THE EFFECT OF EXPLICIT INSTRUCTION ON FORMULAIC SEQUENCES AND WORKING MEMORY ON INTERMEDIATE MALAYSIAN ESL LEARNERS' ORAL FLUENCY

MARYAM ORANG

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THE EFFECT OF EXPLICIT INSTRUCTION ON FORMULAIC SEQUENCES AND WORKING MEMORY ON INTERMEDIATE MALAYSIAN ESL LEARNERS' ORAL FLUENCY

by

MARYAM ORANG

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DEDICATION

This thesis is lovingly dedicated

to my dear mother, Safieh Taheri,

my loving brothers Mason and Masoud Orang,

and my late father, Asghar Orang.

Their moral and financial support, faith, love, and joy have energized me

to pursue and accomplish my goals.

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LIST OF ABBREVIATIONS

FSs	Formulaic Sequences
WMC	Working Memory Capacity
PSTM	Phonological Short Term Memory
ESL	English as a Second Language
L1	First Language
L2	Second Language
CG	Control Group
EG	Experimental Group
N	Number
H_0	Null Hypothesis
H_1	Alternative Hypothesis
d	Cohen's Effect Size
df	Degree of Freedom
Max	Maximum
Min	Minimum
M_{CG}	Mean for Control Group
M_{EG}	Mean for Experimental Group
MOE	Ministry of Education
P	Probability
P	Page
PP	Pages
R	Reliability
Std	Standard
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences

SR	Speech Rate
Spd	Speed
Smth	Smoothness
Acc	Morphosyntactic Accuracy
Freq.FSs	Frequency of the Use of Formulaic Sequences
Var.FSs	Types of Formulaic Sequences
LS.SST	Lenient Scores of the Speaking Span Test
STS.SST	Strict Scores of the Speaking Span Test
SPS.SST	Span Scores of the Speaking Span Test
TS.MST	Total scores of the Math Span Test
TS.MST	Total scores of the Math Span Test
SPS.MST	Span Scores of the Math Span Test
NWRT	Non-Word RepetitionTest

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ABSTRAK

Kebanyakan graduan universiti masih mengalami kesukaran di tempat kerja disebabkan oleh kelemahan mereka berbahasa Inggeris, terutamanya untuk kemahiran bertutur. Banyak pengkaji menyatakan bahawa penggunaan 'formulaic sequences' membantu penghasilan oral pelajar dan meningkatkan kelancaran L2 mereka, terutamanya dalam kalangan pelajar L2 yang berkemahiran rendah yang tidak mampu untuk membina ayat baru atau memperoleh perkataan yang sesuai. Justeru, usaha dilakukan untuk mengkaji kesan pengajaran eksplisit 'formulaic sequences' terhadap kelancaran oral pelajar L2 sederhana di Malaysia disamping mengenal pasti peranan kapasiti memori kerja mereka, sebagai salah satu factor penting yang efektif dalam pembelajaran bahasa, terhadap penggunaan 'formulaic sequences' dan kelancaran oral L2 mereka. Jadi, seramai 54 orang sampel pelajar yang menuntut dalam semester kedua untuk sesi akademik 2015-2016 yang mengambil kursus bahasa Inggeris persediaan dipilih melalui persampelan bertujuan. Mereka dibahagikan kepada dua kumpulan iaitu kumpulan yang dirawat (28 peserta) dan kumpulan yang tidak dirawat (26 peserta). Kedua-dua kumpulan diberikan ujian pra untuk melihat homogeniti dalam prestasi mereka melalui ujian monolog naratif spontan yang diikuti dengan rawatan khas menggunakan kandungan kursus persediaan bahasa Inggeris bagi kumpulan rawatan yang mengandungi 15 sesi (3 jam satusesi). Walau bagaimanapun, kumpulan yang tidak dirawat hanya menerima kandungan biasa untuk penyediaan kursus Bahasa lnggeris. Kedua-dua kumpulan dipra-uji untuk melihat homogeniti dalam prestasi mereka dalam ujian memori kerja

yang dijalankan hanya sekali sepanjang kajian ini. Suatu temubual pra-ujian dan semi struktur turut dijalankan dalam kalangan pelajar. Secara keseluruhannya, kedua-dua hasil kajian kualitatif dan kuantitatif menunjukkan bahawa kumpulan yang dirawat mengatasi prestasi kumpulan kawalan dalam prestasi kelancaran oral L2 mereka dan penggunaan *formulaic sequences* mereka. Tambahan lagi, kolerasi sederhana yang signifikan dikenal pasti antara markah ujian kapasiti memori kerja dan pemboleh ubah kelancaran oral L2 atau pengetahuan tentang *formulaic squences.* Walau bagaimanapun, keputusan ujian tidak pada tahap hipotesis atau konsisten. Hasil kajian kualitatif menunjukkan bahawa terdapat pengaruh factor aktif luar dan dalaman, penggunaan strategi kesedaran dan kelancaran tatabahasa terhadap prestasi peserta. Tambahan lagi, hasil kajian menyokong ciri berkaitan kelancaran memori kerja, ciri "language-dependent" memori kerja, kapasiti am dan hipotesis pemprosesan am, dan pandangan bertumpukan tugas (task-specific).

THE EFFECT OF EXPLICIT INSTRUCTION ON FORMULAIC SEQUENCES AND WORKING MEMORY ON INTERMEDIATE MALAYSIAN ESL LEARNERS' ORAL FLUENCY

ABSTRACT

Most Malaysian university graduates still experience difficulties in their work place because of their poor English language, mainly in speaking skill. Many researchers have claimed that the use of formulaic sequences facilitates the students' oral production and increases their L2 oral fluency, especially the low proficient L2 learners when they are not able to create new sentences or retrieve the appropriate vocabularies. In this study, efforts were made to investigate the effect of the explicit instruction of formulaic sequences on Malaysian L2 learners'oral fluency while considering the role of their working memory capacity, as one of the important effective factors in learning language, on their use of formulaic sequences and their L2 oral fluency. Therefore, a sample of 54 students in their second semester of academic session 2015-2016, enrolled in a preparatory English language course, were selected through purposive sampling. They were assigned to two groups including the treatment group (28 participants) and the non-treated group (26 participants). Both samples were pre-tested for the homogeneity in their performance on the temporal variables of L2 oral fluency and their use of formulaic sequences through a spontaneous narrative monologue test which was followed by a specific treatment incorporated in the normal contents of the preparatory English language course for the treatment group and lasted for fifteen three-hour sessions. However, the control group received only the normal contents of the preparatory English language course. Both groups were also pre-tested for the homogeneity in their performance on the working memory tests which was administered only once during this research study.

