



Contents available at : <http://jls.tu.edu.iq>

Journal of Language Studies

ISSN 2616- 6224



## Activating Functional Formulas of EFL Learners` Fluency and Accuracy Skills at the College of Education for Human Sciences (Ibn Rushd)

**Dr. Elaf Riyadh Khalil\***  
English Department, College of Education for  
Human Sciences (Ibn Rushd), University of Baghdad  
[dr.elafriyadh@gmail.com](mailto:dr.elafriyadh@gmail.com)

### Keywords:

- Reading-writing skills
- listening-speaking skills
- Functional formulas

### Article Info

#### Article history:

- Received 03/3/2018
- Accepted 12/4/2018
- Available online 1/5/2018

**Abstract:**The paper investigates the frequency and the impact of using Functional formulas in EFL students` fluency and accuracy used in English teaching in College of Education for Human Sciences (Ibn Rushd), English Department. This study aims at finding out the frequency of formulaic sequences` in students` fluency- accuracy skills, whether or not the student differences in the functional formulas in fluency- accuracy competences ,and investigating differences in types formulaic sequences in fluency-accuracy skills. The instruments are (observation and essay writing) used in investigating the fluency through using observation whereas in accuracy using essay testing. With 100 functional formulas, on eighty students second year at English Department. The different communication skills differ in functions of functional formulaic. And there is no statistical significant difference between learners` proficiency levels. Research results show that the frequency of functional formulaic in the (fluency) is significantly higher than that of the (accuracy). These findings are obtained by using independent t-test, SD, Means, which revealed the information obtained from functional formulaic enables teachers to provide learners more effective instruction in fluency and accuracy development.

\* Corresponding Author: Dr. Elaf Riyadh Khalil , E-Mail : [dr.elafriyadh@gmail.com](mailto:dr.elafriyadh@gmail.com)  
, Tel :009647701715071 , Affiliation\_: English Department, College of Education for Human Sciences (Ibn Rushd), University of Baghdad-Iraq.

## تفعيل الصيغ الوظيفية لمهارات الطلاقة والدقة لدى الطلبة متعلمي اللغة الانكليزية لغة اجنبية

**الخلاصة :** تبحث الدراسة في تكرار وتأثير استخدام الصيغ الوظيفية في الطلاقة والدقة لطلبة اللغة الإنجليزية كلغة أجنبية ،مستخدمة في تدريس اللغة الإنجليزية في كلية التربية للعلوم الإنسانية (ابن رشد) / قسم اللغة الإنجليزية. تهدف هذه الدراسة إلى معرفة تطور الصيغ الوظيفية " في مهارات الدقة والطلاقة لدى الطلاب " ، ويمكن للطلبة تمييز الصيغ الوظيفية في مهارات الدقة والطلاقة ، وهل يستطيع الطلبة التعرف على أنواع الصيغ الوظيفية في مهارات الدقة والطلاقة.

الأدوات هي (الملاحظة وكتابة المقالات) والمستخدم في التحقق من مستوى الطلاقة من خلال استخدام الملاحظة ، بينما في الدقة يستخدم اختبار مقال مع 100 صيغة وظيفية موزعة على 80 طالبا في المرحلة الثانية في قسم اللغة الإنجليزية. تختلف مهارات الاتصال في كل من وظائف الصيغ الوظيفية ، وليس هنالك فرق كبير بين المتعلمين من مستويات الكفاءة المختلفة ، وتشير نتائج البحث إلى أن الصيغ الوظيفية في نطق الكلام (الطلاقة) أعلى بكثير من قراءة الكتابة (الدقة) ، تم الحصول على النتائج باستخدام الاختبار التائي ، الوسط الحسابي ، الانحراف المعياري ، واثبتت وجود فروق ذات دلالة احصائية لصالح الطلاقة في الكلام.

**الكلمات المفتاحية :** مهارات القراءة والكتابة ومهارات التحدث والاستماع ، الصيغ الوظيفية .

### 1. Introduction

In language use, the nature of functional formulaic has been depending on the findings of the effective instruction on performance, fluency, accuracy and two what language users truly do with two the language, rather two than on competence (Boers, & Stromberg, S., 2012:89).In educational reading-writing, they can use to understand functional devices of phrases information. Their use allows producers to signal levels in their context, to show the suitable stage of formality and to meet the expectations of the Educational society (Coxhead & Byrd, 2007:71; Jones & Haywood, 2004:89). Mastery of educational functional formulaic (FF) is essential if one wishes to be successful as an educational producers. English as a Foreign Language (EFL) students face difficulty in the suitable use of (FF), making their academic writing come across as unsuitable creative correct sentences (Gilquin & Paquot,2008:76).Students do not longer to acquire formulaic sequences (FF) incidentally, even if they be aware of individual phrases comprising them, which may suggest that specific learning approach (Meunier, 2012:87). Cowie (1992: 10) even argues that "it is not possible to operate at a degree acceptable to native users, in writing or in speech, except controlling suitable range of multiword phrases".

