engaging and fluency enhancing learning environment in EFL contexts.

Keywords: Formulaic expressions, Task-Based strategy, Oral Fluency, EFL learners

List of abbreviations and Acronyms

EFL : English foreign learners

FEs : Formulaic Expressions

SLA : Second language acquisition

TBS : Task based strategy

TBLT: Task Based Language Teaching

(L1): First language

(L2): Second language

ESL: English as a second language

(n.d): No date

CLT: Communicative Language Teaching

N°: Number

Q: Question

H0: null hypotheses

%: percentage

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General Introduction

Background

Globalization has made it imperative for graduates to be proficient in oral communication skills so that they can function effectively in the academic and professional setting. Conversations are rife with examples of formulaic expressions such as phrasal verbs, collocations, idioms, conversational formula, etc., and are used unconsciously in the native language on a daily basis. However, formulaic language is rarely taught in a foreign language context. Fluency is a significant sub-skills and it is necessary for EFL learners to be more appropriately and fluently speaker in authentic communicative contexts. Thus, the use of formulaic expressions, as a task-based strategy, can promote and facilitate interaction between learners' fluency. In addition, it presents increased challenge for L2 speakers in their endeavour to master conversational formulas and, more generally, formulaic expressions. L2 speakers are rarely immersed in a context where the target language (TL) is used. For this reason, traditional methods of teaching language, where learners are exposed to an artificial context, may not be the most effective systems. Instead, it has been suggested that learners should be exposed to real pragmatic contexts similar to the ones they might encounter in an English speaking country.

Statement of The Problem

Mastering English as a foreign language can be a formidable challenge especially for EFL learners of any age or experience level, because there are multiple skills and strategies needed to be able to communicate in that foreign language and use it in real life situations. Second year undergraduate students of English, however, seem to face many challenges and difficulties in their oral fluency when using the target language in real life tasks. In the realm of second language acquisition (SLA), oral fluency is often regarded as a critical indicator of language proficiency. Formulaic expressions, comprising idioms, collocations, and fixed phrases, are recognized as linguistic tools that aid fluency by facilitating rapid and automatic

speech production. So, the formulaic language has a crucial role in forming learner's fluency, Previous studies have explored various strategies, including interactive activities (McDonough & Sato, 2019), storytelling (Sharma, 2018), free-talking conversations (Golkatseva et al., 2015), cooperative learning activities (Alrayah, 2018; Namaziandost et al., 2020), and project-based learning (Mulyati, 2022), all of which have shown significant improvements in students' oral fluency. In this regard, the problem being raised in this research is to examine the use of formulaic expressions through Task-Based strategy promotes learners' oral fluency.

The Research objectives

This research study aims at investigating the learners' and the teachers' awareness of using formulaicity and its potential influence on teaching and learning contributions It also aims to :

- explore the impact of using formulaic expressions on EFL learners' fluency enhancement.
- investigate the presence of formulaic expressions as a task-based strategy in oral classes at Mohamed Kheider University of Biskra.

The Research Questions

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

RQ1: What are formulaic expressions?

RQ2: How does the integration of formulaic expressions as a task-based strategy influence EFL learners' oral fluency compared to traditional instruction methods?

RQ3 : What are the teachers' perceptions towards the contribution of formulaic expressions in enhancing the learners' oral fluency ?

The Research Hypotheses

This investigation attempts to test the following hypotheses:

H0: It is predicted that the use of formulaic expressions in oral classes cannot contribute to the enhancement of oral fluency

H1: It is hypothesized that the implementation of Formulaic Expressions in oral classes can contribute to the promotion of Oral Fluency.

H2: It is hypothesized that Task based strategy would have direct positive impact of the use of formulaic expressions on the learners' fluent speech production.

The Research Methodology

In this present study, the issue of promoting Oral Fluency by using Formulaic Expressions as a Task Based Strategy requires mixed methods research approach design to explore the issue from students' perspectives.

Data collection Tools

On the score of that, the researcher will undertake mixed methods paradigm that meets the drive and scope of the current study, the study will require three data gathering tools Pre-test Post-test, a questionnaire for students and teachers. The Pre-test Post-test will assess EFL oral fluency before and after implementing Formulaic Expressions as a task based strategy. In addition a semi structured questionnaire will be conducted with teachers and students to

examine their attitudes, perceptions and experiences towards the use of formulaic expressions in oral classes into task based language learning strategies.

Population and Sampling technique

The population of the Department of English Studies is estimated at 700 students, However the target population is Second Year EFL students of English at Mohamed Kheider university of Biskra, which comprise 09 groups, this study however will only target one experimental group contains approximately 40 students and 07 teachers of oral expression and 20 students of second year to answer the questionnaire.

Significance of the study

The findings of this study are expected to be of great importance to teachers and students. Examining the use of formulaic expressions as a task based strategy to enhance oral fluency lies in its potential to contribute to both theoretical understanding and practical applications into second year EFL students and teachers' perceptions within the field of language acquisition and teaching. Moreover, this research highly focuses on investigating the use of integrating formulaic expressions into task based strategy can contribute to pedagogical innovation in language teaching practices, and it could provide language educators with a valuable tool for enhancing oral fluency. Thus, by focusing on formulaic expressions within task-based activities, this study has the potential to enhance learners' ability to use language fluently and appropriately in authentic communicative contexts.

Structure of the study

This dissertation consists of four chapters with a general introduction and conclusion. The first chapter, which is the theoretical part, is concerned with the use of formulaic

expressions defining it and discussing its types, characteristics and its function with the enhancement of oral fluency. The second chapter discusses the concept of fluency and the teachers' teaching techniques for developing it. The third chapter tackles the effectiveness of implementing Task-Based strategy in EFL classes. Lastly, the fourth chapter represents the practical part it consists of the methodology design, data analysis of the pre-test post-test design which will be conducted with second year EFL students and questionnaires to teachers and students their main result collected, further recommendations and pedagogical implications.

Chapter one

Exploring Formulaic

Expressions in EFL

classes

Chapter one: Exploring Formulaic Expressions in EFL classes

Introduction

1.1 Defining Formulaic Expressions

1.2 Functions of Formulaic expressions

1.3 Types

1.3.1 Idioms

1.3.2 Collocations

1.3.3 Phrasal Verbs

1.3.4 Proverbs

1.4 Uses

1.5 Importance of formulaicity in relation to EFL learners' fluency

1.6 The difficulties of acquiring formulaic expressions faced by EFL learners

Conclusion

Introduction

Formulaic expressions (FEs) are frequently cited and extensively documented as significant contributors to oral fluency, both in first language (L1) and second language (L2) contexts. The use of formulaic expressions (FE) have been acknowledged as a fundamental component of native speaker language since the seminal work of Pawley and Syder (1983). Conklin and Schmitt (2008) further underscore the significance of FE, indicating that approximately one-third to one-half of native speaker speech comprises these formulaic expressions. This present chapter deals first with the origins and definition of formulaic expressions, their functions and types along with the acquisition and difficulties faced by EFL learners when using them in oral classrooms, furthermore the influence of formulaicity in relation in teaching fluency. Secondly the chapter under consideration focuses also on examining the effective strategy to teaching speaking which is Task-Based rather than traditional way of teaching, several concepts and definitions, in addition the implications of TBS as a teaching technique in raising EFL learners' confidence and oral fluency.

1.2 Defining Formulaic Expressions

There are expressions that we naturally use when delivering our responses during communication interactions. Unlike free combinations, these language units cannot be dismantled or parsed into smaller parts (Jespersen, 1924; Alwhan, 2019) since they convey complete meanings and are readily comprehensible to the message recipients. These utterances are termed as formulaic expressions, representing a common linguistic phenomenon across languages. Formulaic expressions encompass words, phrases, or entire sentences (Jespersen, 1924; Alwhan, 2019) that are conventional in communication, hence earning the label "automatic speech" due to their frequent usage (Van Lanker, 1975; Alwhan, 2019).

In addition, Given the abundant occurrences of formulaic language in everyday speech, its significance has been increasingly recognized within the realm of Second Language Acquisition (SLA). Formulaic language offers significant advantages for both language users and learners by serving essential functions that streamline language use. These include reducing cognitive load (e.g., Conklin & Schmitt, 2008; Ellis & Sinclair, 1996; Wray, 2002), facilitating social interaction (e.g., Ortaçtepe, 2012; Schmitt & Carter, 2004; Wray & Perkins, 2000), and improving fluency, defined as “a naturalness of flow of speech, or speed of oral performance” (Wood, 2010, p. 9). In this sense, it is also effective in second language acquisition (Ellis, Simpson-Vilach & Maynard, 2008; Ellis, 2012; Wood, 2002; Wray, 2000).

Nattinger and DeCarrico (1992) introduced the term "formulaic sequences (FS)" to describe what was previously conceptualized as pre-assembled speech, ready-made chunks, lexical bundles, and conversational routines. Wray (1999) further popularized the term, leading to a proliferation of studies in the literature. FS is now considered a comprehensive term encompassing a wide range of linguistic units, varying from lengthy expressions (e.g., "you can lead a horse to water, but you can't make him drink") to short utterances (e.g., "oh no!"), and everything in between (Schmitt, 2004, p. 3). According to Wray (1999), formulaic sequences (FS) are sequences of words or meaning elements, whether continuous or discontinuous, that are prefabricated. This means they are stored as complete units in memory and retrieved intact during use, rather than being generated or analysed by the language grammar at the moment of use (p. 213).

Moreover, Formulaic sequences are much more than strings of words linked together with collocational ties. Indeed, it is becoming increasingly obvious that much of the communicative content of language is tied to these phrasal expressions. They are often linked to a single meaning/pragmatic function, which gives them considerable semantic/pragmatic utility. Furthermore, building on Wittgenstein's (1958) observation that words are more than

simple, discrete descriptions of phenomena in the world, corpus analysis has confirmed Firth's (1935) proposal that some of a word's meaning is derived from the sequences in which it establishes. For example, while *border* usually means a physical 'edge' or 'boundary', when used as part of the phrase *bordering*, the meaning often shifts to 'approaching an undesirable state of mind', as in *bordering on self-importance* (Schmitt 2005). Moreover, the different meaning senses of a word will often be realized with quite different phraseological configurations (Sinclair 1966).

Formulaic sequences become particularly important in language use when we consider their pragmatic value. For instance, they are very often used to accomplish recurrent communication needs. These recurrent communicative needs typically have conventionalized language attached to them, such as "I'm (very) sorry to hear about" to express sympathy and "I'd be happy/glad to" to comply with a request (Nattinger and DeCarrico 1992, pp. 62–3). Because members of a speech community know these expressions, they serve as a quick and reliable way to achieve the desired communicative effect. Formulaic sequences also realize a variety of conversational routines and gambits and discourse (Coulmas 1979, 1981). They are typically used for particular purposes and are inserted in particular places in discourse.

1.3 Functions of Formulaic Expressions

An increasing amount of data has been gathered over many years in the associated literature to indicate that routine expressions play a substantial role in the formation and evolution of a language, and this has led to a current increase in interest about the purposes of formulaic language, which plays a pivotal role in cultivating the communicative competence and fluency of foreign language learners. This section delves into various viewpoints regarding the functions of formulaic sequences as prefabricated language chunks.

Various researchers have examined the diverse functions of formulaic expressions, offering distinct perspectives on their importance and seeking to understand them from different angles.

1.3.1. Formulaicity as a short-cut in processing

Prefabricated sequences appear to be a strategy we employ to lessen the impact of a disparity between our true short-term memory capacity and our potential language abilities. According to Becker (1975), it is inefficient to create word strings from scratch. Instead, we tend to employ formulaic sequences to limit the amount of new processing required. It means that By employing familiar terms, we just need to process new or unique components of our communication, leaving the rest to pre-existing language patterns. This method helps us to preserve mental resources while streamlining our communication process. Wray (2000) suggests that speakers adopt formulaic sequences to address a mismatch between their prospective language ability and short-term memory capacity.

Wray and Perkins (2000) identified three major categories of formulaic expressions processing functions : shortcutting, time-buying, and information manipulation , as presented in (Table 1.1).

Table 1.1 :

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

Functions	Effect	Type	Example
<ul style="list-style-type: none"> Processing short-cuts 	<ul style="list-style-type: none"> - Increased production speed and/or fluency 	<ul style="list-style-type: none"> -Standard phrases (with or without gaps) -Standard ideational labels with agreed meanings 	<ul style="list-style-type: none"> - Put the kettle on, will you?; meanings I have known ___ for ___years in my capacity as ___ - Personal computer; bullet point; the current economic climate
<ul style="list-style-type: none"> Time- buyers 	<ul style="list-style-type: none"> -Vehicles for fluency, rhythm and emphasis -Planning time without losing the turn 	<ul style="list-style-type: none"> - Standard phrases with simple meanings - Fillers -Turn-holders -Discourse shape Markers -Repetitions of preceding input 	<ul style="list-style-type: none"> -Make a decision; draw a conclusion; a sea change at the end of the day (in the sense of ‘really’);one way and another - If the truth be told; if you want my opinion ; if you like. - And another thing; And let me just say... - There three points I want to make. Firstly..... Secondly..... Thirdly/Lastly... - (A: What’s the capital of Peru?) B: What’s the capital of Peru? (Lima isn’t it)

<ul style="list-style-type: none"> • Manipulation Of information 	<ul style="list-style-type: none"> - Gaining and retaining access to information otherwise unlikely to be remembered 	<ul style="list-style-type: none"> - Mnemonics 	<ul style="list-style-type: none"> - Thirty days hath September... Richard of York gave battle in vain
		<ul style="list-style-type: none"> -Lengthy texts one is required to learn 	<ul style="list-style-type: none"> - Shall I compare thee to a summer's day ?
		<ul style="list-style-type: none"> -Rehearsal 	<ul style="list-style-type: none"> -Rehearsing a telephone number while number while looking for a pen

Wray (2000) offers a short description of the three categories of formulaic expressions functions as presented in the table. The first categorization is processing short-cuts which illustrates, that word strings that are saved and retrieved together will start to be connected with established meanings that can be completely obvious (e.g. I have known_ for_ years in my capacity as_) or rather more indirect (e.g. put the kettle on, will you? meaning please make me a hot drink). Words may collocate to construct sentences that might, in principle, signify multiple distinct things, but are only generally read in one agreed-upon way. (e.g. bullet point).

Moreover, prefabricated time-buying sequences (the second row in the table) is related to improve fluency and guarantee the speaker maintains their conversational turn while creating ideas. By replacing word combinations with semantically similar single words, such as "decide" for "make a decision" or "conclude" for "draw a conclusion" or "realize," speech rhythm and pace may be changed to obtain the best rhythm and flow. Other time-buyers are fillers, turn holders, discourse shape markers and repetitions, which allow us to delay and make a claim to be heard in order to provide a temporal space for the development of our unique message.

The third category represents a unique aspect involving the utilization of language to enhance memory retention. Specifically, memorizing or repeatedly reciting lengthy passages,

alongside employing mnemonic techniques, provides us with effective strategies for recalling information that might otherwise be challenging to remember.

1.3.2. Fostering socialization among language learners through interactions.

Wray (2000) appropriately characterizes formulaic sequences as "a tool put to many uses" (p. 9) and goes on to clarify that there are two primary purposes for formulaic sequences: they facilitate the output of the speaker and they facilitate the hearer's comprehension. In terms of the speakers' production, "speakers use formulaic sequences to manipulate information, buy time for processing, provide textual bulk, create a shorter processing route, as well as organise and signal the organization of discourse" (Wray, 2000, p. 478). Two examples of formulaic expressions are "Let's see" is an example of a formulaic sequence that buys the speaker time, and "ok, next one" indicates how the speaker is structuring the discourse to signal what will come next. In addition, formulaic phrases like "ok, next one" can help the hearer comprehend what is produced since they let them know what will come after.

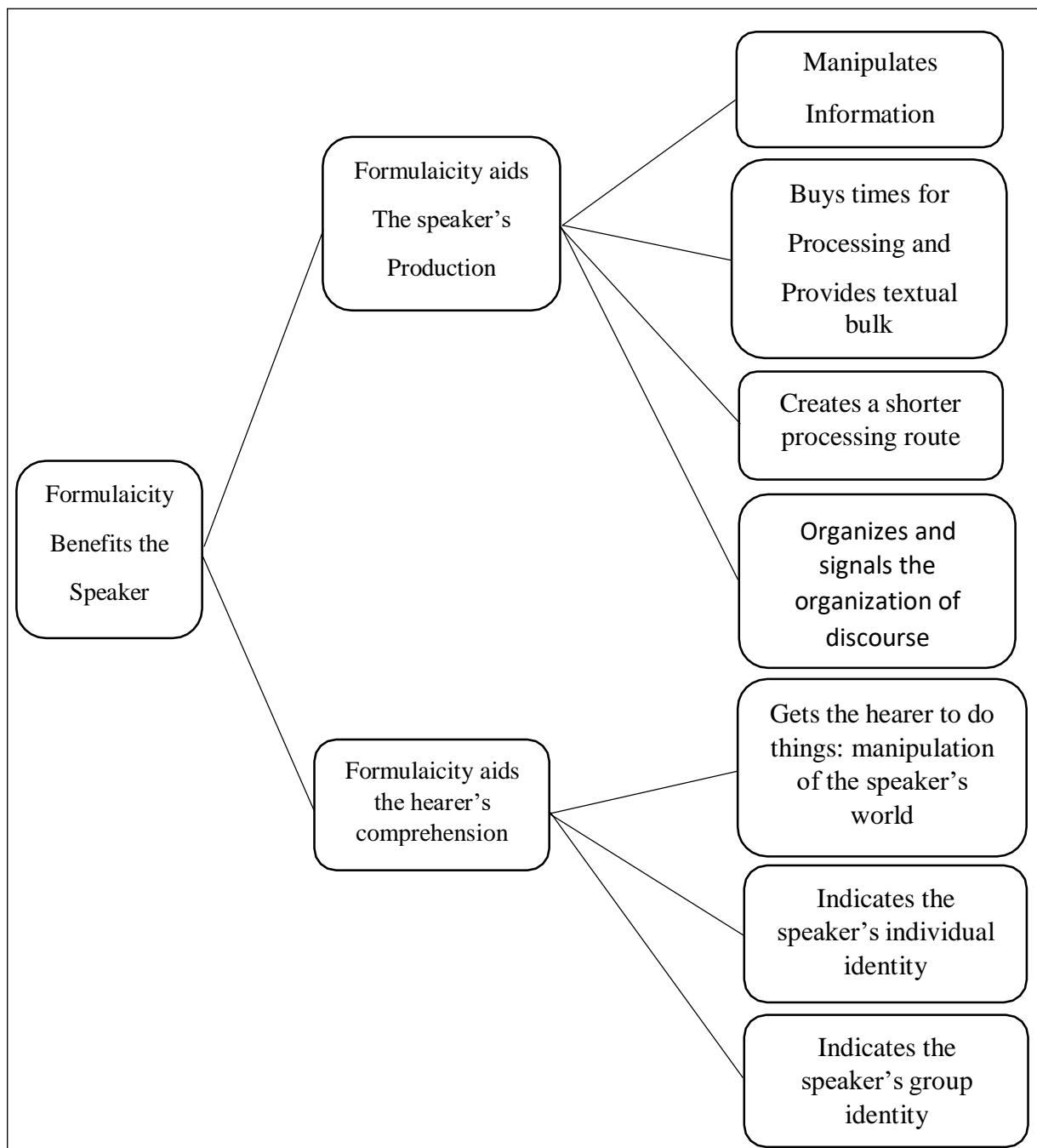


Figure 1.1: *The role of formulaic expressions in benefiting the speaker (Adopted from Wray, 2000, p.478)*

Formulaic sequences are very used in everyday conversations , they build rapport between the speaker and the hearer.

1.4 Types of Formulaic Expressions

As we have seen, formulaic language is comprised of a very wide-ranging inventory of linguistic structures that have been categorized in various ways by different researchers. Some of these are collocations, phrasal verbs, idioms and proverbs. Formulaic language includes idioms, phrasal verbs, collocations and proverbs, among other sequences.

1.4.1. Collocations

Cambridge dictionary defines collocation as “a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning.” Mastering collocations is a crucial aspect of acquiring a language's vocabulary. A collocation consists of words that frequently occur together in natural language usage for example “take a risk”, “to feel free” and “to set a price”. While native speakers find these combinations natural, English learners must exert additional effort to memorize them since they are often challenging to deduce. According to Biber and Conrad (1999), words with comparable meanings are frequently differentiated by their favoured collocations. This underscores the importance of possessing a strong grasp of collocational proficiency for speakers who aim to articulate themselves with clarity and precision.

1.4.2. Idioms

Cambridge dictionary define idioms as “ a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own” for example “To bite off more than you can chew” is an idiom that means you have tried to do something which is too difficult for you. The term "idiom" now encompasses formulaic language in a broader meaning, according to some experts, it is the most important category utilized in everyday talks. They are essential to our daily discourse since they form the basis of our

vocabulary and word knowledge (Nation, 1990). Nordquist (2019) argues that “An idiom is a fixed phrase comprising two or more words that convey a meaning beyond the literal definitions of its constituent words.”. These idiomatic phrases can include a variety of grammatical categories, including as verbs, nouns, adjectives, and adverbs. For example, the expression “it’s raining cats and dogs” is an idiom which has a metaphorical meaning. In essence, when the speaker uses this idiom, the listener will grasp its meaning instinctively.

1.4.3. Proverbs

According to Collins dictionary “A proverb is a short sentence that people often quote, which gives advice or tells you something about life” a common proverb says ‘The enemy of my enemy is my friend.’ Acquiring proverbs or sayings is an excellent method for gaining insight and enhancing your proficiency in English. “Proverbs are integral components of language and culture, serving as cultural markers originating from specific times and places, reflecting the universal human experience.” (Bennett, 2019), Sharing these proverbs aids second language learners in developing effective fluency in communication. For example, don’t judge a book from its cover

In his examination of "Proverbs as ESL Curriculum" (2000), Michael C. Abadi claims that the proverbs utilized in contemporary communication should be integrated into EFL/ESL instructional settings. They are important in mastering everyday language to enhance the learners’ style.

1.4.4. Phrasal verbs

Phrasal verbs are described as “combinations of a verb and a particle, functioning as a unified verb where in both components relinquish their individual meanings to create a distinct lexical entity.” (Darwin & Gray, 1999,p. 65). White (2012) contends that EFL learners often find phrasal verbs challenging due to their unpredictability, polysemy, frequency, and lack of universality. Their unpredictability arises from the varied meanings they can convey, ranging

from literal interpretations like "stand up" to aspectual nuances such as "speak up" or idiomatic usage like "butter up."

1.5 Uses and Role of formulaic expressions

In recent years, scholars have demonstrated a scholarly focus on chunk acquisition. Numerous investigations were carried out across various contexts, all affirming the essential contribution of formulaic expressions to improving the fluency of English as a Foreign Language (EFL) learners in their target language.