Following the treatment, a post-test and a semi structured interview were administered among the participants. In sum, both the qualitative and quantitative research findings indicated that the treatment group outperformed the control group in their performance on L2 oral fluency and their use of formulaic sequences. Moreover, a small to moderate significant correlation was found between some of the working memory capacity-related tests scores and L2 oral fluency-related variables or formulaic sequences knowledge. However, the results were neither at the hypothesized level nor consistent. Thequalitative research findings, also, confirmed the possible influence of some external or internal factors, the use of conscious strategies, and grammatical proficiency on the participant's performance. Moreover, the results of the present study supported the proficiency-related feature of working memory, language-dependent feature of working memory, the general capacity and general processing hypotheses, and also the task-specific view.

CHAPTER 1

INTRODUCTION

1.1 Overview

Learning a language is a top-down process starting from the whole and then breaking down into its comprising elements (Peters, 2009; Wray, 2009). The learners commence learning from recording the enormous received patterns and then they construct their rules from what they figured out in these perceived wholes. Learners encounter the multi-word sequences and they learn them as a whole and they do not need to analyze them as long as they do not encounter such patterns frequently to seek where the rules occur (Peters, 2009; Wray, 2009). In fact, formulaic sequences (FSs) are words and words expressions which seem to be processed without analyzing their inner construction (Wray, 2002).

Multi word sequences or formulaic sequences are pre-patterned expressions or a string of words stored as a whole in the long-term memory and retrieved sometimes automatically and sometimes by controlled processing as a unit from memory at the time of application and are considered to be essential for speaking generally and oral language fluency specifically (Richards & Schmidt, 1985; Wood, 2002, 2009, 2010).

Speaking is considered to be one of the most complicated cognitive skills which are unique to humans and also the primary goal of many instructional programs. It is also considered as one of the main factors in the assessment of L2learners' proficiency or competence (Levelt, 1989; Rezaii & Okhovat, 2016). A child who is learning his/her native language needs to have

considerable interaction with others such as his/her parents and community to be proficient in that language (Levelt, 1989). The nature and specific conventions of the speaking skill makes it different from other skills. Learners are required to have both the linguistic competence such as vocabulary, grammar, or pronunciation, and the sociolinguistic competence which means that they should know why, when, and how to speak (Burns & Joyce, 1997; Carter & MacCarthy, 1995; Cohen, 1996). Since formulaic sequences are considerably common in oral and written language, they play an important role in the successful communication so that the inappropriate use of these sequences may results in communication failure (Blum-Kulka & Olshtain, 1986, p. 175; Wray, 2002).

Despite the fact that formulaic sequences have been ignored in the linguistic theories, Wray (2002) emphasized the importance of these sequences for their being widespread in language. Wray (2000) defined formulaic sequences as "a sequence, continuous or discontinuous, of words or other meaning 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" (page. 465).

Wray (2002) argued that Chomsky's remarks regarding the human innatecompetence for creating and comprehending the sentences which they have never seen or heard is completely reliable; however it has been exaggerated. The individuals' competence for interpretation of a poetry in which creativity and novelty is apparent is an indicator for our language lexicon and grammar flexibility; however, our preferences for the specific expressions which may be related to their prefabricated form is considered to be alongside

with our capacity for creativity.Forinstance, a formulaic sequence such as: “Hi, how are you doing?” or other idiomatic expressions on greeting do not stop us of telling another expression like: *“*What a pleasant event it is to see you”, tell me, how your life is progressing at the moment?” (Wray, 2002, p. 12).

The language processing of the monolinguals is involved in two processing systems including the syntactic structure and formulaicity (Namba, 2010). Chomskians' model of the language processing provides one analytic processing, or“open choice principle” (Sinclair, 1991, p. 109) in which words are combined into phrases and sentences by the syntactical or grammatical principles and rules. However, there is another processing system called “idiom principle” or the holistic processing in which a person relies on the prefabricated utterances (Sinclair, 1991, p, 110). In fact, the prefabricated sequences are used instead of the fabricated ones for the processing advantages. Through using a formulaic sequence or a prefabricated sequence, one can have enough time for producing the novel sequences. In general, both systems are beneficial. The first one is involved in the comprehension and production of the novel sequences and the second one is involved in the comprehension and production of formulaic sequences in which the processing attempt has been decreased. However, retrieving a prefabricated sequence is more effective than creating a new one (Wray, 2002).

Formulaic sequences are assumed to be common in all languages, so that being familiar with the formulaic sequences in one language will influence its learning in another language (Schmitt & Carter, 2004). Moreover, much of language is formulaic which is perceived by different types of formulaic sequences (Schmitt & Carter, 2004).These sequences break the language rules

lexically, grammatically, or semantically, for example, “kith and kin”, “by and large”,“on the other hand” (Ohlrogge, 2009, p.375). Based on the research, idiomaticity is considered to be the result of storing strings as whole in the long term memory which will be retrieved at the time of use with no attention to the internal constituents and structures (Pawley & Syder, 1983; Wray, 2000). L2 learners not only have to be familiar with the forms and meanings of FSs at the internal level, but also they should be familiar with the relationship of FSs and the large spoken and written corpora (Ohlrogge, 2009). Wood (2002) considered formulaic sequences as the expressions which include the invariant phrases and idiomatic chunks such as: “all in all, hold your horses”, as well as, larger phrases such as: “the bigger the better”, or “if X, then Y” (p.2).

According to Richards and Schmidt (2013), there are different names for formulaic sequences which have been used by the researchers, such as the prefabricated routines, routine formulae, stock utterances, lexical or lexicalized phrases, institutionalized utterances, and unanalyzed chunks. Moreover, there are other names for formulaic sequences in the linguistic literature, such as clichés, idioms, proverbs, allusions, and routines. These terms are applied with regard to the degree of fixedness, institutionalization, situational dependence, or the syntactic form of FSs (Holt, 2012). The researcher of this study has chosen the term “formulaic sequences” for the title as it is a broad term which includes all kinds of these strings (Qi & Ding, 2011).

Recently there is an increasing research on the nature and role of formulaic sequences, because they have been considered to play a substantial role in the language acquisition and production (Wood, 2002). Wood believes that many researchers have tried to describe and categorize this neglected

aspect of languageand the increasing evidence indicates that FSs are fundamental to the language development, learning, production, and processing. In fact a large number of the communicative activities include formulaic sequences or the prefabricated linguistic units in a generally admitted style (Coulmas, 1981).