In spite of defect of (FF) can still ends findings in fluency semantics, syntactic correct language output, it will make FL learners not good fluency and accuracy. The identical holds actual for fluency and accuracy educational context (Hyland, 2008:12). Educational (FF),as a basic issue, are shows to sign levels and to comprehend functional level of this register (Cortes, 2013: 54; Li & Schmitt,2009:90).Like other(FF) can accordingly be considered "limited markers of fluency and accuracy which are important for the development of learning instruction that suits the expectations of producers in education" (Coxhead & Byrd, 2007:135).

Formulaic sequences assist processing accuracy and fluency (Wray, 1999:89). Due to their prefabricated nature, functional formulas are processed more quickly than non-formulaic constructions (Conklin & Schmitt, 2008:73). They are efficient tools that ease processing for both speakers - listeners and reading -writing (Wray, 2000:87:91).Consequently, they are often used by speakers working under time constraints and need to speak quickly and fluently (Schmitt and Carter,

2004:80).

The importance of FF in educational accuracy means that mastering educational FF turns into a primary for any FL learner who wants to be successful in their educational accuracy of correct sentence structure. FL learners ought to no longer only understand how a textual content is equipped in terms of useful units however also how these devices are realized semantically and syntactically (Cortes, 2013:88). The formulaic nature of educational production and the difficulty of beginners face in the use of FF correctly, students ought to be known with the FF normally related with the communicative features of instructional productions (Hüttner, 2007:77). Coxhead and Byrd (2007:81) list the following deserves of the usage of FF. They assist learners 1) to meet the predictions of the tutorial community, 2) sign levels in their material, 3) categorical their idea greater economically, and 4) exhibit the critical degree of formality. The use of FF makes the challenge of writing educational English two less tricky due to the reality the creator is working with ready-made phrasal as a choice having to create each and every sentence phrase through word.

To Gilquin & Paquot, (2008: 67)"producers will not select arbitrary from among all potential combinatorial changes when producing phrases. Rather there are conventional approaches of expressing certain ideas". In addition, speech fluency reflects the formulaic nature of language production. Taking into consideration the limited storage capacity and the constraints of the short-term memory, "a manageable clarification for the fluency and accuracy are that producers depend on FF long term memory in language use rather than creation ideas from rules" Coxhead and Byrd (2007:85).That formulaic sequences could help learners to engage in classroom communication. In addition, when they were analyzed, formulaic sequences should make a contribution to learners' grammatical competence.

Kecskes (2007:5) shows three reasons why FF are essential to fluent oral communication. First, formulas minimize the speaker's effort in communication. He states that "formulaic expressions ease the processing overload not only because they are 'ready-made' and do not require the speaker hearer any 'putting together' but also because their salient meanings are easily accessible in online production and processing" .Second, formulaic sequences frame the intent of the communication. This means that FF can and often do elicit specific responses.

This makes FF vital to deliver rapid and accurate data in daily conversation. Third, formulaic sequences provide a shared and common experience between communicators (Kecskes 2010: 6). The act of giving directions is an example of this. Formulaic sequences can assist reduce signs of non-fluency by using presenting and common experience between communicators.

In addition to speech fluency, L2 pragmatic competence has additionally been attributed, at least partially, to the mastery of formulaic sequences. Wood (1999:72), for instance, speculates that the clearest evidence of the existence of formulaic sequences in L2 learners' linguistic repertoire is provided by set phrases which L2 students often produce as a means of coping with necessary situations that are beyond their pragmatic competence. In the case of students' other output shows no evidence that they have mastered the structures fundamental for producing some complicated utterances, their advanced linguistic and pragmatic competence need to be attributed to the use of FF which they have successfully acquired and internalized into their long-term memory (Ibid:75).

FF can also help L2 learners' linguistic fluency and accuracy in the sense that these multiword phrases, being obtained and internalized in the long-term memory as wholes, they are also showing L2 learners' possible grammatical errors when communicating in the target language (Boers et al., 2006:240; Wray &Perkins,2008:76).As Boers et al.(2006:247) hypothesize ,"these prefabricated chunks constitute' zones of safety' and suitable use of them may thus confine the risk of' erring' to the spaces in between the formulaic sequences in one's discourse". It is worth noting that the role of

formulaic sequences in maximize L2 students' linguistic accuracy - fluency has not been extensively empirically investigated in writing or in speech.

In order to fill the gap, the present study finds out the effect of functional Formulas strategy on EFL learners' fluency, accuracy of using of Functional formulas'. Learners' achievement have valued from pretests and posttests. The intention of the present study is to give descriptions on whether or not it is useful to dedicate classroom time to the specific teaching of a limited number of educational FF and how this might be best achieved. (FF) are necessary not just as they are easy in language use but also because they are important for suitable, fluency, accuracy language production and comprehension (Schmitt & Carter, 2004:90; Meunier, 2012:84). From the findings, the application may show efficiency of the producers.

It has been encouraged that FL inexperienced persons want to acquire a substantial number of FS in order to end up fluent and informed FL speakers. Study on functional formulas in Iraq has additionally witnessed a growing tendency in learning and teaching. Through this study will investigate FF in teaching different skills on student's English production and recognition.