The use of formulaic phrasal expressions in such instances "reduces the cognitive load" (Schmitt, 2010, p. 136) for both the speaker and the listener. In other words, the retention and application of universally recognized linguistic units eliminate the necessity to formulate original phrases, thereby releasing short-term memory resources to handle non-formulaic linguistic elements. Furthermore, employing familiar, culturally entrenched expressions aids in clarifying communication by minimizing ambiguity in the message. It is unsurprising that a significant portion of our everyday language concerning greetings, requests, apologies, excuses, and similar interactions relies heavily on highly conventionalized formulas. The utilization of formulaic language has been observed to enhance speech fluency. In addition as explained by Wood (2010) investigations in this sector "have revealed a strong facilitative role of formulaic sequences in the production of fluent, running speech under the time and attention constraints of real life communication"(p.54)

Dechert (cited in Wray, 2002) described these clusters of formulaic language as "islands of reliability" that connect different areas of generative language. Furthermore, widely used formulaic sequences in spoken language often undergo phonological simplifications such as "phonological fusion, syllable reduction, [and] schwa deletion" (Wood, 2010, p. 59). These tendencies are less common in novel sequences, supporting the idea that they are reconstructed

and stored as full pieces. Another element of formulaic language, as described by Wray (2002), is that utilizing a single lexical item might be more convenient than using the specified formulaic phrase.

1.6 Difficulties encountered by (L2) learners in acquiring formulaic language

Despite several recent studies exploring learners' awareness of formulaic sequences, numerous findings, as illustrated in articles like Granger & Menuier (2008), Menuier & Granger (2008), and Wood (2010), suggest that L2 learners typically possess a limited repertoire of formulaic sequences. Furthermore, learners frequently demonstrate a lack of sensitivity to register variations, often due to their limited depth of knowledge regarding formulaic sequences. Even when advanced learners appear to have acquired a breadth of inventory similar to that of native speakers, this does not necessarily indicate an equivalent depth of repertoire. Overall, the studies indicate that the acquisition of formulaic sequences tends to progress slowly, remain incomplete, and exhibit inaccuracies.

The challenges faced by L2 learners in acquiring formulaic language are often attributed to factors such as frequency, influence from their native language (L1), and processing difficulties.

1.6.1. Frequency

Meriam-Webster dictionary states that frequency is “The number of times that a periodic function repeats the same sequence of values during a unit variation of the independent variable.” Additionally, define it as the fact or condition of occurring frequently. Arnon and Snider (2010) investigated the effect of frequency by comparing native speakers' understanding of compositional four-word phrases (e.g., don't have to worry) and reading durations for phrases with varying phrasal frequency. They discovered that more common phrases were processed quicker than less frequent phrases, leading them to the conclusion that native

speakers store frequency information about both multi-word phrases and individual words. These findings show that the more frequently a formulaic sequence is used by native speakers, the more likely it is to be stored as a whole in memory, reducing the burden on working memory and processing.

Only a few research has investigated the effect of frequency on formulaic language learning among non-native speakers. Siyanova-Chanturia, Concklin, and van Euven (2011) conducted an eye-tracking research to investigate how non-native speakers understand formulaic sequences. They looked at formulaic sequences incorporated in phrases with differing phrasal frequencies (for example, "bride and groom" vs. "groom and bride"). The findings showed that non-native speakers of varying skill levels read more common sequences quicker than less frequent ones, implying that these phrases are deeply embedded in memory. Similarly, Siyanova-Chanturia & Spina (2013) investigated how L2 learners, both advanced and intermediate, perceived collocation frequency. They examined 80 noun-adjective collocations with different frequencies and observed that L2 learners exhibited judgments regarding collocation frequency that were remarkably similar to those of native speakers.

These results suggest that non-native speakers have a grasp of formulaic language, but their exposure to the second language (L2) might not be sufficient for less common items to be stored as pre-established sequences in memory.

1.6.2 First language influence (L1)

In learner corpus research, the influence of the learner's native language (L1) is frequently cited as a significant factor in the phraseological production of L2 learners. Corpus-based investigations into collocation errors often provide evidence supporting the assertion that a considerable proportion of deviant collocations among L2 learners can be traced back to the influence of their L1 (Paquot & Granger, 2012). Furthermore, Nesselhauf (2005) examined

deviant verb-noun collocations produced by German learners and discovered that approximately 50 percent of them showed potential influence from L1 phraseology. She noted that a majority of the verbs likely influenced by the learners' native language were used in a figurative sense in verb-noun collocations. This observation is notable considering that words with figurative meanings have traditionally been regarded as less transferable compared to those with nonfigurative meanings (Kellerman, 1978). Nesselhauf suggested that collocations appear to be particularly susceptible to transfer from the native language.

Recent studies based on learner corpora have revealed several transfer effects that were previously not extensively documented. These studies suggest that the impact of the learner's native language on their utilization of formulaic language could be significantly greater than previously believed.

1.6.3 Processing and exposure to L2

Formulaic sequences that are strongly imprinted in a language user's long-term memory and preserved as entire units in the mental lexicon can be recalled as whole entities without the need for online word-by-word compilation. This shortened retrieval method can allow for faster and more efficient processing than non-formulaic language (Wray, 2002; Conklin & Schmitt, 2012). In addition, Non-native speakers face a more challenging issue. According to some studies, L2 learners depend less on phrases and sequences, instead emphasizing individual words (Foster, 2001), and may not fully benefit from the cognitive benefits provided by formulaic sequences (Columbus, 2010; Conklin & Schmitt, 2008). While numerous studies have found processing benefits for non-native speakers (e.g., Siyanova-Chanturia et al., 2011), these benefits are frequently identified in advanced learners, particularly those who have participated in immersion environments.

According to Ellis (2008) and Ellis et al. (2008), learners need extensive exposure to a language before encountering formulaic sequences. However, many L2 learners may not encounter low-frequency sequences frequently enough for them to become firmly established in memory. This lack of exposure is one of the reasons why L2 learners often do not achieve native-like proficiency in formulaic language.

1.7 Importance of formulaicity in relation to EFL learners' Fluency

Formulaic language was formerly regarded a peripheral phenomenon (Ellis et al. 2008), but research now shows that it is crucial to language usage, processing, and acquisition in both L1 and L2. However Martinez and Schmitt (2012) suggested some of the main evidence indicating the essentialness of formulaic expressions in language production and fluency. First of all, Formulaic language is quite common in language use. Nattinger and DeCarrico (1992: 66) were among the first to declare that formulaic language accounts for a considerable amount of any conversation, and subsequent research has supported this claim. Erman and Warren (2000) found that formulaic sequences made up 58.6% of spoken English discourse and 52.3% of written discourse. Another reason why formulaic sequences are important is that Formulaic language is commonly used to express meanings and functions. (Martinez & Schmitt, 2012). For example, a natural speaker typically uses idioms, phrasal verbs, collocations, and other terms to convey meaning. In addition, Formulaic language gives processing advantages, Research (e.g. Gibbs et al. 1997) shows that L1 readers can easily understand formulaic sequences in context and are not more difficult to comprehend than literal speech. Finally, Formulaic language can improve the overall image of L2 learners' language output when used correctly. Boers et al. (2006), for example, found that L2 speakers were perceived as more skilled when they followed formulaic sequences.

A priority, the teaching of foreign language ‘English in this case’ requires from EFL teachers to boldly introduce Formulaic expressions in teaching both spoken and written English.

1.3 Conclusion

This chapter provided an overview of the formulaic expressions that attempt to address every aspect of the subject. It discusses the difficulties that the learner may encounter when practicing speaking in the foreign language ‘English in this case’. It also focuses on their different functions and the role of prefabricated chunks. Emphasized the value of using prefabricated sequences in the classroom, as well as their function in helping students become more proficient speakers. Furthermore, this chapter sought to improve teachers’ awareness of the importance of implementing formulaic sentences into the classroom and their role in improving students’ fluency, ultimately helping them to become more fluent speakers.

Chapter Two

Demystifying Oral

Fluency in EFL

classes

Chapter two: Demystifying Oral Fluency in EFL classes

Introduction

2.1 Definition of speaking skill

2.2 Aspects of speaking

2.2.1. Fluency

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Conclusion

Introduction

In modern society, mastering a particular language skill, especially English, is considered great achievement. Those who are fluent in English, especially in speaking skill, are seen to have an easy way up the ladder to success. For one, English has become the number one international language, including native and non-native speakers. It is known with the case of “lingua franca,” a common language used to communicate with each other among people with different cultures. Furthermore, many language learners find fluency challenging, but it boosts the speaker's image and gives the speaker credibility since it shows how skilled in the language they are and makes them sound native-like speakers. In this chapter, we begin by providing a general understanding of speaking skills and its essential elements. Similarly, we highlight various perspectives on the notion of fluency. Lastly, we examine why fluency is important and how it influences the growth of English as a Foreign Language learners in the classroom environment.

2.1 Definitions of Speaking skill

Of all four essential language skills, speaking is seen to be probably the most crucial in acquiring a second or foreign language. According to Ur (1996), speaking encompasses all aspects of linguistic proficiency. Speaking involves constructing and conveying significance through the utilization of both spoken and unspoken cues across different situations. (Chaney, 1998). Brown (2004, p. 142) also stated that “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally”.



Figure 2.1: *Process of Speaking drawn from Ur (1996)*

The skill is a key aspect of teaching foreign languages. In other words, speaking is the capacity to interact with one another and exchange ideas and thoughts in order to change information. In addition, Nunan (1995) proposed that actively engaging in communication can help learners learn a second language more effectively. To achieve effective communication and articulate thoughts and emotions, English as a Foreign Language (EFL) learners need to attain excellence in speaking. This proficiency enables them to engage in meaningful exchanges with both native and non-native speakers, fostering mutual understanding and productive conversations.

2.2 Aspects of Speaking

Speaking sub-skills are particular abilities that help in good communication. These skills are fluency, accuracy, vocabulary, grammar, and pronunciation. They make communication better by concentrating on clearness, suitability, and how people interact when they talk.

2.2.1. Fluency

According to Cambridge Dictionary online, Fluency is defined “The ability to speak or write a language easily, well and quickly.” This definition states three characteristics of fluency.

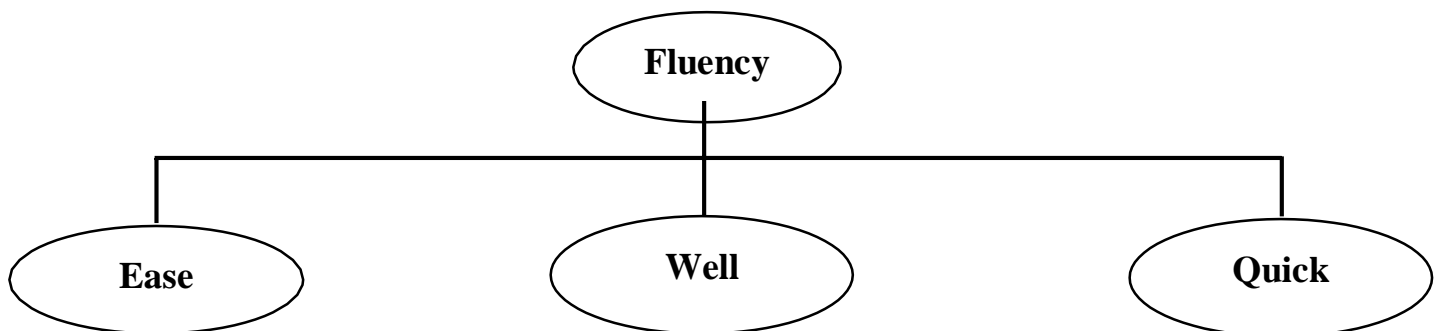


Figure 2.2: *Characteristics of Fluency (drawn from Cambridge Dictionary)*

Moreover, fluency is about how comfortable and confident you are in speaking English. It also denotes the capability to express oneself effortlessly and coherently, with minimal pauses, fillers, or hesitations. When teaching speaking skills, it's imperative to provide students with opportunities to speak without interruptions, allowing them to practice fluency in communication. Thus, allowing students to express themselves without interruption is preferable than immediate correction. (Pollard, 2008, p.16).

2.2.2. Accuracy

Collins dictionary defines accuracy as “quality of measurement of being true or correct even in small details”. In the same vein Oxford dictionary states that accuracy refers to the state of being exact or correct; the ability to do something with skill without making mistakes.

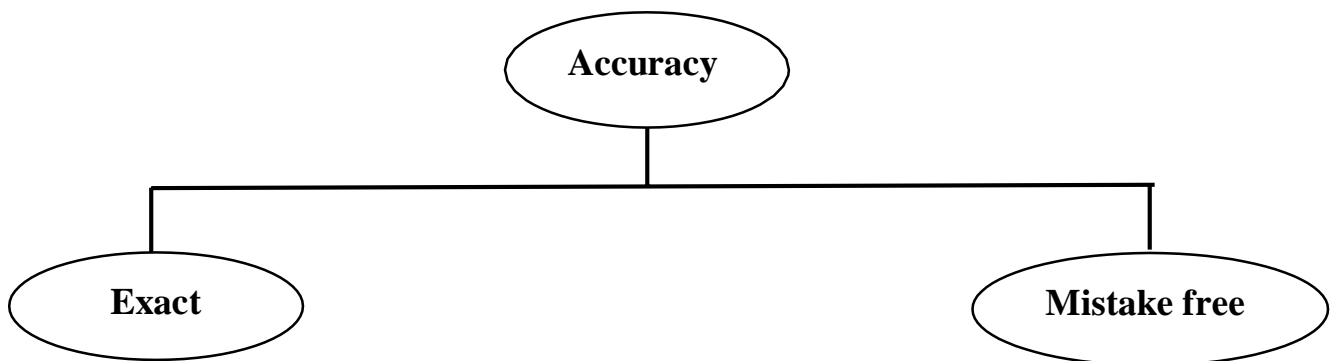


Figure 2.3 : *Components of accuracy (drawn upon Oxford Learner’s Dictionary)*

In addition, Housen and Kuiken (2009) define learner accuracy in speech as the capability to generate speech without errors. In research focusing on study abroad experiences, errors typically encompass both grammatical mistakes and deviations from native-speaker vocabulary norms.

2.2.3. Grammar

According to Cambridge dictionary Grammar is defines as “The study or use of the rules about how words change their form and combine with other words to make sentences.” Grammar is another components of speaking skill which refers to the principles governing word usage, word order, and sentence structure.

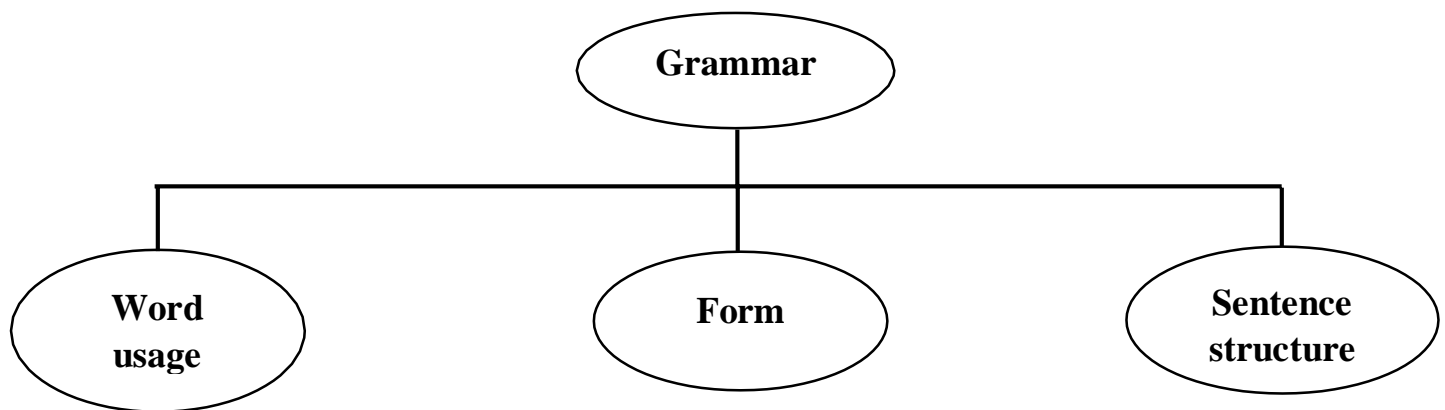


Figure 2.4: *Principles of Grammar (drawn from Cambridge dictionary)*

Moreover, according to Harmer (2001) states that “The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.” (P.12). Thus, from the statement above can be concluded that the role of grammar is based on the context in order to arrange the correct meaning of sentences; in addition, it is used to analyse language and to avoid mistakes of language in conversations. Nelson (2001, p.12) claims that grammar is the study of how words combine to form sentences. In other words, in oral and written forms grammar is considered as a rule that students need, to create correct sentences in communication.

2.2.4. Vocabulary

Cambridge dictionary defines vocabulary as “all the word that exist in a particular language or used by a particular person”. Similarly, Merriam Webster dictionary states that vocabulary is a list, collection of words or of words and phrases usually alphabetically arranged and explained.

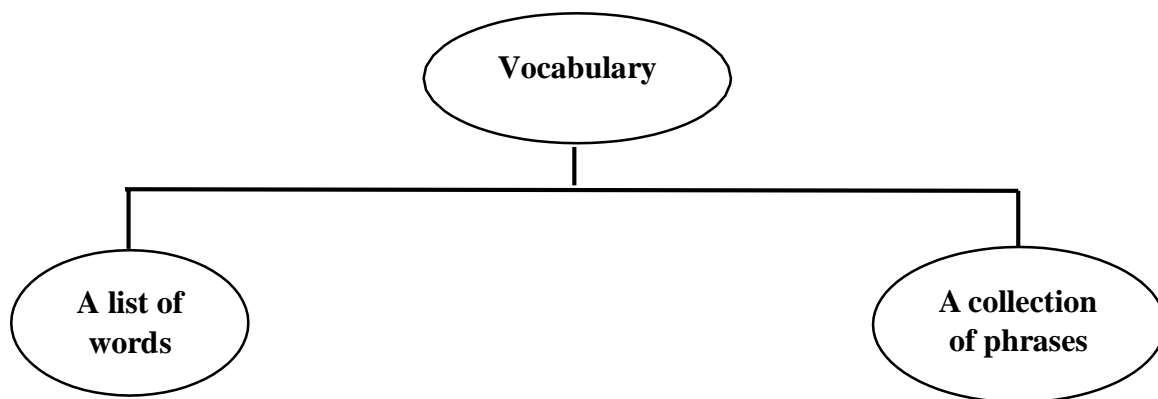


Figure 2.5: *Main elements of vocabulary (drawn from Merriam Webster dictionary)*

Learning vocabulary is essential for successful communication. According to Lewis (1993), Acquiring vocabulary stands as the fundamental endeavour in second language acquisition. Without a strong foundation in vocabulary, the skills of listening, speaking, reading, writing, and translating would lack the necessary building blocks for development and functionality. Furthermore, according to Richards and Schmidt (2002) vocabulary contains individual words, compound words, and idioms. This means that learning vocabulary involves not only understanding the meanings of words, but also applying them through phrases.

2.2.5 Pronunciation

As stated by Collins dictionary pronunciation is the act or manner of pronouncing syllables, words, and phrases with regard to the production of sounds, the placing of stress and intonation, etc.

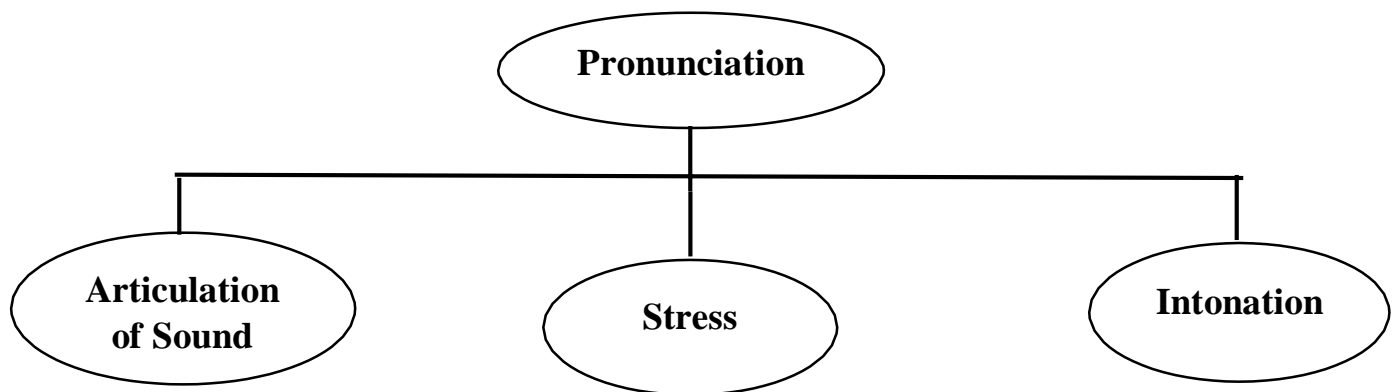


Figure 2.6: *features of Pronunciation adopted (from Collins dictionary)*

Pronunciation stands as a vital aspect of speaking proficiency and serves as the initial focus in any oral interaction. This is because the effectiveness of communication focus on mastering the sound system of a language. In simple words, pronunciation is the process of creating words or sounds clearly and comprehensible for both speakers and listeners in order to make a successful conversation. However, pronunciation aims to ensure that the student have a good and clear pronunciation to produce clear words which makes others can easily comprehend, it means students can communicate effectively when they have good pronunciation and intonation this results that listeners label them as good communicator even if they lack vocabulary and grammar.

To Kline (2001), proper pronunciation is crucial for clear communication. Using clear language makes it easier for listeners to understand the message being conveyed. Pronunciation involves three main elements: stress, rhythm, and intonation. These aspects contribute to how well the message is received and comprehended by the listener.

2.3 Definition of Oral Fluency

Oral fluency is one of the most reliable measures of second language (L2) proficiency. (Tavakoli et al., 2020). Being able to converse verbally in a foreign language and having a strong command of it can help one join such groups of native speakers. As a result, there are numerous methods and techniques for helping students improve their speaking abilities, particularly oral fluency. Koponen and Riggensbach (2000) describe oral fluency as how well someone speaks, focusing on different parts like the variety of what's said, how smoothly it is said, and the way the voice rises and falls.

In similar ideas, Derwing et al. (2004), state that oral fluency is linked to other things like how long someone speaks, how often they pause silently, and the use of sounds or words that don't carry specific meanings. Likewise, in a study carried out by Lestari (2019) , speaking fluency, which includes oral fluency, is seen as a difficult procedure since it requires the speaker to employ their language abilities and knowledge immediately. Lestari's thoughts were also covered by Harmer (2015), who asserts that the speaker's familiarity with the subject, the amount of time given for preparation, and their knowledge of the subject matter all influence oral fluency.