Speakers prefer to use the prefabricated phrases such as “How are you”, or “Will you marry me” rather than those grammatical phrases which are not appropriate communicatively such as “What is your current state of well being?”, or “Are you inclined to become my spouse” (Pawley & Syder, 1983). In order to be proficient in a new language, learners should be very careful in the selection of those specific strings of words which are more preferred than others by the native speakers (Wray, 2000).

Furthermore, one of the remarkable factors which is considered to affects oral fluency, vocabulary learning or formulaic sequences is the working memory capacity or the phonological short-term memory and their limitations (Baddeley, 2000, 2003; Baddeley, Daneman & Green, 1986; Baddeley & Hitch, 1974; Daneman, 1991; Ellis, 1996; Ellis & Schmidt, 1997; Fortkamp, 1999; Gathercole & Baddeley, 1989; Hartsuiker & Barkhuysen, 2006; Levelt, 1989; Mizera, 2006; Mota, 2003; Papagno & Vallar, 1988; Service, 1992; Sinclair, 1996). Working memory capacity is a system which is concerned with the immediate conscious perceptual and linguistic processing, or it is an area used to store the programs or data which are currently in use (Kalat, 2008).

In order to examine a complicated task such as oral performance in second language, it is necessary to consider the working memory capacity as a system which controls and manages the cognitive tasks (Juffs & Harrington,

2011).In fact, working memory is the capability to store and manipulate those data which are essential for a wide range of the complicated cognitive tasks (Baddeley, 2003).

According to Baddeley (2001), Baddeley and Hitch (1994), and Repovš and Baddeley (2006), working memory encompasses several sections including:

A. A phonological loop which is for storing and practicing the speech information, andhelps a person to repeat the irrelevant items instantly after he/she hears them.

B. A visuospatial sketch pad which is for storing and managing the present visual and spatial information (Luck & Vogel, 1997) by which one can recognizes pictures or imagines the objects from different angles.

C. A central executive which is for managing or controlling the attention switch, so that thecapability of shifting attention, which is required for performing different tasks, is considered to be an indication of a good working memory.

D. An episodic buffer which is for connecting the various sections of a relevant experience such as recalling what a person has eaten the day before (Kalat, 2008, pp.243, 244).

Following theaforementioned points regarding the important role of formulaic sequences and working memory capacity in second language learning or performance, in this study, the attempts were made to investigate the effect of the explicit instruction of formulaic sequences, as an important factor in boosting speaking skill, on Malaysian intermediate ESL learners' oral fluency with considering theirworking memorycapacity. In order to investigatethe role of the subjects' workingmemory capacity on therelationship between the

formulaic sequences knowledge and second language oral fluency, the researcher of the current study examined the relationship between the working memory capacity and formulaic sequences knowledge on the one hand, and the correlation between the working memory capacity and second language oral fluency on the other hand. To the best knowledge of the present researcher, the literature lacks enough evidence on the effect of explicit instruction of FSs on Malaysian intermediate ESL learners'oral fluency and also the possible role of their working memory capacity in their L2 oral fluency as well as their use of formulaic sequences.

1.2 Background to the Study

The history of attention to FSs dates back in the theories of language proposed in the nineteenth century and in the mid twentieth century when the multiword sequences were not considered as the important language elements in the Chomskian model (Wray, 2013). Formulaic sequences have been the focus of the research studies across the applied linguistics (Ellis, 2008; Schmitt, 2004; Wray, 2002), the cognitive linguistics (Robinson & Ellis, 2008), and the psycholinguistics (Ellis, 2012). Although it is relatively new to many scholars; but, it has been an important issue for decades in Russian and German academic circle. Pawley and Syder (1983) were among the first researchers, who identified the significance of formulaic language, then it was followed up by Sinclair (1991) with his "idiom principle", and finally, it was developed by Nattinger and DeCarrico (1992). Nattinger and DeCarrico (1992) explored the relationship between lexical phrases and functional language. After the development of computer technology and increasing the corpus studies and phraseology, the discourse-based documents indicated that how words are collocated (Wood, 2009). According to MeĽčuk (1998), there are a wide range

of collocations in language which encompass the prepositional phrases and phrasal verbs.

There is an increasing research on formulaic sequences and their importance in language acquisition and learning in the last few decades. Although there isnocomplete agreement over their definition, measurement, and also their corpus comparison methods; but, formulaic sequences play a substantial role in language acquisition or learning, fluency, processing, instruction, and idiomaticity (Ellis, 2003; O'Donnellet al., 2013). Languageis rich in formulaic sequences (Römer, 2009; Sinclair, 1991; 2004; 2005; Stubbs, 2001; 2007) and they are referred to as the "islands of reliability" (Dechert, 1983, p. 184). The literature shows that around half of both the spoken and written discourse is made up of FSs (Foster, 2001; Schmitt & Carter, 2004). In two studies which have been conducted by Altenberg (1998) and Erman and Warren (2000), it was reported that about 58.6% or 80% of spoken language has been made up ofFSs.

The use of FSs makes L2 learners to create more accurate and more idiomatic expressions in their oral performance which in turn will be resulted in enhancing the participants' oral fluency (Ellis, 1996; Erman &Warren, 2000; Nattinger & DeCarrico, 1992; Pawley & Syder, 1983; Richards & Schmidt, 1985; Wood, 2002, 2009, 2010; Wray, 2000). Oral fluency, as one of the important aspects of the overall speaking skillor proficiency (Ginther et al., 2010; Tsagari & Banerjee, 2016), is considered to be the main purpose of the many second language instructional programs. Furthermore, it is one of the important factors in the evaluation of L2 learners' proficiency (Rezai & Okhovat, 2016).

In regard to the importance of FSs in L2 proficiency and fluency, several studies have been conducted in this area and most of them have revealed that the instruction of formulaic sequences will enhance both writing and speaking proficiency (Boers et al., 2006; Marković, 2012; Ushigusa, 2008; Wood, 2009). However, the research lacks enough evidence regarding the investigation on the use of formulaic sequences among Malaysian ESLlearners, as well as, the effect of the focused instruction of these expressions on their L2 oral fluency.

