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**Investigating Teachers' and Learners' Points of View about
the Role of Prefabricated Sequences in Improving Speaking
Proficiency**

The Case Study of Second Year EFL Students at Abdelhafid

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Didactics of Foreign Languages**

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Bouden's Dedication

My deep recognition is for Allah for giving me strength and determination to accomplish this work.

I dedicate this work to:

My mother for shaping the person I am today.

My grandmother for being the source of tenderness.

My father for being the source of love and care.

My beloved kids, Madian and OumElkora, for being the source of energy.

My darling sister, Asma, for the great support.

My brothers for spreading hope.

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My friend, Majida, for being always there for me throughout this work.

Samia, the warrior, with whom I shared this work and university life.

My colleagues, Naziha and Hanan, teachers of English, for their help and support.

To all those who love me.

Bouzeraa's Dedication

I dedicate this work to my husband, Nabil. I would like to thank him for his love, support, and for keeping me moving forward at all times. To our little miracle and best life gift, Mohamed Djoud.

I dedicate my dissertation to my family. A special feeling of gratitude to my beloved parents, Messaoud and Warda whose words of encouragement ring in my ears. My beloved sisters, Rima, Chahra, Sabrina, Nedjma and Ikram who have been always there to support me. I also dedicate this dissertation to my unique brother Hicham. I will always appreciate their efforts, especially for taking care of my little baby throughout the work. To my uncles, AHCEN and ALI as well as to their families.

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Abstract

The current dissertation deals with the investigation of teacher's and learners' attitudes towards the improvement of speaking proficiency through the use of prefabricated sequences. The problem raised in this study is about whether prefabricated sequences enhance speaking proficiency. Accordingly, it questions whether teachers and students have a positive attitude towards the use of prefabricated sequences to achieve speaking proficiency. The research is conducted by means of questionnaires which are handed to teachers and students for the sake of investigating their views about the use of prefabricated sequences and the role they play in the development of the speaking proficiency. This study hypothesizes that if students use prefabricated sequences, they will achieve speaking proficiency. The results of the research reveal the views of both teachers and students about the effectiveness of prefabricated sequences on the improvement of speaking. Subsequently, the results are commented on and possible reasons for their occurrence are mentioned.

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General Introduction

1. Statement of the Problem

Speaking problems can be major challenges to an effective foreign language learning and communication. No matter how much second year university learners know about the English language, they still face many speaking difficulties. Speaking proficiency is hard to be acquired as it includes different aspects of language, such as fluency, accuracy, grammar, vocabulary and others that require intensive practice. The learners find it difficult to acquire these elements because most of them rely on more time to be achieved, as well as the learners are not enough motivated to confidently communicate using the target language. Thus, to effectively solve the problem of motivation and to develop all elements of speaking proficiency in a short period of time, a solution should be adopted.

2. Aim of the Study

This research sheds light on the significance of prefabricated sequences in developing the speaking proficiency. It aims at investigating teachers and learners' attitudes towards the role of formulaic sequences in improving speaking proficiency. This work is also conducted for the sake of exploring the way how formulaic sequences aid learners to communicate confidently.

3. Research Questions and Hypothesis

Based on the aim of this study, the current dissertation looks up to answer the following questions:

1. Do both teachers and students have a positive point of view towards the use of prefabricated sequences?
2. Do teachers of oral expression use the formulaic sequences in teaching the speaking skill ?
3. How do formulaic sequences improve speaking proficiency?
4. What are the most efficient classroom activities to teach prefabricated sequences?
5. Can formulaic sequences solve students' speaking problems?

Asking these questions leads us to hypothesize that if second year students in the Department of English used prefabricated sequences, they would be proficient in speaking.

4.Means of Research

In this research, we will embrace a teachers' and a students' questionnaires as means of research. The teachers' questionnaire is designed for second year university oral expression teachers. It is planned to demonstrate the effectiveness of using the prefabricated sequences in improving the learners speaking proficiency, as well as to define the ways to effectively teach these chunks. For the students' questionnaire, it is designed for second year students in the Department of English, to clearly differentiate the awareness of the students to the role of prefabricated sequences in improving their speaking skill.

5. Structure of the Dissertation

The work at hand is divided into two parts: a theoretical part and a practical one. The theoretical part is a review of the literature on the speaking proficiency, and the prefabricated sequences. It is composed of two main chapters.

Chapter one focuses on determining speaking proficiency. This chapter includes definitions of the speaking skill aspects of speaking, as well as factors affecting the speaking proficiency. It highlights the importance of mastering the speaking skill for learners, and it provides a variety of classroom activities to improve learners' speaking skill.

Chapter two centres the definition of the prefabricated sequences including their different categories. This chapter includes also the implementations and the adapted classroom activities to effectively teach formulaic sequences basing on the lexical approach.

The second part is the practical one. This part focuses on the data provided to answer the research questions and assert the research hypothesis. The teachers' and the students' questionnaires are the main research means of the dissertation which are designed for second year oral expression teachers and students. It aims at collecting data to investigate their views about the role of prefabricated sequences in the development of the speaking proficiency.

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Chapter One: Speaking Proficiency

Introduction

The speaking skill is considered as the most important one among the other skills. Being proficient in speaking a second language requires a higher level of competency, in which both accuracy and fluency have to be demonstrated.

This chapter will focus on speaking proficiency; it will comprise definitions of the speaking skill, features of speaking, as well as factors affecting the development of speaking proficiency. Besides, this chapter will highlight the role of classroom speaking activities to develop learners' speaking skills, and will signify that teaching speaking is one of the most challenging skills to be taught. The last section in this chapter will clarify the process of speaking assessment for the sake of achieving speaking proficiency.

1.1 Defining the Speaking Skill

Generally speaking, language is a tool of communication where people interact with one another to express their ideas, and to know other's ideas as well. Therefore, the importance of the speaking skill is massive for second language learners and likewise for other people, where the use of language is a need to accomplish any daily life activity in a given community. People use the language in a set of situations, they are presumed to speak correctly and effectively in order to appropriately deliver their thoughts. Torkey (2006, P.33) defines speaking as "the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances". Within this context, speaking is

considered as the production of sounds in a structured way to create verbal meaningful utterances, that they are ruled by specific language patterns.

Thornbury (2005,P. 2) states that speech production is basically “linear” in which the speech follows the same line, i.e. words string along with words, phrases string along with phrases and utterances along with utterances.This explainsthe “contingent nature of speech” that gives the chance to produce meaningful and coherent speech.

1.2 Features of Speaking Proficiency

Several studies have been done to separate out the componential structure of second language speaking proficiency. On the basis of those studies, two different approaches are emerged: the subjective-subjective approach and the subjective-objective approach. In the subjective-subjective approach, global proficiency scales of subjective rating are related to evaluate thefeatures of the speaking performances, such as fluency, lexical richness and grammatical accuracy. In the subjective-objective approach, global ratings ofspeaking proficiency are objectively scored (Jong ,2010, P.3).

A recent study adopting the subjective-objective approach was conducted by Iwashita, Iwashita (2010,P.34-35) suggestsfour key traits to characterize speaking proficiency: syntactic complexity, grammatical accuracy, lexical diversity, and fluency.

1.2.1 Syntactic Complexity

In linguistics, “syntax” refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences.” (Nordquist, 2019).Recently, a growing number of second language acquisition studies have examined syntactic complexity through analyzing speech samples. “For Ortega (2003), syntactic complexity refers to the use of a range of forms with degrees of sophistication of such forms.” Hence, various measures have been employed

to investigate syntactic complexity in learning language. They are used to examine syntactic complexity including length of production unit such as T-units, or the minimal terminable unit of language, that consists of one main clause and subordinate clauses(Iwashita, 2010,P.34).The length of T-units and the number of clauses per T-unit is found to be the best way to predict learner speaking proficiency.

1.2.2 Lexical Diversity

Lexis is “a term in linguistics referring to the vocabulary of a language” (Nordquist,2019).For lexical diversity, the most commonly used measure is the type/token ratio which is “The relationship between the number of types(words) and the number of tokens(the frequency of words in a text or a speech)” (Williamson,2014).(Iwashita, 2010,P.35) states that “the type-token ratio of speech is less than that of written language, is typical.” (Williamson,2014).This crucial question has been raised as to whether type-token ratio really measures lexical richness because even if the number of word tokens and types increased alongside an increase in proficiency level.

1.2.3 Grammatical Accuracy

Regardless of the sort of the language errors, grammar accuracy prevents both breakdown and speech misinterpretation.“Empirical studies in both second language acquisition and assessment have reported measures of grammatical accuracy in terms of global accuracy (i.e., identifying any and all types of errors....)” (Iwashita, 2010,p.35). Hence, there is a positive correlation between grammar knowledge and the level of accuracy in communication.

1.2.4 Fluency

A fluent speaker is someone who has the ability to speak fast. Although speed is the most important factor, there are other factors which are equally important. Yet, the frequency of pausing is more considerable than the length of pauses. Additionally, the equally important factor is the placement of pause which should be natural. Another considerable factor is the length of run, i.e. the number of syllables between a pause and another. The longer this run is, the more fluent the speaker sounds (Iwashita,2010,p.36).

1.3 Factors Affecting the Language Speaking Proficiency

Various studies have been conducted to investigate the factors affecting the language speaking proficiency. Basing on these studies, Spolsky (1989) describes several factors that influence students' second language learning outcomes including student's socio-economic status, student's motivation and attitudes, and student's learning opportunities.

1.3.1 Socio-Economic Context

Students' social background factors are linked to different levels of students' educational access and outcomes including students' English proficiency. Once the social status and their family's income are increasing, students tend to progress better in their academic performance. This is highly likely to happen in most developed nations. An increase in students' socio-economic status provided them with better accessibility to lifestyle and health care factors like nutrition, recreation, learning environment, and social psychological factors such as emotional stability, self-regard, and assertiveness.

1.3.2 Learning Attitude and Motivation

Students learning attitudes and motivations are integral factors to success in second language learning. Learners' attitudes towards learning a foreign language have a strong impact on their academic performance. Learning the foreign language can be interesting and enrich

motivation according to learners' attitudes. Therefore, the achievement of proficiency in speaking the target language depends primarily on learners' motivation. In contrast, students without motivation have shorter attention spans (Spolsky, 1989, P.148).