Nonetheless, many different views about oral fluency emerged from a study carried out by Herrera and González's (2017) study highlights oral fluency as a key factor in assessing spoken English production. Oral fluency, according to these researchers, is the ability that enables students to convey original ideas verbally. This ability is taken into account on certification exams like the International English Language Testing System (IELTS), where fluency and coherence are defined as "the capacity to talk with normal levels of continuity, rate, and effort and to link ideas and language together to form coherent, connected speech" (IELTS, n.d., p. 3).

To sum up, skilled speakers show adaptability in modifying formality, smoothly switching between registers, and using appropriate terms when speaking in a variety of contexts. Oral fluency is essentially the ability to speak clearly and concisely, resulting in convincing communication that is understood by the hearers.

2.4 Characteristics of a Fluent Speaker

The primary goal that a second language (L2) learner thinks to achieve when starting to acquire the language is the ability to speak fluently like a native speaker. Therefore, researchers have been stated several fluency measurements, yet it is essential to know what characteristics a fluent speaker can hold.

According to Hartmann and Stork (1976, p.86) “A person who use the style and units of a language in a normal conversation speed needed, he is considered to be a fluent speaker when he can use its structures carefully while concentrating on content rather than form”, in order to communicate in a good way, you need to follow strategies that makes you sound like native speaker. However, Richards, Platt and Weber (1985, p.108) define fluency as follows “A normal and natural characteristic which provide conversation qualities of being native are the use of pausing, rhythm, intonation, stress, rate of speaking and use of breaks”. They also pointed that, fluency is the main element used to characterize an individual’s level of communication skill when learning a second language explaining that a fluent speaker is able to easily write and speak the language, to produce continuous talk without creating misunderstanding of comprehension and hesitation of communication, to use appropriate and precise vocabulary, intonation and grammar, and finally to effectively transfer your ideas and thoughts.

Overall, a fluent speaker need to have the following:

- Normal native-like conversation speed.
- Focus on content rather than form.

- Native-like intonation, stress, rate of speech and rhythm.

2.5 Negative factors in EFL learners' fluency in English

Several factors have been studied to investigate what influence the students' second language fluency in English. There are many challenges that affect learners to achieve their goal in improving their speaking skill, it may also decrease the students' efforts in acquiring the language. The obstacles include self-confidence, the lack of motivation, anxiety, fear of making mistakes and shyness and inhibition.

2.5.1. The lack of self-confidence

Cambridge dictionary defines confidence as the quality of being certain of your abilities or of having trust in people, plans or the future. Likewise, Oxford learner's dictionary explains that "confidence is the feeling that you can trust, believe in and be sure about the capacities or good qualities of someone or something." Learners have lack of confidence to speak English in front of public, they face many challenges like anxiety, stress, pressure and feeling uncomfortable when they tried to perform speaking. Leo (2013, p.206) says that "students feel timid, unappreciated, disappointed, unmotivated or being negatively criticized by others or even teachers may lead them to lose their self-confidence." Consequently, they will either try again nor make efforts, they will not fulfil their objectives by keep receiving negative comments from others, which lead them to lose chances to be fluent speakers.

2.5.2. The lack of motivation

It is known in all domains of learning that motivation play a vital role when learners embarks on a work, an activity or a learning process that they want to achieve, it makes the speaker willing to improve their fluency in a pleasant and enjoyable way of learning. According to Longman dictionary motivation is "eagerness and willingness to do something without needing to be told or forced to do it". Besides that, students who lack motivation cannot keep in learning and get better marks in oral presentation sessions or even do such development in

their speaking capacities. According to Hidi (2008) “Teachers of language skills often ask students two questions to answer. First, why students do not have the desire to speak? Second, how they can enhance their desire to communicate.” (p.7).

That is to say, students lack of motivation, lack of practice, anxiety, stress and fear of talking these are factors that decrease the students will to enhance English speaking skills. Also, the limited vocabulary that learners have makes them demotivated to transmit their opinions and thoughts which lead to a negative effect to EFL learners Fluency.

2.5.3. Anxiety

Another important factor that can affect a speaker’s performance and fluency is anxiety, it can occur when a person is talking or presenting something at an academic place. In this concern Oxford learner’s dictionaries defines that “Anxiety is the state of feeling nervous or worried that something bad is going to happen”. In the same vein, Merriam-Webster dictionary states that anxiety is “an abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it”.

Anxiety makes the speaker feel nervous, fear and uncomfortable which could lead to things such as loss of words, hesitation and he have a negative attitude toward the language, the will not have any achievement in acquiring the language. According to (Bashir, Azeem and Dogar, 2011) “Sometimes learner’s failure and hopelessness is caused by extreme anxiety” (pp.34-50), Woodrow (2006) explained that Anxiety have a negative impact on the oral performance of English speakers.

2.5.4. The fear of making mistakes

Additionally, this factor could also affect degrees of fluency According to Wang (2014,p. 111) claims that since conversation is produced quickly, there is therefore a chance

that speakers will make mistakes and errors when communicating face to face. Before to start presenting or handling a conversation there is many things that the speaker has to decide. For example, the speaker has to be aware of words to use, how are these words pronounced and how to reach fluency level, in order to avoid hesitations and pauses, because of these reasons that occurs when speaking, the speaker will make mistakes which affects negatively his level of fluency.

2.6.5. Shyness and inhibition

Shyness as oxford learner's dictionaries defines it as the feelings of being nervous or embarrassed about meeting and speaking to other people. It considered as the main cause of complications in speaking the language, it reflects negatively the learners' performance. Additionally, researchers like Elia and Irianti (2015) have also argued that shyness is a psychological factor that hinders learners' speaking performance. It means that students when they engage in a conversation or meet new people and new environment they will feel shy and afraid of their comments by both teachers or classmates. Similarly, inhibition has a negative effect on student's manner of speaking as the dictionary of Cambridge states that "it is a feeling of embarrassment or worry that prevents you from saying or doing what you want."

Moreover, when they present something in the class they start hesitating and make pauses while speaking, they lose some words and shaking their hands this will lead to the feeling of awkwardness, worry and inhibition, as a result this negative emotion affect their speaking fluency, Harmer (2007) argued that to reduce shyness and this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method that accommodates all learners in the classroom, but more importantly, learners themselves need to be motivated by themselves or and by others.

Conclusion

This chapter investigate the importance of fluency and speaking skill among EFL learners, it provides various definitions of speaking skill and his different aspects. This chapter includes also highlights the definition of oral fluency that play the most important role of learners becoming native-like speakers. Additionally, emphasizes main characteristics and features of a fluent speaker. Finally, this paper reviewed the factors that affect negatively students' English speaking performance. The focused factors in this paper have a vital role in developing learners' speaking skill.

Chapter three

Task-Based Strategy

Chapter three: Task-Based Strategy

Introduction

3.1 Language Teaching Methods

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Conclusion

Introduction

The idea of ‘task’ has become a vital element in the language teaching process, which is new to EFL learners and more preferable than traditional methods of teaching. This chapter provides an overview about Task-Based Strategy TBS. First, it introduces language teaching methods, basic definitions and concepts of TBS with exploring the characteristics and principles in the target language. Furthermore, it aims at presenting the application of task based language teaching in EFL classrooms shedding light on the teachers’ and students’ role. Finally, it seeks to show some advantages and uses of TBS to the EFL learner’s oral fluency enhancement.

3.1 Language Teaching Methods

The utilization of an appropriate approach is vital when teaching the English as a Foreign Language (EFL).

3.1.1 Grammar Translation Method (GTM)

Collins dictionary defines Grammar Translation Method (GTM) as “A traditional technique of foreign-language teaching based on explicit instruction in the grammatical analysis of the target language and translation of sentences from the native into the target language and vice versa.” Originally it was known and identified as the Prussian Method in the United States (Kelly 1969). It was first called the Classical Method since it was mostly used to teach two classical languages, Latin and Greek. According to Brown (1994) classical methods was the teaching way of old languages including Latin and Greek.

The focus of this traditional approach is on translation between the target language and the learners' mother tongue as well as grammar rules. It aims on correctness in language use and concentrates on reading and writing abilities. It faced criticism for its narrow focus on real-world language use and communication as an independent approach (Nestor, 2023). Richards

and Rodgers (2002) define GTM as, “A foreign or second language teaching approach that focuses on grammar study and translation as the primary teaching and learning activities” (p.231). It means that in classroom lesson activities teachers concentrate on enhancing the grammar structure of English language and translation teaching method considering them as the main learning tasks.

Furthermore, Brown (2001) outline the following major characteristics of the GTM:

- Classes are taught in the mother tongue, with little active use of the target language.
- Vocabulary is taught in the form of lists of isolated words.
- Long, elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of the texts, which are instead treated as exercises for grammatical analysis.
- Often, the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation (pp. 18-19)

However, students in this method acquire the language on studying and paying attention only on the structure of sentences, vocabulary, reading and translating long passages and neglected the communicative language learning.

3.1.2 The Direct Method (Gouin and Berlitz)

The rules of Grammar Translation Method in terms of its inability to create communicative competences in learners gave rise to Direct Method, this revolution began towards the end of 18 centuries. The teaching of foreign or second language learning began in result of different language acquisition perspectives. According to Brown (2001) “The basic introduction of the

direct method was that second language acquisition should be more like first language learning, lots of oral interaction, spontaneous use of the language, no translation between first and second languages and little or no analysis of grammatical rules.” (p.21). Moreover, the direct approach was a first attempt to integrate language usage into the context of language acquisition. It encouraged teachers to be creative and resulted in the creation of new language learning strategies such oral narratives, dictation, a focus on questions and answers, and the use of pictures and objects as examples. imitation, etc. (Liu & Shi, 2007). Richards and Rodgers (1986, pp.9-10) summarized the components of the direct method:

- Only every day vocabulary and sentences were taught.
- Classroom instruction was conducted exclusively in the target language.
- Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small, Intensive classes.
- New teaching points were taught through modelling and practice
- Focuses on grammar and punctuation correction

According to Brown (1994), one of the issues with the direct approach is that it must work within limitations related to financing, classroom size, time, and teacher preparation for public schooling. Its procedures started to deteriorate as a consequence. But eventually it was brought back to life and developed into the Audio-lingual approach that we use today.

3.1.3 The audio-lingual method

The audio-lingual method is a technique of foreign-language instruction that emphasizes audio-lingual skills over reading and writing and is characterized by extensive use of pattern practice (Collins dictionary). This approach which is also referred to as the Army technique, the aural-oral method, or the essential skill method, originated from the requirement that American soldiers traveling abroad during World War II to be able to converse in foreign

languages. The audio-lingual approach was the first to make it clear that it was based on psychology and linguistics. Hence, the audio-lingual technique was greatly influenced by behaviouristic psychologists who used the conditioning and habit-formation theories of learning (Krashen, 1982): The lesson starts with a dialogue that comprises the language and structures, the students imitate the dialogue, remember it, and then practice the patterns on the structure to build strong habits. These can clearly be stated in the following form:

- Dependence on mimicry and memorization of set phrases.
- Teaching structural patterns by means of repetitive drills.
- No grammatical explanation.
- Learning vocabulary in context.
- Use of tapes and visual aids.
- Focus on pronunciation.
- Immediate reinforcement of correct responses.

As a result, this method uses dialogues as means of presenting the language and focuses on the practice techniques such as mimicry, recording and repetition.

3.1.4 Total Physical Response (TPR)

According to Cambridge dictionary defines Total Physical response as “A method of teaching a foreign language in which the teacher asks the students to do something in the foreign language, and they must react with a body movement or action.” TPR is essentially following instructions from the teacher that require an overt display of physical response (Krashen, 1982). This approach also takes cues from the fundamentals of language learning in early childhood, which include listening, understanding, and a range of nonverbal cues including smiling, grasping, and looking. In addition, Asher (1977, p.43) states that “the students are the performers in an acting performance directed by the instructor.” He lists the three principles of the TPR method:

- Expect that, learners will demonstrate willingness to speak during their comprehension of spoken language.
- Acquire comprehension of spoken language by listening to the instructor speak in the imperative.
- Delay speech from students until understanding of spoken language has been extensively mastered.

3.1.5 Communicative Language Teaching

According to Richards, et al. in the Dictionary of Language Teaching and Applied Linguistics defined CLT as “an approach to foreign or second language teaching which emphasises that the goal of language learning is communicative competence” (1992, p.65). This strategy of teaching concentrate on developing the learners’ speaking abilities in learning a foreign language. By developing processes for teaching the four skills that recognize the connection of language and communication, this communicative teaching method seeks to make communicative competence the ultimate goal of language instruction. It promotes meaningful task completion and genuine communication in activities. It feels that language has significance for the student and aids in the process of learning. Teachers are supposed to be organizers, guides, analysts, counsellors, or group process managers, whereas language learners are expected to be negotiators. (Liu & Shi, 2007). Finally, CLT teachers are the main responsible for making the classroom atmosphere a place for communication and interaction between educators to enhance their speaking skills.

3.2 Task-Based Strategy

This section attempts to explore the nature of task as language in-class activity.

3.2.1. Tasks

Several and different definitions claimed by many researchers about the term ‘task’ which is considered as the main aspect of Task-based strategy of teaching, because it is the most effective and interesting way to teach a language by letting the learners in real practice of the language in the classroom. Nunan (1989) consider a task as “a piece of classroom activity which involves learners in comprehending, acting, producing, manipulating or interacting in the target language while their concentration is firstly focused on meaning rather than the form.” (P.10).

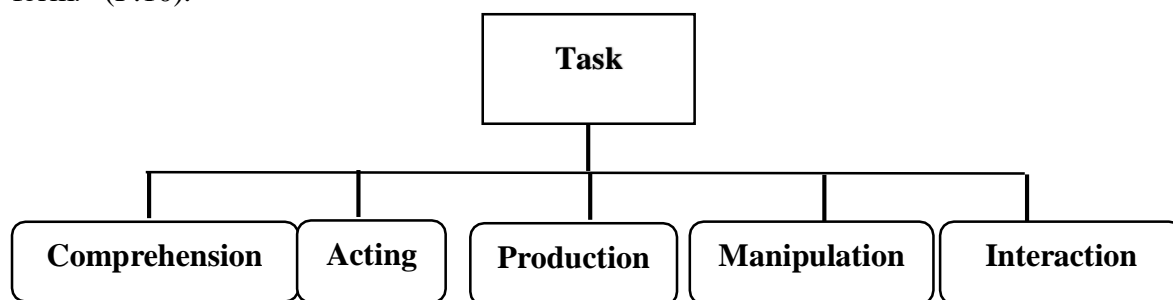


Figure 3.1: *Characteristics of a task drawn from Nunan (1989, p.10).*

This means, that learning to achieve their goals, students will use their background knowledge in communication in order to boost their level in the target language, while they have to concentrate on how to express opinions that construct the meaning with correct use of grammatical and vocabulary knowledge. For Willis (1996) a task is an activity “where the target language is used in order to accomplish an outcome for the communicative purpose (goal) of the learner.” (p. 23)

In addition, For Long (1985) “A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, borrowing a library book, making an airline reservation. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you to do if you ask them and they are not applied linguists.” (P.89). Examples of tasks include, creating a

presentation, making a video or short movie, participating in a group debate or discussion, working out to solve of practical problem like gathering missing information.

Van den Branden (2006) explains how in second language research, tasks have been used to study language production, interaction, negotiation of meaning in all aspects to improve second language acquisition (SLA). This author defines a task as “an activity in which a person engages in order to attain an objective, and which necessitates the use of language” (p. 4).

3.2.2. Defining Task-Based strategy

Task based language strategy is a different method to teach foreign languages. It can give the opportunity to students to practice the language in real life situations, where oral speaking is present to complete a certain task. Task- based learning has an essential part in classroom setting where students use their skills at their current level and developing their language fluency through its use.

Recently task is considered to be the most effective way of improving foreign language learning (EFL) in the classroom. According to Richards and Rodgers (2004), “Task based strategy gives students a better environment in which to activate their learning process” (p. 223). Learners in the classroom area have to practice communication focusing on using it in accurate way which makes teachers activate them by using the TBL method to promote their learning process. One obvious goal of choosing TBL is to:

- Boost students’ engagement.
- TBL focuses on student role rather than teacher role.
- It is the teachers’ responsibility to create and provide a variety of tasks that will allow the student to experiment freely, independently, and creatively with the foreign language.

Every activity will provide the student first-hand experience with the foreign language, and here is where the teacher comes to play his/her role of raising the awareness of the students.

Recently Ellis (2009) defined TBL as “A process of teaching a foreign language that is performed by learners with a series of tasks that seems to engage them in interactional real life language use. Ellis seems to have focused on TBL as used in ESL classes. “Task is known to be the main concept of the lesson in TBL (Dickinson, 2010). This process helps the learners to acknowledge the abilities of communicating orally and comprehending the question of the content to complete the task.

3.2.3 Principles of Task-Based Strategy

Nunan (2004, p 35-37) sets the TBLT principles that should be implemented in the learning process as follows:

3.2.3.1 Scaffolding: Vygotsky defined scaffolding instruction as “the crucial role that educators and other professionals play in helping students improve while offering the basis they need for moving on to the next stage or level” (Raymond, 2000, p. 176). When applying TBLT strategy in the classroom, the teachers’ role is to create an encouraging and enjoyable environment in which learning can occur in a suitable way. That’s why it is crucial when using analytical methods like TBLT, because students will face and deal with new chunks of language that are difficult to them to understand immediately. In order to not lose motivation and support of the teachers the lesson or the task content should be identical to their level of comprehension, here the teachers’ creativity of using TBLT takes place to know when it is time to stop the scaffolding. (Nunan 2004, p.35)

3.2.3.2 Task dependency: In TBLT the first work provided by the teacher should be built upon the one that came before it. This task dependency idea is showing how each job relies upon the one before it. (Nunan 2004, p.35)

3.2.3.3 Recycling: According to Collins dictionary recycling is “the act of processing used materials into new products for further use.” In other words, Reusing the elements of the target language by learners allows them to face new opportunities which enhances their language in different environments and practice the language from the first side using different linguistic and productive sentences which is called ‘organic’ learning principle. (Nunan 2004, p.36)

3.2.3.4 Active learning: The learners improve their language by practicing more in the classroom, participating and doing the tasks rather than ask the teacher for the answer. They should be active in the language they are learning for a better communication enhancement. Also, when the task is applied they should take all class time for answering, this opportunity gives a positive impact in their language learning level. (Nunan 2004, p.36)

3.2.3.5 Integration: Cambridge dictionary defines integration as the action or process of combining two or more things in an effective way. In learning a language learner should be taught in a way to understand that all aspects of the language which play a vital role for a better communication using grammatical, lexical, phonological and semantic meaning because they are all related. (Nunan 2004, p.37)

3.2.3.6 Reproduction to creation: In TBLT strategy learners now can move from modelling what teachers said to a creative thought of their own. They should imitate from the instructor tasks or from the textbook using the correct form and linguistic functions it gives them the motivation for a creative work. (Nunan 2004, p.37)

3.2.3.7 Reflection: A reflection is an image that you can see in a mirror or in glass. (Collins dictionary). In TBLT it is important for teachers to provide learners with chance to see what stage they finally achieve, what they have learned and how good they are doing.

(Nunan 2004, p.37)

3.3 The application of Task-Based Language Teaching in EFL classes.

From now this section will deal with the teaching of English language to TBL.

The use of TBLT method in FLL classrooms, incorporates processes that are supposed to facilitate language learning to learners. Nunan (1991) claims that “in Task-Based language learning lesson plans and curriculum contents are chosen to be in the same level of the communicative tasks that students will need to complete them outside of the classroom” (p.279). According to number of foreign language researchers like Fotos and Ellis (1991), Newton (1995), Wesche and Skehan (2002) have shown their focus and support on the idea of TBLT which for them it improves real-life communication skills because, it is an appropriate teaching method for second language learning and teaching. Task based strategy give chances to students to participate and increases their speaking performance in the classroom, Teachers can apply amusing activities with their learners in order to let them participate.

Moreover, Nunan (2004) defines a task based language learning as " a method that aims to provide students the freedom to process and reorganize their interlanguage in a way that fits their interests and allows them to work at a fairly independent pace and level. Teacher can give students amount of time and let them express their thoughts freely, they play the role of the facilitator and helper of the task stage this results making the students attain the learning process. Willis (1996) presents the following categories of tasks:

3.3.1 Listing: The phase of listing contains brainstorming and fact gathering with the final achieved list or draft mind up. This type of task aims at helping students to improve their understanding and their abilities of speaking skills.

3.3.2 Ordering and sorting: classifying, ordering, organizing and sequencing information gives the result of setting ideas and information according to certain established rules.

These rules help students to think logically and in a way of finding solutions of any required task.

3.3.3 Comparing: This third type help matching, discovering similarities and differences.

Learners here might find chunks and well-formed words and sentences which enables them to acquire how to improve their capacities in differentiating.

3.3.4 Problem-solving: In this type of activity you learn how to think by a process of logic, make a decision of your job and finally solve the situation provided. This task entails to let the students know how to make a decision for a better result.

3.3.5 Sharing personal experiences: Narrating, describing, exploring and explaining attitudes, opinions, reactions these represents sharing experiences when they are communicating with each other. This kind of exercise allow students to enlarge their social communication area like exchanging their experiences.

3.3.6 Creative tasks: Finally, in this phase when acquiring all previous categories. In addition, students will develop their thinking and analytical abilities and they will rely on themselves to produce creative things

TBLT reposes on learner's initiative, motivation and involvement in in-class activities.

3.4 Teacher's Role in TBLT

When it comes to implement the Task-Based method of teaching, Teachers shed lights on students' needs and interests by becoming facilitators and leaders of the classroom. Richards and Rodgers (2001) provided the following key roles for the instructor. First, the teacher holds a significant role in consciousness-raising as it helps students' realization and mental action when acquiring the target language in order to comprehend the task's nature and logical approach. "Current views of TBLT hold that if learners are to acquire language through participating in tasks they need to attend to or notice critical features of the language they use and hear" (Richards & Rodgers, 2001, p. 236).

Secondly, the teacher here has the role of the task selector or sequencer the language instructors design their tasks based on the learners needs and evaluates the appropriateness of each task to explain this concept, Richards and Rodgers (2001) stated that “Teachers main role is choosing, creating, modifying and organizing questions in accordance to the learners needs and language proficiency then constructing this role into an educational process” (p. 236). This means teachers should carefully choose and develop the questions they use in classroom to facilitate comprehension according to the learner’s level.

Furthermore, In TBLT, the teaching and learning is learner-cantered Willis and Willis (2007) also provided a set of roles for the teacher in TBLT. These roles are as follows for them the teacher takes part to be the discussion leader in the classroom in which he should start the conversation because he is considered as a task administrator. Willis and Willis (2007) noticed that a teacher-led class represents a challenge by mentioning that “You need to think things through with great care, anticipating the difficulties learners are likely to have and working out strategies for handling those difficulties” (p. 149). Additionally, a teacher is considered to be the group manager it includes more roles like convincing, educating students of the advantages by enhancing their performance in speaking and interaction. Also the teacher has the role of facilitator the teacher provides students with easy activities and help them in the process of solving the problem of the task. Willis and Willis (2007) manifested that “Before designing a task make sure that it fits with learners’ abilities to answer, teachers should find a balance between the task content with the right challenges” (p. 150). Lastly, the teacher is the source of motivation, it is important role for enhancing the learners L2 input by encouraging them to engage in tasks process.

