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Formulaic Language for Improving Communicative Competence

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Abstract
English as a foreign language (EFL) learners' communicative competence presents a challenge for both students and instructors. Being communicatively competent leads the language user to avoid any kind of breakdown of communication; thus, reaching fluency which is the main aim of foreign language learners (EFL learners). The acquisition of the notion of formulaicity provides a great deal of help for EFL learners to achieve native-like language proficiency and that is the main hypothesis of this study. The main aim of this research is to draw learners' attention towards formulaic language and to investigate its effects on their communicative competence. To achieve this purpose, the present research is designed to answer the following questions: (1) what is formulaicity? (2) Is the acquisition of formulaic language important for EFL learners to reach communicative competence? (3) Is designing a course for this subject helpful to reach learners' language aims? An experiment is conducted through a pre and a post test in addition to the treatment of six sessions of instruction to carry out the comparative study using the paired t test result as statistical proof. After the comparison of the pre-test and the post test, the results revealed a substantial progress for the experimental group's communicative competence and thus their conversational competence as well. As a result, formulaic language needs to be an essential part of EFL learners' curriculum according to its variation and enormous effects on learners' communicative competence in both writing and speaking skills.
Keywords: communicative competence, EFL learners, fluency, formulaic language, language acquisition

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Introduction

Formulaic Language for Improving Communicative Competence

Being communicatively competent is the main aim of EFL learners; to do so, teachers provide their learners with more exercises focusing on grammatical accuracy through writing tasks. Nevertheless, students aim to be competent in their writing and speaking skills with the use of more complex word forms and combinations to appear fluent and reach a native-like proficiency. High achieving EFL learners actually use some formulaic expressions without knowing the category of the sequence be it correct or wrong. Most of EFL learners try to breakdown formulaic sequences to simplify the meaning of the sentence which is the first mistake they do in addition to the translation to the mother tongue as another strategy adopted by the learners in order to comprehend the meaning of the sentence. This puts the EFL learner in an awkward position where neither the meaning is clear nor the sentence structure is saved.

Erman & Warren (2000) calculate that nearly **58%** of the language they analysed as formulaic. But still, there is no consensus over a satisfactory definition of formulaic language. However, scholars tend to put a scope on the notion of formulaicity as prefabricated chunks of language that are acquired, memorised, and then retrieved whole from memory at the time of use (Wray, 2008). As a result, the researchers propose to give more importance to formulaicity in the shape of a course for this subject where students are first introduced to formulaicity as a notion; second, to acquire the functions of prefabricated chunks of language and finally to learn new kinds of formulaic sequences and put them into use. The researchers prove through statistical data/results that this process, as short as it seems, helps learners enhance their communicative competence and avoid any breakdown of communication caused mainly by misunderstanding of formulaic language. Thus, allocating a course to this subject for the long run and not just an experiment, as shown in this research, will definitely support the students' language learning process in order to achieve a native-like proficiency.

1. Literature Review

1.1 Formulaic language

The notion of formulaicity receives an enormous deal of focus during these last few years. In research, for example, investigators are studying this subject from different perspectives and in relation to various fields. The main reason for this interest is that language is not considered as a group of individual words anymore, but most of it is a group of multi-word sequences. In their analysed data, Erman & Warren (2000) estimate that a variety of word sequences constitute **58.6%** of the spoken English discourse and **52.3%** of the written discourse.

Up till now, there is diminutive consensus on a fixed definition for formulaic language to follow as a model or "a referential definition", for the reason that scholars, professors, and investigators differ on what they consider formulaic. Additionally, these formulae are labelled differently as a result of the disagreement on a "referential definition" of formulaic language; as: lexical bundles (Biber et al., 1999; Biber, Conrad, & Cortes, 2003, 2004, Cortes, 2004; Hyland, 2008ab), clusters (Scott, 1996), formulaic sequences/formulae (Martinez & Schmitt, 2012; Schmitt & Carter, 2004; Simpson-Valch& Ellis, 2010; Wray, 2002, 2008), sentence stems (Pawley &Syder, 1983), fixed expressions (Moon, 1998), prefabricated units/prefabs (Bolinger, 1976; Cowie, 1992) and lexical phrases (Nattinger&DeCarrico, 1992) and collocations (Altenberg, 1993; Howarth, 1998) as well as n-grams (Stubbs, 2007)in the field of

computational/corpus linguistics (as cited in Assassi, 2013). This variance in labelling formulaic sequences can stand as a positive aspect for researchers as it is widely investigated and arouses the interest of many applied linguists around the globe. Another reason comes above the variation of labels of prefabricated chunks of language is what Pawley & Syder (1983 as cited in Hsu, 2014) in the following:

> Put forward the possible explanation that adult native speakers have thousands of "lexicalized sentence stems" and other formulaic strings at their disposal and suggested that L2 learners may need to get familiar with a similar number of them for native-like fluency. (p. 116).