### **Research questions are:**

- (1) What are the frequency of functional formulaic distribution in Iraqi fluency- accuracy skills?
- (2) Are there any differences in the functional formulas in fluency- accuracy skills?
- (3) Do students recognize differences if any in functional formulaic in Fluency- accuracy skills?

## **2. Theoretical of the Functional Formulas**

With the developing activity in the formulaic of language fluency and accuracy production .Several researchers in the field of second language acquisition have defined functional formulaic as prefabricated phrases that are saved in and stored from the memory as total phrases ( Conklin & Schmitt, 2008:128; Wood, 2010:68). Among those researchers who shows out that FF shows to multi- morpheme (*How do you do ?*) or multi- words forms (*rained, can- 't*) which are produced as an entire phrase ,as if one word item, rather than being created from collected ideas, correct sentence structure with semantics rules. The holistic nature of formulaic sequences has been likewise posited in Wray's (2002:9) definition of a functional formula, as if non-stop of phrases that means elements, which seems to be, prefabricated is saved and retrieved total two from two reminiscence two at the time of use, alternatively than being issue to evaluation by means of the language use.

Functional Formulas` (FF) have been described as a tool that can carry out a range of different functions for different language users in fluency and accuracy communication . Wray and Perkins (2000:9) regard formulaic sequences as more than a simple linguistic unit and argue that these sequences are tools that different types of speakers can put to different uses. The diversity of uses appears to depend upon several factors, including "maturational level, language knowledge, and personal interactional need".

Theoretical studies have already been shed light on FF in particular, credited the work of Biber et al. (2004:85).The study present types of FF is an adaptation of the functional kinds shown in their study, however with some necessary clarification. As in their study, the researcher categorized the FF into three fundamental FF kinds: referential expressions, stance expressions, and discourse organizers.

It is also important to study of the functions FF, because different modalities may indicate

various registers and functional categorizations. According to Hyland (2008:97), FF group into three types: ideational, textual and interpersonal. Ideational FF is text-oriented supporting to authentic situation and task. Textual FF deals more with the semantic of context and its organization. Interpersonal FF is producer-oriented depending on fluency and accuracy of the learners.

Lastly, the material planers group is considerably improved and constructed from the (Biber, et al. 2004:129), (Hyland, 2008:87), and (Simpson-Vlach-Ellis, 2010:87) categories, with three necessary extra subcategories: context phrases, referential phrases, and discourse marker.

### **3. Description with Examples of the Functional Formulas**

The assumption that functional formulaic are saved and processed the whole term in long-term memory has been validated with reference to intellectual processing. It has been suggested that the holistic nature of formulaic sequences is clearly shown in the processing advantage they offer to both native speakers and proficient L2 users: they are processed more quickly and potentially differently than entirely creative expressions (Conklin & Schmitt, 2008:95).

Conscious of their necessary in language fluency and accuracy production, distinctive learners have attempted to classify formulaic sequences on the basis of their discourse or pragmatic functions, their frequency, and their syntactic structures in both spoken and written discourse. It is worth bringing up that despite the slight differences in the terms used to list formulaic sequences in discourse, the following types can be pinpointed in literature.

In an attempt to develop a taxonomy that expresses the major discourse functions of prefabricated chunks, Biber et al. (2004:96) categorize formulas expression, the most frequent recurring multi-word sequences which have both structural and functional characteristics in a register, into three important kinds.

Below the description with examples of each type of FF. Numbers of formulas in that category from the combined of more than 100 each from the written accuracy and Spoken fluency.

#### **3.1 Pragmatic Functional Taxonomy**

##### **A. Referential Expressions/ Ideational**

The first type of FF is ideational phrases include of five sub-types: specification of attributes, identification and focus, contrast and comparison, deictic and locatives, and vagueness markers. According to Hyland (2008), for ideational FF more location, quantification and description FF take places in the build the skills for example, *out of the, in the world*. Method and subject FF are more similar to be discovered in the comprehension, for example, *is going to, the novel summary, in the college*.

According (Biber et al., 2004:88) it classified into four subcategories, namely Identification /focus expressions, imprecision expressions, specifying attributes, time/place/text-dixies expressions, (Biber et al., 2004:123). Identification/focus expressions, as Biber et al. (2004:197) note, have various functions among which is focusing on the following noun phrase (e.g. *those of you who...*), organizing and summarizing lengthy discourse (e.g. *that's one of the...*), and introducing a topic and initiating a discussion (e.g. *one of the things ...*). The second subcategory of referential expressions, i.e., imprecision expressions, as in '*and things like that...*' expressions, specifying attributes, as their name may indicate, are usually manipulated to specify the identifying attributes including the quantity, the size, or the abstract characteristics of the

subsequent head noun, e.g. '*a little bit of. ..*,' '*the size of the....*,' and '*the nature of the....*' respectively. Time/place/text-dixies expressions, which make up the last subcategory of referential expressions, are employed to refer to time, place or location; in addition, they are context-specific as their meaning is limited by the context in which they are used as in '*at the end of the...!*' (Ibid: 135).