1.3.3 Learning Opportunities

In Spolsky (1989) states that second language students with more access to schools and classroom resources like instructional materials and academic activities seem to be more successful.

The students' accessible opportunities to those resources are mainly in the classrooms where academic activities represent the methodology of the syllabus, being designed to meet a variety of students' needs and at the appropriate levels of their existing language proficiency. Furthermore, language teachers are the significant actors to make these happen in the classrooms. Clear guidance, instructions, encouragement and support are paramount for students to deal with their learning problems and reassure them in performing the speaking tasks better (Spolsky, 1989, P.166).

1.4 Teaching and Learning Speaking

Learning a foreign language is considered to be effective if it reaches an effective communication. Teachers exert efforts to apply a variety of approaches, methods and techniques in order to help students interact successfully. Therefore, this research has provided an insight into a variety of activities which are relevant to developing their speaking proficiency and an overview about the way language is assessed.

1.4.1 Classroom Speaking Activities

To meet the learners' needs, different classroom speaking activities are designed. Richards, Platt, and Weber (1985 as cited in Lee, 2000, P.31) claims that "The use of a variety of different tasks in language teaching is said to make language teaching more communicative

[...] since it provides a purpose for classroom activity.”This means that different tasks are required for the sake of achieving a successful communication which is the aim of the teaching process.

The use of speaking activities is so important for many reasons. Baker and Westrup (2003, P.5) propose the following ones:

- Speaking activities can reinforce the learning of new vocabulary, grammar and functional language.
- Speaking activities give students the chance to use the new language they are learning.
- Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and different topics.

The following is a set of suggested activities that are designed to help students develop speaking proficiency:

1.4.1.1 Discussion

Discussion is the exchange of experiences, opinions, ideas, thoughts, arguments and convictions which occur in the classroom whether guided or free (Harmer, 2001, P. 273). In other words, discussion is one form of communicative interaction activity which helps students to speak up their minds.

Discussions help learners increase self-confidence in demonstrating any language and give them a chance to experience spontaneous interaction (Ellis, 2003, P.80). Hence, discussions are significant activities through which students feel free to express themselves.

Discussion- based tasks can take different ways:

- Warm up discussion: warm up discussion is a kind of an introduction that is based on a discussion to prepare learners to a new topic. This discussion takes the form of questions that

stimulate students' general knowledge and background information about the topic(Thornbury, 2005, P.103). In other words, warm up discussion is an effective icebreaker for learners as it brings motivation to the classroom.

- Group discussion: group discussion is a process when a group of learners debates about a topic that stimulates them to exchange their ideas, opinions and information. Thornbury (2005, P.102) states that “Many teachers would agree that the best discussions in class are these that arise spontaneously, either because of something personal that learners report or because a topic or a text in the course book triggers some debate.” This means that teachers should be aware of students' preferences and interests because this is the easiest way to motivate them for the sake of developing their speaking proficiency. In doing so, the teacher suggests some topics for discussionand allocate a period for allowing learners to decide about the topic they want to discuss, then gives them freedom to express their opinions. The aim of this type of task is not only to make students feel responsible for their choice and their learning, but also to give students the opportunity to improve their speaking proficiency through the intensive practice.

- Panel discussion: This is similar to television debates in which people discuss several topics giving their opinions. Thornbury (2005, P.104) suggests that one way to organize this kind of discussion is to let students work in pairs first in order to draw up their opinions, then everyone of the pairs takes a place in the panel to present their view points while others listen and ask questions. It is similar to television debates which shed light on different views of topics. In large classes, for instance, panel discussion can be monitored in small groups with the teacher's supervision. More importantly, a repertoire of expressions is needed in these conversations so as to permit students giving a loud voice and strong arguments. Through this activity, students face the audience and express their views. As a result, this increases their speaking proficiency and self-confidence.

1.4.1.2 Interviews

Interviews encourage students to talk about their personal experiences, anecdotes, personal memories, attitudes, points of view, preferences and reactions (Martin, 1997,P.129-133). In other words, interviews stimulate students to ask questions, give answers about different topics and event which they prefer to talk about. With intensive practice, students +improve speaking proficiency. For example, teachers can ask students to choose a topic when a student chooses to be an interviewer and another student an interviewee. They can ask and answer questions using the language forms that the teacher asks them to include.

1.4.1.3 Role plays

Role play is an activity where a learner imagines himself facing a situation outside the classroom; sometimes playing the role of another person (Dinapoli,2000, P.6). The purpose is maintaining communication through practicing language and handling problematic social interactions. This kind of activity should be focused on reaching the desired outcome at the end of it, i.e. it should include a problem-solving element (Willis,1996, P.54). Hence, role plays should be relevant to real world context in order to help students explore realistic situations, make decisions, and develop different speaking strategies in a supported environment.

1.4.1.4 Gap filling

When a conversation partner has information relevant to the situation discussed, which is unknown by other partner, an ‘information gap’ is said to exist. That need to find the information fosters communication between the two which bridges the ‘information gap’ (Slimani-Rolls,2005,P. 66). This type of activity is considered to be effective in developing speaking because it enables students to widen their communicative strategies. For example, Student ‘A’ is told a strange story, the same student tells the same story to a group of students

while students in this group ask different questions to student 'A' for the aim of arranging story events. Also, every student in the group can have a different piece of information about a story; they tell them to each other in order to accomplish the whole events of it. Therefore, role plays encourage motivation and increase communication in the classroom because it can involve group, pair or whole class interactions. Also, it helps the learners shift from the traditional structured environment to a more spontaneous, autonomous and an active one.

1.4.1.5 Games

Teachers use a variety of games through which the student learns how to solve problems, interact, take turns and socialize with peers. Games play a major role in developing both fluency and accuracy. Additionally, they help students to be more spontaneous and autonomous as they create a positive impact on the process of learning by making students feel appreciated, confident and free. Furthermore, games create challenge among students through positive competitions in order to help them discover their abilities and reveal their hidden skills. Harmer (2001, P. 272) claims that "Games which are designed to provoke communication between students frequently depend on information gap". In this context, Harmer (2001, P. 272) proposes an activity called 'Just a minute'. It is a long contest where a teacher suggests a topic for the participants to talk about. Each participant has to talk about that topic for sixty seconds without hesitation, repetition, or deviation. If another contestant hears any of these, he interrupts him, gets a mark and carries with the topic.

1.4.1.6 Problem Solving Activities

Problem solving tasks are the most authentic activities since they resemble activities that take place in real life situations (Bruton, 1999, P. 7). In other words, problem solving activities help students solve problems outside the classroom by giving them situations that are likely to happen outdoors. Besides, Real life situations are not similar to information gap activities because all participants have the same information, however every student has

different opinion on how to solve it (Klippel, 1984, P 102-103& Martin, 1997, P. 131). Therefore, problem solving activities rank from the imaginary situations to realistic ones that the student may face outside the classroom. Willis (1996, P. 27) classified problem solving activities into: short puzzles, real life problems, guessing tasks and completion tasks. The aim behind problem solving activities is to enhance students' speaking proficiency and increase their self-confidence through making suggestions, giving reasons for accepting or declining other' suggestions.

1.4.2 Assessing Speaking Proficiency

To develop learners' speaking, two parts of proficiency should be assessed: accuracy and fluency.

1.4.2.1 Assessing Accuracy

Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As the students speak, there are significant grammatical issues must be included in their language, such as the use of multiple tenses, the ability to produce correct grammatical structures, and the capability of encoding meaning. These elements should be assessed in order to improve accuracy in speaking (Harmer,2007, p.146).

1.4.2.2 Assessing Fluency

Fluency does not improve at the same rate as other language skills. When the focus is on assessing fluency, the main concern is for speech to be fluent, i.e. to flow naturally without worrying too much about being totally accurate.

There are various aspects that make the speech a fluent one .Some examples of these aspects are the speed of talking (the number of words per minute), hesitation while and before speaking ,and the length of pauses (Harmer,2007,p.147).

1.5 Types of Assessment

1.5.1 Teachers Assessing Students

On the one hand, assessment of performance can be positive when the teacher praises the student by saying 'good'. In this context, the teacher's role occurs under the form of praising his student, that is considered as an essential component in student's motivation and improvement, where the teacher promotes the learners by powerful wordings and compliments. Thus, linking appropriate praise together with useful propositions about how to improve in the future, will have a much greater impact on the students improvement.

On the other hand, teachers' assessment can negatively be done. Whenever the teacher asks students to give opinions, whenever he sets up a role-play or any speaking activities, it is important to give feedback on the content rather than just on how to say it (Harmer .2007, P.138). This is about focusing all the feedback on the language which students use, such as incorrect verb tenses, pronunciation or spelling, and to ignore the content of what they are saying. So far, this is a mistake, especially when the teacher involves them in language production activities.

Teachers' assessment can be done in a number of different ways such as:

- **Echoing:** this strategy is a precise way of pin-pointing an error. The teacher repeats what the student has said, emphasizing the part of the utterance that contains the mistake. It is an extremely efficient way of showing incorrectness during accuracy work.
- **Hinting:** it is a quick way to help students activate rules they already know. This kind of hinting depends upon the students and the teacher sharing metalanguage which will help students to correct themselves (Harmer, 2007, P.144). Teachers might just say the word tense

to make them think that perhaps they should have used the past simple rather than the present perfect.

1.5.2 Students Assessing Themselves

Students assessment of themselves occurs when the teacher involves them in evaluating their answers. As teachers are ideally placed to provide assessment for students' performances, students can also effectively control and judge their own language production. Furthermore, students' self-assessment is linked with the matter of learner autonomy. Encourage the students to reflect upon their own learning through learner training, away from any classroom activities, equipped them with a powerful and useful tool for future development (Harmer, 2007, P.140). This emphasizes that training students to reflect upon themselves is crucial for a successful learning/teaching process.

Conclusion

In conclusion, this chapter is the key one that was purposefully aiming at representing a synthesis of the major aspects that affect speaking proficiency. This chapter detects different features of speaking proficiency and the major factors that affect speaking proficiency.

Accordingly, this chapter focuses on the importance of teaching the speaking skill in the classrooms because it seems intuitively the most important productive skill that leads to a successful communication not only in classrooms but also in the working world and in life. Besides, the chapter provides different speaking activities that help students achieve speaking proficiency. Conversely, it provides different ways of assessment for the sake of achieving proficiency in speaking.