There is no single definition that stands as a reference, agreed upon, or can be used by researchers as a model. Nevertheless, Wray (2002) provides a general definition that spotlights the essential aspects of formulaicity for us, like form and identification of prefabricated units. She identifies a formulaic sequence as:

> A sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar. (p. 9).

As far as our study is concerned, and by taking a close look into this definition for what benefits EFL learners, we can notice that wholeness is the main characteristic of these prefabricated chunks of language. More specifically, the holistic processing of formulaic sequences starts from acquiring, memorizing, and then retrieving them holistically without generation or grammatical analysis. This process seems easier for EFL learners as it does not require extra grammatical processing. This is supported by Pawley & Syder (1983) who see that creatively-generated strings of language are more difficult to process than formulaic chunks. This is because the EFL learners become familiarised with the notion of formulaicity as a condition. The latter reduces the processing load and facilitates reaching communicative competence and becoming fluent.

1.1.1 Between formulaicity and Idiomaticity

As far as EFL learners are concerned, formulaic sequences are a fixed string of words that needs to be memorized as a single chunk. For them, and without recognizing the different types of formulaic sequences, it is understood that this type of word formation is an idiom. Fernandez-Parra (2008b) declares that Formulaicity is a fuzzy phenomenon that partially overlaps with some lexical forms and may include other lexical forms (p.52). In other words, idiomatic expressions are just a type of formulaic language as a notion that holds the characteristics of many other types like collocations and phrasal verbs. Assassi (2013) states that "all the expressions traditionally termed idioms may be included as a subclass of formulaic language" (p. 14). To sum up, the fixedness of the sequence's components and its acquisition, memorization, and use as a single chunk of language is what mainly characterises all formulaic sequences (idiomatic expressions included). The semantic aspect of idiomaticity is what marks out idiomatic expressions from other lexical bundles. Lewis (1993) clarifies that in "just" some cases of formulaic expressions "the meaning of the whole is not immediately apparent from the meaning of the constituent parts" (p. 98). As an example, we can say that: alongside idiomatic

expressions there can also be collocations (e.g. teething problems), conventionalized greetings (good morning, safe journey), and many other expressions. Also, "kick the bucket", "good morning", "fish and chips", "first thing tomorrow", "thanks a million", "money talks", and "safe journey", are all considered to be formulaic expressions, but only "kick the bucket" may be considered as an idiom (Assassi, 2013).

1.1.2 The Categorization of Formulaic Sequences

To follow up what we have mentioned in the previous part, alongside idiomatic expressions, there are other word formations that are considered as ready-made utterances (formulaic sequences). Worth mentioning: collocations, set phrases, phrasal verbs, and even preferred ways of saying things (Wray, 2008).

The divergence on a specific categorization of formulaic sequences followed the disagreement on one referential definition. Many scholars refer to different classifications of these non-compositional utterances. From another perspective, the following figure by Fernandez-Parra (2008b) draws an example of a distinction between what is considered formulaic and what is not, taking into consideration one-word and multi-word expressions we use on a daily basis.