3.5 Learner's Role in TBLT

The TBLT strategy uses a learner-centred approach in teaching the language, now learners have many roles in the classroom, student's role is to control and participating in their own learning rather than being sitting receiving information.

Richards and Rodgers (2001) proposed the following functions. learners are monitors teachers observe students so as to guide them during the task period. In order to understand the task criteria, teachers have to raise consciousness of the students in TBS learning. "The secret to know how language is used in speaking skill is by planning class activities so that students comprehend the main problem in the task" (Richards & Rodgers, 2001, p. 235). Likewise, in TBLT the students play the role of a risk-taker which involves them to face the challenges of task request like the lack of vocabulary, culture background of the language, and creativity, in this sense learners have to live with making mistakes and take the risk. Third, learners are innovator of the task, they should do the best of their capacities needed and create new ideas with new words and build them in different contexts.

In addition, learner's role is to make changes, contribute, create many things that enhance first their level of the target language and second to the advancement of the academic path. Ken Hyland (2006) asserts that, "Entering high school requires students to adopt new roles and interact with the material in novel ways." (p.8)

3.6 Advantages and Disadvantages of TBS to EFL learner's Oral Fluency

A wide range of advantages and disadvantages concerning the use of Task-Based strategy (TBS) has gained important attention for both researchers and EFL learners specifically in oral fluency.

Advantages

TBS of teaching offers many benefits to help EFL learners fluency improvement in the target language. Ellis (2009) lists these benefits as follows:

- Task-Based language teaching gives the chance for natural learning in the classroom setting with the aim of developing the language that is relevant to them.
- TBLT proposes students with a large input in the target language
- It is learner-centred method of education while also it permits teachers guidance and support
- Task-based strategy of teaching could increase students' motivation when acquiring the English language.
- TBLT aims at improving learner's fluency, In the same vein, it does not ignore the significance of accuracy.
- While learning the language TBLT prioritize meaning (content) more than form, whereas learning structure can also be stressed.

Disadvantages

According to Saputro et al (2021) there are several challenges of teaching TBLT including:

- TBLT is time consuming when it comes to prepare task lesson because it requires more time for them to create a task sequence and build it according to task requirements.
- Understanding the principles of the task was confusing and complicated in doing the task
- Diverse classes are also challenging for teachers to organize tasks, learners have different levels and motivations it may be too difficult for some students and easy for others who have high level might find it too easy and boring at the same time for students with low level they find it too complex and ambitious which prevent them from speaking the language.

Conclusion

Implementing Task-Based strategy in oral classes have a crucial positive impact on the students' engagement and practice of the target language. The present chapter, was an attempt

to give general overview to the methods of language teaching that came as a reaction to the strategy of Task-Based teaching. Moreover, it aims to discuss TBS definitions, with regard to their principles and applications besides highlighting at the end advantages and disadvantages of TBS to EFL learners' oral fluency. Students need to master the target language especially the speaking skills. With integrating activities in oral classes teachers provide learners' an enjoyable environment, motivating them and help enriching their vocabulary with an effective method of teaching in their learning process.

Chapter Four

Field work

Chapter Four: Fieldwork and Data Analysis

Introduction

4.1 Research design

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4.5.3 Discussion of the Findings

4.6 Teachers' Questionnaire

4.6.1 Description of the teachers' Questionnaire

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Conclusion

Introduction

This present chapter comprise the practical part of the current study. This chapter is devoted to find out whether the use of formulaic expressions as a task-based increases learners' oral fluency or not. Moreover, the research instruments and design used in this work are a quasi-experimental study of a pre and post-tests method and a questionnaire for teachers and students in order to obtain reliable findings and useful data. Additionally, this mixed methods is used to examine the attitudes and experiences of second year EFL students and teachers about the impact of using FEs in oral classes. Finally, this chapter ends up with a general conclusion followed by some limitations and further recommendations for future researchers.

4.1 Research design

With a view to test the previous hypothesis and provide a credible and quantifiable results. It aims at exploring the efficiency of employing formulaic expressions as an activity based approach to develop EFL learners' speaking skill level. This chapter conducts a mixed method design, this approach correlate between the presence of FEs and its impact on oral communication fluency. Therefore, it is based on two data collection tools: a quasi-experimental study pre-test and post-test and both students and teachers of oral expression have had a semi structured questionnaires. This enables researchers to triangulate the finding gained through the different tools.

4.2 Population and Sampling

Our population will be second year undergraduate students of English which constitutes of (09) groups at the University of Mohamed Kheider of Biskra. We have chosen second year students because they are supposed to have been developed their basic linguistic knowledge in the target language. The sample of this study took place in one group from the other groups, which consists of (40) students have been randomly chosen to participate in the pre and post-test experiment. Additionally, a (07) oral expression teachers and (20) students from the

whole population were involved in an online questionnaire. The aim of this survey is for concluding their viewpoints and perceptions about the effectiveness of using formulaic expressions in oral classes. Also, the strategy of teaching whether it influence their communication and confidence or not.

4.3 Description of the Experiment

4.3.1 Description of the Pre-test

The pre-test (Appendix. A) was designed to assess learners' formulaic knowledge before the experiment. The test was designed in a one-task form. The task contained sixteen (16) formulaic expressions or idioms and two questions. The first question that demanded the inclusion of the given idioms in suitable examples, according to the understood meaning. The second question demanded the oral use of the given idioms in describing any daily life context, either in pairs or individually. The testing time was limited to twenty (20) minutes, Assessment included six (06) criteria that are the fluency, pronunciation, coherence of ideas, rate of speech, vocabulary use, and use of formulaic expressions. The scoring included a five (05) scale from A to E. levels within the scale were scored as follows: A: three and a half points (03.50), B: three points, C: two points and a half, D: two points, and E: one point and a half. The scoring rationale was adopted in order not to exceed twenty (20) points in the best-case scenario.

4.3.2 Description of the Experiment Sessions

The experiment sessions were in a total of three (03), delivered in an hour and half each. The first session (Appendix. B) involved giving a list containing a considerable number of formulaic expressions, including phrasal verbs, collocations, probers, and idioms. The task involved using, in pairs, the given formulaic expressions as much as possible in four different role-play scenarios. The session took one and a half hour, half an hour was given for practice and an hour for presenting the role-play. As an observation, there was not significant interaction with the task.

The second session (Appendix. C) involved a text that included a good number of formulaic expressions, including phrasal verbs, idioms, and proverbs. In addition to the reading text is a task that included extracting the maximum of phrasal verbs, idioms, and proverbs, to guess the meaning behind each formulaic expression, and to illustrate the extracted expressions in an adequate example. The learners were given half an hour time to read the text and the rest was dedicated to the task completion. Interaction with the task was also minimal as the first session.

The third session (Appendix. D) involved giving a list, containing a considerable number of formulaic expressions, including idioms, collocations, phrasal verbs, and proverbs. The task involved memorizing as many as possible of the formulaic expressions within three minutes' time, then, try to recall and use them to talk about five given, different situational topics. Same as the two previous sessions, the practice took half an hour and the presentation took an hour. After two sessions and familiarization with the research principle, the observation in the third session is a positive interaction with the task as well as within the classroom.

4.3.3 Description of the Post-test

The post-test (Appendix. E) was designed to assess learners' formulaic knowledge after the experiment. The test was designed in a one-task form. The first part of the task contained twelve (12) formulaic expressions, including idioms, phrasal verbs, and collocation, where the learners were, first, asked to guess their meaning. Then, the learners were demanded to use orally the given idioms in describing a previous experience, either in pair or individually. The second part of the task contained the reading of a text. After the reading, the learners were asked to underlining the existing figurative, idiomatic phrases, then, they were demanded to match the given phrases with the underlined idiomatic phrases. The testing time was limited to twenty (20) minutes. Assessment included the same five (05) criteria that were assessed in the pre-test. The scoring and rationale were the same as the pre-test.

4.4 Analysis of the Experiment Data

4.4.1 Descriptive Statistics

Descriptive analysis of the data usually involves the display of the numerical data, calculation of the mean and the standard deviation, comparison to show if any change has accrued after the experiment is finished. The mean is calculated to show if a change has occurred after undergoing the experiment or not while the standard deviation is calculated to show if there are any extreme scores in the data set.

Table 4.1

Summary of the pre-test and post-test scores

Learners	Pretest						Posttest					
Criteria	Fluency	Pronunciation	Coherence	FE	Speech rate	Vocabulary	Fluency	Pronunciation	Coherence	FE	Speech rate	Vocabulary
	L1	03	1.5	1.5	1.5	1.5	02	03	2.5	03	3.5	03
L2	02	3.5	03	1.5	1.5	1.5	03	2.5	2.5	03	2.5	2.5
L3	02	2.5	1.5	02	1.5	1.5	3.5	2.5	03	03	03	02
L4	2.5	03	1.5	1.5	1.5	02	03	2.5	2.5	03	03	03
L5	03	02	2.5	1.5	1.5	1.5	03	3.5	03	03	03	02
L6	02	2.5	3.5	1.5	1.5	02	03	03	2.5	2.5	03	03
L7	2.5	2.5	1.5	03	1.5	02	03	03	03	2.5	2.5	2.5
Sub-	17	17.5	15	12.5	10.5	12.5	21.5	19.5	19.5	20.5	20	18
Totals												
Total	85						119					
Mean	12.143						17.000					

Standard deviation	0.899	0.645
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The summary of the pre-test and post-test scores show that all six criteria have been increased, the fluency (21.5 >17), pronunciation (19.5 >17.5), coherence (19.5 >15), formulaic expressions (20.5 >12.5), speech rate (20 >1.5), and vocabulary (18 >12.5). However, the two criteria that have significantly increased are the formulaic expressions, with 9.5 points and the rate of speech, with 8 points. Comprehensively speaking, the comparison of the two means (17.000 > 12.143) show a clear difference between the learners' level before and after the experiment. Additionally, the comparison of the two standard deviations (0.645 < 0.899) shows that the learners' scores have improved but not in an extreme manner, which means that they are more clustered around the mean. This is also an indication that there is a more likelihood of a statistical significance once the research hypothesis is tested (Becker, 2024).

4.4.2 Inferential Statistics

Inferential analysis of the data is conventionally done to test the research null hypothesis. However, to decide on the appropriate test to perform, parametric or non-parametric, four assumptions have to be met. The assumptions include ratio data, random sampling, normal distribution of data, and equality of variance in the case of more than one group (Cohen, Manion and Morrison, 2018, p. 777). In the case of one group, only the three first assumptions should be met. On this account, the first and second assumptions are already met and the third is to be tested through the Shapiro-Wilk test as shown in table 02. Nonetheless, it is important to mention that normality is sensitive to small sample sizes (Marshall & Samuels, 2017), which could be affect by the research sample being limited to seven participants.

Table 4.2*Shapiro-Wilk test of normality*

	Degree of freedom	Test significance level
Pretests	07	0.062
Posttest	07	0.819

Statistically speaking, in the normality tests, if the test significance level is more than the standard significance level 0.05; then, the data are normally distributed (Marshall & Samuels, 2017). Accordingly, the test significance levels in pre-test ($0.062 > 0.05$) and post-test ($0.819 > 0.05$) are more than the standard significance level. This means that the data are normally distributed for the two tests, which means that the third assumption is met.

When the three assumptions are met a parametric test is the appropriate test to test the null hypothesis. In the case of one group tested before and after the experiment, the paired samples t-test is appropriate parametric test for the testing of the null hypothesis (Derrick, Toher & White, 2017, p .120). Table 03 shows the results of the paired samples t-test.

Table 4.3

Paired samples t-test

	Degree of freedom	Test significance level
Pretest/Posttest	07	0.000

Statistically speaking, in the pared samples t-test, if the test significance level is equal or less than the standard significance level 0.05; then, there is a statistical significance and a difference between the means of the pre-test and the post-test (Derrick, Toher & White, 2017). Accordingly, the paired samples t-test significance level is less than the standard significance

level ($0.000 < 0.05$), indicating the presence of a statistical significance. The presence of a statistical significance means to reject the null hypothesis, which states that it is predicted that the use of formulaic expressions in oral classes cannot contribute to the enhancement of the oral fluency. This means to accept the alternative hypothesis, which states that it is hypothesized that the implementation of formulaic expressions in oral classes can contribute to the promotion of oral fluency.

4.4.3 Discussion of the Experiment Findings

The experiment findings are simple and forward as an observable improvement have been noticed in learners' fluency related criteria after the use of a task-based strategy. The designed tasks on the basis of formulaic expressions was able to improve learners' pronunciation, vocabulary use, formulaic expressions use, coherence of ideas, rate of speech, and overall fluency. The tasks were also able to raise the learners' interest, participation, and motivation as they were more positively engaged with the advancement of the sessions. In relation to the research questions, the second question can be said to be answered as the integration of formulaic expressions as a task-based strategy positively influenced EFL learners' oral fluency in comparison with traditional, instructional methods. Accordingly, the alternative hypothesis was accepted that hypothesized that the implementation of formulaic expressions in oral classes contribute to the promotion of oral fluency can be accepted as the null hypothesis was statistically rejected.

In summary, the development of the formulaic knowledge is necessary to develop the language proficiency, especially the language fluency. Additionally, the task-based strategy is one of many strategies that can be used to ensure this development.

4.5 Students' questionnaire

The questionnaire aims at gathering qualitative and quantitative data about the students' perceptions about formulaic expressions and oral fluency.

4.5.1 Description of the questionnaire

The second data gathering tool is students' questionnaire, its objective is to gather thoughts and opinions of the learners' on the effectiveness of using formulaic expressions as a Task-Based method in order to improve their oral fluency and speaking skills on the target language. It consists of 18 questions, some of them are close-ended questions which requires the answer of 'Yes or No', other questions are open-ended; to tick the appropriate box and to answer with a full statement to justify their opinions and thoughts.

Section one: About Personal information of the students, there are four questions in this part (Q1,2,3 and 4) about Gender, their choice of English and for what reason their choice is based and lastly concern if they ever test their level (IELTS, online programs)

Section two: Concerned with the employment of formulaic as a Task-Based strategy in oral classes and it consists of seven questions.

Section three: It is about the oral fluency in EFL classes, it consists of seven questions.

4.5.2 Analysis of the questionnaire

Section one: Personal information

Question 01: What is your Gender?

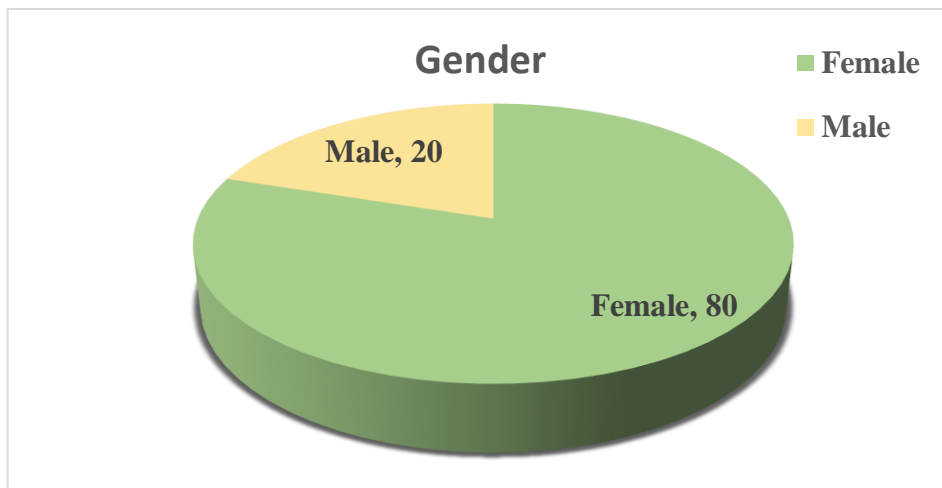


Figure 4.1: *Students' Gender*

This data results shows a clear inconsistency on students' gender, with 80% (16) female and 20% (04) male; these imbalanced findings could have an effect on students' performance. Gender can influence communication manners and language use. Also, these results about gender confirm that the sample is representative of the whole population.

Question 02: Was the enrolment in English your choice?

The purpose of this question is to measure and know the motivation behind learning English, this question is explained in the following figure:

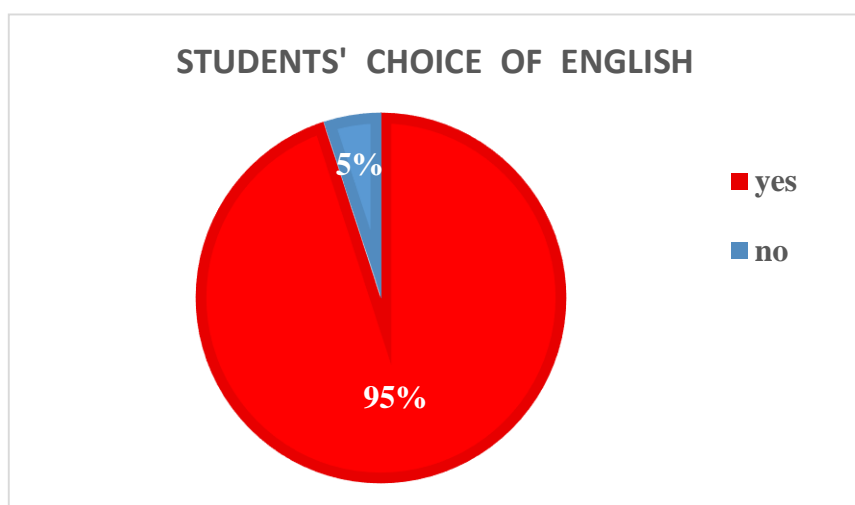


Figure 4.2: The choice of learning English

The data obtained from the answers of this question illustrates that most of EFL learners' choice of studying English at university was their own decision. As it is shown a significant majority ninety-five (95%) answered Yes, whereas five (5%) answered No. This determine a strong self-satisfaction and personal motivation among students' willingness to learn the language because they choose to learn English language from their deep wants, they are known as voluntary learners the majority of them wants to learn English. As a result, it leads to better learning achievements and higher participation in class.

Question 03: If “yes”, you choose to learn English as a second language because:

The coming pie chart indicates the reasons behind learning English.



Figure 4.3 : *Students' goal of learning English at University*

Table 4.4 :*Students' purpose of learning English*

Option	Number	Percentage
a. It holds the title of being the most commonly spoken language globally.	3	15%
b. You need it for your future profession.	13	64%
c. It helps you communicate and go abroad.	4	21%
Total	20	100%

As shown in the table and figure three, the main reason to learn English at university is that they need it for their future profession; as illustrated by sixty-four (64%) of the participants, this indicates that students are focused more on their future career and gives importance of English in the professional area. Whereas, a smaller part of students fifteen (15%) chose English because of its position as the most commonly spoken language globally, this group values English for its large cultural competence and its international use. The rest of the students twenty-one (21%) are motivated to communicate and travel abroad. This highlight students' willingness in learning the language which facilitate travel and personal connections across the world.

Question 04 : Have you ever tested your level (IELTS, Online programs, TOEFL Test) ?

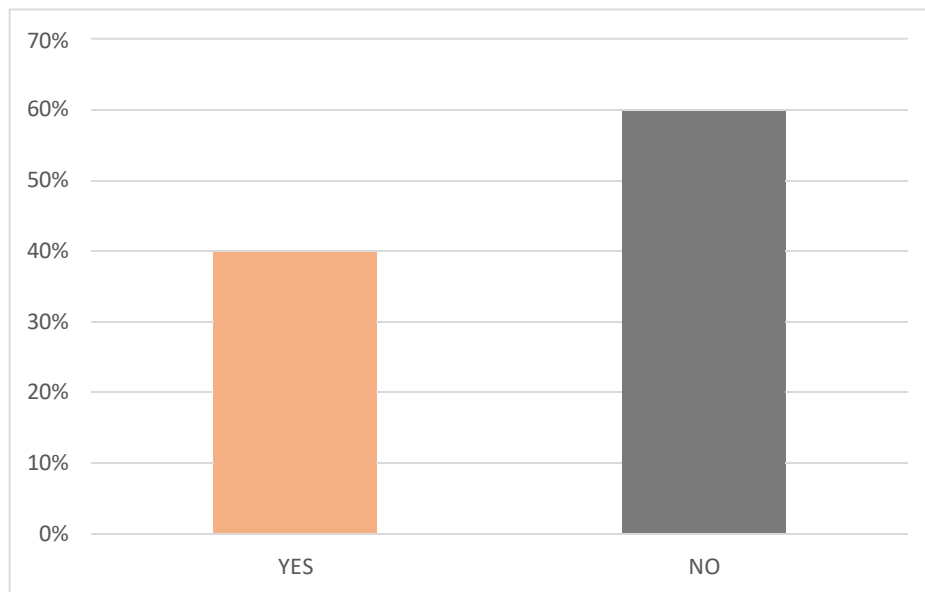


Figure 4.4 : *students' knowledge of English tests*

Based on the results shown in graphic 04, the findings illustrated that the majority of respondents sixty (60%) have not taken formal English tests like IELTS or Online programs of testing their language level value. While the minority of participants (40%) have done formal testing, this gives them the opportunity to be more familiar with test format and influence their learning methods to measure their English proficiency.

Explanation:

Many students' have express their responses and opinions about taking formal tests. For 'Yes' responses some students mention that they took the test for learning goals and to assess their own proficiency level at English. Three participant confirmed that: "Yes, *whenever I find the chance I do some tests to see how my English has improved*". Second one: "In the sites that give you a lot of questions to decide your level". Third one stated: "I've tried an online test by the British council website just out of curiosity to rate my level". This shows how students are interested in enhancing their level of English language skills whenever they get

the chance to do it for a better outcome in their academic path. Also they clarify the desire and their motivation of being tested in order to gain confidence in achieving their goals. For 'No' answers learners justify that they have not get the chance to measure their levels. Some participants expressed: *"I did not get a chance"*.

Section two: Formulaic Expressions as a Task-Based strategy in oral classes.

Question 05: What do Formulaic expressions (idioms, phrasal verbs, proverbs, collocations) imply to you?

Learners have provided different opinions, thoughts and responses to this open-ended question that vary in many sides of expression, they define FEs from their cultural awareness, positive attitudes, challenges and difficulties they face and practical understanding.

First, some students explain their view point that formulaic expressions are essential tools in communication for achieving fluency and naturalness when speaking English. Some participants asserted: "For me, it's like adding a finish touch to the language skills to make my speech smoother & more natural like natives". While others declared that "Formulaic expressions are language shortcuts, like idioms, phrasal verbs, proverbs, and collocations. They help convey meaning quickly and naturally in speech and writing". Furthermore, these students add that formulaic sequences improves the level of speaking showing how they are advanced speakers when practicing the language. In addition, some claim that formulaic expressions make the English language easier in the learning process, enjoyable and they see them as games or something good to improve their vocabulary knowledge, this means that students enjoys learning formulaic expressions and finds them beneficial for improving conversation skills. Lastly, these results shows that students are aware about formulaic expressions and its roles in improving their speaking fluency.