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Chapter Two: Prefabricated Sequences

Introduction

The chapter at hand will focus on prefabricated sequences. It will embrace definitions of prefabricated sequences, categories of prefabricated sequences that each of them has a great significance in reaching a high level in speaking proficiency, as well as the functions of formulaic language as a tool for social interaction and a short cut in processing the language.

This chapter will highlight the lexical approach that is one of a few innovative approaches to teaching and learning the formulaic language. This chapter also will focus on the implementation of the lexical approach. The last section in this chapter will list updating activities in the lexical approach that enhance students speaking proficiency.

2.1 Definition of Prefabricated Sequences

Researchers have different names for the expression ‘prefabricated sequences’ such as formulaic language, formulaic sequences, lexical bundles, recurrent word combinations, and prefabricated patterns

Wood (2002, P .3) defines prefabricated sequences as “multi-word strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items.” In other words, prefabricated sequences are lexical terms which are memorized as chunks regarding their structure as well as meaning and they are recalled when needed not word by word but as a whole unit.

Prefabricated sequences are ubiquitous in language use (Nattiger and DeCarrico, 1992: 66). This means that they take a large portion in speaking due to their importance.

2.2 Categories of Prefabricated Sequences

Formulaic language is an umbrella term used for a number of different categories of sequences such as idioms, phrasal verbs, collocations, phrasal expressions, and proverbs.

2.2.1 Collocations

Acquiring collocations is an integral part of proficiency in the foreign language. They are considered as important ready-made pieces of language. Beare (2018) defines collocations as “a group of two or more words that usually go together”. e.g., a waste of money, phone number, hotel room, and smoke a cigarette.

Wood (2015, P.38-39) claims that the term collocation is a bit of a puzzler for many because it appears to simultaneously refer to a specific type of word combination and to all multiword phenomena. There are many possible definitions of collocation, but, in linguistics, they mostly boil down to the notion of a syntagmatic relationship among words which co-occur.

2.2.2 Idioms

The second important category of formulaic sequences that is habitually included in everyday conversations is idiom. Nordquist (2019) claims that “an idiom is a set of expression of two or more words that means something other than the literal meaning of its individual words”. For example, a native speaker would understand the phrase “kick the bucket” to mean “to die”. Hence, Students of English who effectively communicate with idioms, they understand and communicate on a deeper level of the language.

2.2.3 Proverbs

“A proverb is a short, pithy statement of a general truth, one that condenses common experience into memorable form.” (Nordquist, 2018).

“Proverbs are parts of every language as well as every culture, they are cultural statements that mark a particular time and place for their origin, they reflect the human universal experience.” (Bennett, 2019). Sharing these chunks of language makes people feel connected, beyond time and place, to others.

Teaching proverbs as parts of cultural and metaphorical learning can improve students’ learning experiences, language speaking skills. Proverbs provide an opportunity for students to be knowledgeable and to communicate effectively.

2.2.4 Phrasal verbs

Phrasal verbs are a particularly English type of formulaic language. They consist of “a verb(usually one of action or movement) and a prepositional adverb.” (Nordquist,2019) that modifies or changes the meaning with often no literal meanings, or both literal and figurative interpretations, like idioms.

Three structural categories of phrasal verbs are distinguished by wood (2005)

Verb + preposition (prepositional phrasal verbs) Help me look after Jake’s dog for the weekend. Other children often picked on Sebastian. What if you run into your ex-wife at the party?

Verb + particle (particle phrasal verbs) You should bring that up at the next meeting. Try not to give in when you see the dessert table. Come over and let’s hang out for the afternoon

Verb + particle + preposition (particle-prepositional phrasal verbs) I am not putting up with any more outbursts from her. Jane is looking forward to a long sunny vacation. The kids loaded up on chocolates before we got there (Wood, 2015, P.48-49).

Phrasal verbs are important because they are extremely common in informal English, and unless the learners are familiar with their meanings, understanding daily language will be difficult. In addition, learning to use phrasal verbs correctly will help them sound natural in casual conversations.

2.3 The Functions of Formulaic Language

Formulaic sequences have a range of functions and uses in speech production and communication which are divided into two broad categories: formulaicity as a tool for social interaction and formulaicity as a short cut in processing.

2.3.1 Formulaicity as a Tool for Social Interaction

Three central functions of social interaction can be achieved using formulaic language. These functions are related to the speaker's manipulation of his/her world, the expression of his/her individual, and the group identity. Therefore, the first function reflects the speaker interaction with others using the formulaic language to satisfy his/her physical, emotional and cognitive needs, whereas, the second function asserts a separate identity of the individual. For the group identity, people need to ensure neither they are "subsumed within, nor are excluded from the social networks they belong" (Wray,2000, P. 13). Thus, formulaic sequences do not function as a solution to purely linguistic problems but they aid the speaker to meet his/her extra linguistic needs as an individual , as well as a member of the speech community.

Social interaction is supported by the use of language chunks such as:

- Commands (keep off the grass)
- Requests (could you repeat that please?)
- Politeness markers (I wonder if you'd mind...)
- Bargains(I'll give you ...for it)

It is also supported by:

- The story-telling-skills (you're never going to believe this, but ...)
- Institutionalized forms of words (happy birthday, or Dear beloved , we are gather here today ...).

2.3.2 Formulaicity as a Short Cut in Processing

The second major function of formulaic language demonstrates that the use of prefabricated sequences is a way of minimizing the effects of a mismatch between the potential linguistic capabilities and the actual short term memory capacity (Wray,2000, P.15). Formulaic sequences function as compensatory for memory limitations. Reduction of processing efforts can be achieved by the use of:

- Standard phrases (put the kettle on ,will you)
- Standard ideational labels with agreed meaning (personal computer, bullet point, the current economic climate) which increase the speed and the fluency of language production and so they act as processing short cut.(Wray,2000,p.16)

2.4 The lexical Approach

During the previous years, there was an emergence of a few innovative approaches to teaching and learning lexis which were based on empirical findings. One of these approaches is 'the lexical approach'. The lexical approach is a method of teaching foreign languages which consists of prefabricated chunks. According to Lewis (1993, P .7), the lexical approach is a challenging approach which aims to create a powerful transition in the realm of teaching, namely, teaching lexis. This transition in teaching and learning is reflected by the huge emphasis on the use of prefabricated sequences as a modern approach for teaching. Unlike the traditional approach which relies mainly on de-lexicalized words such as go, start, and put

with little or no sense which embodies a traditional grammar, the lexical approach focuses on meaningful understandable and grammaticalised prefabricated chunks. Therefore, this approach concentrates on comprehending and producing chunks through which grammar is learned. Lewis (1993, P. 13) added that “language consists of grammaticalised lexis, not lexicalized grammar” which means that the lexical approach does not deny the importance of grammar, but it is a constituent that is embedded in lexis and it is learned through learning this lexis.

2.4.1 Implementing the Lexical Approach

Implementing the lexical approach is considered as the most efficient way that solves students’ languageproblems communication. There is a need to encourage the use of chunks and push students to recognize that translation often does not serve. Additionally, teachers should accept the fact that chunking should be central in the classroom for achieving an effective communication which basically relies on rehearsal and intensive practice. Along with, Lewis (1993, P. 3) argues that implementing the lexical approach may involve many changes in classroom procedure such as:

- Recording adjective + noun rather than noun alone.
- Highlighting certain expressions as having a special evocative and generative status.
- Emphasizing the pronunciation of lexical chunks not individual words.

Additionally, Lewis (1993, P.44) proposes that the lexical approach should be implemented by teachers as follows:

- Teachers should devote more time for teaching chunks with a good selection of activities that raise their awareness of the importance of chunks.

- Teachers should not ignore the form, traditional grammar and the creative use of language.
- Teachers should be aware that prefabricated sequences target the whole structure of language whereas separated vocabulary targets a narrow structure of language. Therefore, teaching individual words is less efficient and time consuming.

2.4.2 Updating Activities in the Lexical Approach

The lexical approach brings a modern way of looking at the process of teaching vocabulary. It comes up with new principles for rethinking many activities or giving a lexical focus, the lexical approach proposes some activities which focus on lexis to aid learners maintain speaking proficiency.

The first activity as suggested by Lewis(1993, P. 123) is about discussing fixed expressions. In this activity, the teacher discusses the expression in the whole group, then asks learners to work in pairs or in small groups in order to decide which expression they feel completely comfortable using, which they think they will never use and why they like/dislike certain expressions.

Examples of expressions:

- 1) How are you?
- 2) How's things?
- 3) What have you been up to recently?
- 4) How's tricks?
- 5) What's new with you?

Lewis (1993, P. 121) proposes another activity is about expression with key word.

The teacher gives learners expressions with key word. For example, he asks them to discuss in what situation someone might say these expressions containing the word “head”.

- 1) I can't make head nor tail of this.
- 2) On your own head be it.
- 3) Two heads are better than one.
- 4) I think things will come to a head very soon.
- 5) Heads or tails.

A third activity as proposed by Lewis (1993, P.133) as an icebreaker.

The teacher give each learner a card which has on it a verb, adjective or noun. Students mingle and find their collocation patterns. The activity can be based on, for example, verb/noun, or adjective/noun pairs, or students forming groups where several verbs or adjectives form partnerships with a particular noun.

Thornbury (2005, P. 66) proposes an activity to teach chunks with chants as it is “a more playful form of practice”. Learning throughchants helps memorization of linked words, break routine and bring fun to the classroom. So, chants contain a context and a natural drilling. Therefore, they are more memorable and contextualized. For a good practice, it is necessary to bring for students a variety of such prefabricated sequences and it helps more if the chants are prerecorded. After listening to the song for several times, the teacher divides the class into two, each half sings a different verse.

Another activity is suggested byThornbury (2005, P. 55) in which the teacher can ask learners to read a script with cross-checking using a good learner's dictionary. Asking learners to read the text and underline all the prefabs they find then go back to the dictionary in order to check their meanings.

Conclusion

In conclusion, this chapter represents an overview concerning the prefabricated sequences aiming at covering all its aspects. It discusses the categorizations that the speaker may encounter when practicing speaking. It also focuses on the role of the prefabricated sequences and their different functions.