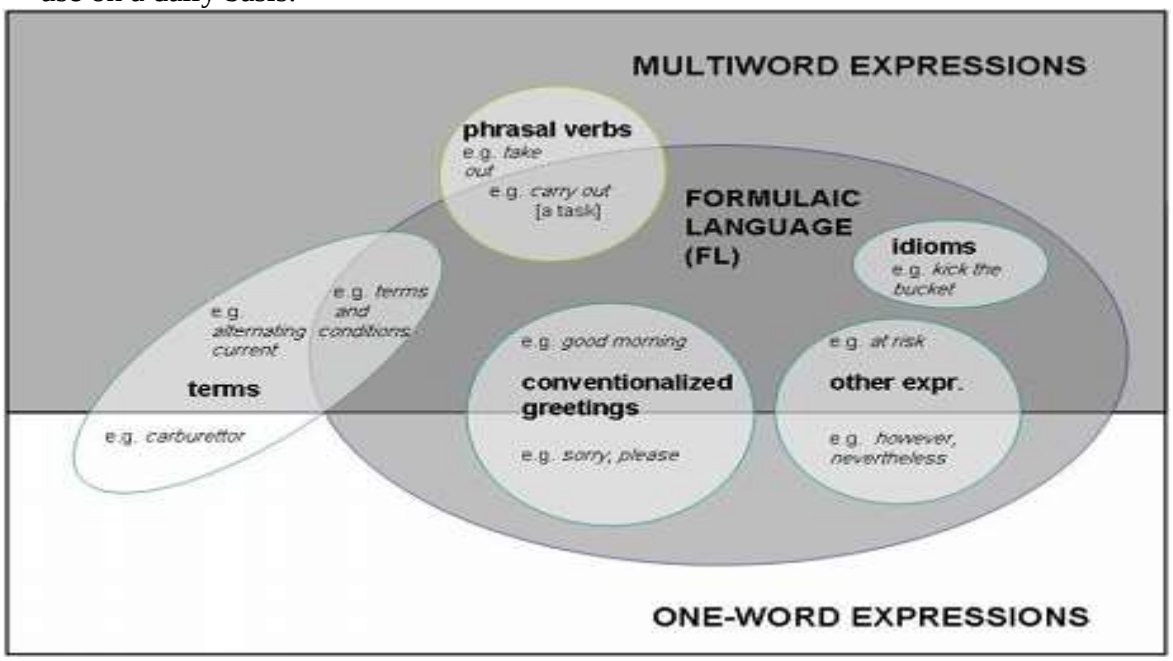

Figure 1. **A distinction between formulaic sequences and other lexical forms (Fernandez-Parra, 2008b, p.52).**

In the figure above, we focused more on the most used formulaic sequences by EFL learners according to (Wray & Perkins, 2000; Wood, 2002). Phrasal verbs like "carry out" are considered to be formulaic, while "take out" is not. This gives us the idea that not all similarly structured expressions (phrasal verbs) are considered prefabricated, or hold the label of formulaicity. In the same vein, some lexical bundles that are not highly specialized or technical, yet often encountered, like "terms and conditions, code of practice" are considered formulaic in nature. To conclude, many scholars differ in what they consider formulaic; however, EFL

learners can depend on other characteristics like the function of the expression (discussed later) rather than focusing just on the form to notice these formulae.

1.1.3 The Different Parts of Formulaic Sequences

As it is a vast flourishing field of research, formulaic language is still controversial in terms of consensus. Wood (2015) believes that formulaic sequences are characterized by their multi-word form as a first criterion in noticing these formulae in addition to the holistic acquisition-memorization-use, and the single meaning or function. Thus, he ignores one-word expressions that are considered to be formulaic by Fernandez-Parra (2008a) as mentioned above.

Away from this "Formulaic Paradox", researchers agree on some other specific parts of formulaic language to meet their requirements. Wray & Perkins (1999; 2000) Shmitt & Carter (2004) Terkourafi (2006) and other scholars, interested in this field of study, consider idioms and collocations to be formulaic more than any other forms as they meet the formulaicity requirements as mentioned earlier. For this reason, the researchers focus more on these formulae within the experiment and all the practical part of this study. From another viewpoint, other expressions tend to be more or less prefabricated and ready-made chunks of language that can be considered formulaic. Worth mentioning, songs/lyrics, routines, prayers, and even preferred ways of saying things, as far as they are related to Wray's perspective on formulaicity stating that these formulae, are known, repeated, memorized and regained whole from memory at the time of use as a single block.

1.2 Communicative Competence

As far as EFL learners are concerned, being communicatively competent is the main aim of their language learning process. In other words, communicative competence stands as a correlation between accuracy and fluency; that is to say, language learners can be competent language learners/users not only by acquiring grammatical structures and the strict part of the language, but also by learning the working aspect of language use. Hymes (1972) defines communicative competence as "the competence of language use appropriate to other participants of the communicative interaction, and appropriate to the given social context and situation" (p. 68).

The researchers follow Hymes' perspective on the subject matter since it comes for modern language learning against the Chomskian perspective of competence and performance. Scholars find that Hymes' communicative competence, as a modern standpoint, is a superior model of language teaching/learning (Assassi, 2013). This model is adopted by instructors and researchers who seek new directions towards a communicative era in teaching foreign languages. Our case, as an example in Algeria since the latter is adopting the CBA (Competency Based Approach), comes as a follow up to the communicative approach; thus, communicative competence is a must for a successful language learning process.