## **B. Stance Expressions/ Interpersonal**

The second kind includes 'stance expressions,' which are particularly used to show attitudes and help interpret subsequent propositions, and can be divided into epistemic and attitudinal/modality stance expressions. As for epistemic stance expressions, they are for the most part personal and are mainly utilized to express uncertainty rather than certainty (e.g. '*I don't know if ..*'); however, they can also be impersonal stance expressions that convey, for the most part, a degree of certainty as in '*are more likely to be...*'. Attitudinal stance expressions, in turn, are usually used to evince the speaker's feeling towards an upcoming proposition, and, therefore, they may express a desire, '*I don't want to...*,' an obligation, '*you have to do...*,' an intention, '*what we're going to...*,' or a certain ability '*to come up with*' (Ibid ; 136).

## **C. Discourse Organizing Expressions /contextual**

The third type divides into four sub-types: met discourse, subject Introduction, subject elaboration, and discourse markers. According to Hyland (2008:85), it is showing that the two skills have the similar quantity of interpersonal FF. Functional formulaic like '*there is no, it is time*' come from the reading -writing, while '*do you think, how would you*' from the listening-speaking skills.

E.g. the five researches are summarized in the next chapters. Yeah I was going to say something similar to that.

As discourse organizing expressions and is subdivided into subcategories.

- 1. Metadiscoursal and textual reference**, is genre specific and includes formulaic sequences that help introduce topics, e.g. in '*the next section....*'
- 2. Topic introduction and focus formulas** constitute the second ,help frame an entire phrase ahead as in '*take a look at...*' .
- 3. Topic elaboration**, It is divided into **non-causal topic elaboration**, where a phrase like '*it turns out that...*' helps elaborate on a topic without any explicit causal relations whatsoever, and **cause and effect formulaic sequences**, whose main function is to introduce results, e.g. '*as a result....*'
- 4. Discourse markers** can connect either sentence constituents or clauses together as in '*...as well as...*' or '*in other words...*;' they may express agreement. Disagreement, gratitude, or surprise such as '*no no no*' (Ibid: 122).

## **3.2. Syntactic Structure**

In addition to the aforementioned classifications, other scholars have attempted to broadly classify formulaic sequences according to their syntactic structure. It is worth noting that the following classification is mainly based on Coxhead and Byrd's (2007:74) in the field of discourse analysis:

**1. The first type includes “multi-word combinations that are structural or semantic units”** (Ibid: 136). This type comprises phrasal verbs that consist of a verb and its particle as one set, e.g. *'Look up look after'* or prepositional verbs such as *'agree to, deal with,* etc.'

**2. Idioms are the second type of formulaic sequences and** include immutable sequences whose meaning is opaque as it cannot be interpreted from the individual words that constitute it (Simpson-Vlach & Ellis, 2010:80). Examples of idioms are *'shoot the breeze,' 'blow the gaff,' 'back to square one,' 'pig in a poke,' 'beat around the bush,'etc.*

**3. The third type encompasses collocate in discourse** more repeatedly than what is predicated by the way of creating, i.e., collocations such as *'tell a story,' 'commit suicide,' 'under attack,'* etc.

**A. Lexical collocations** which are constructed of two lexical words (e.g. *suggest an alternative*)

**B. Grammatical collocations** which are composed of a lexical word and grammatical word as in *'aware of'* (Lewis, 2000:67).

#### **4. Functions of Formulaic Sequences.**

Functional formulaic can reduce the loads of generation language use by language processing since they function as frames that might help language users express their communicative messages fluently and accuracy, permitting the speaker some time for planning the next utterance, generating specific lexicon, and processing novel pieces syntactically (Wood, 2009:96). Functional formulaic may also foster and monitor L2 students' expressive abilities as a result of successfully acquiring various chunks that can be used creatively in communication (Schmitt, 2000:156). That is, after acquiring Functional formulaic as chunks, college L2 students may recognize that these sequences can be used creatively as in "How are you today?" where the adverbial phrase of time can be replaced with "this evening," "this fine morning," etc. (Schmitt, 2000:111).

Functional formulaic have also been viewed as building blocks which are important for proficient writing skills since they may "to be kind of the contextual phrase used by senior writers, showing the learners' subject matter simpler instead than having to create each sentence phrase via phrase" (Coxhead & Byrd, 2007:135). Moreover, the successful implementation of these prefabricated chunks assists define L2learners as proficient writers due to their beneficial of prefabricated chunks that are typical of their academic registers (Coxhead & Byrd, 2007:77; Hyland, 2008:90; Simpson-Vlach & Ellis, 2010:96).

#### **5. Methodology**

In this study, the researcher tries to investigate the effect of functional formulas as used by EFL College students in English Department .This study aims firstly finding out the frequency of formulaic sequences' in students` fluency- accuracy skills, secondly investigating differences in the functions of the functional formulas in fluency- accuracy skills, and investigating differences in types formulaic sequences in fluency- accuracy skills.