Question 06: Does the implementation of formulaic expressions (idioms, lexical bundles, proverbs.... etc.) in oral classes as a Task-Based strategy more effective than the traditional methods?

The following table summarizes the perceived effectiveness Task-Based strategy using formulaic expressions.

Table 4.5:

Students' perception about the use of formulaic expressions as a Task-Based method

Option	Frequency	Percentage
Yes	17	85%
No	3	15%
Total	20	100%

The data presented in the table shows that eighty-five (85%) of the learners have agreed that the application of formulaic expressions like (idioms, collocations etc.) in oral classes as a Task-Based more effective than the traditional methods. While fifteen (15%) of them disagreed that traditional methods are better efficient than using Task-Based strategy to teach formulaic expressions. This explains that learners are aware of the significant role of Task-Based strategy because it helps them understand formulaic expressions as they use them in daily life contexts to achieve specific goals.

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

- Because it develops our level and makes us enhance our vocabulary
- Because it's somehow funny
- Because they provide learners with practical and real life language
- I think it's difficult for the students to understand them

- Implementing formulaic expressions in oral classes through Task-Based Learning is more effective than traditional methods because it enhances fluency, contextual learning, comprehension, engagement, cultural understanding, practical application, and provides immediate feedback. These benefits lead to a more holistic approach that better prepares students for real-world communication.
- It helps the student to understand and realize new things (vocabulary) and this may improve their level.

Question 07: Do you incorporate formulaic sequences (such as idioms, phrasal verbs, collocations, chunks, proverbs etc.) to enhance your speaking skills?

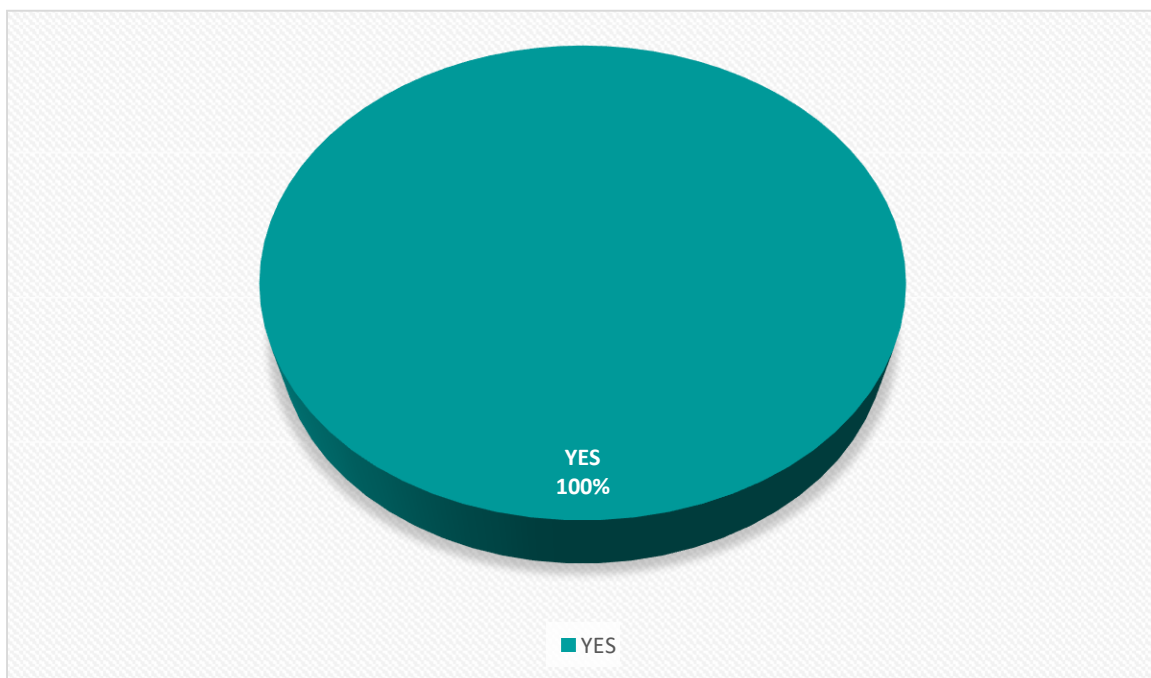


Figure 4.5: *Students' use of Formulaic Expressions*

The findings provided in the figure shows the consistent agreement (100%) saying Yes on the incorporation of formulaic sequences to enhance speaking skills. This positive results showed that students are aware and value the use of these expressions which are important for their communicative competence, confidence and to enhance their fluency.

Question 08: If yes , what type do you prefer to use ?

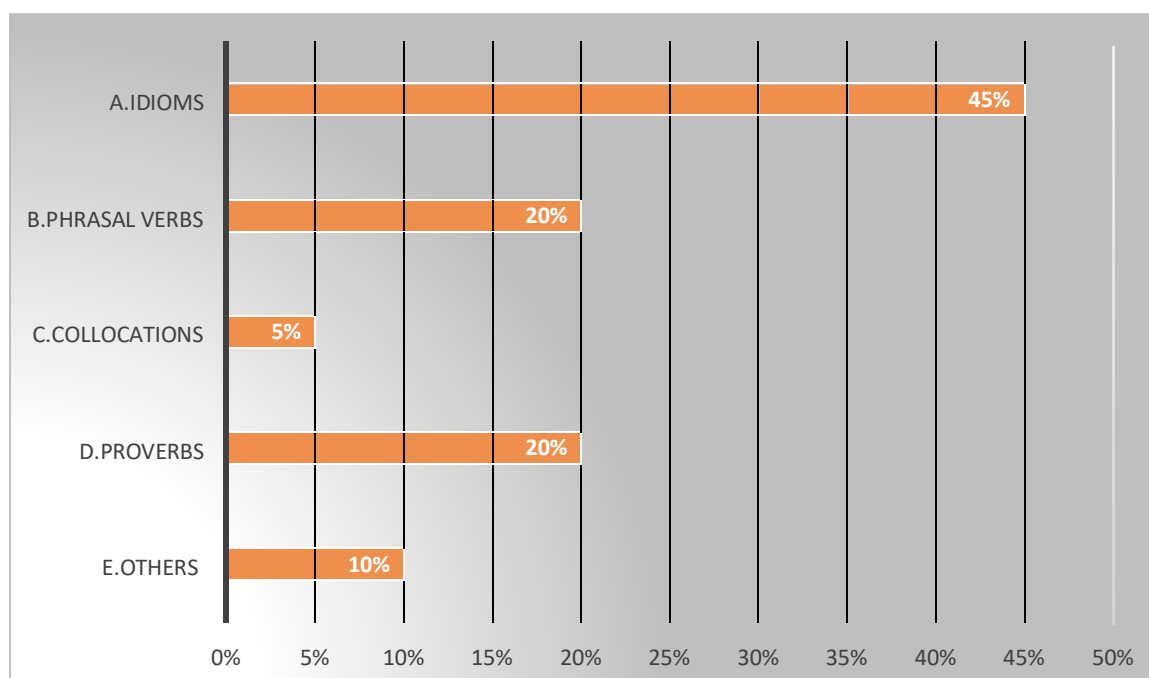


Figure 4.6 : *students' preferred type of formulaic expressions*

Table 4.6:

students' use of formulaic sequences

option	frequency	percentage
Idioms	9	45%
Phrasal verbs	4	20%
Collocations	1	5%
Proverbs	4	20%
Others	2	10%
Total	20	100%

Idioms are the most preferred type, chosen by nearly half of the students forty five (45%) this data shows that learners interested in using idioms which can rich their culture knowledge and make the speech more impactful and enjoyable, while phrasal verbs and

proverbs are equal in the preference twenty (20%) on each, these formulaic expressions they are commonly used in everyday English which makes them essential for effective communication. However, five (5%) have chosen collocations this means that learners might not prioritize them or much interested with regard to other types. The “others” option indicates (10%) of learners prefer to use other formulaic expressions.

Question 09: Do you believe that employing formulaic language in communication has a significant impact on your speaking fluency?

The following table presented aims at assessing students’ beliefs about the impact of formulaic language on fluency achievement.

Table 4.7:

The impact of formulaic expression

Option	Number	Percentage
Yes	17	85%
No	3	15%
Total	20	100%

This table shows the majority of students eighty-five (85%) said ‘Yes’ this indicates that they believe that using formulaic expressions improves their speaking fluency. This can lead to smoother and more fluent conversation. However, a smaller portion of respondents fifteen (15%) reported ‘No’ this highlights that learners do not find the use of formulaic expressions can enhance their speaking fluency. This therefore means that participants might prefer other aspects of language learning like grammar rules or vocabulary acquisition.

Justification:

Participants have differed in the way they chose their answer, and their justification fell into different reasons, some students first states that these expressions enable learners to assist efficient communication and to communicate more complex opinions clearly and effectively native-like speakers as a result to be a better communicator who transmit their ideas in proficient way. As claimed by one of the respondents that “Formulaic expressions allow speakers to convey complex ideas.”

Students also explained that mastering formulaic language can Improve a learner’s proficiency level, this reflects a good understanding of the language which results and contributes an advanced level and quality of communication. As stated by some students “because it will enhance the quality of your English level.” Another one reported “Formulaic expressions makes your speaking more natural and sound like native.” As well as “it makes your words and speech more strong.” From this data it can be concluded that EFL learners prefer implementing formulaic expressions in their speech production and want to sound fluent, proficient and also because it reflects their language expertise level. Besides, participants who chose “No” option might feel that relying on formulaic expressions limits their creativity to form new sentences and express their thoughts.

Question 10: Do you face some challenges in recalling formulaic expressions in your oral performance?

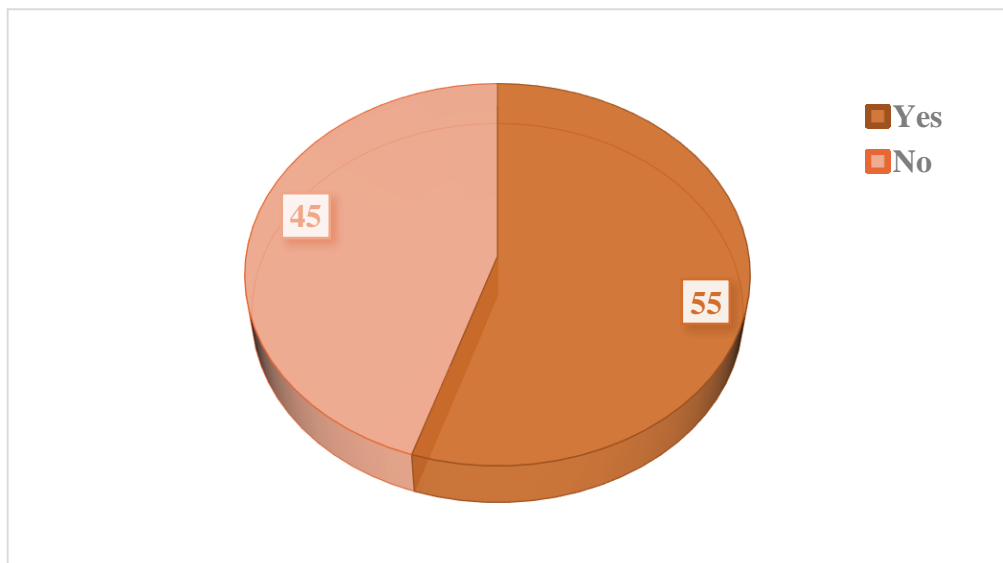


Figure 4.7 : *Students' challenges in using FEs*

This question aims at identifying the difficulties faced by students when they use formulaic expressions. It shows that the majority of the students, about fifty-five (55%) said “Yes” faced difficulties in recalling formulaic expressions, however (45%) of them did not encounter challenges in their oral performance. This reveals that learners are aware of the importance of practicing these expressions and the role of it in speaking skill performance.

Participants who answers the option “Yes” where asked to explain their responses, as one the student claimed “sometimes I forget them because of the lack of practice.” This means without enough practice or exposure to native speakers’ conversations where they use always these expressions, learners may find it hard to recall them when they speak. Another category of answers states that they face difficulties to decide what to speak and how to use formulaic expressions according to the appropriate situation which might be the consequence of hesitations, pauses and making mistakes when they speak. As one respondent stated “Yes, recalling formulaic expressions can be challenging during oral performance due to contextual

appropriateness.” In addition, “They are hard to memorize and use in the same time.” From this answer it can be deduced that learners find it hard to memorize with remembering large number of expressions especially in crowded places or during spontaneous conversations.

Question 11: Does Task-Based strategy teaching incorporating formulaic expressions influence your confidence when using these expressions in your speech situations?

Table 4.8:

Influence of Task-Based strategy on students' confidence

OPTION	NUMBER	PERCENTAGE
YES	15	75%
NO	5	25%
TOTAL	20	100%

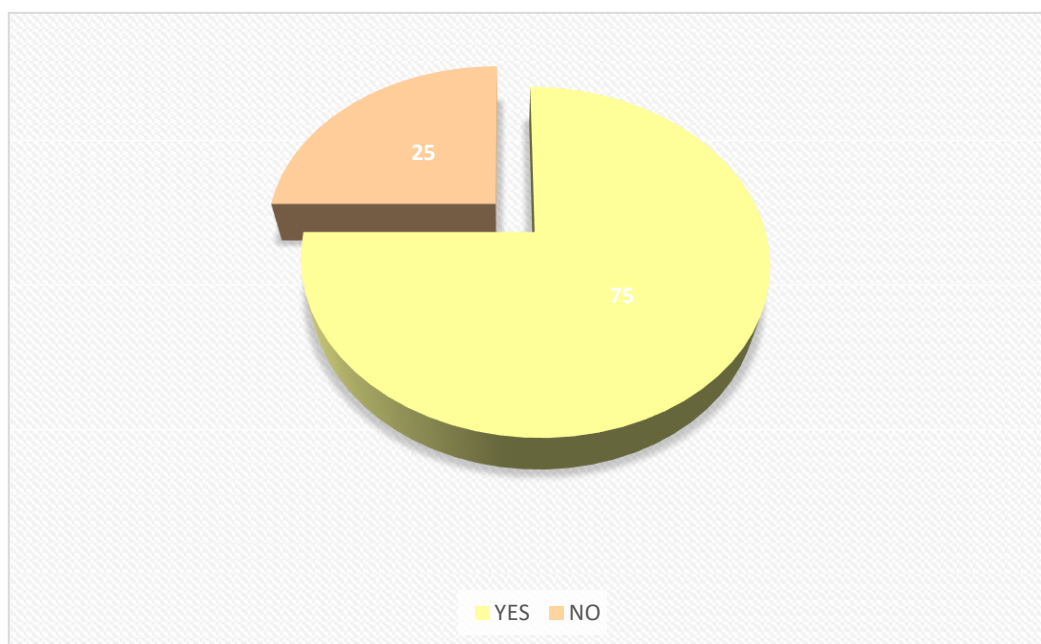


Figure 4.8: *Impact of Task-Based strategy on students' confidence*

This question is followed with Yes/No options and then students were asked to justify their choices, the results of this question as demonstrated in the table above showed that the majority of learners (75%) think that using task based method to teach using formulaic expression enhance their confidence in their speech contexts, this might appear that tasks are effective and gives original communication scenarios with a meaningful practice of English language. Tasks involves interaction, engagement and help students to build strong confidence. In contrast, (25%) of participants did not feel that there is improvement in their confidence when using formulaic expressions as task based approach, in other words, lack of practice and motivation, shyness might make EFL learners unconfident and incapable of using these expressions in communication.

Moreover, participants they differed in the way they respond in their justifications as claimed by one student “It boosts my confidence because it is a perfection to my language.” Another one stated “being more native-like speaker when you use these expressions for example idioms.” Likewise, one respondent reported that “It is a good way to start speaking without being afraid.” From this gathered data it could be reasoned that some learners have positive perspectives about incorporating activities as an approach of teaching formulaic expressions and maintained that it strengthens their confidence allowing them to express their ideas in a smoother and clear way without fear or obstacles stop them from practicing the language. Additionally, students who finds that there is no influence using this method of teaching might be because of the limited exposure to formulaic sequences, the lack of motivation and practice and finally it might be because of tasks they were too hard for them this results that students struggle in using them correctly.

Section three: Oral fluency

Question 12: How do you assess your fluency level in English

The following pie chart demonstrate the students' self-evaluation of their fluency level

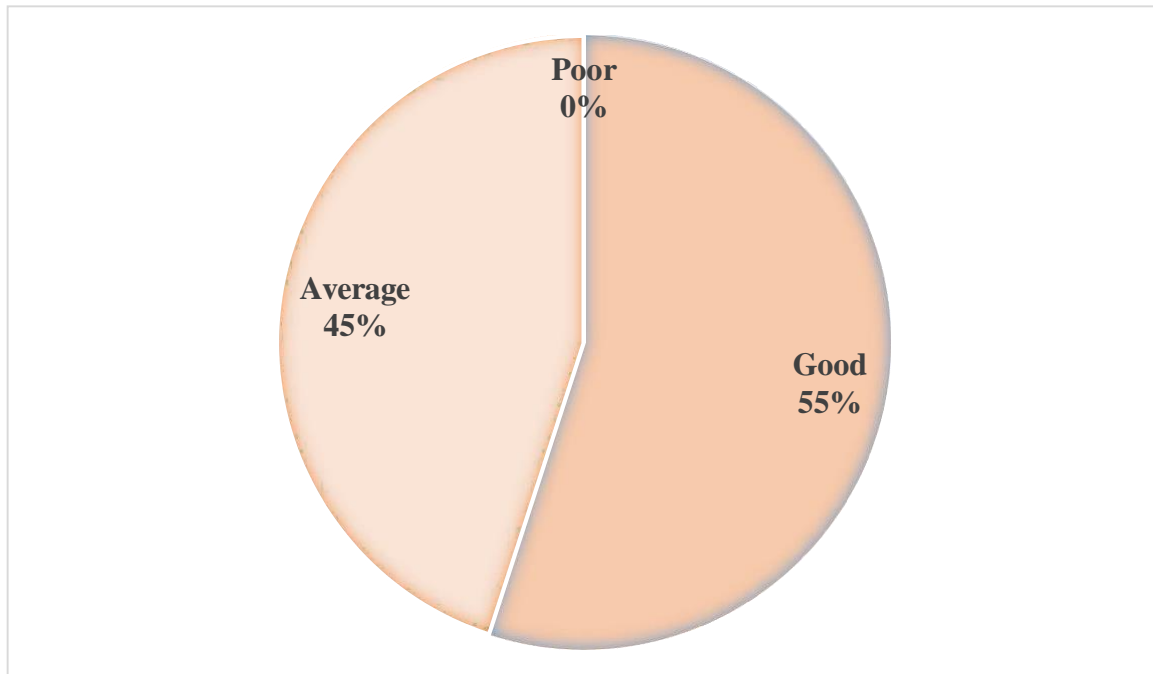


Figure 4.9 : *Students' self-assessment of their fluency*

Table 4.9:

Students' of their level of fluency

OPTION	NUMBER	PERCENTAGE
GOOD	11	55%
AVERAGE	9	45%
POOR	0	0%
TOTAL	20	100%

The findings in the table above shows that (55%) of the participants think their level of English in speaking is Good, whereas, (45%) of them are average, and no one of the participants (0%) consider their level poor. These results suggest that most students rate their fluency as

good which seem to indicate their abilities and strong confidence in their English speaking proficiency, as well as the significant portion that rate their level average indicates that students might face some difficulties in speaking and need improvement in vocabulary, pronunciation and rate of speech. The last option indicates there is no participants feel their level of fluency is poor this might suggest that students learn in a supportive environment which do not make them feel incapable in their English performance.

Question 13: According to you what does the notion of fluency stand for?

Table 4.10:

Students' definition of Fluency

Option	Number	Percentage
a. The capability to talk clearly and coherent thoughts.	10	50%
b. Comprehend native speakers when they communicate.	5	25%
c. Pronounce words appropriately	2	10%
d. Enhancing self-confidence in spoken communication	3	15%
Total	20	100%

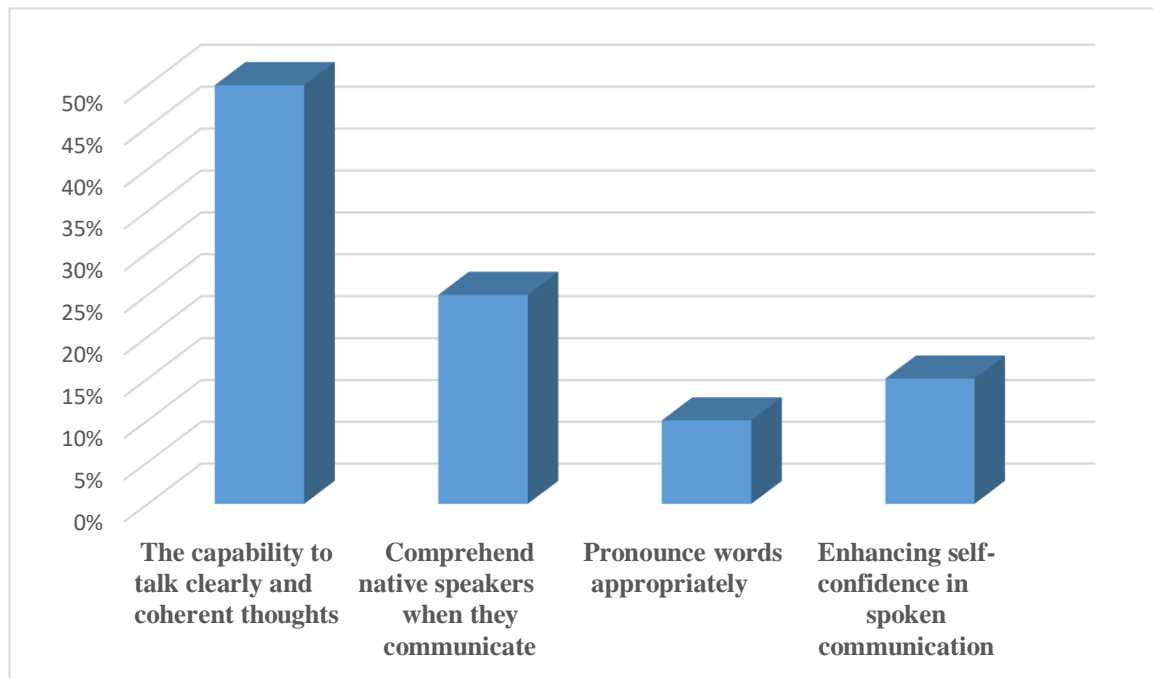


Figure 4.10: *Students' definition of fluency*

The above question aims at understanding learners' awareness about the accurate meaning of fluency. As presented in the table above, the half of the participants five (10) students (50%) admitted for "the capability to talk clearly and coherent thoughts." Five (5) students (25%) who opted the second option (b), and two (2) students (10%) claimed that fluency is "pronounce words appropriately." While the rest three (3) students (15%) explained that fluency is "enhancing self-confidence in spoken communication". The findings show that learners have different points of view about the meaning of fluency, for half of the respondents they chose that fluency is the ability to speak clear and coherent which is obvious that not all students are aware of the exact meaning of fluency, this diverse answers of participants can lead to more effective and fluent conversation skills.