This chapter gives importance to the use of prefabricated sequences, its role in developing speaking proficiency and how to be implemented in the classroom. Along with, the aim of this chapter is to raise teachers' awareness to adjust their future teaching by incorporating chunks and prefabricated sequences in their teaching process for the sake of improving students' oral communication. Moreover, this chapter provides a study with a variety of activities that the teacher should use in the classroom for developing students' speaking proficiency since formulaic sequences embodies not only grammar but mainly meaningful lexis.

Chapter Three: Practical part

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Chapter Three: Practical part

Introduction

The previous chapters have tackled the theoretical part which has portrayed what researchers and scholars pointed out concerning both speaking and prefabricated sequences.

This chapter, however, is devoted for the practical part of this research work. It focuses on the data collection of the research being studied. It consists of a questionnaire for teachers and another one for students for the sake of investigating their attitudes towards the role of prefabricated sequences in improving speaking proficiency. This chapter comprises final results and conclusions after describing the research instrument and analyzing teachers' views as well as students' attitudes to the speaking skill and prefabricated sequences.

3.1 Teachers' Questionnaire

It has been designed to depict teachers' attitudes to the effect of prefabricated sequences in teaching oral expression and whether they play a major role in speaking proficiency. Additionally, there has been an attempt to reveal teachers' perceptions of the speaking problems that learners face in oral expression and which activities they use to teach prefabricated sequences for the purpose of reinforcing this skill.

The questionnaire has been handed to 7 teachers who teach or have already taught Oral Expression to second year students of English at Mila University.

3.1.1 Description of the Questionnaire

The questionnaire is composed of 4 sections containing 12 closed and open questions which are tightly linked to the topic.

Section One (questions 1-3)

The first section includes general information about teachers' qualifications and experience in teaching oral expression.

Section Two (questions 4-7)

The second section focuses on collecting information about teachers' experiences in teaching oral expression concerning the difficulties that students face in learning English, the factors affecting the speaking skill and what aspects of the language they put focus on when teaching oral expression.

Section Three (questions 8-11)

This section comprises information about teachers' views of incorporating formulaic language in teaching and how they measure its importance to develop students' speaking skill and the activities that can serve teaching prefabricated sequences.

Section Four (12)

It contains suggestions for the aim of bringing the best for the kingdom of teaching through aiding this study finding out clues of how to develop the speaking skill through the use of prefabricated sequences.

3.1.2 Analysis of the Questionnaire

Section one: Teachers Experience

Q1. Which educational university degree do you have?

Options	N° of teachers	%
Bachelor Degree	1	14.28
Master /Magister Degree	5	71.42
Doctorate Degree	1	14.28
Total	7	100

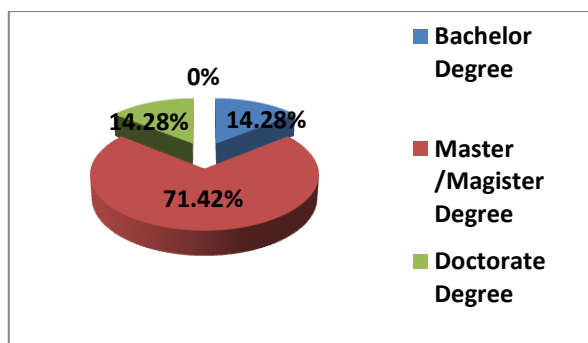


Fig.1 Teachers' Educational University Degree

Knowing about the teachers' educational university degree helps in decisively taking into consideration their perspectives about the effective theoretical strategies to improve the speaking skill since they have at least made a research paper about the work at hand.

Concerning the results in figure 1, 71.42% of the questioned teachers hold a Master/Magister degree. 14.28% of them are Doctorate degree holders whereas more than 13% are Bachelor Degree holders. These results demonstrate that most of the teachers are Master/Magister degree holders so that their answers are reliable because they combine their theoretical knowledge as researchers with the implementation of their teaching methods and strategies.

Q2. How long have you been teaching English at university?

Options	N° of teachers	%
1-3 Years	4	57.14
3-7 Years	1	14.28
More	2	28.57
Total	7	100

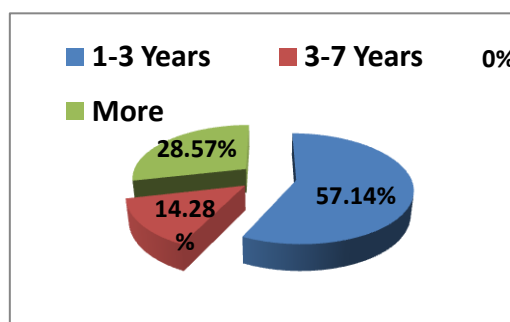


Fig.2 Teachers' Experience in Teaching English at University

The aim of this question is to know about the teachers' background in teaching English at university for the sake of evaluating how much the information they provide are reliable to fulfill the gaps in the work at hand.

The findings in the figure above show that 57.14% of the questioned teachers have taught English at university from 1 to 3 years whereas 28.57 % of them have taught it for more than seven years. Only 14.28% of them have been teaching English from 3 to 7 years.

These results suggest that the majority of the teachers have taught English for less than seven years. As a result, with this short period of time in teaching English they may have experienced some effective methods and strategies that can help students improving their speaking skill.

Q3. How long have you been teaching Oral Expression to second year learners?

Options	N° of teachers	%
1-3 Years	5	71.42
3-7 Years	2	28.57
More	0	0
Total	7	100

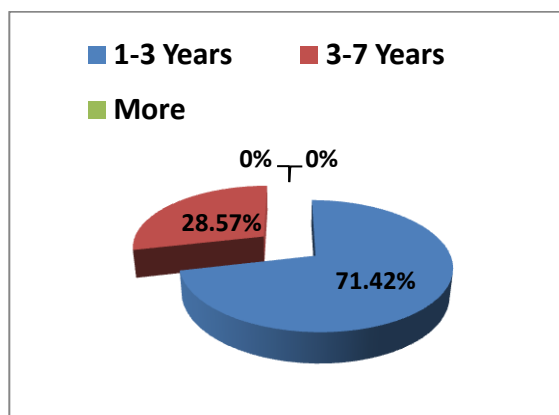


Fig.3 Teachers' Experience in Teaching Oral Expression to Second Year Learners

This question aims to recognize the teachers experience in teaching oral expression to clearly identify to which extent the teachers provide reliable information basing on their experiences in dealing with the challenge of teaching the speaking skill.

The teachers' experience in teaching oral expression is extended from 1 to 7 years. According to the results stated in figure 2, more than 70 % have taught oral expression to second year students for less than 4 years. 28.57% have taught it between 3 to 7 years and none of them have taught speaking more than 7 years. So, as teaching the speaking skill requires great efforts and a long teaching experience to cover up the most common problems that make teaching speaking as a challenging task for teachers, seven years of teaching oral expression sounds to be not sufficient for adopting effective methods to teach the target module.

Section Two: Speaking Proficiency

Q4.Do students find difficulties in learning foreign language?

Options	N° of teachers	%
Yes	6	85.71
No	1	14.28
Total	7	100

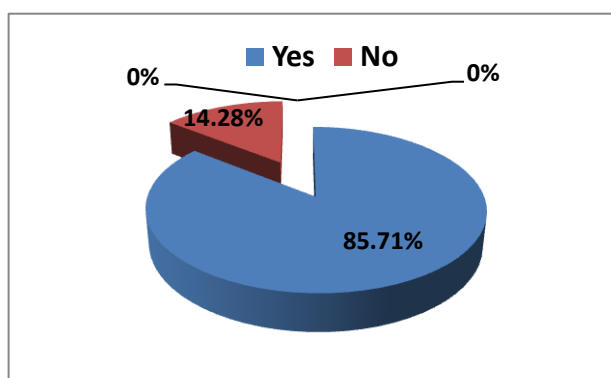


Fig.4 Students' Difficulties in Learning Foreign Language

The objective behind question four is to investigate whether second year students find difficulties in learning the foreign language or not to identify which kind of problems the students may face.

The results in figure 4 demonstrate that about 86% of the teachers report that students find difficulties in learning the foreign language whereas less than 15% of them say that the

learners do not find such problems. Thus, the teachers should get an appropriate strategy or activity that can minimize learners' difficulties.

Q5.What aspects of the spoken language students find difficulties in?

Options	N° of teachers	%
Grammatical Structures	1	14.28
Vocabulary	3	42.85
Pronunciation	3	42.85
All of them	0	0
Total	7	100

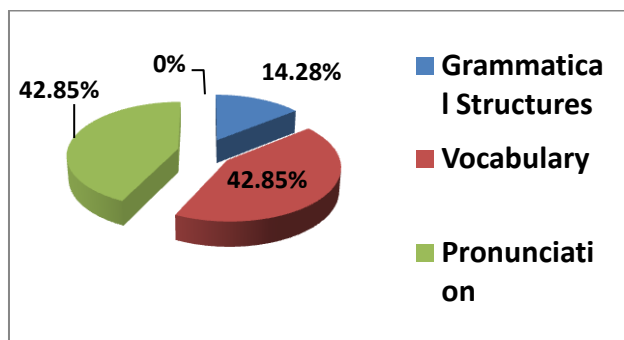


Fig.5 The Aspects of the Spoken Language Students Find Difficulties in?

This question is provided to find out the hardest spoken language elements for the learners to effectively cover their problems in speaking English as a foreign language in order to come up with the appropriate solutions.

The outcomes in figure 5 set that more than 85% of the teachers' view that the students find difficulties in both vocabulary and pronunciation whereas less than 15% of them see that the students struggle with the grammatical structures of the language.

Concerning the results in figure 5, most of the students have problems in both vocabulary and pronunciation whereas few of them struggle with the grammatical structures. Thus, to help the learners improve these elements, teachers should find solutions that facilitate the task for their students and may improve all these elements at once.

Q6.What are the factors may affect the speaking skills?