Based on the reports from Malaysia Statistics Department, Malaysia consists of different ethnic groups including Chinese (24.6%), Indians (7.3%), and Bumiputera (67.4%), (Darmi & Albion, 2013). In a linguistically and culturally multiple societylike Malaysia, extensive diversity of Malaysia's linguisticrange including Malay language, as the national language of Malaysia, and its different dialects, the various languages spoken by the Chinese and Indian people, and also several indigenous languages which are spoken in East Malaysia such as Bidayuh and Kadazan, makes the use and position of English language highly complicated (Darmi & Albion, 2013; Wahi, 2015). Students with different social, educational, and individual backgrounds come to Malaysian universities while their mother tongue has remained the primary language of their social and academic discourse (Wahi, 2015).Furthermore, external or environmental factors including parents' level of education use of English at home (Roberts, Jurgens & Burchinal, 2005; Whitehurst & Lonigan, 1998), amount of language input, and L2 proficiency of the parents may affect their appropriate use of English language (Oller & Eilers, 2002).

According to Asmah Haji Omar (1992), the history of teaching English in Malaysia backs to the1960's which was introduced by the British colonial education

system. However, the development of English language in Malaysia was initiated by British colonization in the 1800's (Pandian, 2002). Due to this situation, manyof Malaysians are bilingual. If we consider their mother tongue, many are trilingual, and a few are multilingual (Darmi & Albion, 2013). Learning and teaching of English as a compulsory subject in both the primary and secondary schools still exists in the present educational system of Malaysia (Asmah Haji Omar, 1992). Moreover, after going to the university, the local undergraduates must register for English courses based on the result of their Malaysian University English Test (MUET), (Malaysian Examination Council, 2006) as cited in Hiew (2012).

Malaysian University English Test (MUET), which is an English proficiency assessment course for those who are going to pursue their studies in the post secondary education, was introduced into the educational system of Malaysia in 1999 as a compulsory requirement for acceptance into the public universities. After decreasing English pass rates in the national public examination which was administered at the end of the secondary schooling, SPM 1119, as another English test, was introduced in 1997 (see Lee & Wong, 2006). In fact, the two aforementioned tests were introduced into the educational system of Malaysia to improve the English language proficiency among the university graduates (Thang et al., 2012).

Despite the fact that English language, which is taught as a second language in the Malaysian educational system, is very important for Malaysians who are bilingual, trilingual, and a few multilingual; most of them still lack mastery of English language (Darmi & Albion, 2013). According to Malaysia education minister (2014), it seems that there is no end to the conversations on the poor English in Malaysia.

Following the aforementioned explanations, the present study was an investigation on the possible effect of the instruction of formulaic sequences on L2 oral fluency after a one-semester explicit instruction of these sequences to Malaysian intermediate ESL learners. The researcher of the present study also tried to fill the gap in the previous studies which was considering the role of working memory capacity, as one of the possible influential factors, on L2 oral fluency or the use of formulaic sequences. The working memory capacity, as a mental processing system and the capability to stores and manipulates data (Baddeley, 1998; 2003), is relatedto the individual differences in cognition. It is one of the factors which have been widely investigated (Martin & Ellis, 2012).

A vast majority of the research studies have shown that both the phonological short-term memory and working memory play a significant role in different aspects of language learning. According to the researchers, phonological loop is responsible for forming a prolonged mental representation of the new phonological items. These representations are particularly significant for the knowledge of the phonological components such as formulaic sequences and words (Martin & Ellis, 2012).

In this research, working memory refers to both storage and processing of information measured by the speaking span test adopted from Daneman (1991) and Daneman&Green (1986), themathspan testadopted from (Roberts & Gibson, 2002; Salthouse & Babcock, 1991), and the non-word repetition test adopted from (Gathercole, 1995; Gathercole, Service, Hitch, Adams & Martin, 1999). It should be mentioned here that the participants' L2 oral fluency, following Lennon (1990), was measured by a narrative monologue task and their speech samples were analyzed in terms of speech rate (the number of pruned syllables uttered per minute) Kinkade (1995), pause profile or

smoothness (the number of pauses produced per minute), mean length of runs or speed (the number of pruned syllables uttered between hesitations), and morphosyntactic accuracy (the number of errors occurred per minute) as L2 oral fluency markers (Freed, 1995; Kinkade, 1995; Lennon, 1990; Riggenbach, 1991; Wood, 2010). They were also analyzed in terms of frequency and variation in the use of formulaic sequences (Qi & Ding, 2011).

1.3 Statement of theProblem

Malaysian university students face difficulty in learning English which consequently affects their academic performance (David & Govindasamy, 2006; Faizah, Zalizan & Norzaini, 2002; Nambiar, 2005, 2007; Seng, 2007; Seng & Hashim, 2006; Sidek, 2009). Malaysian institutions of higher learning that are helping these students to enhance their English language proficiency required fortheir academicpurposes, have problems in teaching English language to these students as well (Chan & Yap, 2010). This can be a warning in a developing nation like Malaysia which is eager to be a key competitor in the global business world (David, Thang & Azman, 2015).

Malaysian students are exposed to the instruction of English language in schools between 11 to 13 years (6 years in the primary school and between 5 to 7 years in the secondary school). Moreover, undergraduate students are required to pass four units of English language in Malaysian Public Universities to increase their language proficiency. However, despite all these measures they are still far from the required level (David et al., 2015), and also in tertiary education, they are still struggling to communicate in English and they are far from making accurate selection and accurate performance (David et al., 2015).

Moreover, most of the university graduates still experience difficulties in their workplace because of their poor English language which is mostly in speaking skill (Ong, Leong & Singh, 2016). In fact, the issue of Malaysian graduates' unemployment is highly related to their insufficient English language competence (Wahi, 2015). Different internal or external factors including syllabus, teaching methods, personal habits or study habits, personal experiences, personal attitudes, the quantity and quality of speaking practice, having interaction, feelings, and lesson plans or motivation could be related to this weakness (Hiew,2012; Huang, 2012; Mizera, 2006; Stevick, 1976). Moreover, negative L1 influence on L2 (Chondrogianni, 2008; Grabe & Kaplan, 1989; James, 1980; Lado, 1957), self-confidence, and anxiety following Affective Filter hypothesis proposed by Krashen (1987) are among other internal factors which may affect their inadequate English language proficiency.

Prestariang Systems (2011), following a survey conducted on 14 Malaysian industry sections, reported that 80 percent of employers of Malaysia believe that their employees must have English language proficiency as a significant skill. However, they claimed that only 20 percent of their employees who graduatedfrom universities had adequate proficiency in this area and could apply English competently at work. Prestariang is a technology and talent pioneer which has evolved from being Malaysia's largest ICT soft ware and training service provider to a leading technology and talent platform innovator. In these centers, having technical proficiency is not sufficient where the employers' dissatisfaction is mostly due to the employees' low English proficiency, as a crucial skill, rather than their technical skills (Idek, Fong, Sidhu&Hoon, 2014). Therefore, all universities as well as vocational colleges

are required to apply a comprehensive method in teaching English, especially speaking skill, as one of the most important communication skills, along with other vocational skills (Idek et al.,2014).