Question 14 : Which aspects of speaking do you consider the most crucial to master.

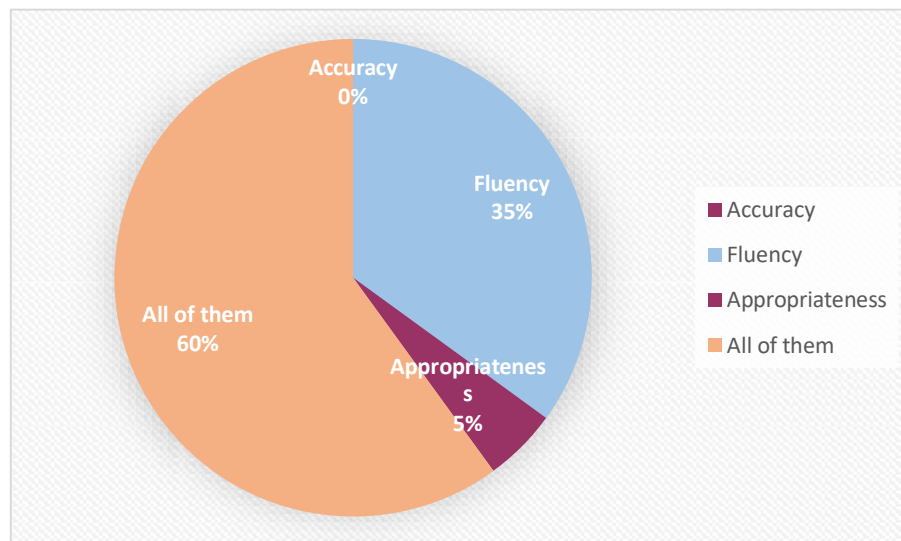


Figure 4.11: *The aspects of speaking that the students consider the most important*

This question is set to know students' priorities in learning the language, the data gathered from this question as demonstrated in the above pie chart shows that the majority (60%) believe that mastering all the characteristics (fluency, accuracy and appropriateness) is vital. This response describes that learners are aware of that all these aspects are connected to each other, consequently they need to develop together to achieve a higher level of speaking proficiency. Another significant portion of respondents (35%) chose the option fluency which might indicate they prioritize the ability to engage in conversations which are crucial for effective communication. The other (5%) of students have opted for appropriateness which highlights the importance of using language that is suitable for the context and listeners for a clear comprehension. Additionally, no respondents chose accuracy as the most crucial aspect of speaking; this indicates that learners seem to concentrate on being able to communicate native-like and give less attention to grammar and correct use of language.

Question 15: You define an effective English user as someone who.

This following table and pie chart aims at investigate the criteria of effective language use.

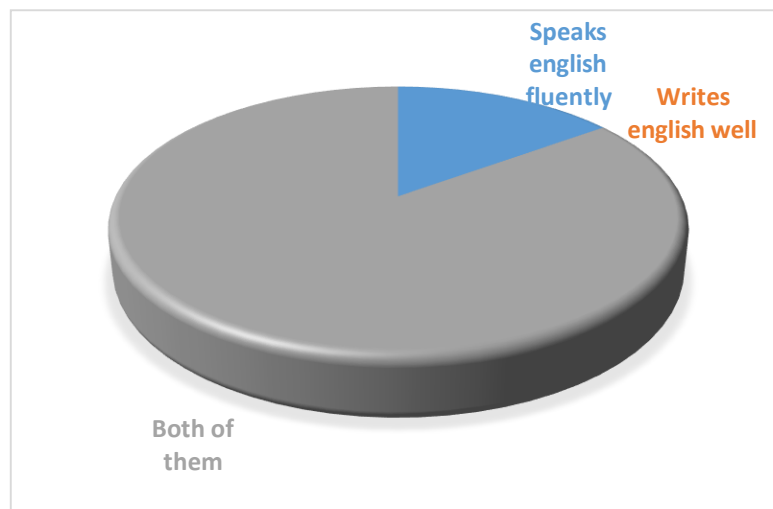


Figure 4.12: *students' definition of an effective English user*

Table 4.11:

students' definition of an effective English user

Option	Number of participants	Percentage
Speaks English fluently	3	15%
Writes English well	0	0%
Both of them	17	85%
Total	20	100%

The data presented aims at indicates the perceptions of what compromises an effective English user. The results show a significant majority a (85%) participants believe that a fluent communicator need to master both skills speaking and writing for an effective use of English in both written and spoken forms of language proficiency. However, a smaller part (15%) of respondents confirm that fluency alone in speaking is a sign of efficiency, this highlights that

to achieve the goal of effective English user, fluency aspect of speaking is sufficient without performing writing skills. As well as, no one (0%) consider writing as the meaning of an effective English user it might be not sufficient in comparison to speaking fluency which results the ability to engage in spoken interactions.

Question 16: Do you participate in oral classes?

The objective of this question is to determine students’ participation in oral classes; it can help educators examine their levels and what their communication lacks like pronunciation, vocabulary and use of grammar, this also aids their awareness of using formulaic expressions.

Table 4.12:

Students’ participation in oral classes

Options	Number of students	%
Yes	18	90%
No	2	10%
Total	20	100%

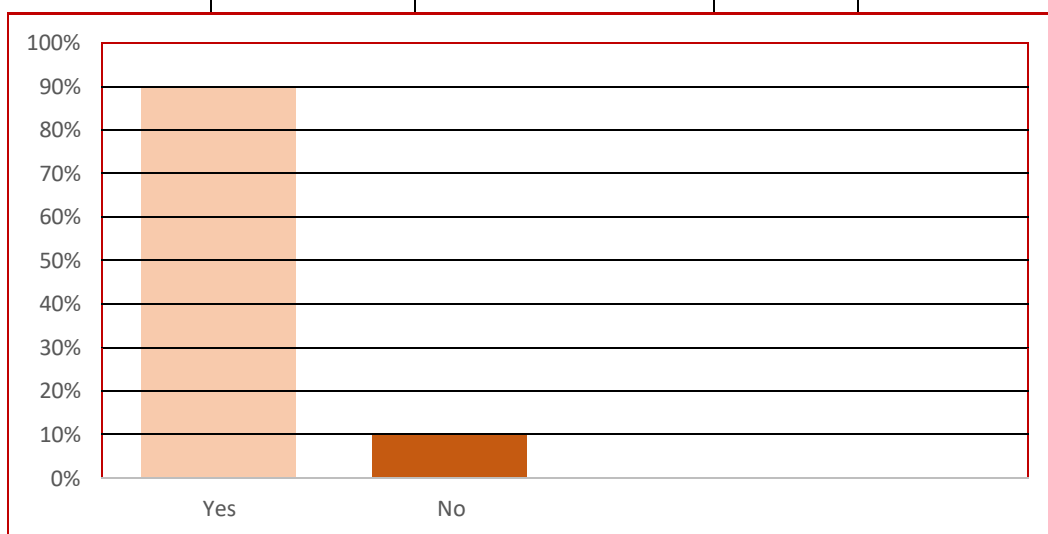


Figure 4.13 : *students’ participation in oral classes*

Relying on the results in the table above 18 respondents (90%) have chosen the option 'Yes' which is the high participation rate, this suggests students' knowledge about the importance of oral communication. On the other hand, the minority 2 learners (10%) have opted for 'No' choice, which means that some students feel anxious or shy when speaking that makes it difficult for them to speak in class.

Justification:

In this section students were required to justify their responses for their awareness and positive perceptions about classroom participation. Some students claimed that learning and participating in oral classes improves their communication skills, they see it essential for developing their pronunciation and as a chance to speak especially in oral classrooms. One student states "I think it is a way to express myself and improve my English." Added another "Because it gives me an opportunity to talk and collaborate with others in order to build my communication skills." However, another participant explained "I participate in oral expression classes all the time because I enjoy it. In addition to that I want to develop my speaking and listening skills." This gathered data shows that oral classes provide more interactive environment and increases students motivation to participate, which results that oral expression sessions are enjoyable than traditional lectures. Consequently, can lead to an effective learning process in enhancing their speaking skills.

Question 17: Which Tasks make you more inspired to interact orally?

The upcoming data outlines the preferred oral interaction tasks.

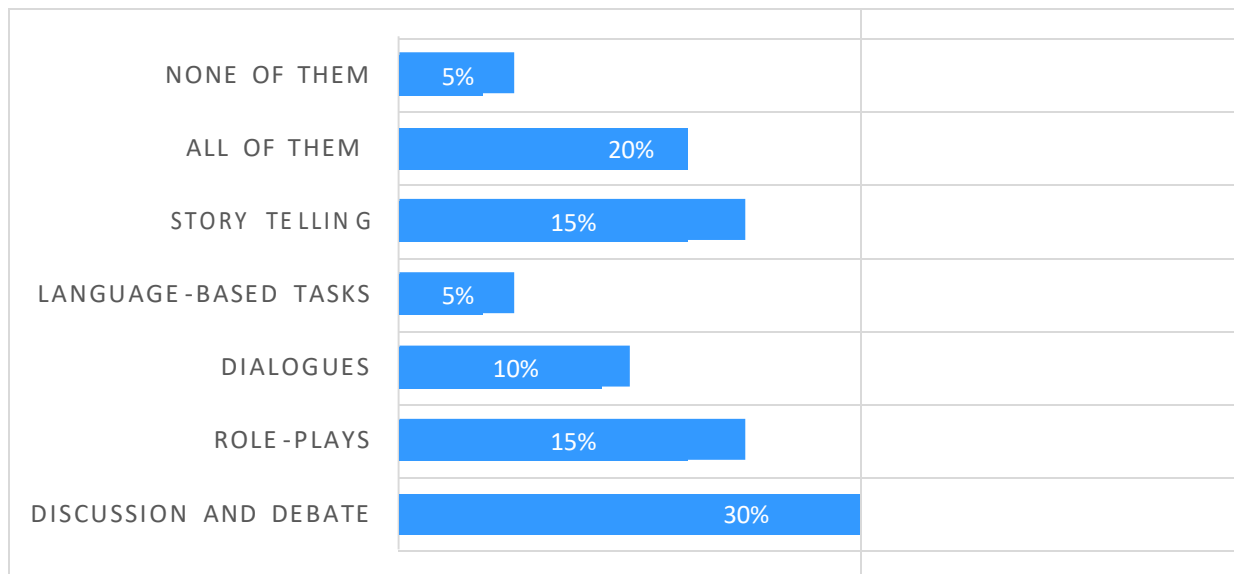


Figure 4.14: *Students' preferable speaking tasks*

The outcomes provided in the figure above shows that the most preferred task (30%) of students are inspired to interact orally through discussions and debates. This suggests that educators find the most important thing is to communicate and exchange opinions with their classmates in specific subjects, it may create a challenging environment between them this results to the students' improvement of oral fluency. Furthermore, a significant portion (20%) of respondents find all the listed activities equally inspiring, these category of students enjoy the variety of tasks it might help them to a diverse approach of oral interaction. While storytelling and role-play have an equal choice (15%) on each of respondents. Role-play tasks can be more engaging and joyful as they allow students to act in different scenarios and characters, similarly story telling motivates learners' broaden their interactive knowledge as it encourages creativity, expressing opinions and improving oral fluency. (10%) of students' chose dialogues and only (5%) are inspired by language-based tasks, these tasks might be seen less encouraging because they are used to them and they did not find any improvement of their speaking skill. A small percentage (5%) are not interested by any of the listed tasks. This involves that they have challenges or lack of participation and practice of the language.

Question 18: Do you face any challenges in speaking orally in front of a public?

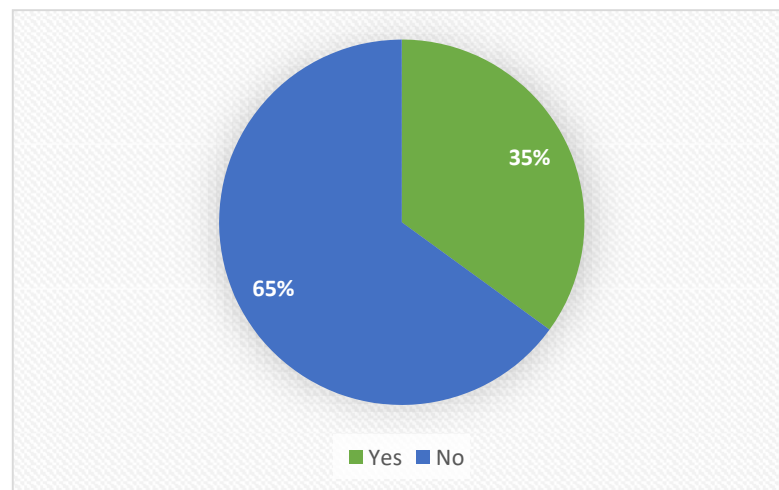


Figure 4.15: *Speaking challenges faced by students'*

This last open ended question aims at identifying the challenges faced by learners' when they speak orally. The highest percentage is that of students that they choose "No" option. These students seem to trust in their abilities, which allow them to speak without any fear and freely express their thoughts in front of public. Whereas, a minority portion said "Yes" thirty-five (35%) of respondents face challenges in public speaking, this result that many students lack confidence and they fear of making mistakes which may low their capacities in oral speaking.

The explanations of the learners' choice were the following:

Students facing challenges:

- Stress and the lack of confident.
- Because I feel shy.
- Because I'm used to it.
- The main challenge is stress, and the fear of making mistakes.

Students not facing challenges:

- Because it is okay to make mistakes, we are all learning and it is not our native language.
- I have enough confidence to speak in front of millions of people if I want.
- Confidence is the key.
- Every public speaker was once a beginner so keep pushing yourself until you reach your goals. Speak when you are afraid speak when you are angry, without talking in circles you have to speak without using emotions and do not show your weaknesses.

4.5.3 Discussion of the findings

The study at hand attempts to explore and demystify the most common challenges encountered by EFL learners', it aims at exploring the impact of formulaic expressions and the viewpoints of the students' about employing them as Task-Based method to enhance the speaking fluency.

According to the data analysis, the majority of Second year English students who took place in providing their opinions and thoughts to complete the questionnaire demonstrated their attitudes about the effectiveness of implementing formulaic expressions as a Task-based method and provide students the freedom to state the different obstacles they face in oral classes. Firstly, based on the findings of the questionnaire it aimed to answer all the research questions that were raised in the general introduction above.

Moreover, the data concerning some learners' point of view about the meaning of formulaic expressions they showed their interest of this linguistic term for verbal expressions, by this means almost all students agreed of the vital role of formulaic sequences in oral classes which help strengthen their communication skills by the method of Task-based. The results reflect students' positive attitudes about their need to learn these chunks due to their extremely positive impact on promoting confidence feeling when practicing speaking, learners' highlight some preferred types of FEs like Idioms, Phrasal verbs, Collocations...etc. Which results

richness of their cultural knowledge and makes oral sessions enjoyable, interactive environment and the most important thing motivate them to learn the English language. Hence a significant portion of second year students define an effective English user as someone who speaks fluently and writes English well as well as, the majority of them they define fluency as the capability to talk clearly and coherent thoughts they consider fluency as a crucial aspect to become a fluent speaker. Based on the discussion of the results learners encounter many challenges in memorizing formulaic expressions or use them in the appropriate context, learners also focus on the main difficulties they face which is the lack of confidence and stress. These challenges the consequence of the lack of fluency which is the most crucial for learners in speaking proficiency.

Finally, we can conclude that learners' questionnaire results uncover that formulaic expressions as task-based strategy are indeed helpful in oral speaking with the advantages of making learners confident, express their ideas without fear of making mistakes which ensures developing their English proficiency level.

4.6 Teachers' questionnaire

It is designed to describe and gather teachers' perspectives on the effectiveness of teaching formulaic expressions as a Task-Based strategy in oral expression sessions. Therefore, it attempts to reveal the teachers' point of view about the students' oral performance and what aspects they prioritize in teaching speaking skill to a better EFL speaking performance.

The questionnaire has been distributed to 7 teachers who teach or have previously taught Oral Expression to second year students at Mohamed Kheider University of Biskra

4.6.1 Description of the questionnaire

The questionnaire is composed of three 3 sections that consists of 16 questions closed and open ended questions

Section one (Q 1-4): Concerned with the general information and experiences of teachers in teaching oral expression.

Section two (Q 5-10): Involves on collecting data about teachers' attitudes about the implementation of formulaic expressions in oral classes under the Task-Based strategy, it focuses on the challenges that students face in learning English language.

Section three (Q 11-16): This section focuses on teachers' view point about the learners' oral fluency and how they evaluate their level with the use of activities in order to practice speaking skills.

4.6.2 Analysis of the questionnaire

Section one: General information

Question 01: Age

This question aims to understand the age distribution of the teachers, it can influence teaching styles and awareness of using modern teaching methods. The following figure shows the age differences:

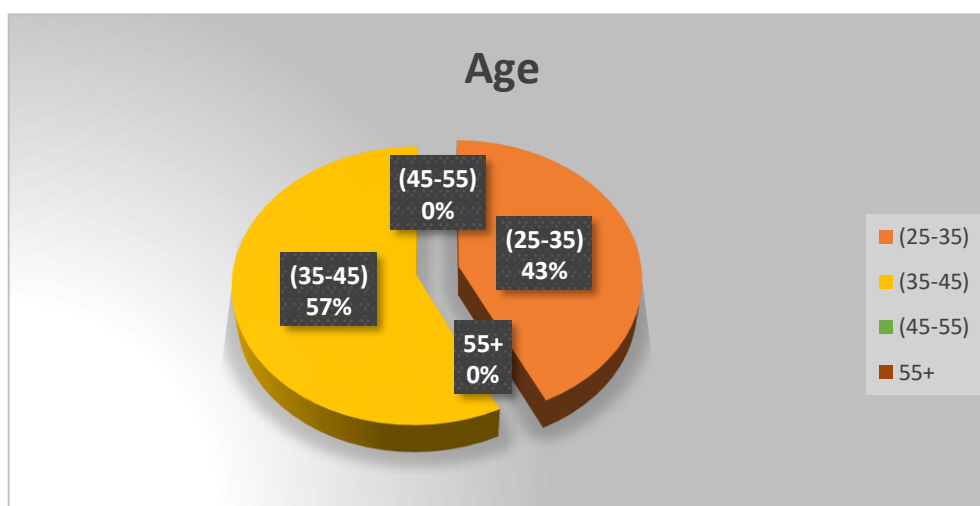


Figure 4.16 : Teachers' age

The greater part of respondents chose the (35-45) group of age, making up (57.10%) from the teachers' total number. This suggests that a significant portion teachers are in their

mid-career, they old enough to have better experience of teaching and to be adaptable to new methods of teaching. While second group comprises (42.90%) of respondents which is (25-35) age range this might lead to a strong presence of younger teachers which can be more familiar with new teaching strategies like Task-Based learning and formulaic expressions. However, there are no respondents in (45-55) and 55+ age groups. Also, these results about age confirm that the sample is representative of the whole population.

Question 02: Which degree do you hold?

This question value the academic efficiency of teachers.

Table 4.13:

Teachers' degree

Option	Number of teachers	%
Master	0	0%
Magister	4	57.10%
PhD doctorate	3	42.90%
Total	7	100%

The findings of this question assess the qualifications of the teachers, none of the respondents have a master degree which means at university they prefer higher level of degree for teaching positions. (57.10%) of teachers hold magister degree while (42.90%) of them are doctorate degree holders. These results shows that the majority of teachers are Magister degree holders suggests that many teachers have pursued advanced studies which contribute positively to the quality of education and the effectiveness of teaching strategies.

Question 03 : how long have you been teaching English?

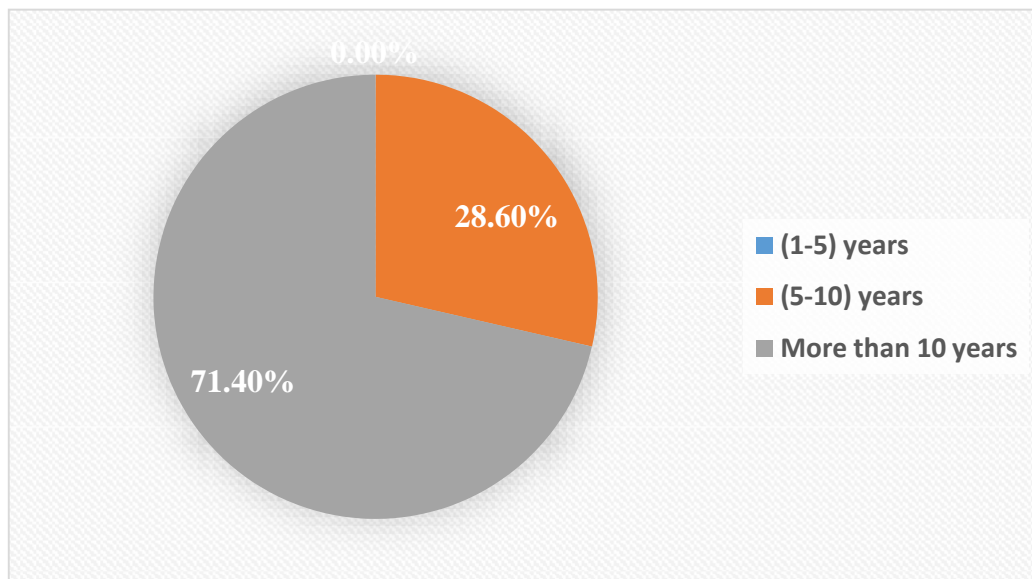


Figure 4.16: *Teachers' experience in teaching English*

This question aims to understand the teachers background in teaching English at university and the duration of teaching experience is crucial for understanding the level of expertise.

The data in the figure above shows that 71.40% of the respondents have taught English more than 10 years, while 28.60% have taught it from (5 to 10) years. No one of them have been teaching English from (1to 5) years. These results suggest that the majority of teachers taught English for more than 10 years, this level of experience enhance positively the quality if English language education and developing creative learning atmosphere for students.

Question 04 : For how long have you been teaching oral expression as a module ?