Options	N° of teachers	%
Self confidence	5	71.42
Language knowledge	1	14.28
Practicing the language	1	14.28
Total	7	100

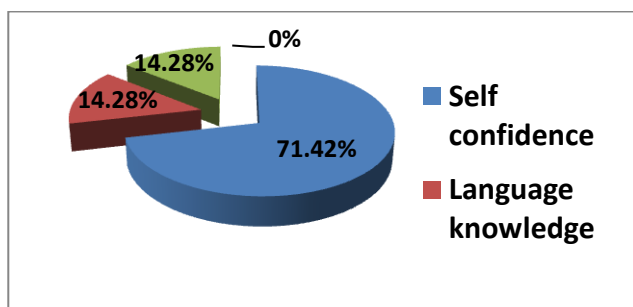


Fig.6 TheFactors that may Affectthe Speaking Skill

The aim of this question is to identify which factor mainly affects the mastery of the speaking skill to be a challenge for foreign language learners.

Relying on the results stated in figure 6, more than 70% of the respondents attribute the learners' weaknesses to the lack of self-confidence whereas less than 30% of them find it hard to make the learners use and practice English effectively .Thus, to make the learners self-confident ones,the teachers should provide their students with the appropriate strategy to decrease their anxiety and fear when speaking the target language.

Q.7 When teaching the speaking skill, do you think that the teacher should focus on:

Options	N° of Students	%
Accuracy	1	14.28
Fluency	2	28.57
Both of them	4	57.14
Tatal	7	100

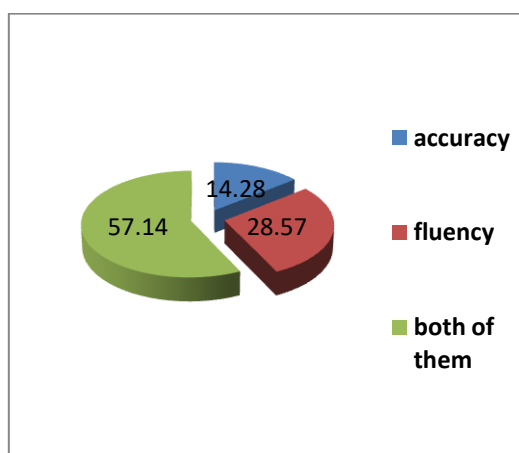


Fig.7 The Aspects of the Language that Teachers Focus on when Teaching Oral Expression

The objective behind this question is identifying which aspect seems more important for teachers so that they put a focus on when teaching oral expression.

According to the results, the highest percentage (57.14%) goes to both accuracy and fluency and the lowest percentage (14.28%) goes to accuracy. Therefore, teachers show a tendency to put stress on both accuracy and fluency when teaching oral expression, probably, because they view accuracy and fluency as the most significant aspects of speaking proficiency. This cannot be fulfilled only during a short process of learning but it requires a long time with intensive practice. Since the administration cannot provide students with extra time for practice, teachers should encourage students to use English in real life situations and communicate with natives in order to improve their speaking proficiency.

Section Three: Prefabricated Sequences

Q.8 Do you think that learners when speaking English use Formulaic Sequences (idioms, phrasal verbs, collocations, personal stance markers, transitions, ect.)?

Options	N° of teachers	%
Yes	5	71.42
No	2	28.57
Total	7	100

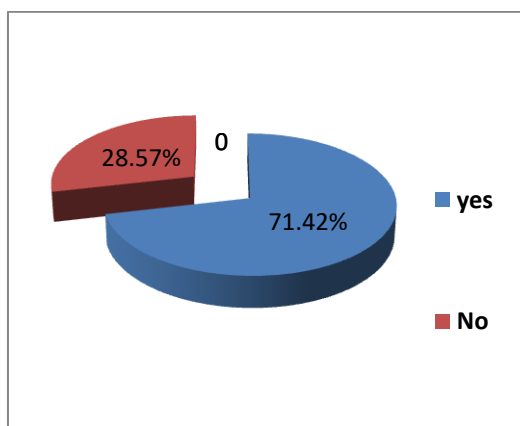


Fig.8 Students' Use to Formulaic Sequences

The aim behind this question is to depict teachers' views concerning students' use of prefabricated sequences in oral expression.

According to teachers' responses, 71.42% agree about students' use of prefabricated sequences whereas the rest displaying 28.57% confirms the opposite. From the data analysis, we can prove that students regard prefabricated sequences as a key determiner of speaking proficiency. Learners use them to develop their accuracy by making fewer mistakes as well as to develop their fluency by making less pauses. Moreover, formulaic sequences help in expressing thoughts effectively and saving much efforts looking for the right words because formulaic sequences are cognitively stored and retrieved by learners as if they are single words.

Q.9 Do you include formulaic sequences in teaching Oral Expression?

Options	N° of teachers	%
Yes	7	100%
No	0	0%
Total	7	100%

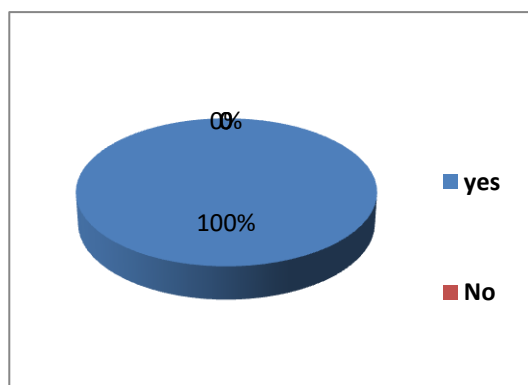


Fig.9 Teachers' Use of Prefabricated Sequences in Teaching Oral Expression

The central aim of this question is to check to what degree teachers are aware about the importance of activating the use of prefabricated sequences in teaching oral expression.

The results point out that all the interrogated teachers, with no exceptions, include prefabricated sequences in teaching oral expression. The outcomes reflect teachers' strong belief in the necessity of mastering prefabricated sequences. Therefore, it could be considered as a good strategy in language learning for developing learning spontaneity and accuracy.

Please, justify your answer.

The results show that 100% of the questioned teachers incorporate prefabricated sequences in teaching oral expression. Their justifications are summarized as follows:

-The use of prefabricated sequences in teaching is a significant component of speaking proficiency through which students can sound natives and proficient speakers.

-The implementation of prefabricated sequences in teaching fosters language acquisition and develops a language repertoire. The results express the consciousness about the importance of formulaic language and willingness to include them as an essential element for fluency attainment.

Q.10 Can formulaic sequences improve speaking proficiency?

Options	N° of teachers	%
Yes	7	100%
No	0	0%
Total	7	100%

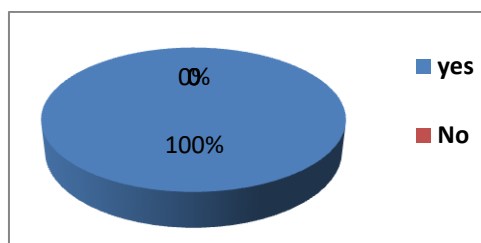


Fig.10. The Effect of Formulaic Sequences on Speaking

This question is designed on behalf of unveiling the ability of formulaic sentences in enhancing speaking proficiency.

The figure above pinpoints that all the informants agree about the importance of formulaic sequences for improving speaking proficiency. It is a clear indication that teachers

of oral expression consider prefabricated sequences as a significant predictor of speaking proficiency.

Q.11 How can formulaic sequences be effectively taught, is it through:

Presentations Discussions Games

Options	N° of teachers	%
Presentations	00	1.2%
Discussions	3	42.85%
Games	4	57.14%
Total	7	100%

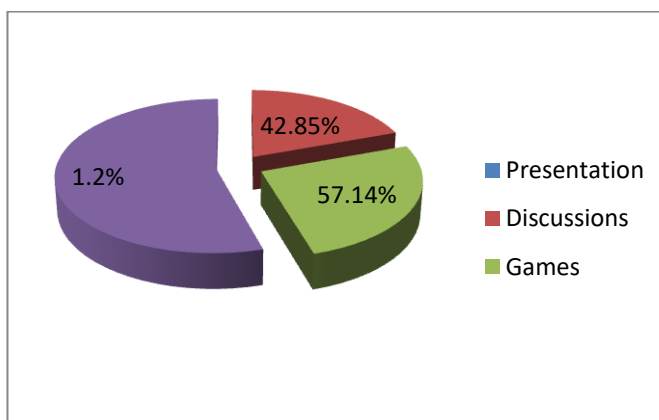


Fig.11. The Best Activity to Teach Formulaic Sequences

The aim behind this question is to check the most effective activity to teach prefabricated sequencers according to what teachers have experienced in their long/shortterm experience.

The figure reported above yield that a significant high percentage of 57.14% of teachers prefer to teach prefabricated sequences using games and the rest displaying 42.85% prefer using discussions. The results suggest that teaching prefabricated sequences through games and discussions facilitates processing such expressions and phrases through interactions and contexts. Therefore, according to the results, prefabricated sequences can be learned in both incidental (non-structured) or explicit (structured) approaches.

Others, please specify.

The purpose of this question is to stimulate teachers' thinking of other activities they practice in the classroom and prove their efficiency in teaching prefabricated sequences.

Only 3 teachers have responded to this question. They have added role plays as an effective activity to teach prefabricated sequences. There have been no responses from the remaining 4 teachers and this proves their satisfaction with the already mentioned activities (discussions/games).

Section Four: Teachers' Suggestion.

Q.12 Please, add any suggestion you see relevant to the aim of the questionnaire.

The aim behind this question is to enlarge the scope of the research and take advantage of teachers' experiences in teaching oral expression, respectively the use of prefabricated sequences. Only three teachers have responded to this question. They suggest minimizing the number of students in each group with increasing time rate for teaching oral expression. Finally, putting a focus on teaching prefabricated sequences for aiding students achieve a convenient speaking proficiency.

3.1.3 Discussions of the Results

The teachers' questionnaire is devoted to investigate teachers' views about the role of prefabricated sequences in developing speaking proficiency. Additionally, it aims to depict whether second Year University teachers of oral expression incorporate prefabricated sequences and whether they focus on accuracy or fluency when teaching oral expression. It is also devoted to check their views about the most effective classroom activities to teach prefabricated sequences. This research aims to find out the different difficulties that students face when speaking English and to seek solutions and suggestions based on teachers' experiences in teaching oral expression.