##### **A. Sample of the Study**

The participants in this study are eight EFL students of the second year in English Department. Students are divided into two groups: first one contains (40) students for fluency (listening –Speaking) are examine by observation test and the second group includes of (40) students for accuracy (Reading – Writing) are examine by essay test. The objective of integrated skills is to foster student' fluency and

accuracy abilities. The college English materials use are chosen as the subjects of study. In Reading – Writing “Selected Reading / Lindal, Eric, 2011” while the fluency material is “Real listening-speaking with answers published by Sally Long and Caring Thaine”.

### **B. Procedures of the Study**

The current research has conducted of the 100 FF in the fluency and accuracy skills respectively. The statistical analysis used the independent T-tests are used to analyze the frequency of FF in the fluency and accuracy skills, based on Hyland (2008:59), analysis. The learners’ acquisition of frequency of FF from the two different communicative skills is taken from the English department materials applied on students` observations, and essay writing test. What follows next is the possible pedagogical application for language fluency and accuracy in EFL learners. In order to answer the three research questions, SPSS was conducted to determine whether earners’ fluency and accuracy, developing through exposing functional formulas.

### **C. Test**

The instrument of FF was observation test and writing test. The two tests were used as pretest and as which were piloted in the academic year 2017-2018. The accuracy tests, learners’ spontaneous use of FF in their end-of-year assignment was also analyzed. In the observation fluency interview, learners were required to observe the video to notice and recognize the terms giving them in a sheet of paper to answer the FF as a whole in fluency. The word of the FF was provided to make students choose the correct items. Validity of the tests are verified by exposing them to number of experts in the field of EFL who agreed on the suitability. The reliability of the fluency and accuracy test are applied to compute by the split- half reliabilities were 0.78 and 0.89 respectively.

#### **Example**

- A.1) ...b..... volume passing through each cost center. (Based on the total)
- A.2) so even with t..... eminent domain and fair market value... the notion of
- ..... for the study was ..... (*Data*  
... *Collected*)

The accuracy test consisted of a reading and writing part. First, students read an interview and ask questions the students should answer orally in fluency they should write accurately an essay summarized the interview.

**Table 1**  
**Mean, Standard Deviation, Scores of Pretests and Posttests**  
**of observation and Written Tests**



Groups	Test	Mean	SD	T -Test	Df	sig
Listening-Speaking (fluency)	Pre-test	8.36	3.15	-10.07	28	0.0001
	Post-test	14.26	3.51			
Writing –Reading (accuracy)	Pre-test	0.10	0.31			
	Post-test	2.88	2.00			

Observation tests, the learners were chose on six FF more on the fluency posttest (14.26) in contrast to the pretest (8.36). In accuracy test, as can be seen in Table1, there are different students used a FF in the accuracy pretest (0.10) the mean score is larger than posttest (2.88). The difference between the pretest and the posttest was statistically significant ( $t = -10.07$ ;  $Df = 28$ ;  $sig < .0001$ ), in favors of post –test considered higher than the pre-test, there are significant differences between fluency test mean score (14.26) higher than accuracy mean score (2.88) in posttest.

## 6. Results and Data Analysis

After collecting the data of the participant’s responses were identified and analyzed to find out the aims of the study: finding out the frequency of formulaic Sequences ‘in students` fluency- accuracy skills, do the student differences in the Functional formulas in fluency- accuracy skills, investigating differences in type’s formulaic sequences in fluency- accuracy skills.

### A. Frequency of FF

In order to achieve the first aim of the study is “finding out the frequency of FF in students’ fluency-accuracy skills”. (50) FF for each fluency and accuracy skills ranking from the highest frequent to the lowest ones respectively. By comparing Table 2 and Table3, it can be noted that fluency and accuracy skills differ .The highest frequent FF in the (fluency) skills is 187, the lowest frequent is 33. Besides, there are FF that occur with 30 in the (accuracy) skills and the lowest 8. There are significant difference between fluency in the listening- speaking skills and accuracy in reading-writing skills in favors to the fluency one is more frequency.

**Table 2**  
**Top 50 Formulaic Sequences in the Fluency Productions**

I don't (187)	this is the (30)	Fill in the (36)	if you haven't (45)	The blanks with (49)
---------------	------------------	------------------	---------------------	----------------------

A lot of (137)	be able to (35)	I think it (36)	so what we're (60)	I'm not (48)
Listen to the (108)	and this is (40)	Blanks with what (35)	as well but 36)	It's a (47)
I'm going (66)	you know what (22)	Don't have (35)	can if you (30)	I didn't (45)
I can't (65)	you have a(45)	It's a (35)	right okay and (40)	I have a (44)
In the blanks (62)	you can see (36)	Is going to (35)	um and this is (24)	What do you (41)
Don't know (61)	look at the (35)	With what you (35)	think about how (70)	Go to the (40)
Am going to (57)	you need to (23)	Don't like (34)	will give you (45)	Fill in the (37)
I'm a (50)	so this is (45)	Now listen to (34)	we can we(40)	What you hear (37)
I want to (50)	you want to(35)	One of the (33)	if you haven't (39)	would like to (36)