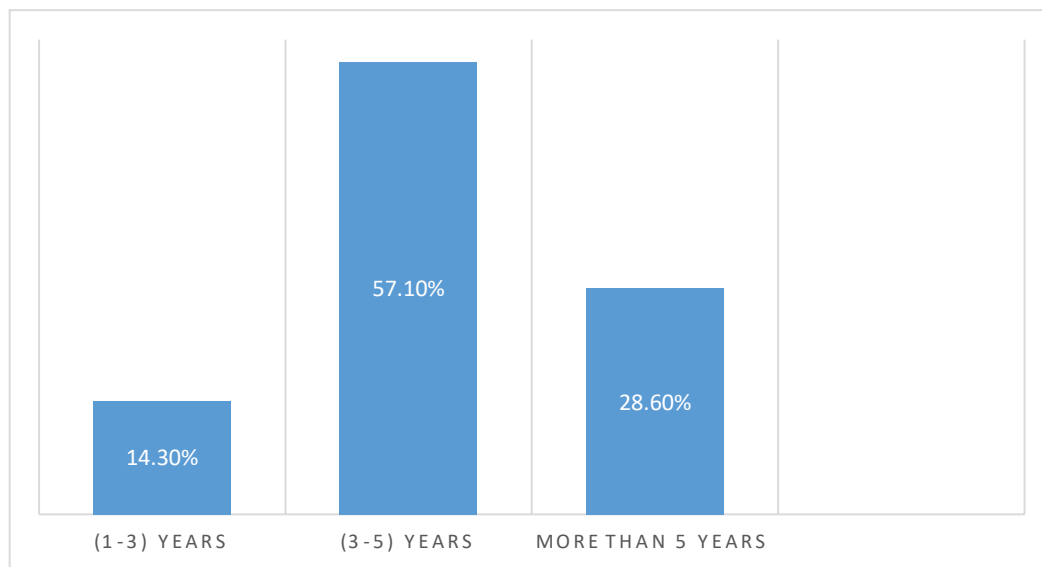


Figure 4.17: *Teachers' experience in teaching oral expression module*

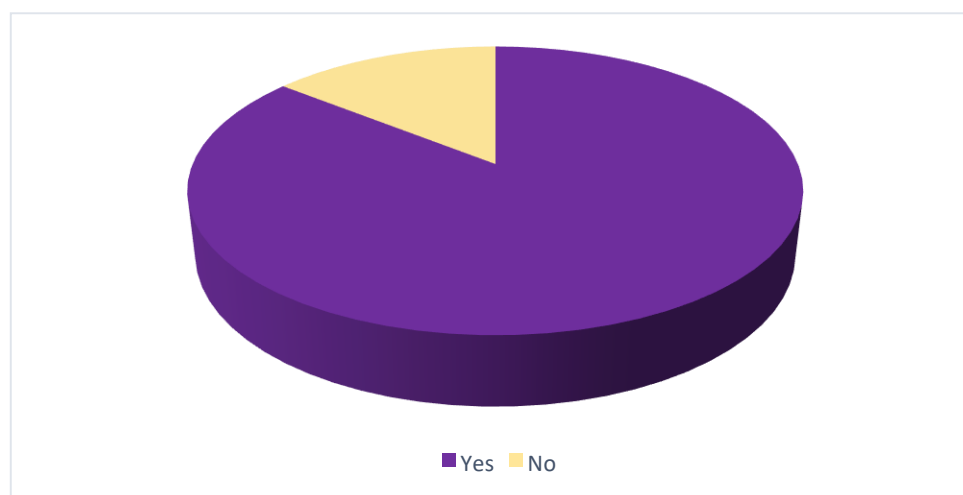
Our goal behind this question is to know teachers' experience in oral expression. The answers of this question revealed that the majority (57.10%) of EFL teachers have been teaching English language between 3 to 5 years, a significant portion of them (28.60%) have taught it for more than 5 years, while a minority of them (14.30%) they have less experience in teaching English language than the other categories. This distribution lead to positive student's outcomes in learning oral expression proficiency.

Section two: Teachers' attitudes and awareness about the use of formulaic expressions (such as idioms, phrasal verbs, collocations and proverbs) as a Task-Based strategy of teaching.

Question 05: Have you ever implemented formulaic expressions as a Task-Based technique in your class before?

Table 4.14:*Implementation of formulaic expressions as a Task-Based technique in oral classes*

Options	N° of teachers	%
Yes	6	85.70%
No	1	14.30%
Total	7	100%

**Figure 4.18:** *Implementation of formulaic expressions as a task-based strategy in oral classes*

According to this figure 14 a small number (14.30%) of teachers who responded by 'No' which confirmed that they do not teach formulaic expression under Task-Based strategy. This result could be due to difficulties in incorporating these expressions in their teaching also could be due to a lack of awareness for this strategy. In contrast, a great number of teachers (85.70%) responded by 'Yes'. This high selection rate indicates a strong belief in the effectiveness of this teaching strategy, teachers might find it essential to integrate idiomatic expression, collocations ...etc.in their task based learning methods.

Question 06: Following up on the previous question, if you have applied formulaic expressions in your lectures, what types have you integrated into your teaching?

This following bare chart explores the specific types of formulaic expressions employed.

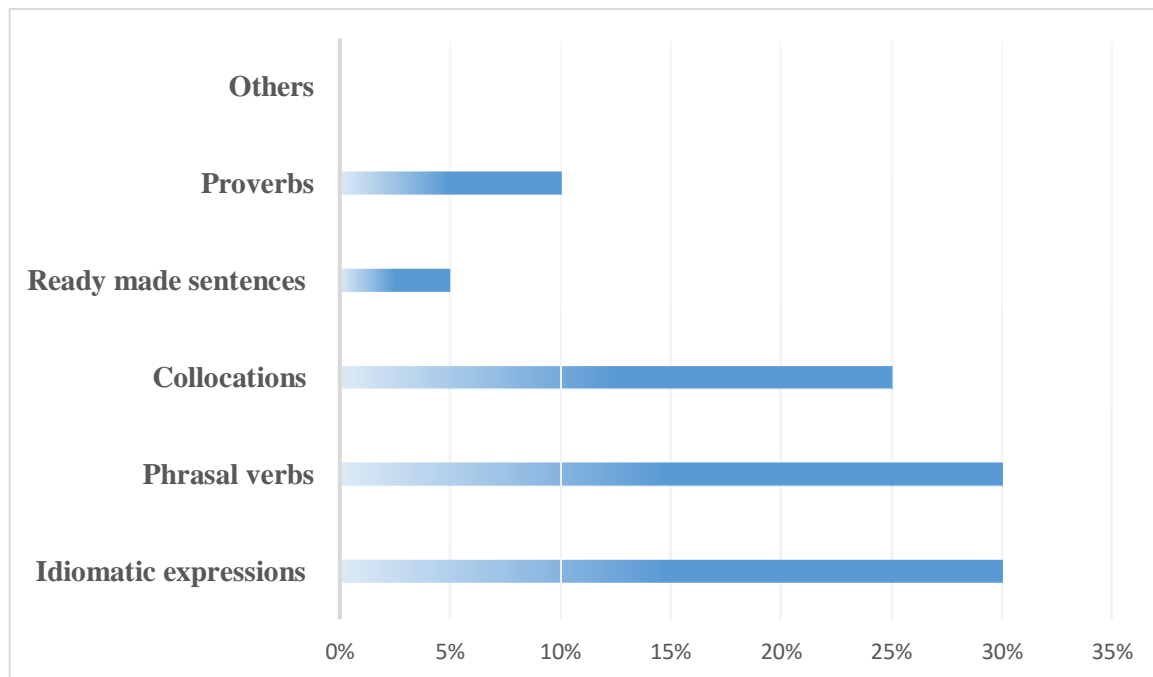


Figure 4.19: *Types of formulaic expressions*

Based on this analysis showed in the figure above, the lecturer seems to have placed a strong focus and usage on teaching idioms and phrasal verbs responses of (30%) on each type. This results that teaching idioms and phrasal verbs helps learners to participate and speak in natural conversations. (25%) of teachers prefer to use collocation which makes it a significant type that helps students sound fluent speakers. While the lower percentage of ready-made sentences and proverbs states a focus on developing students' ability to actively produce language. Overall, these results mention that teachers' integration of these types formulaic expression seem to be a beneficial method in helping students' develop their mastery of the target language.

Question 07: In your opinion what kind of challenges do you find when teaching listening and speaking sessions?

This open ended question aims to discover the challenges and personal experiences that the teacher faces in teaching oral classes. Speaking is considered the most important skill that have to be improved in learning English language.

The responses of the teachers regarding these challenges are as follows:

- Technology; students' engagement; number of students in each group.
- I think using formulaic language in teaching is going to give value to the teaching process.
- Listening: comprehension, retention problems and Speaking: generating ideas, communicating ideas shortage of vocabulary and English expressions.
- Time constraints and learners lack of exposure to the target language.
- Lucky motivation, shyness, fear of mistakes, hesitation lack of technology use.
Laboratory problem / i.e. not well elaborated. analyse these findings.

From these results it can be concluded that teachers highlighted that they lack technology tools and poorly equipped laboratories in their teaching environment, which can prevent the ability to engage in diverse activities. Likewise, learners' lack of vocabulary and large class sizes make it difficult for teachers to provide individual attention.

Question 08: Do you think that teaching formulaic language fixed expressions such as idioms, collocations, proverbs.... etc.) can be an effective strategy to enhance EFL learners' fluency?

This question aims to measure teachers' beliefs about the effectiveness of formulaic expressions in improving fluency.

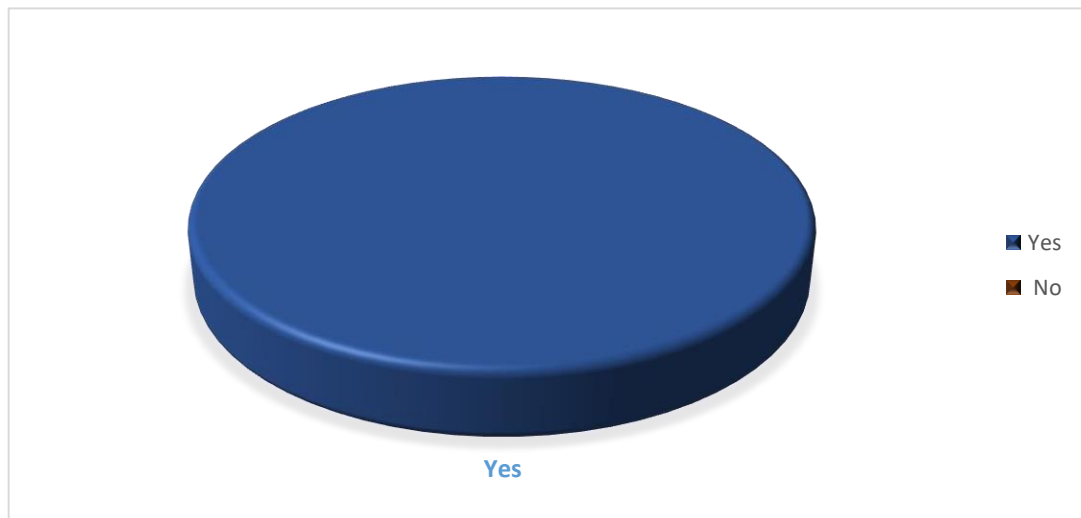


Figure 4.20: *The effects of fixed expression on EFL learners' fluency*

The figure above shows an absolute agreement of all respondents about the importance of formulaic expressions in enhancing speaking abilities positively. This results that teachers are aware about the significance of using formulaic expressions.

How would this technique enhance learners Fluency? Explain, please

Teachers are required to clarify how this strategy enhance their speaking proficiency. their explanation involves different viewpoints here are as follows:

- This technique would be beneficial to learners because it would increase their fluency
- Of course it is effective because it gives students the chance to extend their lexical repertoire and gain a more natural ability to use the language fluently and appropriately.
- It motivates learners to know more about the culture of the target language.
- Through integrating these expressions in interactive activities (dialogue, discussion) in pairs or in groups. The lexical application in the new application used to develop EFL learners vocabulary.

The findings express lecturers' attitudes about the importance of formulaic expressions in their teaching strategies to enhance learners' fluency providing them with the linguistic tools to be able to speak confidently and more naturally.

Question 09: Do you use task based approach (lessons based on activities completion and its presentation) while teaching oral expression?

Table 4.15:

The use of Task-Based approach in oral classes

Options	Number of teachers	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

All questioned teachers (100%) use a task-based method in their teaching of oral expression session. This result revealed that this approach aligns with new pedagogical instructions that involves active learning and helps students practice speaking effectively in various situations.

Question 10: Does the use of formulaic expressions as a task based technique in EFL classrooms raise the students' confidence when speaking?

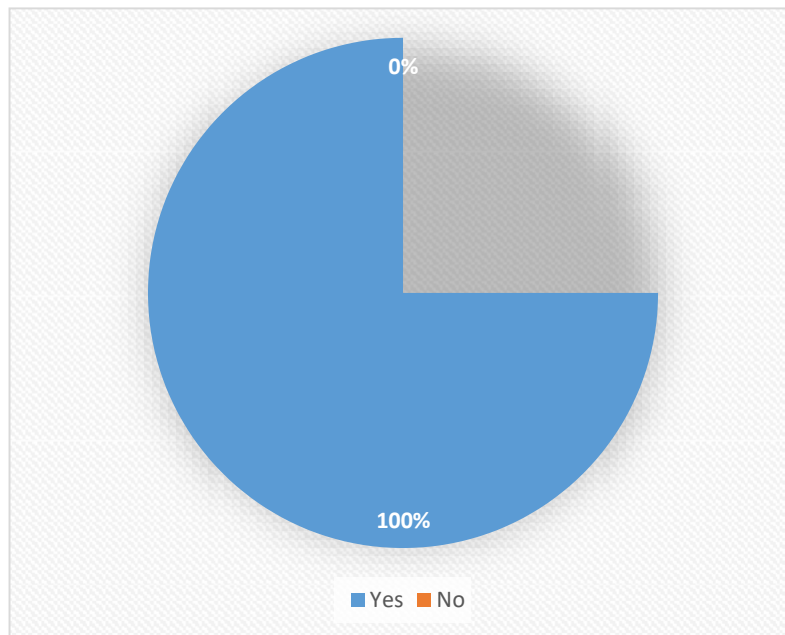


Figure 4.21: *students' confidence in using Task-Based technique*

The majority of teachers (100%) of them said “yes”, while the use of formulaic expressions can be a valuable task-based technique that can raise student confidence in speaking, using formulaic expressions in task based activities allows students to practice English in real life situations, in addition, it involves students in meaningful tasks that require the use of formulaic expressions. This result shows that using Task-Based learning help boosting and strengthen their language skills.

Explanation of the teachers:

Implementing formulaic expressions helps students speaks more naturally. Some oral expression teachers claimed that:

- Students will get the self confidence that will assure that they are doing the right thing
- It allows them to trust the effectiveness of their language production and acculturate themselves with the native speakers of the target language this of course boots their motivation, confidence and active engagement in speaking activities.

- It enriches their vocabulary and language comprehension and makes them more comfortable when speaking.
- It relates them to the current language in use to improve their fluency and let them feel at ease. Provide positive and negative feedback.

Section three: Teachers' perceptions about the students' oral fluency

Question 11: How would you evaluate the oral expression proficiency of your students?

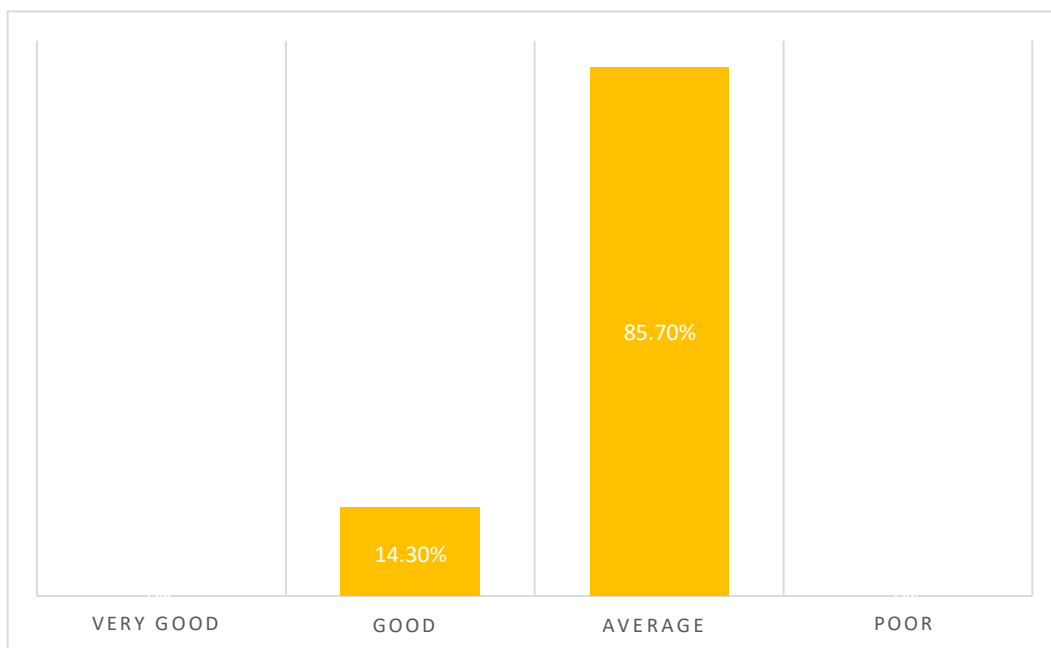


Figure 4.22: *Students' level of oral proficiency*

The findings provide the majority of teachers evaluate students as they have average oral expression proficiency (85.70%). While a small number of them considered the level of students with Good proficiency (14.30%). However, no students rated very good or poor (0%) for both levels. These results suggest that students can communicate effectively in familiar contexts but struggle with some complex interactions, whereas, there are students who have better grammar, vocabulary and fluency use and they feel comfortable engaging in some speaking tasks.

Teachers where required to explain their responses, some of them provides the following point of views:

- Students in oral expression are most of the time timid and not able to do the tasks needed in the best way
- It depends on many factors, like aptitude, attitude, motivation, practice and exposure to the target language form, most students do not make sufficient efforts to impose their language skills.
- As mentioned earlier, the lack of exposure to the target language. Most students are of average a below the average level due to them inadequacy in communicating with others correctly.
- A classroom with diversity level of learners.

This indicates that teaching advanced speaking skills might help discover the gap between average and higher levels which finally, lead to more confident EFL learners.

Question 12: To what extent do you think the fluent performance of students is important?

Table 4.16:

The importance of fluency performance

Options	N° of teachers	Percentage
Very important	5	71.40%
Important	2	28.60%
Not important at all	0	0%
Total	7	100%

This table above aims at measure the teacher's perceptions regarding the significance regarding of fluency in students' oral performance. high number of teachers (71.40%) consider fluent speaker to be very important, this indicates a strong confirmation on fluency in the language process. A significant minority (28.60%) of teachers believe fluent performance is important but not with highest degree, these teachers may focus not only on fluency but also in other aspects such as accuracy, use of grammar and comprehension.

Some justifications are as follows:

- It is important to facilitate teaching/learning process
- It plays a significant role in determining their language mastery, academic achievement and developing their future careers.
- Because they are specialized in language, literature and culture, therefore, they need to be fluent language users.
- To be able to communicate with others appropriately without complexes.
- It represents their grasp to the learning process and to the acquisition to new vocabulary about specific topic.

Question 13: What specific aspect do you prioritize when teaching speaking skills?

The presented pie chart explains teachers' most preferred aspect in teaching speaking skills

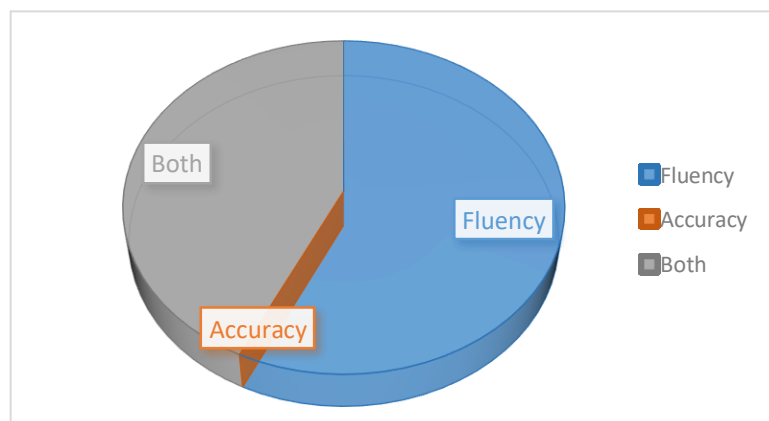


Figure 4.23 : *Aspects of teaching speaking skills*

The data provided by teachers suggests that the specific aspects that should be prioritized is fluency, with the percentage of (57.10%), This approach allows learners to develop the confidence and smoothness of expression that learners' need for an effective communication in the target language. However, some teachers (42.90%) of them chose both aspects that are also important to consider a balanced approach that incorporates both fluency and accuracy, development to ensure well-rounded speaking proficiency.

Question 14: Do you use teaching tasks for giving your students opportunities to practice speaking skills?

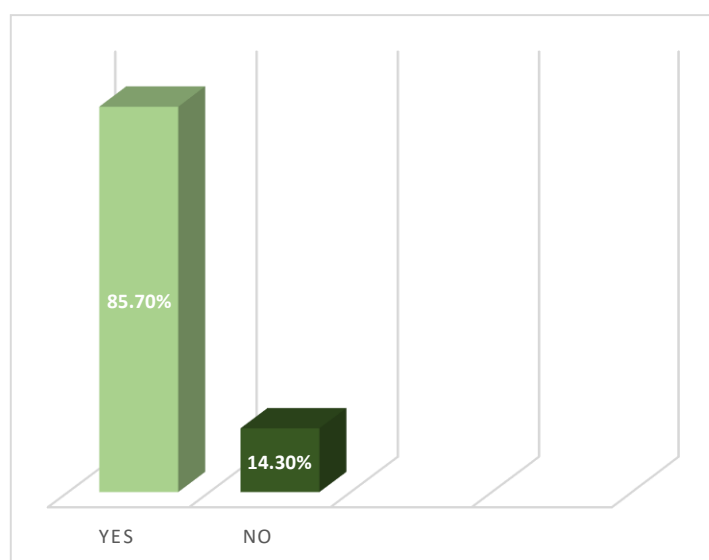


Figure 4.24: Teachers' use of Tasks in oral classes

This data indicates that the majority of teachers use teaching tasks to provide students with chances to practice speaking (85.70%) said "yes" this high percentage suggests that most teachers are aware of the value of using activities as means to develop oral fluency, it might be because of the diversity of structured tasks like role play, discussion and other interactive methods that encourage students to use the language in suitable contexts. In contrast, a smaller number of teachers (14.30%) said "No", they do not use tasks for this purpose, it indicates that

they prefer traditional methods or they believe that there are other methods of teaching more effective for their specific teaching context.

Explanation of the teachers are:

- I spare session of oral presentation to give them a chance to express themselves orally
- All the activities and tasks are designed to make students practice speaking.
- Students are required to present different topics using its key words.
- We used instead role plays and dialogues.
- Debates, dialogues, role plays, problem-solving, project...etc.

These explanations provided by the teachers highlight various methods used to facilitate the oral practice, such as role plays, oral presentations of topics, dialogues and debates. These activities are designed to involve interaction and engagement and natural speaking chances, this focus on task-based learning have significant importance for obtaining a high level of fluency.

Question 16: In your perspective, what traits define a speaker as fluent?