2. The study

2.1 Statement of the Problem

EFL learners tend to be more communicatively competent because it is the first aim of any language learners. Most of the learners find problems in keeping a smooth flow in conversations and avoiding any breakdown of communication. Additionally, they face difficulties in understanding some prefabricated chunks of language, especially the ones that do

not show a clear meaning within the formula components like idioms. These formulae stand between EFL learners and reaching fluency and being communicatively competent.

2.2 Research Questions

This research tackles the following questions:

RQ1: What is formulaic language and what does it include?

EQ2: How is formulaicity related to communicative competence?

EQ3: How can EFL learners be familiarized with formulaic expressions?

2.3 Research Hypotheses

This study is based on the following hypotheses:

- Formulaic language is more than just idiomatic expressions.
- Formulaicity helps EFL learners reach fluency and be communicatively competent.
- EFL learners should be familiarized with the notion of formulaicity first, and then use a great deal of native-speakers input.

2.4 Research Aims

The present research aims mainly at drawing learners' and teachers' attention to the notion of formulaicity and its effect on their teaching/learning process. It also aims to:

- clarify the notion of formulaicity,
- distinguish the classes of formulaic language, and
- show the positive impact of formulaicity on learners' communicative competence.

2.5 Research Methodology

To fulfil the research objectives, the investigator set a design that is based on an experimental strategy supported by a quantitative approach to collect and analyse data as they are used mostly together in research design. To support this perspective, Phakiti (2014) states that "An experimental research design has been known to reside within a quantitative research methodology that is often adopted in language learning research" (p. 22). The following part provides more details on the research design.

2.6 Research Approach

In order to reach the research aims, and according to the study requirements, the researcher uses a quantitative approach to collect and analyse numerical data. Specifically, it mainly helps the investigators to draw a link between the two research variables and the degree of the effect of formulaicity on communicative competence. Additionally, it numerically shows the progressive performance scale as a result of the instruction process.

2.7 Research Strategy

The researcher chose the quasi-experiment strategy of research since it is the most suitable for this kind of study. According to Phakiti (2014) "experimental research is a useful research methodology for those studies that aim to address a causal-like relationship" (p. 22). Also, this investigation tended to extract feasible and valid data to raise accurate outcomes. As the study practical part deals with groups, the experiment helps the researchers understand more the causal-like relationship between the research variables (ibid), and that is the main aim of the study. In the same breath, the inquiry attempts to find out the relationship between formulaic

language and communicative competence rather than describing the two variables; thus, the causal-like relationship.

2.8 Population and Research Sample

The subject of the study (formulaic language) is a complex matter to deal with in EFL; thus, the researchers chose first year master students for their significant knowledge of some subclasses of formulaic sequences like idiomatic expressions, in their pragmatics and oral expression sessions. The investigators selected, non-randomly, 15 Master One English language students from the Department of Foreign Languages in the University of Biskra (Algeria). The chosen sum (15 participants) presents an acceptable amount from the whole section (population: 145) to conduct an experiment. Our non-random research sample choice comes as a result of the volunteering nature of the participants.

2.9 Research Instruments and Data Collection Procedure

In terms of compatibility with our research design, both approach and strategy, the investigators used a test provided for experiment group. All the participants were tested in their formulaic language knowledge (pre-test) to collect the data needed to design a number of sessions that stand as a treatment for the experiment group. Finally, the post-test was used to conduct a comparative study of both test results in order to prove whether or not there was an improvement on their performance using formulaic sequences while communicating.

3. The Experiment Phases

The first phase was mainly dedicated to the pre-test. Students were tested about their general knowledge of formulaic knowledge and its different subclasses. This test provided us with data that helped to design our treatment of six instructional sessions for both information delivered and activities.

The second phase was concerned with launching the treatment of six sessions. The students attended these sessions where they were instructed on the subject of formulaicity. The sessions' content included the notion of formulaicity, subclasses, functions, and some relevant activities.

On the third phase, participants took the post-test on the same classroom they used to be instructed in to avoid any kind of confusion or change of the learning setting/context. The researchers collected all the data that is used in a comparative study with the data collected from the first phase (pre-test).

- **Conducting the T-Test**

More statistical proof was needed to validate or reject hypothesis 2. Consequently, a paired t-test (as the numerical data was taken just from one sample subjects who have been measured at two times point). This t-test was adopted to provide more validity to our research outcomes. The t-test was conducted to compare the mean of the pre-test to the mean of the post-test. The two measurements are, as usual, before and after the treatment intervention.