As far as the teachers' questionnaire is concerned, the responses portray that the majority of teachers share the same perspective concerning the superior worth of the speaking skill in teaching/learning English as a foreign language. The majority of the respondents agree that grammar, vocabulary and pronunciation are aspects of the spoken language that students find difficulties in when they tempt to speak English in the classroom. Besides, the majority of the questioned teachers confess that the ineffective communication on the part of students resides commonly in their lack of confidence. Additionally, teachers avouch that both of accuracy and fluency are significant for maintaining a productive communication in the classroom; they do not value any element on the expense of the other.

Teachers express the same line of thoughts regarding the positive effect of prefabricated sequences on the development of speaking proficiency, the belief that leads them to incorporate prefabricated sequences while teaching oral expression as well as the use of them by the majority of the students they teach. Over and above, the results show that they rank discussions and games as the best activities to teach formulaic language. Therefore, teachers' responses reflect teachers' awareness and deep consciousness towards the positive effect of prefabricated sequences on the development of speaking proficiency.

3.2 Students Questionnaire

This questionnaire has been delivered to second year students at Mila University to investigate their attitude towards the effect of prefabricated sequences on the development of speaking proficiency.

3.2.1 Population and sample

Second year students in the department of Letters and foreign languages at Mila University have been the target population to investigate the effect of prefabricated sequences on the development of speaking proficiency. The participants have been selected constructively since

they are conscious enough about the oral expression module and they know enough about the components of this skill and how they are acquired. The sample has been 72 second year students in 4 different groups. These participants represent the whole population of Mila University.

3.2.2 Description of the Questionnaire

For seeking validity, the questionnaire has been divided into three sections. Each one consists of questions which deal with the same sub-topic. Students' questionnaire covers 12 close and open-ended questions.

Section One (questions 1-3)

The first section comprises general information, basically, on how students view their level in English, questions about students' attitude towards English and what they expect from learning English.

Section Two (questions 4-7)

This section consists of many significant aspects of language, speaking is the most appealing one. This section also targets the difficulties that students face when speaking English, what cause them and what strategies they use to avoid these difficulties.

Section Three (questions 8-11)

This section represents students' views to the effect of prefabricated sequences on developing their speaking proficiency. It also questions the type they use most to enhance their speaking.

Section Four (12)

The aim behind this section is to stimulate students to give their opinions about the topic being studied aiming at directing teachers' awareness to different issues and preoccupations in speaking and proposing suitable strategies that may promote communication by using the prefabricated sequences.

3.2.3 Analysis of the Questionnaire

Section One :General Information

Q1. Was English your first choice?

Options	N° of students	%
Yes	56	77.77
No	16	22.22
Total	72	100

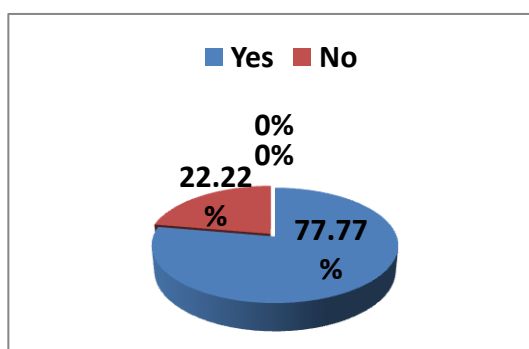


Fig.1 :Learning English as Students'FirstChoice

This question is for the sake of knowing if the students have chosen to learn English at university.

Figure 1 demonstrates that 77.77% of the respondents have chosen to study English whereas 22.22 % of them may have other choices. In saying this, the results above suggest that the majority of the students are intrinsically motivated to take English. Hence, they have positive attitudes towards learning English as foreign language.

Q2.If ‘yes’ , You choose to learn English as a second language because.

Options	N° of students	%
It is the most widely spoken language around the world	22	39.28
You need it for your future profession	28	50
It helps you to increase your educational opportunities	06	10.71
Total	56	100

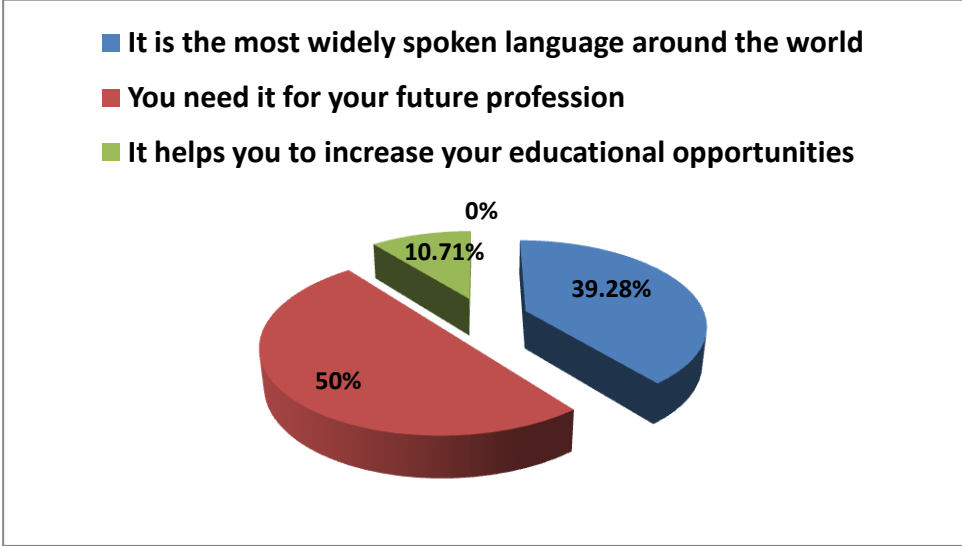


Fig.2:Students’Reasons forChoosing English as the First Choice

The aim of this question is to establish the students’ motives for learning English , so that we can speculate about their awareness of choosing English as their first choice and not other foreign language.

The results in figure 2 which represent 77.77% ofthe whole sample prove that 50% of the students choose to learn English because they need it for their future profession,39.28% of themopt for learning it because it is the most widely spoken language around the world whereas 10.71% consider their choice as an aid to increase their educational

opportunities. These results propose that one half of the students think deeply and carefully about their future profession, it is mostly possible that they are anticipating that learning English is a lucky chance for a better life conditions, so they have extrinsic motive to learn English without any interest in the language itself. For less than half of the students see the English language as a means of cross cultural communication in which they can be open to the world around. Only 10.71% of them consider English as a substantial portion of their education, so they have appreciable regard to improve their language proficiency in order to achieve their academic purposes.

Q3. How do you consider your level in English?

Options	N° of students	%
Hight	03	4.16
Average	62	86.11
Low	07	9.72
Total	72	100

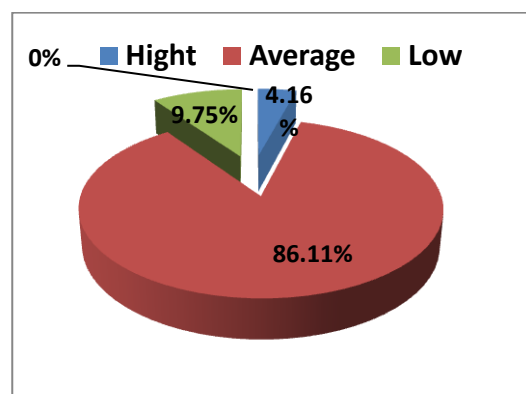


Fig.3 :Students’ Regard to their Level in English

This question aims to investigate the students’ evaluation of their level in English because this kind of evaluation is a vital part of any educational progress, it provides the teachers with the information needed to continuously enhance the student's performance.

The results in figure 3 clearly demonstrate that 86.11% of the students consider their English level average, 9.75% of them a low level, and a high level for only 4.16% of them. Consequently, these results suggest that most of the students are learning English in order to improve and develop their competency level in the target language. It is obviously explicated that the students are aware of their weaknesses.

Section Two : Speaking Proficiency

Q4. According to you, a good user of English is someone who.

Options	N° of students	%
Speaks English fluently	64	88.88
Writes English well	08	11.11
Total	72	100

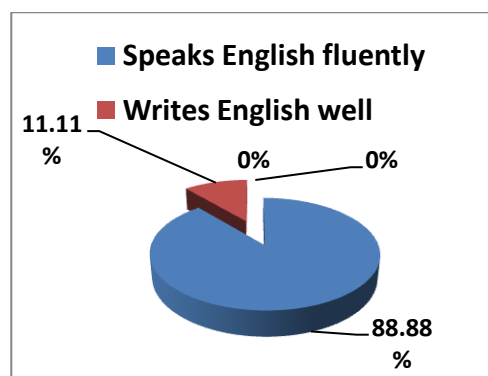


Fig.4: Students' Opinions of the Good User of English

In this question, a survey is provided to investigate the students' perspectives about the good English user that need to be clarified for the sake of more evidence about which of the two skills is the most important for the students.

Concerning the results in figure 4, 88.88% of the students see that a good user of English is a fluent English speaker, however, 11.11% of them consider the good user of English as a good writer. Thus, the majority of the students set a great store on speaking fluency. As a result, learners of English as a foreign language are aware of the importance of fluency in speaking. Accordingly, to be proficient in English, the learner should achieve a higher level of speaking fluency and accuracy.

Q5.Do you face any speech obstacle?

Options	N° of students	%
Yes	65	90.27
No	07	9.72
Total	72	100

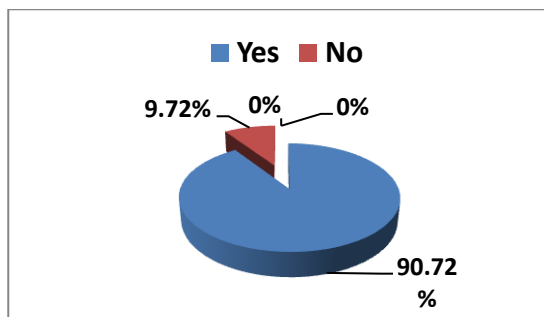


Fig.5:Possibility of Facing anySpeech Obstacle

The question set in figure 5 demonstrates students' problems in speaking English which both of the teacher and student need to know about as the first step in the problem solving and decision making process is to identify and define the problem.

These results show that the overwhelming majority of the students (90.72%) face speech obstacles whereas only 9.72% do not encounter difficulties in communicating using English. By these results, we can consider the speaking skill as a challenging skill for learners to improve.

Q6.If ‘yes’, these obstacles are due to.