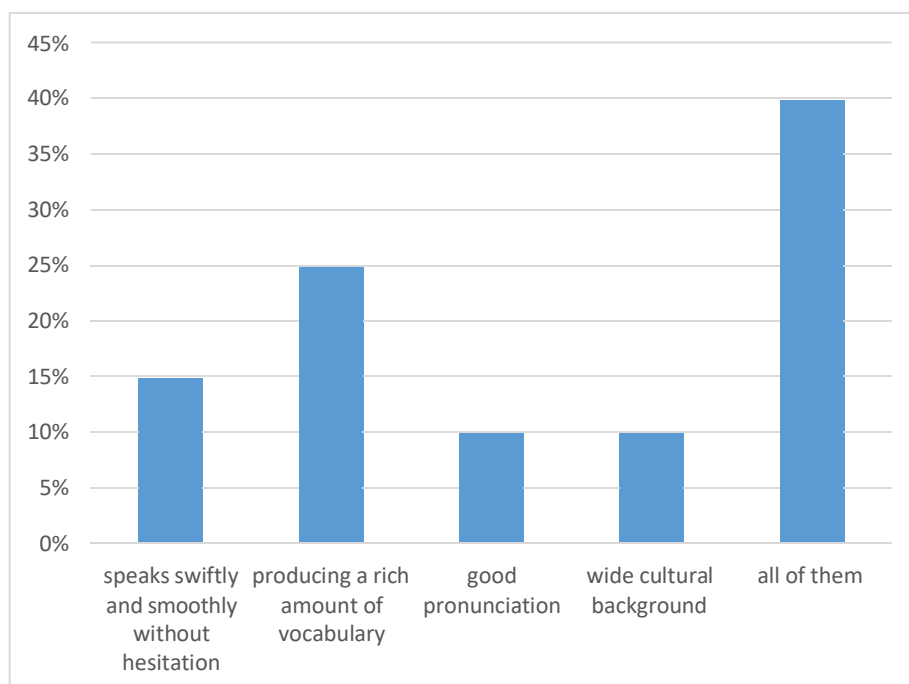


Figure 4.25: *characteristics of a fluent speaker*

According to the answers of teachers shows a great majority (40%) agreed on all aspects speaking swiftly and smoothly without hesitation, good pronunciation, a wide cultural background, and producing a rich amount of vocabulary are vital for representing a fluent speaker. This view suggests an overall understanding of fluency. Hence, (25%) prefer vocabulary richness, indicates the importance of having wide linguistic and lexical background in speaking skills. Small portion focus on smooth spelling (15%), both good pronunciation and cultural knowledge (10%) on each. This result, identifies teachers' awareness of the characteristics of fluency and value their role in reflecting an excellent English speaker in EFL classes.

Question 16: If you have any suggestions or recommendations, they are welcomed and very much appreciated.

The purpose of this final question is to provide teachers with an opportunity to express their thoughts, insights, suggestions and recommendations based on their experiences for enhancing the use of formulaic expressions in EFL classrooms. One teacher claimed "Students must be presented to native speakers using the language in order to make them fluent speakers." This reveals a solution for students to practice speaking more to increase the students' fluency and confidence in using the English language.

4.6.3 Discussion of the findings

The teachers' questionnaire is designed to investigate teachers' perspectives and insights about the effectiveness of using formulaic expressions as a task-based strategy to improve students' oral fluency. It aims at finding whether oral expression teachers incorporate formulaic sequences under Task-Based method and the frequent types of these expressions they integrate more in their oral classes. Also, this survey devoted to review their opinions on the different challenges that students face during their learning and speaking process, besides to examine whether teachers concentrate on fluency or accuracy improvement in their oral

proficiency. Lastly, this questionnaire ends by gathering solutions, suggestions and recommendations based on teachers' experiences in teaching oral expression module.

Based on the discussion, they all confirmed similar and strong points of view which indicate the crucial role of formulaic expression as a task-based in EFL speaking process. It is considerable to state that the interpretation of this survey share the same perspective about the awareness of the difficulties of students when conversing their ideas following the task-based strategy. The majority of respondents agree that the technique of task based strategy enhance learners' fluency they claim that It motivates learners to know more about the culture of the target language and gives the students the chance to extend their lexical repertoire. Additionally, teachers emphasize that formulaic expression use raise the students' confidence and give the chance to participate via creating a positive and encouraged atmosphere to speak freely, fluently and allows them to trust their language production.

Furthermore, the findings of teachers about speaking aspects shows that they focus on both fluency and accuracy which indicates that are vital oral components for improving better conversation skills, in the same vein the collected answers suggest that teachers implement task approach in their class, they assert that are perfect way to become a fluent speaker. From all these results we conclude that teachers' questionnaire confirmed that the use of formulaic expressions as task based method enhance oral fluency.

Conclusion

The field work chapter provided an overview about the methodology of this study. A mixed method used to explore the effectiveness of implementing formulaic expressions as a task based strategy in order to achieve a high level of oral fluency. It covered the research design, sample and population which were second year students at the department of English language. In this study two data instruments were used questionnaires for teachers and students and a pre-test/post-test quasi experimental design to gather sufficient data. The positive

findings revealed in this chapter reveals that implementation of formulaic expressions enhanced students' oral proficiency by using Task-Based strategy of teaching.

General Conclusion

General conclusion

Teachers are required to improve the students level of speaking through different new teaching strategies. In the presented work, formulaic expressions such as (Idioms, Phrasal verbs, Collocations, and Proverbs) imply a positive impact on EFL students using them in their communication contexts with others, which lead to become native-like speaker.

This dissertation explored the different intersections of formulaic expressions, Task-Based strategy and Oral fluency. It aims to investigate second year EFL students' attitudes and opinions about the integration of formulaic sequences as a task-based strategy to enhance learners' oral fluency, these expressions are crucial for achieving fluency as, they allow speakers to produce language smoothly and accurately. Additionally, the study discusses teachers' perceptions and the influence of such methods on learners' confidence in spontaneous communicative situations. Moreover, the study is divided into four chapters. The first which concerns the theoretical part it deals with exploring the presence of prefabricated chunks in EFL classes. While the second one concerned with demystifying oral fluency in EFL sessions of oral expression. However, chapter three involved in the examination and application of Task-Based Strategy in EFL classroom.

Hence, it follows chapter four which is the important phase in this research work which represents the practical part. The latter entails the data collection tools used which are the questionnaires that have been targeted the teachers of oral expression and second year students at the University Mohamed Kheider of Biskra. In the same vein, the second data gathering tool is the pre-test/ post-test experiments demonstrated that learners' who were exposed to these strategies showed greater improvement in fluency measures like pronunciation, rate of speech,

usage of formulaic expressions and vocabulary knowledge. However, for both teachers and students' questionnaires revealed a positive awareness and attitudes towards the role of prefabricated chunks in developing oral fluency.

Finally, the results have totally answered the research questions of the study and confirms the hypothesis that the implementation of formulaic expressions in oral classes contribute to the promotion of oral fluency. In contrast, the null hypothesis is rejected based on the significant improvement founded in the experimental group. This study sheds light on the combination of formulaic expressions with task-based strategy to enhance oral fluency which provide an enjoyable atmosphere and engagement and giving chance to achieve their fluency goals.

Recommendations

In conformity with the findings from this research work, the researcher provides a number of recommendations for more effective learning strategies using formulaic expressions they are as follows:

- More focus in incorporating formulaic expressions in EFL curriculum due to their absolute positive impact in boosting confidence of learners, vocabulary enrichment and to reduce stress which is the main problem in the students' motivation.
- Teachers should give students the opportunity and motivation and let them prepare the activities with the use of formulaic expressions they want to better engagement in the classroom.
- Teachers should focus on collaborative learning environment where students can work in pairs or in groups.
- EFL learners should practice more speaking skill in the oral sessions using new and effective teaching methods like Task-Based strategy to help the enjoy and feel free to express their thoughts.

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Appendix A. Pre-test

Task 01

1-Hit the sack.

2-Cost an arm and a leg.

3- A couch potato.

4- Not my cup of tea.

5- Lose your touch.

6- to break the ice.

7- a blessing in disguise.

8- out of the blue.

9- ring a bell.

10-see eye to eye.

11- under the weather.

12- Time flies.

13- Speak of the devil.

14- As Cool as a cucumber.

15- To face the music.

16- Missed the boat.

Questions: Try to give the meaning of these idioms, Then, include them in suitable examples.

Next in pairs or individually use these Idioms orally describing any daily life context.

Appendix B. Experiment Session N°01

Task 01: Role - Play Scenarios

Giving advice to a friend

Asking for directions

Negotiating a business deal

At the supermarket

In pairs Use these scenarios in an appropriate conversation, and try to use as much as you can The Formulaic Expressions (idioms, phrasal verbs, collocations, and proverbs) in order to sound like native speakers.

Phrasal verbs	Collocations	Proverbs	Idioms
Break off.	- Make a decision	- All roads lead to	- Once in a blue
Turn around.	- Break a habit	Rome	moon
Cut out.	- Catch someone's	- Actions speak	- Through thick and
Fall apart.	attention	louder than words	thin
Give away.	- Get a job	- Absence make the	- Call it a day
Watch out.	- Give an answer	heart grow fonder	- A can of worms
Bring up.	- Take a break	- Better late than	- Don't spill the
Pass out.	- Do a favour	never	beans
Call off	- Keep in touch		- Think outside the
Give up	- Have fun		box
	- Pay attention		- Get the ball rolling
	- Make a plan		

Appendix C. Experiment Session N°02

Pursuing Dreams

In the pursuit of our dreams, we often encounter numerous obstacles along the way. It's been said that Rome wasn't built in a day, reminding us that great achievements require time, patience, and perseverance.

Consider the story of Alex, a young aspiring musician with a passion for playing the guitar. From a young age, Alex had dreamed of making it big in the music industry. However, his journey was far from easy. Despite facing financial constraints and doubters who told him to face the music and get a stable job, Alex remained undeterred. He knew that he had a talent worth sharing with the world and was determined to make his mark. Alex spent countless hours honing his craft, practicing until his fingers were sore. He faced rejection after rejection, but he refused to strike out. Instead, he used each setback as a learning opportunity, pushing himself to improve even further. There were times when Alex felt like throwing in the towel, but he remembered the proverb, Where there's a will, there's a way. He knew that giving up was not an option if he wanted to achieve his dreams. Through hard work and perseverance, Alex's efforts eventually paid off. He landed gigs at local venues, slowly gaining recognition for his talent. With each performance, he grew more confident in his abilities and more determined to reach greater heights.

Today, Alex's dream of making it big in the music industry is becoming a reality. He's proof that with dedication and perseverance, even the loftiest dreams can be achieved. As the saying goes, the early bird catches the worm, and Alex's early determination to pursue his passion has certainly paid off. His story serves as an inspiration to others who may be facing their own challenges and obstacles. It's a reminder that with hard work, perseverance, and a belief in oneself, anything is possible. After all, every cloud has a silver lining.

Task instruction:

Read the text carefully then try to write the maximum of phrasal verbs, idioms and proverbs incorporated in this text.

Then, guess the meaning of the expressions you found.

Next step, illustrate those expressions you found in adequate examples.

Appendix D. Experiment Session N°03

Memory challenge Task:

Take a moment to review the list of formulaic expressions provided below. Try to memorize as many of them as you can within the next 3 minutes. Then, challenge yourself to recall and use as many expressions as possible to talk about various situations without referring back to the list.

Topics

Describe a recent trip

Talk about a favourite hobby

Talk about favourite book, movie or song

Describe a favourite food or recipe

Describe a sporting event

Idioms	Collocations	Phrasal verbs	Proverbs
- A breath of fresh air	-Tourist attraction,	-Check in, explore	- Life is a journey.
-Living out of a suitcase	local cuisine	around, set off	- Make the best of it
-In the zone	-Practice session,	-Give up, Hang out	- Travel broadens the mind
-A piece of cake	Hobby shop	-Turn on, look	- All work and no play
-The plot thickens	-Movie marathon,	forward to	make Jack a dull boy
- Hit the big screen	book club, film	-Heat up, mix in, try	-Do what you love, and
- cook up a storm	adaptation	out	you'll never work a day in
-Hit it out of the park	-Cooking	-play off, warm up	your life
-Level playing field	demonstration,		- Don't judge a book by its
	family recipe		cover

-victory	-Actions speak louder than
celebration,	words
-half-time break	- What satisfies hunger is
-Sports stadium	good food.
	-Practice makes perfect
	-The ball is in your court

Appendix E. Post-test

Task 01:

Part 01:

First, look at the formulaic expressions (idioms, phrasal verbs, collocations) in bold in these sentences. Then guess their meanings.

The situation is improving, but we're not out of the woods yet.

I'll probably take a back seat and let Marco do most of the work.

I hate dealing with Rupert; he's a nasty piece of work.

Stop beating around the bush and tell me what you really want.

The meeting was called off due to the storm.

When did Bryan take up golf?

The plane put down in a field.

Clear off and don't come back!

We landed a deal worth \$3 million.

Please feel free to take a seat and enjoy the show.

You'll save time if you turn off your smart phone and concentrate on the lesson.

I refuse to pay a bill if I am not satisfied with the service.

Second, by work in pairs or individually trying to involve all learnt expressions in a dialogue or situations happened to you.

Part 02:

Read the text then answer the questions.

As the sun rose over the sleepy town, Sarah found herself between a rock and a hard place. She had promised to help her friend move, but she also had a job interview scheduled for the same day. Feeling torn, she decided to bite the bullet and call her friend to explain the situation. To her relief, her friend was understanding and offered to reschedule. With that weight off her shoulders, Sarah hit the ground running and prepared for her interview. Despite feeling nervous, she knew she had to keep her chin up and give it her best shot. After all, she had worked tirelessly to get to this point, and she wasn't about to throw in the towel now. As she walked into the interview room, she took a deep breath and reminded herself that every cloud has a silver lining.

1 The text contains six idiomatic phrases that are being used figuratively. Underline them.

2 Match the phrases with these explanations:

- a. admits you've been defeated and stop trying.
- b. Facing a difficult decision where there are no good options.
- c. To endure a painful or difficult situation with courage.
- d. To remain cheerful and optimistic in a difficult situation.
- e. start doing something and proceed quickly and successfully.
- f. every sad or unpleasant situation has a positive side to it.

Appendix F. Questionnaire for Students

Dear Students,

Thank you for agreeing to take part in this questionnaire. **The aim is to gather your thoughts and opinions on the effectiveness of using formulaic expressions as a task-based strategy to improve oral fluency.** Your input will be invaluable in understanding the perspectives of students regarding this teaching approach. Please answer either by ticking (✓) or by providing full statements.

Please respond honestly to the best of your ability to the following questions. Your responses will remain confidential and will only be used for research purposes.

Section one: personal information

Q01: What is your Gender ?

a. Male

b. Female

Q02: Was the enrollment in English your choice ?

a. Yes

b. No

Q03: If “yes”, You choose to learn English as a second language because.

- a. It holds the title of being the most commonly spoken language globally.
- b. You need it for your future profession
- c. It helps you communicate and go abroad

Others

:

.....

Q04: Have you ever tested your level (IELTS ,Online programs , TOEFL Test) ?

a. Yes

b. No

Explain please :.....

.....

Section two : This section is concerned with formulaic expressions as a task based strategy in oral classes.

Q05: what do Formulaic expressions (idioms, phrasal verbs, proverbs, collocations) imply to you?

.....
.....
.....

Q06: Does the implementation of formulaic expressions (idioms, lexical bundles, proverbs....etc) in oral classes as a Task-Based strategy more effective than the traditional methods ?

- a. Yes
- b. No

Please, Justify your answer.

.....
.....

Q07: Do you incorporate formulaic sequences (such as idioms, phrasal verbs, collocations, chunks, proverbs etc.) to enhance your speaking skills?

- a. Yes
- b. No

Q08: If yes, what type do you prefer to use?

- a. Idioms
- b. Phrasal verbs
- c. Collocations
- d. Proverbs
- e. Others

Q09: Do you believe that employing formulaic language in communication has a significant impact on your speaking fluency?

- a. Yes
- b. No

Please, Justify your answer

.....
.....

Q10: Do you face some challenges in recalling formulaic expressions in your oral performance?

- a. Yes
- b. No

Explain:.....
.....
.....

Q11: Does Task-Based strategy teaching incorporating formulaic expressions influence your confidence when using these expressions in your speech situations?

a. Yes

b. No

Please, justify your answer

.....
.....

Section three : oral fluency

Q12: how do you assess your fluency level in English ?

a. Good

b. Average

c. Poor

Q13: According to you what does the notion of fluency stand for?

a. The capability to talk clearly and coherent thoughts .

b. Comprehend native speakers when they communicate .

c. Pronounce words appropriately .

d. Enhancing self-confidence in spoken communication.

If you have any alternate definitions, please share them for further consideration.

.....
.....

Q14: Which aspects of speaking do you consider the most crucial to master.

a. Accuracy ?

b. Fluency ?

c. Appropriateness ?

d. All of them ?

Q15: You define an effective English user as someone who.

a. Speaks English fluently

b. Writes English well

c. Both of them

Q16: Do you participate in oral classes ?

a. Yes

b. No

Justify:.....
.....

Q17: Which Tasks make you more inspired to interact orally?

- a. Discussion and Debate
- b. Role-plays
- c. Dialogues
- d. Language-Based Tasks
- e. Story telling
- f. All of them
- g. None of them

Q18 : Do you face any challenges in speaking orally in front of a public ?

- a. Yes
- b. No

Explain please :

.....
.....

Appendix G. Questionnaire For Teachers

Thank you for agreeing to participate in this questionnaire. The purpose is to gather insights into teachers' perspectives on the effectiveness of using formulaic expressions as a task-based strategy to improve students' oral fluency. Please answer either by ticking (✓) the right choice or by providing full statements .

Your feedback and extensive experience will contribute valuable insights to understanding the implementation of this teaching approach. Please answer the following questions honestly and to the best of your ability.

Section one General information

Q01 : Age

- a. (25-35)
- b. (35-45)
- c. (45-55)
- d. 55+

Q02 : which degree do you hold ?

- a. Master
- b. Magister
- c. PhD doctorate

Q03 : how long have you been teaching English?

- a.(1-5) years.
- b. (5-10) years.
- c. More than 10 years.

Q04 : for how long have you been teaching oral expression as a module?

- a. (1-3) years.
- b. (3-5) years.
- c. More than 5 years

Section two : Teachers attitudes and awareness about the use of formulaic expressions (such as idioms , phrasal verbs , collocations , proverbs) as a task based strategy of teaching.

Q05 : Have you ever implemented formulaic expressions As a Task-Based technique in your class before?

- a. YES
- b. NO

Q06 : Following up on the previous question, if you have applied formulaic expressions in your lectures, what types have you integrated into your teaching?

- a. Idiomatic expressions
- b. Phrasal verbs
- c. Collocations
- d. Ready made sentences
- e. proverbs
- f. others

Q07: In your opinion what kind of challenges do you find when teaching listening and speaking sessions ?

.....

.....

.....

Q08: Do you think that teaching formulaic language fixed expressions such as idioms, collocations, proverbs....etc) can be an effective strategy to enhance EFL learners fluency?

- a. Yes
- b. No

How would this technique enhance learners Fluency? Explain, please

.....

.....

.....

Q09 : Do you use task based approach (lessons based on activities completion and its presentation) while teaching oral expression ?

- a. Yes
- b. No

Q10 : Does the use of formulaic expressions as a task based technique in EFL classrooms raise the students' confidence when speaking ?

- a. Yes
- b. No

If yes explain please.

.....

.....

.....

Section three teacher's perceptions about the student's oral fluency.

Q11 : How would you evaluate the oral expression proficiency of your students?

- a. Very good
- b. Good
- c. Average

d. Poor

Why ? Explain Please :

.....

Q12 : To what extent do you think the fluent performance of students is important?

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

Justify.....

Q13 : What specific aspect do you prioritize when teaching speaking skills?

a. Fluency b. Accuracy c. Both

Q14 : Do you use teaching tasks for giving your students opportunities to practice speaking skills?

a. Yes b. No

Explain please :

.....

Q15 : In your perspective, what traits define a speaker as fluent?

- a. speaks swiftly and smoothly without hesitation
- b. Good pronunciation
- c. Wide cultural background
- d. Producing a rich amount of vocabulary
- e. All of them

Q16 : If you have any suggestions or recommendations, they are welcomed and very much appreciated.

.....

المخلص

تعلم اللغة هو عملية متعددة الأوجه تتضمن اكتساب القدرة على الفهم التحدث والقراءة والكتابة بلغة جديدة. احد الجوانب المهمة لتعلم اللغة هو اكتساب التعبيرات الصيغية. هذه أجزاء ثابتة مثل التعابير والمصاحبات، الأمثال التي يستخدمها المتحدث الأصلي في تواصله اليومي. ومع ذلك، اتقان يمكن لهذه التعبيرات باعتبارها استراتيجية قائمة على المهام أن تعززطلاقة المتعلمين، أثناء إلقاء خطابهم أكثر أصالة وطبيعية في النطق ومعدل الكلام واستخدام المفردات. هذا بسبب ولهذا السبب فإن هذه الدراسة المطروحة تستحق إجراءها، فهي تهدف إلى دراسة استخدام الصيغ التعبيرات كاستراتيجية قائمة على المهام لتعزيز الطلاقة الشفهية لدى طلاب السنة الثانية في اللغة الإنجليزية كلغة أجنبية بجامعة محمد خيضر بسكرة.

وتنقسم الدراسة إلى أربعة فصول، مع مقدمة عامة وخاتمة. ويعرض الفصل الأول الإطار النظري، تعريف العبارات الصيغية ومناقشة أنواعها وخصائصها ووظائفها تعزيز الطلاقة الشفهية. أما الفصل الثاني فقد تناول مفهوم الطلاقة ومختلفها تقنيات التدريس التي يستخدمها التربويون لتطويرها. ويتناول الفصل الثالث فعالية تنفيذ الاستراتيجيات القائمة على المهام في فصول اللغة الإنجليزية كلغة أجنبية. وأخيرا الرابع ويتضمن الفصل الجانب العملي من الدراسة، مع تسليط الضوء على تصميم البحث وعينته والسكان، ومن أجل الحصول على البيانات النوعية والكمية، تم إجراء دراسة شبه تجريبية تم إجراء التصميم والاختبار القبلي والبعدي لمجتمع هذه الدراسة كعينة من 40 طالبًا جامعيًا في السنة الثانية في اللغة الإنجليزية بقسم الآداب واللغة الإنجليزية اللغة بجامعة محمد خيضر بسكرة. اختار هذا الفصل أيضًا الاستبيانات لكل من المعلمين وطلاب السنة الثانية.

يسلط هذا البحث الضوء على إمكانية الجمع التعبيرات الصيغية مع الاستراتيجيات القائمة على المهام لإنشاء أسلوب جذاب ومعزز للطلاقة بيئة التعلم في سياقات اللغة الإنجليزية كلغة أجنبية.