Additionally, the t test is used to confirm the relationship between the research variables; in this research, we will use it to confirm the effect of the independent variable which is formulaicity on the on the dependent variable that is EFL learners' communicative competence.

As a statistical test, its main aim is to calculate the probability that the results may have occurred under the null hypothesis; if the calculated probability is less, or equal to 0.05 the null hypothesis will be rejected to the alternative hypothesis; thus, the final results will be considerable (Chelli, 2012 as cited in Assassi, 2013). The following measures are taken into account:

- **Paired t–test to check the hypothesis**

By taking into consideration that **0.05** as a **p** value which means that the only **5%** of the results is due to chance while **95%** are likely to be sure. so the small probability **(p)** value proposes that the null hypotheses is probably not going to be true .The smaller it is , the more convincing is the rejection of the null hypothesis

Degree of freedom suitable for this t-test is **f= N-1** (N = the total number of participants)

The steps followed bellows (Chelli, 2012, p. 239; & Miller, 2005, p.92-93) are used to calculate the paired t-test for this experiment:

- Calculating the mean of score pairs (pre-test & post test scores) $\bar{X} = \frac{\sum X}{N}$
- Calculating the Variation of the experimental group (S2) $S^2 = \frac{\sum X^2}{N}$

$$S = \sqrt{\frac{\sum X^2}{N}}$$

- Finding the critical value of the t test: $$t = \frac{\frac{\sum d}{N}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}}$$

4. Discussion of the Experiment Results

As expected, the scores of the pre-test were not satisfactory. The highest frequency was **9/20** which was realised by **five** students. The scores were between **6/20** and **13/20**. The overall mean was calculated **4.83** and the standard deviation **2.57**. These results came as statistical proof that most of our students have difficulties in identifying and extracting the accurate meaning of formulaic sequences. This has stood as valuable information to be used as a base ground for the treatment process.

During the treatment phase, students came to realise, just after the first session, that formulaic language represents more than just the traditional idiomaticity. Students learnt new combinations and language chunks that are ready-made expressions which should be acquired, memorized, and used as a whole at the time of use. Also, that these formulae do not often bear their meaning on the surface level of the structure. The latter came as a conclusion of the 5th session entitled "Formulaic Language Acquisition Strategies". This helped them reinforce their knowledge on the general notion of formulaicity and the types of input they should be exposed to in order to enhance their communicative competence through formulaicity. As a result, hypothesis 1 and 3 were confirmed.

The post-test scores were considerably higher; they were between **12/20** and **19/20**. **Four** students had **15/20** as the highest frequency noted. **11** students had good marks (**15/20** and above). The overall mean was determined **7.8** and the standard deviation was **3.9**.

As a result, we can notice a great deal of improvement in our EFL learners' formulaic language acquisition that helped them add fluency to their language accuracy to construct a solid communicative competence. Thus, hypothesis 3 was confirmed while hypothesis 2 was partially confirmed.

- **Testing Hypothesis 2 Using the T-Test**

As stated earlier, this statistical test was conducted to study the hypothesis 2 which implies that: Formulaicity helps EFL learners reach fluency and be communicatively competent.

A null and an alternative hypothesis were formulated from hypothesis 2 in order to reject the first or prove the second using the results from the t-test:

H0 = Implementing that formulaic language does not affect EFL learners' communicative competence.

H1 = Implementing that not mastering the concept of formulaicity will affect negatively EFL learners' communicative competence.

- **The calculation of the degree of freedom:**

df= N-1 (**N**= number of pairs "scores per each participant = **15**)

df= 15-1= 14 so, **14** is the degree of freedom

The "p" value (probability value is given as **0.05 = 5%**)

After formulating both null and alternative hypothesis, and in order to reject the first or prove the second, we have calculated the t-test; but before that, we analysed the difference between the mean of both tests (pre test & post test). The results are shown in (Table 1) below:

Table 1. ***The calculation of the mean difference and the squared mean difference for both pre and post tests of our study sample's scores***

	The Experimental Group			
Participants	**Pre-test mean**	**Post-test mean**	**Difference between matched scores (d)**	**Difference between matched scores squared (d^2)**
1	03	8.5	- 5.5	30.25
2	3.5	7.5	- 4	16
3	04	06	-2	04
4	4.5	7.5	- 3	09
5	4.5	06	-1.5	2.25
6	4.5	07	-2.5	06.25
7	4.5	7.5	-3	09
8	4.5	7.5	-3	09
9	05	07	-2	04
10	05	9.5	-4.5	20.25
11	5.5	08	-2.5	06.25
12	5.5	8.5	-3	09
13	5.5	09	-3.5	12.25
14	6.5	09	-2.5	06.25
15	6.5	8.5	-2	04
		∑X=117	**∑d= -44.5**	**∑d^2=147.75**

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- **"d"**: is the mean difference between pre and post test mean.