**Table 3**  
**TOP 50 Formulaic Sequences in the Accuracy Productions**

on the other (20)	I don't (30)	Seemed to be (11)	I'm not (9)	is sufficient to (20)
in the first (30)	One of the (22)	In the United (10)	I told him (9)	weight of the (9)
the other hand(15)	The United States (16)	Of the world (10)	I wanted to (9)	of the relevant (7)
on the other hand (10)	A lot of (15)	The rest of (10)	That he had (9)	by the use of (8)
in the united (8)	I didn't (15)	To be a (10)	The end of (9)	the assessment of (8)
but it is (23)	Out of the (15)	Back to the (9)	The University of (9)	by the use(7)
can be seen (10)	I couldn't (12)	Be able to (9)	To make a (9)	of the potential (9)
it has been (14)	I had to (11)	End of the (9)	A man who (8)	it is obvious (10)
is likely to (15)	In the world	For me to (9)	As well as (8)	in the present study (9)
it is possible(17)	It's a (11)	He didn't (9)	In front of (8)	is obvious that(11)

Table 4 shows there are statistical differences of FF in mean score of accuracy lower which is (8.78) than mean score of fluency which is (35.20). Independent T test results indicate that there are statistical significant differences in degree of freedom (34.112), and Significant level (0.001), this shows that score of FF occur significantly more in the fluency skills than in the accuracy skills.

**Table 4**  
**Functional Formulas’ Frequency in Communicative Skills**

Group	Number	Means	St.	T-Test	Df	F	sig
Reading-writing	100	8.7800	3.54211	10.508	156	34.112	0.001
Listening-speaking	100	35.2000	25.13981	10.450	109		

### B. Functions of Formulaic Sequences

In order to achieve the second aim is “investigating differences in the functions of Functional formulas in fluency- accuracy skills. It is important to study the types functional formulas, Hyland (2008:89) shows that FF divides into three types: ideational /thought, contextual and interpersonal and added by the researcher other types from previous studies Topic, Identification/Focus, Imprecision, Specify attribute, as is shown in Table 5. Based on these types functional formulas, the results of which are listed in (table 6) for ideational FF, more location, quantification and description formulaic sequences occur in the accuracy skills, for instance, *out of the*, *in the college*. Methods and subjects are higher used in the fluency skills, ex, *is going to*, *the story summary*, *in the city*. There are also a few contextual FF in the accuracy skills, but high in the fluency skills. For ex: of contextual FF are *as well as*, as a result in the integrated skills. In the interpersonal FF is similar in fluency and accuracy. Functional formulaic like *there is no*, *it was time come* from the accuracy skills, while *did you think*, *how you* from the fluency skills.

**Table 5**  
**Functional Types of Formulaic Sequences**

Functions	Sub-categorization	Examples
Ideational	Location	at the same time, at the beginning of
	Procedure	the use of the, the purpose of the
	Topic	in the United States, the currency board system
	Identification/Focus	those of you who
	Imprecision	'and things like that
	Specify attribute	The size of ,the nature of the a little bit of
	Quantification	a wide range of, one of the most
Contextual	Description	the structure of the, the size of the
	Transition signals	on the other hand, in addition to the
	Resultative signals	as a result of, it was found that
	Structuring signals	in the present study, in the next section
Interpersonal	Framing signals	in the case of, on the basis of
	Stance feature	may be due to, it is possible
	Engagement features	as can be seen
	Epistemic	I do not know if...
	Obligation	You have to....
	Intention	What we`re going to
Interpersonal	Desire	I do not want .....
	Certain ability	To come up with ,

**Table 6**  
**Types of Functional Formulaic in Fluency –Accuracy**

Functions	Language Use	Fluency	Accuracy
Ideational	Location	10	2
	Procedure	4	15
	Quantification	6	3
	Description	10	1
	Topic Identification /Focus Imprecision Specify attribute	3	10
Contextual	Transition Signals	2	0
	Resultative signals	2	0
	Structuring signals	0	0
	Framing signals	1	0
Interpersonal	Stand feature epistemic	56	54
	Intention	12	10
	Desire	20	15
	Obligation	12	7
	Epistemic	2	0
	Certain ability	21	9
	Engagement features	13	15

### C. Iraqi Students Comprehension of Functional Formulaic

This study is attempt to investigate the effect of differences in types FF in fluency-accuracy skills.