After conducting an interview with Malaysian L2 learners and some of the lecturers, and also after the review of Malaysian secondary school-relevant syllabus (See Appendix A), the researcher of the present study found that there is no explicit instruction of formulaic sequences to Malaysian L2 learners before they enter the university, except the instruction of some particular types of these sequences, such as idioms, proverbs, or collocations. As mentioned in the previous section, the use of formulaic sequences simplifies students' oral production and increases their L2 oralfluency, especially low proficient L2 learners when they are not able to create new sequences (Huang, 2012; Richards & Schmidt, 1985; Wood, 2002, 2009, 2010). L2 learners with low proficiency level tend to hesitate in speaking due to their difficulties in retrieving the lexical items, using grammatical sentences, and correcting their own production (Fulcher, 1996). Several studies have revealed that formulaic sequences are underused by the non-native speakers or they use only a finite number of these sequences and even that they do not have adequate mastery of those limited ones. The recognition of these idiomatic expressions is also difficult forL2 learners (Bardovi-Harlig, 2009; Ellis, 2012; Howarth, 1998; Moon, 1992; Natsumi, 2014; Pawley & Syder, 1983; Scarcella, 1979; Schmitt & Carter, 2004; Taguchi, 2009; Trosborg, 1995; Wray, 2000, 2002; Yorio, 1980, 1989).

In the words of Natsumi (2014), on one hand, L2 learners avoid those difficult formulaic sequences which are less frequent but more appropriate and preferred by the native speakers, and on the other hand, they tend to overuse

some specific variations of formulaic sequences which seem easy to remember. This fact shows that learning formulaic sequences for L2 learners isdifficult.

To the best knowledge of the present researcher, the literature lacks sufficient description and evidence regarding Malaysian intermediate and low-intermediate ESL learners' speech performance in the use of formulaic sequences, as well as, theeffect of the focused instruction of these sequences on their L2 oral fluency. Recent studies mostly have investigated the significant role of formulaic sequences in Malaysian students' writing skill (e.g. Ab Manan, Jaganathan & Pandian, 2014a, 2014b) or the focus of these studies have been on the comprehension of these sequences. In fact, recent studies lack enough evidence regarding the production of formulaic sequences (Taguchi, 2013).

There is a strong connection between automatic processing and fluency. Despite the individual differences in working memory capacity, the use of FSs will result inautomatic processing of language which in turn leaves working memory capacity for processing of the other data. This factor will result in fluent use of language (Davies, 2014).

With regards to the importance of these sequences in the developmental stages of L2 learning by which L2 learners can purchase the processing timeandboost their oral fluency. And that the under using of formulaic sequences by the non- native speakers may be due to their lack of familiarity with these sequences (Bardovi-Harlig, 2009; Bardovi-Harlig & Vellenga, 2012; Staples, Egbert, Biber, McClair, 2013), the current researcher, firstly, investigated the effect of the explicit instruction of the different types of formulaic sequences on Malaysian ESL learners' oral fluency.

Secondly, as Khodadadi and Shamsaee (2012) mentioned that the relationship between the use of formulaic sequences and L2 oral fluency is not clear enough and in some cases the results are mixed too, the present researcher, in order to offer the more comprehensible and reliable results, considered more aspects of FSs in addition to frequency. Therefore, in this study, formulaic sequences were analyzed both in terms of frequency and variation (see Qi & Ding, 2011) to see how it works in a different context like Malaysia.

Finally, the researcher of the present study examined one of the possible influential factors on the use of formulaic sequences and L2 oral fluency among Malaysian ESL learners; that is, the working memory capacity. Working memory is considered to play a role in the language output (Payne & M. Ross, 2005; Weissheimer & Mota, 2011). In her study, Taguchi (2013) has recommended for further research that some other factors such as (motivation, memory, attention, and processing) should be taken into consideration in enhancing the acquisition or learning of FSs.

However, the researcher of the present study examined the role of working memory capacity on the use of formulaic sequences by Malaysian ESL learners and their L2 oral fluency, because working memory capacity plays an important role in retrieving multi-word sequences (Ellis, 1996) and oral performance and the barriers existed in working memory affect the second language competence and performance (Anderson, 1983; Fortkamp, 1999; Levelt, 1989; Logan, 1988; Temple, 1997). In fact, the purpose of this specific experiment was to examine whether the participants' working memory capacity moderates the relationship between their formulaic sequence knowledge and L2 oral fluency.

1.4 Research Objectives

Following the explanations mentioned in the previous section regarding the research problem pertaining to Malaysian ESL learners' weakness in speaking skill generally and L2 oral fluency specifically, firstly, the researcher of the current study tried to shed light on the possible factors which may affect this weakness. Secondly, she triedto propose some strategies for enhancing Malaysian ESL learners' oral fluency. In this study the effect of explicit instruction of the formulaic sequences on Malaysian intermediate ESL learners'oral fluency was investigated, because several previous studies claimed that the lack of familiarity of L2 learners with these sequences or under using them may affects their speaking proficiency or oral fluency.

Research has shown that even the most proficient learners are far from making accurateselection and accurate performance. Moreover, the previous studies recommended for further research that the effect of individual differences on the L2 learners' performance in the use of FSs, as an important factor in boosting speaking skill, should be taken into consideration as well. Therefore, the present researcher also considered the role of working memory capacity of the participants, as one of the important factors in language learning and acquisition, in their use of FSs and L2 oral fluency. As a conclusion, the present study was designed to achieve the given objectives mentioned as follows:

1. To determine the difference between the performance of Malaysian intermediate ESL learners exposed to the explicit instruction of formulaic sequences from the performance of those who receive regular instruction onL2 oral fluency in terms of:

a) Speech rate,

b) Speed,

c) Smoothness,

d) Morphosyntactic accuracy.

2. To investigate the difference between the performance of Malaysian intermediate ESL learners exposed to the explicit instruction of formulaic sequences from the performance of those who receive regular instruction on the use of formulaic sequences in terms of frequency andvariation.

3. To examine the correlation between the working memory capacity of Malaysian intermediate ESL learners and their use of formulaic sequences in terms of frequency andvariation.

4. To examine the correlation between the working memory capacity of Malaysian intermediate ESL learners and their L2 oral fluency as measured in termsof:

a) Speech rate,

b) Speed,

c) Smoothness,

d) Morphosyntacticaccuracy.