The table displays the calculations of the mean difference "d" and the squared mean difference "d^2" that will help us in calculating the t test which will be introduced in the next part.

- **Calculating the t-test**

Calculating the mean of score pairs (pre-test & post test scores)

$$\bar{X} = \frac{\sum X}{N} = \frac{117}{15} = 7.8$$

Finding the critical value of the t test:

d: is the mean difference between pre and post test mean.

Given that:

$$Sd = \frac{\sum d^2}{N}$$

$$Sd = \frac{147.75}{15} = 9.85$$

$$t_{n-1} = \frac{\bar{X}}{\frac{Sd}{\sqrt{N-1}}} = \frac{\frac{\bar{Y}}{\frac{\sum X}{N}}}{\frac{Sd}{\sqrt{N-1}}}$$

$$= \frac{\sum X}{N} * \frac{\sqrt{N-1}}{Sd} = \frac{117}{15} * \frac{\sqrt{15-1}}{9.85}$$

$$= \frac{117 * 14}{15 * 9.85} = \frac{437.58}{147.75} = 2.96$$

$$\boldsymbol{t = 2.96}$$

According to the findings above, the t-test result found is **2.96**. Based on the degree of freedom of **14** (**N-1=14**) is greater than **1.76** (check the table below).

Table 2: ***T- distribution critical value table***

α (1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
α (2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969	4.7809
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458	3.9651
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105	3.9216

As a result, we accepted the alternative hypothesis (H1) which states that if EFL learners do not master the concept of formulaicity, this will affect negatively their communicative competence. On the other hand, we rejected the null hypothesis (H0) that implements that formulaic language does not affect EFL learners' communicative competence; consequently, we confirmed that the treatment we implemented including thorough information on formulaicity, its theoretical part (definition, nature, boundaries and kinds); and the practical part (teaching students ways and strategies to follow in order to simplify their path in noticing, understanding, memorizing and more importantly their use of formulaic language), has positively affected EFL learners' communicative competence and made them reach, to a certain extent, naturalness of speech while using formulaic sequences. Hypothesis 2 was confirmed.

Pedagogical Implications

Through the data collected and analysed, we proved that formulaicity is one of the main factors affecting EFL learners' communicative competence. The treatment intervention that included **6** sessions of intensive instruction on the subject of formulaicity had a positive influence on learners' perception of those formulae. Consequently, the notion of formulaicity in

addition to its subclasses and the strategies used to notice, memorize, and retrieve any ready-made chunks holistically at the time of use, should be implemented in the EFL learners' syllabus as a separate module. For sure, this is the researcher's first pedagogical recommendation since it provides more language practice for learners inside the classroom.

Secondly, our research outcomes should motivate teachers to implement formulaic sequences in their lessons; here, we pinpoint oral expression teachers as they deal with several topics and communicate more with students. Finally, and as far as EFL learners are concerned, there should be more language practice and conversations improvisation between peers out of the classroom. On the same lane, exposure to native talk through TV (movies/shows) or Radio is highly recommended, as native speech contains a great deal of formulaic sequences. Of course, this would teach learners more of language practice aspects like tone and speech pace. The accurate pronunciation and expressions' meanings according to the context are significant factors affecting the understanding of formulaic sequences, and pragmatic proficiency. This leads the learner directly to communicatively competent.

Conclusion

Formulaic language has become the centre of attention for more instructors, scholars, and researchers for its relatively significant effect on EFL learners' fluency, fluid connected speech and communication. The latter is mainly the aim of EFL learners during their educational careers. Thus, much emphasis is put on this matter in our research for the reason of simplifying the learning process of our learners. To sum up, the results obtained from this research encourages first, further researches on the subject to create more strategies and teaching methods for these formulae; and second, to attract instructors' and learners' attention towards the acquisition and use of these sequences accurately to vary/develop the teaching content, and to reach communicative competence respectively.

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