Options	N° of students	%
Lack of vocabulary	31	47.69
The misuse of grammatical rule	07	10.76
Self confidence	17	26.15
Pronunciation	10	15.38
Total	65	100

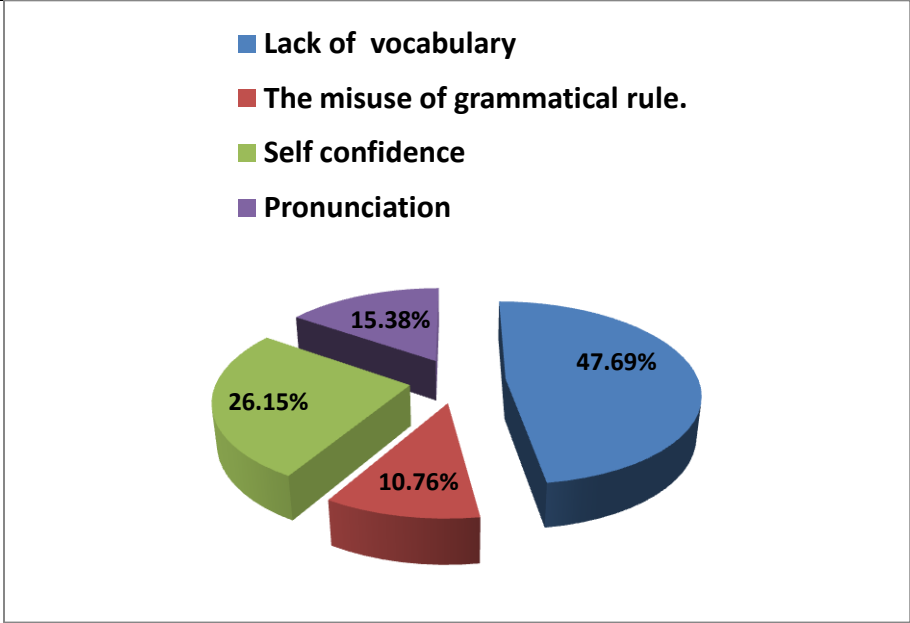


Fig.6:ReasonsBehindFacing Speech Obstacles

To come up with appropriate solutions to the speaking difficulties, we need first to clearly identify the most common obstacles that the students face in speaking. Hence, the aim of this question is to know about the kind of problems students face in speaking English.

Relying on the results in figure 6, 47.69% of the questioned students struggle with the lack of vocabulary unlike 26.15% of them who have self-confidence problems. The misuse of grammatical rules is one of the problems for 10.76% of the students whereas 15.38% of them face another type of speaking obstacles that is pronunciation. Thus, vocabulary is the most challenging aspect of the language for mastering the speaking skill. Psychologically speaking, self-confidence can be also considered as a major factor that positively affects speaking skill.

Q7. Which strategy do you use frequently to avoid the language gap in Oral Expression.

Options	N° of Students	%
Use replacement word	33	45.83
Paraphrase	19	26.38
Borrow from the mother tongue	6	8.33
Avoid talking about the topic that you lack necessary information in it.	14	19.44
Total	72	100

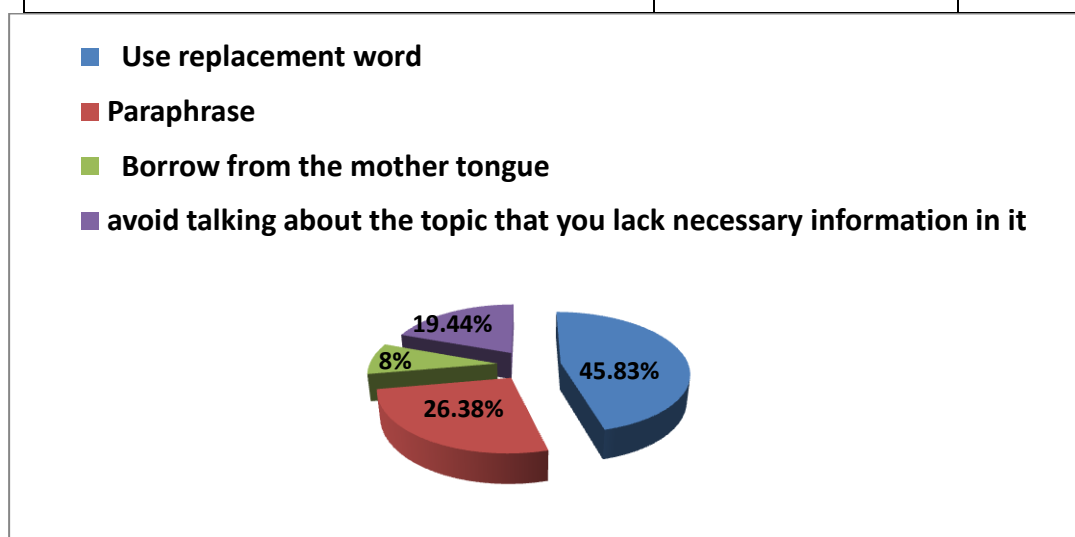


Fig.7: The Most Used Speaking Strategy

This question aims to point out the strategy that is frequently used by students to fulfill communication language gap so that keeping the conversation going.

The results above show that 45.83% of the students use the replacement word strategy as the most effective strategy to avoid the language gap they face when speaking whereas 26% of the respondents prefer the paraphrasing strategy. They do so because they find it undemanding to express their thoughts and ideas aiming at achieving greater clarity. Only 8.33% of students favor to borrow vocabulary from their mother tongue in order to sustain a successful communication and 19.44% of the informants avoid talking about the topic they lack vocabulary in.

The results prove that most of students use replacement word strategy and paraphrasing more than the other strategies; they use them to negotiate meaning and maintain the conversation.

Section Three: Prefabricated Sequences

Q.8 Do you use prefabricated sequences (idioms, phrasal verbs, transitions, chunks, ect) to develop your speaking?

Options	N° of Students	%
Yes	53	73.61
No	19	26.38
Total	75	100

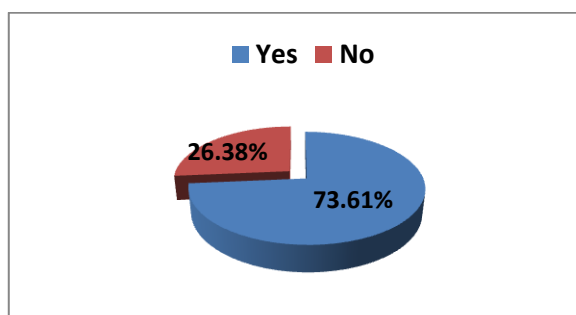


Fig.8: Students' Use of Prefabricated Sequences

The objective behind the question above is checking whether the second year University students use prefabricated sequences to improve their speaking skill.

As for the results, the majority of students (73.61%) affirm that they include the prefabricated sequences to develop their speaking skill whereas the 26.38% of them do not do so.

The results indicate that students use prefabricated sequences as a way to ease and streamline the process of language speaking. Besides, prefabricated sequences provide students with correct, ready forms and ways to maintain their position in conversations or any interactive setting.

Q.9 If ‘yes’, what type do you prefer to use?

Options	N° of Students	%
Idioms	39	54.16
Phrasal verbs	19	26.38
Transitions	6	8.33
Chunks	8	11.11
Total	75	100

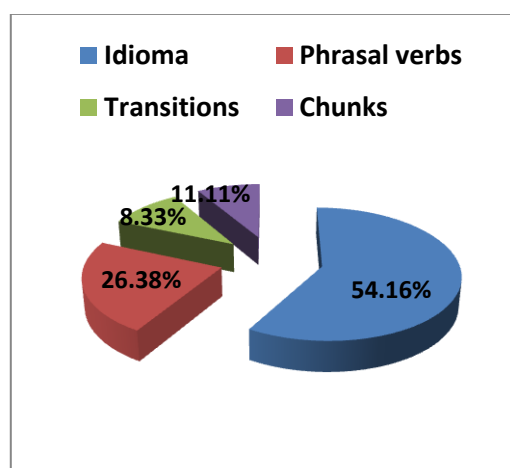


Fig.9: The Most Used Prefabricated Sequences

This question aims to investigate the type of prefabricated sequences that students use frequently. As it is demonstrated in the figure above, 54.16% of the learners prefer to incorporate idioms when speaking English whereas 26.38% use phrasal verbs. Only 6 students choose transitions and the 8 remaining students use chunks.

Hence, the results yield that students focus on the use of idiomatic expressions more than other types. This is a confirmation that idioms are the most focused type by teachers in oral expression due to their utility to amplify messages for attracting the interlocutor thus creating a suitable atmosphere for communication.

Q.10 Do you think that incorporating chunks instead of separated vocabulary may improve your speaking skill?

Options	N° of Students	%
Yes	62	86.11
No	10	13.88
Total	75	100

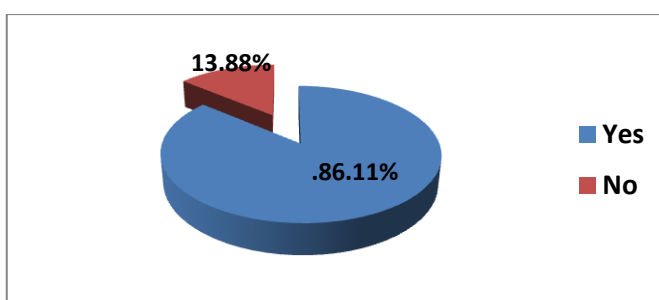


Fig.10: Students' View to the Importance of Chunks to Develop their Speaking Skill rather than the Use of Separated Words

The question is designed to check whether students believe that the use of chunks instead of separated vocabulary may affect positively the development of their speaking skill. Consequently, as stated in the figure above, the supermajority of 86.11% agree that involving chunks is more significant than separated vocabulary while only 13.88% consider separated vocabulary as an efficient way to improve their speaking. Therefore, second year university students are aware of the importance of formulaic sequences.

Q.11 Please, Justify your answer.

26% of the respondents do not justify their answers. Among the students who have answered this question, 69.44% have justified their choice for incorporating chunks rather than separated words. Their justifications are summarized as follows:

- Chunks help express oneself when the speaker has a poor grammatical knowledge.
- Chunks are a sign of fluency and mastering the language. Hence, users of chunks sound like native speakers.
- Chunks help the speaker reach a remarkable level of proficiency and self-confidence.
- Through chunks, we learn grammar unconsciously without being restricted to its rules.
- Chunks have the ability to convey the right message to the listener.