1.5 Research Questions

Following the aforementioned objectives and based on the problems mentioned in section 1.3, the current research answered the following questions:

1. To what extent does the performance of Malaysian intermediate ESL learners exposed to the explicit instruction of formulaic sequences differ from the performance of those who receive regular instruction onL2 oral

fluency in terms of:

a) Speech rate,

b) Speed,

c) Smoothness,

d) Morphosyntactic accuracy.

2. To what extent does the performance of Malaysian intermediate ESL learners exposed to the explicit instruction of formulaic sequences differ from the performance of those who receive regular instruction on the use of formulaic sequences in terms of frequency andvariation?

3. To what extent does the working memory capacity of Malaysian intermediate ESL learners correlate with their use of formulaic sequences in terms of frequency andvariation?

4. To what extent does the working memory capacity of Malaysian intermediate ESL learners correlate with their L2 oral fluency in terms of:

a) Speech rate,

b) Speed,

c) Smoothness,

d) Morphosyntactic accuracy.

1.6 Hypotheses

In addition to the aforementioned research questions, four one-tailed and two-tailed hypotheses were tested regarding the effect of explicit instruction of the formulaic sequences, as an independent variable, on Malaysian L2 oral fluency, as a dependent variable, as well as, the role of working memory capacity of the Malaysian L2 learners, as an independent variable, on both the use of formulaic

sequences and L2 oralfluency, as the dependent variables, to see the possible moderator affect of the working memory capacity on the relationship between the formulaic sequences knowledge and L2 oral fluency among Malaysian ESL learners. The hypotheses are as follows:

H_0^1. The mean scores of Malaysian intermediateESL learners exposed to the explicit instruction of formulaic sequences are equal to the mean scores of those who receive regular instruction for L2 oral fluency in terms of speech rate, speed, smoothness, and morphosyntacticaccuracy.

H_1: The mean scores of Malaysian intermediateESL learners exposed to the explicit instruction of formulaic sequences are greater than the mean scores of those who receive the regular instruction for L2 oral fluency as measured in terms of speech rate, speed, smoothness, and morphosyntacticaccuracy.

H_0^2. The mean scores of Malaysian intermediateESL learners exposed to the explicit instruction of formulaic sequences are equal to the mean scores of those who receive regular instruction for the use of formulaic sequences in terms of frequency andvariation.

H_2: The mean scores of Malaysian intermediate ESL learners exposed to the explicit instruction of formulaic sequences are greater than the mean scores of those who receive regular instruction for the use of formulaic sequences as measured in terms of frequency andvariation.

H_0^3. The mean scores ofMalaysian intermediate ESL learners for their use of formulaic sequencesin terms of frequency andvariation do not correlate with their mean scores on the working memory capacity tests at a moderate (.4 or higher) level with their math span test (a non-linguistic measurement of both

processing and storage capacity of working memory) and their non-word repetition test (a storage-only measurement of the working memory capacity), and ata high (.7 or higher) level with their speaking span test (a language-based measurement of both processing and storage capacity of working memory).

H_3: The mean scores ofMalaysian intermediate ESL learners for their use of formulaic sequencesin terms of frequency andvariation correlate with their mean scores on the working memory capacity tests at a moderate (.4 or higher) level with their math span test and their non-word repetition test, and at a high (.7 or higher) level with their speaking span test.

H_0^4: The mean scoresof Malaysianintermediate ESL learners for their oral fluencyasmeasuredin termsofspeechrate, speed,smoothness, and morphosyntactic accuracy do not correlate with their mean scores on the working memory capacity tests at a moderate (.4 or higher) level with their math span test andtheir non-word repetition test, and at a high (.7 or higher) level with their speaking span test.

H_4:The mean scores ofMalaysian intermediate ESL learners for their oral fluency as measured in terms of speech rate, speed, smoothness, and morphosyntactic accuracy correlate with their mean scores on the working memory capacity tests at a moderate (.4 or higher) level with their math span test and their non-word repetition test, and at a high (.7 or higher) level with their speaking span test.

1.7 Significance of the Study

The speaking skill, as one of the four key skills of language, must be developed along with the other three major skills including reading, writing, and listening (Morozova, 2013), because the ability to communicate effectively will increase

L2 learners'self-confidence and also helps them to improve the other language skills (MacIntyre, 2007; Trent, 2009). For many second language or foreign language learners, mastery of speaking skill is a priority. When one is going to evaluate his/her proficiency in learning a language, he/she evaluates it based on how well he/she can speak (Richards, 2005). The importance of having speaking proficiency will be clearer when it comes to finding a job in a country likeMalaysia.Most people study English with the purpose to be proficient in speaking. Speaking a second or foreign language is a complicated task if we understand its nature. Speaking is used for the various objectivessuch as making social contract with the people, making reports, harmless chitchat, expressing opinions, explaining information, making jokes, and polite requests so that each target requires the knowledge of different skills (Richards & Renandya, 2002, p.201).

Learning to speak a foreign language is more than knowing only the grammatical and semantic rules or how the individual words fit together. In order to be able to have an effective communication, another fundamental factor is to know which of the possible grammatical utterances are more accurate and idiomatic. This type of proficiency is the most difficult skill even for the most proficient L2 learners (Pawley & Syder, 1983). Learners must be familiar with the native speaker's choice in the specific contexts. They must have the ability to use the language properly in the social interactions (Shumin, 2002).

Recently, there has been a growing interest in formulaic sequences (Schmitt, 2010). Alongside the language production from the single words connected by syntax, there is another category which consists of almost "ready-made" sequences (p.117). They occupy a significant proportion of discourse so

that Erman and Warren (2000) calculated that 52–58 percent of the language they had analyzed was formulaic. Foster (2001) came up with a figure of 32 percent using the different procedures and criteria. Formulaic sequences, as one of the issues which has been discussed in the cognitive psychology studies (e.g., Miller, 1956; Newell, 1990), play an important role in both first and second language acquisition and learning. Based on the research, L2 learners' oral performance and fluency can improvesignificantly when they become proficient in the use of formulaic sequences (Richards & Schmidt, 1985; Wood, 2002, 2009, 2010). The role of formulaic sequences in helping the adult L2 learners to achieve proficiency and to improve their oral fluency has been the focus of several studies, such as those conducted by Wray (2002, 2008), Schmitt (2004, 2010), and Wood (2010).