**Table 7**  
**Students' Acquisition of Formulaic Sequences in Communicative Skills**

Functional Formulas	Group Formulaic skills	Number	Means	St. D	Percentage
Ideational	Listening -Speaking	20	78.0000	117.69139	31 %
	Reading -Writing	20	138.3500	230.21644	33 %
Contextual	Listening-Speaking	15	152.4000	306.36949	12%
	Reading -Writing	15	124.3000	132.61645	10%
Interpersonal	Listening- Speaking	10	69.5000	108.08253	69%
	Reading -Writing	10	86.5000	131.90590	62%

In table 7 shows the percentages of formulas in reading -writing and listening-speaking skills. In interpersonal phrases of FF show higher in the accuracy skills which is (62%) and (69%) for fluency skills, than in ideational and contextual phrases. In ideational FF (33%) accuracy and 31 % for fluency skills is higher than contextual in fluency (12%) and in accuracy (10%). (In spite of ,statistical significant of FF between the accuracy and the fluency skills , ideational and contextual FF show higher in the accuracy skills than in the fluency skills, while interpersonal phrases in the fluency skills outnumber those in the accuracy skills. The findings of mean score in Ideational phrases of accuracy skills FF(138.35) is higher than fluency skills(78.00) ,while the mean score of contextual phrases of FF in fluency(152.40) is higher than accuracy(124.30).In spite of, the differ in mean score of the interpersonal phrases in accuracy(86.50) is higher than in fluency (69.500).

### 7. Pedagogical Applications

As for pedagogical applications, based totally on the contrast in statistical significant differences frequency of elements and uses of FF in fluency and accuracy skills, the current research shows that the fluency skills has higher frequency than the accuracy skills ,Fluency and accuracy skills highlight different phrases of FF with specific types of uses. However, the famous of four skills in EFL, the students do not to have received the language use differences are clear in their language output. (Tomasello, 2003:77).

Huge necessary must connect to the comprehension of FF that must be increase quantity in order to ensure sufficient language experience, it is significant to know them through communicative skills, to develop language comprehension and production. For academic learners, using language in and outside the classroom is the main sources that supply learner with content oriented. Thus, fluency and accuracy occur into contrast skills with a distinction uses and features.

The basic material of speaking activities in FF is the integrated language input, structured

output, and communicative output, in the fluency –accuracy skills contain FF of different uses, which is goaled at improving EFL learners' understanding of language use. In spite of, in language use just comprehension cannot assure learning. A lot of academic students have succeed in testing of their fluency and accuracy but they do not mainly show that their language production has been improved. Miao & Sun (2006:43) indicate that a plateau impact in beginning and intermediate students` acquisition of functional formulas .It must be focus more attention of the fluency and accuracy of FF in their teaching and learning of language productive and process, therefore, the students should understand the significant of using FF in their language use so that students able to use phrases of FF in their language learning and automatically use them.

Production of language can be found in four features of students learning and teaching (Gass & Selinker, 2008:77) getting fundamental remark for the different of hypotheses; checking hypotheses about the grammatical correct sentences and semantics of the second language; growing consciously use of language production; and changing focus more on semantics producers to a more syntactic one. Functional formulaic are ready made language that can be saved, called back and applied as an entire without the need to create the of phrases and structure sentences. The ability to use FF does not solely develop language fluency, but also function as a suitable phrases of language use accuracy. So, the production of FF is important to language students` interaction to communicate, the production of language may be either student- student or student-teacher interactions. Accordingly, it is necessary to give the students remark on their constructing FF based on their entire understanding of the morphological, semantics, and syntactic FF.

## 8. Conclusion

Functional formulas by college EFL students at different proficiency levels showed that the differences in observation and composition output test are in listening –speaking higher than reading-writing an essay using of formula. The functional formulaic has composed of 100 phrases showed in both fluency and accuracy. In the frequency of the kinds FF have explored the popular EFL students` communication skills showed that in ideational and contextual are more in reading-writing than in fluency, whereas in interpersonal reveals more frequency in fluency than in accuracy. And in contrast the frequency of the learners' receive of FF .The findings show that frequency of fluency in formulas communicative skills differ in the frequency of fluency- accuracy, types and features of FF in favorite of fluency in communication skills .

## References

- Biber, D., S. Conrad, and V. Cortes, 2004. "If you look at ... " Lexical Bundles in University teaching and textbooks.' *Applied Linguistics* 25:371-405.
- Boers, F., J. Eyckmans, J. Kappel, H. Stengers, & M. Demecheleer (2006). Formulaic Sequences and Perceived Oral Proficiency: Putting a Lexical Approach to the Test. *Language Teaching Research, Vol 10, and No. (3)*, PP: 245-261.
- Boers, F., & Lind Stromberg, S. (2012). Experimental and intervention Formulaic Sequences in a second language. *Annual Review of Applied Linguistics*,