Only 4.16% of students have justified the unnecessary use of chunks. Their justifications are as follows:

- They are difficult to learn and use.
- Separated words are easier and direct.

Section Four: Further Suggestions

Q.12 Please, add any further suggestions.

This question is an open-ended question for inviting learners to suggest any idea or report any problem they face in the speaking classes. It is an area to represent their preoccupations for the purpose of developing teaching and learning the speaking skill. The suggestions are summarized as follows:

- To develop our speaking proficiency, we have to undergo an ongoing process of practice and use of the language ‘if you do not use it, you lose it.’
- We should build enough knowledge in order to be self-reliant and confident.
- Speaking with native speakers, watching movies and listening to music are crucial ways to improve speaking proficiency. The use of chunks is the key element that comes to the aid of developing speaking proficiency.

3.2.4 Discussion of the Results

The findings, regarding students' views, suggest the necessity of incorporating prefabricated sequences in speaking English. They function as tools which help the student maintain communication. Besides, this study provides students with a free space for stating different obstacles that hinder their speaking performance, such as lack of confidence, the misuse of grammatical rules and the limited language repertoire.

They faithfully suggest different solutions that can help them promote speaking proficiency, basically, their need to include prefabricated sequences in speaking.

Based on the students' questionnaire, we figure out that students willingly want to attract teachers' attention to deal with the different problems that they face in speaking trying the suggested solutions in order to uplift their speaking skill. The results reflect students' awareness about their need to learn prefabricated sequences due to their extremely positive effect on developing speaking proficiency.

Based on the discussions of the results, students face many difficulties handling communication. The most alluring difficulty that most students face is the lack of self-confidence. This problem is mainly due to the lack of fluency and accuracy which are crucial aspects that lead to speaking proficiency. Therefore, it is teachers' responsibility to tease out other effective strategies to boost their students' motivation and interest which students, on their part, suggest for their teachers of oral expression.

According to the results, teachers ascertain that they use prefabricated sequences when teaching oral expression which means that they confirm the positive role of prefabricated sequences in improving speaking proficiency. Also, the majority of students agree to incorporate them in speaking in order to reach a level of speaking proficiency.

This chapter represents both teachers and students positive to the role of prefabricated sequences for the sake of achieving greater speaking enhancement.

General Conclusion

Learners face difficulties in acquiring the English language that is reflected on their deficiency in oral performance and maintaining communication. Basically, this research aims to investigate teachers' and learners' attitudes towards the effect of prefabricated sequences on speaking and check their effectiveness in solving learners' speaking problems so that to aid them enhance their speaking proficiency.

The current study has been oriented to check teachers and learners views about the role of prefabricated sequences in developing speaking proficiency. Besides, it is devoted to investigate the way to incorporate formulaic sequences in oral expression. In addition to that, this study pinpoints the problems which hinder a good communication to take place and the most effective activities to teach prefabricated sequences.

This work is divided into two parts. The first part which is the theoretical one which includes two chapters: the first chapter deals with the speaking skill, its functions and how to be taught whereas the second chapter introduces prefabricated sequences, their categories and how to be implemented in speaking classes. The third chapter represents the second part which is the practical one. The latter is contemplated as the most prominent phase in this research work. It embodies data collection from the questionnaires that have been addressed to teachers and students at the same university. The aim of this study is to depict the attitudes of both teachers and students towards the role of prefabricated sequences in developing speaking proficiency.

The results of both parts, the literature review and the practical part, approve that the lack of self-confidence, due to the poor vocabulary and grammatical knowledge or due to their introverted personalities, is the most appealing problem that hinders a successful communication. Therefore, using prefabricated sequences is the best solving language

problems since they lead to enrich their language repertoire semantically, lexically and grammatically. Since the students lack self-confidence because of the lack of language knowledge, their use of prefabricated sequences help them feel secure in speaking. Incorporating prefabricated sequences is an effective way to enrich vocabulary, adjust accuracy and develop fluency. Consequently, the problem of the lack of self-confidence can be solved.

Both parts maintain that accuracy and fluency are equally important for achieving speaking proficiency. Also, the intensive practice is crucial for a good communication production.

Games and discussions are the best activities to teach prefabricated sequences. These activities can minimize the failure in communication because they give students the opportunity to interact and practice all the elements of speaking proficiency through formulaic sequences. They are also a way for learning with fun which is a necessary factor that leads to create a safe atmosphere in the classroom and attract students to take part in the process of learning.

Finally, the results have totally answered the questions of the research and the outcomes provide a support to the hypothesis that the development of speaking proficiency is achieved through the incorporation of prefabricated sequences. This case study embedded precious suggestions on both teachers' and students' sides for the sake of experiencing success in speaking.

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الملخص

تتناول هذه الرسالة دراسة مواقف المعلمين والمتعلمين اتجاه تحسين إتقان الكلام بواسطة استخدام عبارات لغوية جاهزة المسألة التي أثارها هذه الدراسة هي عما إذا كانت العبارات اللغوية الجاهزة تساعد على مهارة التحدث باللغة الأجنبية. و بناء على هذا نتساءل عما إذا كان للمعلمين و المتعلمين نظرة ايجابية إزاء استعمال العبارات اللغوية الجاهزة لتحقيق إتقان الكلام. أجري هذا البحث من خلال استبيان قدم لمعلمين و متعلمين بغرض تحري آراءهم حول استعمال العبارات اللغوية الجاهزة و دورها في تحسين تطوير مهارة التحدث. تفترض هذه الدراسة أنه إذا استخدم المتعلمون العبارات اللغوية الجاهزة فسوف يكتسبون هذه المهارة. تكشف نتائج البحث عن وجهات نظر كل من المعلمين والمتعلمين حول نجاح استعمال العبارات اللغوية الجاهزة في تحسين الكلام. بالتالي، فإن نتائج البحث نوقشت و ذكرت أسباب احتمال وجودها.

Résumé

La présente thèse traite les attitudes des enseignants et des apprenants vis-à-vis l'amélioration de la maîtrise de l'oral grâce à l'utilisation des séquences préfabriquées. Le problème soulevé dans cette étude est de savoir si les séquences préfabriquées améliorent la maîtrise de l'oral. En conséquence, cette étude essaie de savoir si les enseignants et les apprenants ont une attitude positive envers l'utilisation des séquences préfabriquées pour parvenir à la maîtrise de l'oral. Cette recherche est menée avec des questionnaires qui ont été remis à des enseignants et à des étudiants pour but d'investiguer leurs points de vue sur l'utilisation de séquences préfabriquées et leur rôle dans le développement des compétences de l'orale. Cette étude émet l'hypothèse que si les apprenants utilisent des séquences préfabriquées, ils atteindront la maîtrise de l'oral. Les résultats de la recherche révèlent les points de vue des enseignants et des apprenants sur l'efficacité des séquences préfabriquées dans l'amélioration de l'oral. Ensuite, les résultats sont commentés et les raisons possibles de leur présence sont mentionnées.

Appendix 1

Teachers Questionnaire

Dear teachers,

The present questionnaire investigates the effect of formulaic sequences (idioms, phrasal verbs, collocations, personal stance markers, transitions, etc.) on the development of speaking proficiency. Your responses are voluntary and confidential. We hope you will answer as many questions as possible.

Section one: Teachers Experiences

1. How long have you been teaching English at university?

1-3 Years 3-7 Years More

2. How long have you been teaching Oral Expression to second year learners?

1-3 Years 3-7 Years More

3. Which educational university degree do you have?

Bachelor Degree Master /Magister Degree Doctorate Degree

Section Two: Speaking Proficiency

4. Do students find difficulties in learning foreign language?

Yes No

5. What aspects of the spoken language students find difficulties in?

Grammatical Structures Vocabulary Pronunciation All of them

6. What are the factors may affect the speaking skills?

Self confidence Language knowledge practicing the language

7. When teaching the speaking skill, do you think that the teacher should focus on:

Accuracy Fluency Both of them

Section Three: Prefabricated Sequences

8. Do you think that learners when speaking English use Formulaic Sequences (idioms, phrasal verbs, collocations, personal stance markers, transitions, etc.)?

Yes No

9. Do you include Formulaic Sequences in teaching Oral Expression?

Yes No

Please, justify your choice?

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10. Can Formulaic Sequences improve speaking proficiency?

Yes No

If 'yes', please indicate how?

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Thank you for completing this questionnaire .Your help is really appreciated.

Appendix 2

Students Questionnaire

Dear student,

This questionnaire is a part of a research work. It aims at investigating your attitudes towards the use of formulaic sequences (idioms, proverbs, transitions, chunks, phrasal verbs, etc.) to develop speaking proficiency.

We would be grateful if you answer the following questions. Your assistance in completing them is greatly appreciated.

Section One: General Information

1. Was English your first choice?

a. Yes

b. No

2. If 'yes', it is because:

a. It is the most widely spoken language around the world

b. You need it for your future profession

c. It helps you to increase your educational opportunities

Other reasons, please specify?

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3. How do you consider your level in English?

a. High

b. Average

c. Low

Section Two: Speaking Proficiency

4. According to you, a good English user is someone who.

a. Speaks English fluently

b. Writes English well

5. Do you face any speech obstacle?

a. Yes

b. No

6. If 'yes', these obstacles are due to.

a. Lack of vocabulary

b. The misuse of grammatical rule

c. Self confidence

d. Pronunciation

7. What strategy do you use frequently to avoid the language gap in oral communication?

a. Use replacement word

b. Paraphrase

c. Borrow from the mother tongue

d. Avoid to talk about the topic that you lack necessary vocabulary in it

Section three: Prefabricated Sequences

8. Do you use prefabricated sequences (idioms, phrasal verbs, transitions, chunks, etc?) To develop your speaking?

a. Yes

b. No

9. If 'yes', what type do you prefer to use?

a. Idioms

b. Phrasal verbs

c. Transitions

d. Chunks

10. Do you think that incorporating chunks instead of separated vocabulary may improve your speaking skill?

a. Yes

b. No

11. Please, justify your answer?

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Section Four: Further Suggestions

12. Please, add any further suggestion.

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Thank you for completing this questionnaire.

Your help is really appreciated.