Generally, the use of formulaic sequences is useful for L2 learners for three reasons. The first reason is that the meaning of many institutionalized formulaic sequences cannot be predicted by the syntactical rules or features of the individual words. Therefore, the use of these sequences make our speech more idiomatic and accurate (Biber et al., 2004; DeCock, 2004; Foster, 2001; Pawley & Syder, 1983; Schmitt, 2004; Wray, 2002, 2008). Second, since FSs are supposed to be retrieved from memory as the ready-made expressions, they increase L2 oral fluency under the real time situations. In fact, we use FSs to reduce the processing problems and plan in advance what we are going to say semantically and syntactically (Skehan, 1998, p. 40). As a matter of fact, one of the indicators of FSs is that there is no hesitation within these sequences. Therefore, proficiency in the use of FSs decreases the number of internal errors in using these sequences which in turn increases the level of accuracy (Boers, Eyckmans, Kappel, Stengers & Demecheleer, 2006).

Henriksen (2013) remarked that being proficient in the use of FSs is considered to be a major aspect of the communicative competence, leading L2 learners to idiomaticity, and finally, the more effective communication. Schmitt and Carter (2004) pointed out that because formulaic speech has a significant role in language use, more attention should be allocated for further research in this area.There is a connection between FSs and other aspects of language production. FSs seem to play a role in learners' output at the linguistic, psycholinguistic, and communicative levels. Formulaic sequences are the mostcommonly used expressions in spoken language and considered to be an essential part in L2 learners' pragmatic performance (Roever, 2012). It is supposed that the errors made by L2 learners in formulaic speech differ from those in creative speech, because they are considered to be pragmatic errors. In sum, the advantages which can be attributed to the use of FSs can be mentioned as:

A) Beingwidespread in language use (Conklin & Schmitt, 2008; Schmitt & Carter, 2004).

B) Having faster and more accurate processing feature (Conklin & Schmitt, 2006; Wray, 2000).

C) Better comprehension of meanings and functions/communicational functions (Wray, 2000).

Wray (2008) remarked that if the reason behind the investigation on the role of formulaic sequences in the studies of lexis, syntax, collocation, processing, and interaction becomes clear, then formulaic speech will be one of the most important research areas in the future.

Appendix H (10)

Instructional Materials Applied

Match Each Statement in Column A With One in Column B. Then Rewrite the Statement in Column C, Using an Alternative Formulaic Sequence.

A	B	C
The economic news from Europe was particularly disappointing in the first half of the year.	Interest rates decline when inflation is low.	*Example: The economic news from Europe was particularly disappointing in the first half of the year. In addition, recent surveys from the region imply little prospect of improvement in the near future.*
I haven't seen him for almost 15 years.	There were so many interruptions.	
The risk of infection hasn't decreased at all.	In the United States life expectancy for women is75, while it is 73 for men.	
High inflation usually leads to high interest rates.d.	Recent surveys from the region imply little prospect of improvement in the near	
The meeting went on for much longer than we had expected.	I can't even remember what he looks like.	
Cancer and heart diseases are on the increase.	They should be able to make inferences about information that is conveyed indirectly or partially.	
Women generally live longer than men.	They want better working conditions.	
Good readers should be able to read between the lines.	It has increased.	
He lacks self-confidence.	A great deal of money is being spent on research into them.	
The striking workers want higher wages.	He is unlikely to be successful.	

Appendix H (11)

Instructional Materials Applied

Make Sentences by Using the Following Formulaic Sequences.

1.That is/in other words

.....

2. in the same way

.....

3. as a matter of fact

.....

4. to that end

.....

5. to a great extent

.....

6. it is true that

.....

7. with respect to/with regard to

.....

8. on the other hand/in contrast

.....

9. for instance

.....

10. due to/owing to (the fact that)

.....

Appendix H (12)

Instructional Materials Applied

Order the scrambled paragraphs.

Who learns faster?
Do children learn more quickly than adults?
Small children seem to learn very quickly, while adults sometimes appear to lose the ability to pick up new subject such as languages, music, games, or computer programs. In this essay, I will discuss whether children or adults make the best learners.
It is undoubtedly true that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They even have time for sports and hobbies, and become experts in their favorite pastimes. However, how much of this is social pressure and how much is genetic? I am convinced that while children's brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects. Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. **In summary**, children may enjoy learning, but their environment also is a big motivating factor.
Adults, **on the other hand** are supposed to be poor learners. However, I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but even despite these physical challenges, their motivation can often be higher than a child's. Unfortunately, society does not encourage many adults to learn. People are busy with families and work, and some adults may feel that further learning is pointless, since they have already achieved many goals at work or in their personal life.

In conclusion, I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.
Retrieved from the **website http://writefix.com/?page_id=1875**

Appendix H (13)

Instructional Materials Applied

A) Read the text below, and add FSs where necessary.

As computers are being used more and more in education, there will be soon norole for teachers in the classroom. Do you agree or disagree?

Education and the learning process have changed since the introduction of computers: The search for information has become easier and amusing,and connectivity has expedited the data availability. Expert systems have made computers more intelligent, they have not yet become a substitute of the human interaction in the learning process. What can be expected is a change of the teachers' role, but not their disappearance from the classroom**.**

Nobody can argue that the acquisition of knowledge is more fun and easier with computers. The mere activity of touching and exploring this device constitutes an enjoyable task for a child. This, accompanied by the relaxing attitude and software interactivity, usually contributes to a better grasping of new knowledge. At a higher educational level the availability of digital books, simulators and other academic materials provide the student with an accessible source of information, that otherwise would not be at hand**.**

But, the increasing complexity and behavior of intelligent software, which is usually embedded in the academic digital material, the need for human interaction in the learning process will always be present, at least in the foreseeable future. There is the necessity for a human being to be able to determine what the specific needs of each individual are. The expertise of a teacher in how to explain and adapt complex concepts to different individuals can hardly be mimicked by a computer, no matter how sophisticated its software is.

As computers are becoming a common tool for teaching, teachers should be more aware of their role as guides in the acquisition of knowledge rather than transmitters of facts. They have to be open minded to the changes that are taking place, keep updated and serve as problem solvers in the learning process, allowing students to discover the facts for themselves.

Teachers play and will continue to play an important role in the classroom, especially at the primary level. No matter how complex computers become, there will be no replacement for the human interaction, but in the way this interaction takes place.

B) Compare your answers with the original text and decide what effect formulaic sequences have on coherence and cohesion.