- Vol.4, No. 32, PP: 83- 110.
- Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed Quickly than non-formulaic language by native and Nonnative speakers? *Applied Linguistics*, Vol, 29, No. (1), PP: 72-89. <http://dx.doi.org/10.1093/applin/amm022>.
- Cortes, V. (2013). The purpose of this study is to: connecting lexical bundles and Moves in research article introductions. *Journal of English for Academic Purposes*, Vol, 12 NO.3, PP33-43.
- Cowie, A. (1992). Multiword Lexical Units and Communicative Language Teaching. In P.Arnaud & Béjoint, H. (eds.), *Vocabulary and Applied Linguistics*. London: MacMillan.
- Coxhead, A. & Byrd, P. (2007). Preparing writing teachers to teach the vocabulary and grammar of academic prose. *Journal of Second Language Writing*, Vol. 16, No.2, PP: 129-147.
- Gass, S. & L. Selinker. (2008). *Second Language Acquisition: An Introductory Course*. New York: Routledge.
- Gilquin & Paquot, M. (2008). Too chatty. Learner academic writing and Register Variation. *English Text Construction*, Vol.3, No. (1), PP: 41-61.
- Hüttner, J. (2007). *Academic writing in a foreign language. An extended Genre Analysis of student texts*. Frankfurt am Main: Peter Lang.
- Hyland, K. (2008). As can be seen: lexical bundles and disciplinary Variation. *English for Specific Purposes*, Vol.27, No.2, PP: 4-21.
- Jones, M. & S. Haywood (2004). Facilitating the acquisition of Formulaic Sequences: an exploratory study in EAP context. In N. Schmitt (ed.), *Formulaic Sequences* (pp.269-292). Amsterdam: John Benjamins.
- Kecskes, Istvan. (2007) "Formulaic language in English Lingua Franca." *Metaphor and Figurative Language: Critical Concepts in Linguistics*. Ed. Patrick Hanks and Rachel Giora. Oxford/New York: Routledge.
- Lewis, M. (1993). *The Lexical Approach. The State of ELT and a Way Forward*. Language Teaching Publications.
- Li, J., & Schmitt, N. (2009). The acquisition of lexical phrases in academic Writing: a longitudinal case study. *Journal of Second Language Writing*, Vol: 18, No.6, PP: 85-102.
- Lindal Lee, Eric Gunderson 2011 *Reading – Writing "Selected Reading"*. Oxford: Oxford University Press.
- Meunier, F. (2012). Formulaic language and language teaching. *Annual Review of Applied Linguistics*, Vol. 3, No.2, PP: 111-129.
- Miao, H. Y. & L, Sun. (2006). The use of sentence builders and the development of L2 oral fluency. *Foreign Language Teaching and Research*, VOL. 38, No.5, PP: 265-271.
- Sally Long and Caring Thaine (2000) "Real listening-speaking with answers Published by". Cambridge: Cambridge University Press.
- Schmitt, N. & R. Carter (2004). Formulaic sequences in action: an introduction. In

- N. Schmitt (Ed.), *Formulaic Sequences* (pp.1-22). Amsterdam/Philadelphia: John Benjamin Publishing Company
- Simpson-Vlach, R., & Ellis, N. (2010). An academic formulas list: new methods in Phraseology research. *Applied Linguistics, Vol. 3, No.1*, PP: 487-512.
- Schmitt, N., (Ed.). 2000. *Formulaic sequences*. Amsterdam: Benjamins.
- Tomasello, M. 2003. *Constructing a language*. Boston, MA: Harvard University Press.
- Wray, A. 1999. 'Formulaic sequences in learners and native speakers.' *Language Teaching Vol.32No.3*, PP: 213-231.
- Wray, A. 2000. 'Formulaic sequences in second language teaching: Principle and Practice. *Applied Linguistics/21*: 463-489.
- Wray, A. 2002. *Formulaic language and the lexicon*. Cambridge: Cambridge University Press.
- Wray, A. and M. R. Perkins. 2000. 'The functions of formulaic language: An Integrated model. *Language and Communication Vol.20, No.5*, PP: 1-28.

## Appendix

### Functional Formulas Fluency and Accuracy Communication Skills

#### Communication Skills

1 in terms of	11 as a result of	21 whether or not	31 in terms of the	41 and so On	51 a series of	61 is based on	71 the development of	81 that there are	91 that there are
2 at the same time	12 this is a	22 the same time	32 more likely to	42 on the Basis	52 in relation to	62 due to the	72 in the same	82 as a Function	92 as a function
3 from the point of view	13 on the basis of	23 with respect to	33 likely to Be	43 the difference between	53 it can be	63 ways in which	73 a result of	83 associated with the	93 associated with the
4 in order to	14 a number of	24 point of view of	34 in this Case	44 it may Be	54 the case of	64 an example of	74 the basis of	84 the amount of	94 the amount of
5 as well as	15 there is No	25 as a function of	35 as opposed to	45 the presence of	55 in the case	65 the fact that the	75 the role of	85 a function of	95 a function of
6 part of the	16 point of View	26 at the same	36 the way in which	46 in the sense that	56 large number of	66 referred to as	76 there may be	86 as an Example	96 as an example
7 the fact That	17 the number of	27 the point of view	37 based on the	47 a variety of	57 that there is a	67 may not be	77 difference between the	87 for example if	97 for example if
8 in other words	18 the extent to Which	28 in such a way	38 can be used	48 different types of	58 to some extent	68 way in which	78 between the two	88 such as the	98 such as the
9 the point of view of	19 as a Result	29 the use of	39 the relationship between	49 extent to which	59 that there is	69 it does not	79 the size of the	89 based on a	99 based on a



10 there is a	20 in the case of	30 in other words the	40 it is not	50 exactly the same	60 the real world	70 from the point of	80 the importance of	90 as part Of	100 as part of
---------------	-------------------	-----------------------	--------------	---------------------	-------------------	----------------------	----------------------	---------------	----------------