C) Identify the function of each discourse marker. Look at the highlighted words in the text and decide which of them are used to do the following:

1. Concede
2. Introduce a conclusion
3. Express attitude
4. Give example
5. Show result
6. Add points
7. Restate what has been said
8. Show contrast

ORIGINAL TEXT

There is no doubt that education and the learning process has changed since the introduction of computers: The search for information has become easier and amusing, and connectivity has expedited the data availability. **Even though** expert systems have made computers more intelligent, they have not yet become a substitute of the human interaction in the learning process. **In my opinion**what can be expected is a change of the teachers' role, but not their disappearance from the classroom.

Nobody can argue that the acquisition of knowledge is more fun and easier with computers. The mere activity of touching and exploring this device constitutes an enjoyable task for a child. This, accompanied by the relaxing attitude and software interactivity, usually contributes to a better grasping of new knowledge. **For instance**, at a higher educational level, the availability of digital books, simulators and other academic materials provide the student with an accessible source of
information, that otherwise would not be at hand.

However, **in addition to** the increasing complexity and behavior of intelligent software, which is usually embedded in the academic digital material, the need for human interaction in the learning process will always be present, at least in the foreseeable future. **In other words**, there is the necessity for a human being to be able to determine what the specific needs of each individual are. The expertise of a teacher in how to explain and adapt complex concepts to different individuals can hardly be mimicked by a computer, no matter how sophisticated its software is.

Computers are becoming a common tool for teaching; **as a result**, teachers should be more aware of their role as guides in the acquisition of knowledge rather than transmitters of facts. They have to be open minded to the changes that are taking place, keep updated and serve as problem solvers in the learning process; thus, allowing students to discover the facts for themselves.

To summarize, I think, teachers play and will continue to play an important role in the classroom, **in particular** at the primary level. No matter how complex computers become, there will be no replacement for the human interaction, but in the way this interaction takes place.

Retrieved from **http://www.ielts-blog.com/ielts-writing-samples/ielts-essays-band-8/ielts-essay-topic-computers-instead-of-teachers/**

(some of the formulaic sequences were changed)

Appendix H (14)

Instructional Materials Applied

Making a Conversation by Using Chains

Scenario:

Teacher Initiator	Student Responder
Before class, "How's your class load this semester?"; inquiring about student's wellbeing	Not too bad; satisfied, but challenged academically

Chains:

- by the end of the
- in the middle of the
- on the edge of the
- at the bottom of the
- in the case of the
- towards the end of the
- on the part of the
- at the time of the

Setting: In the classroom. The teacher is standing and the student is sitting at a desk.

Appendix H (15)

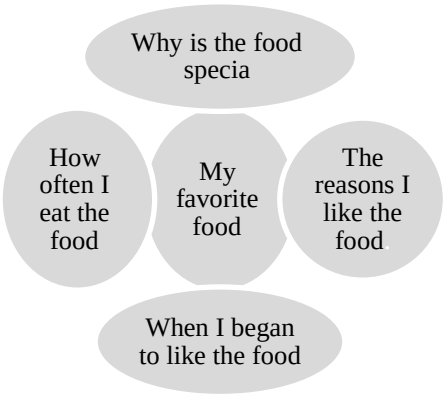
Instructional Materials Applied

My Favorite Food

A. Examples of Food:

Hamburger, French-fries, vegetables, fruit (e.g. apples, guava, Durian, mangosteen, etc.), donuts, noodle soup, steak, spaghetti, yogurt, coffee.

B. Think of your favorite food and brainstorm the reasons why you like it:



B. Words used to describe the taste of the food:

Delicious, chewy, juicy, creamy, tender, tasty, spongy, sweet and sour, bitter, spicy, salty, soft, firm, strong/light.

D. Making an Outline

I. Introduction

A. The specialty of the food
B. When I began to like the food

II. Body

A. Reasons for loving the food
B. How often I eat the food

III. Conclusion

Recommendation for trying the food

Appendix H (16)

Teacher or Peer Evaluation

Topic: My Favorite Food

Read each statement. Circle, 1, 2, or 3. Then write comments that will help the speaker improve next time.

	Ratings			Comments
	1	2	3	
The food that the speaker chose is interesting to me.	1	2	3	
The speaker practiced enough before giving the presentation.	1	2	3	
The speaker included details about his/her favorite food that were interesting to me.	1	2	3	
The speaker looked at the audience during his/her presentation.	1	2	3	
The speaker felt confident when giving the presentation.	1	2	3	
The speaker's speaking is easy to understand and follow.	1	2	3	
The speaker's voice is loud and clear.	1	2	3	
The speaking is satisfactory.	1	2	3	
The strengths:				
The weaknesses:				

RATING KEY: 1=Completely agree, 2= Agree, 3=Disagree.

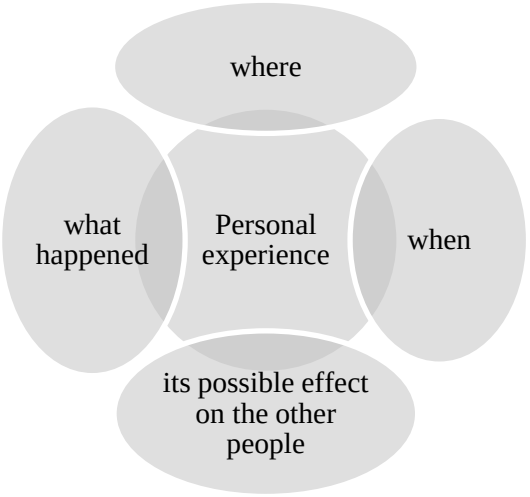
Appendix H (17)

Instructional Materials Applied

Topic: Personal Experience

A. Brainstorming a personal experience:

B.



C. Words to describe experiences:

shocking	surprising	exciting	memorable	Terrible
interesting	embarrassing	boring	wonderful	

D. Words to describe feelings:

scared	shocked	frustrated	amazed	Bored
embarrassed	excited	surprised	bad	angry/mad

E. Making an Outline

I: Introduction

A. The experience was about

B. My feelings about the experience

II: Body

A. What happened in the beginning

B. What happened in the middle

C. What happened at the end

III: Conclusion

A. How I felt after the experience

B. What I learned

Appendix H (18)

Teacher or Peer Evaluation

Topic: Personal Experience

Read each statement. Circle, 1, 2, or 3. Then write comments that will help the speaker improve next time.

	Rating			Comments
The experience that the speaker chose is interesting to me.	1	2	3	
The speaker practiced enough before giving the presentation.	1	2	3	
The speaker introduced his/her experience in an interesting way.	1	2	3	
The speaker looked at the audience during his/her presentation.	1	2	3	
The speaker gave a good explanation of how he or she felt during the experience.	1	2	3	
The presentation was the right length.	1	2	3	
The speaker's speaking is easy to understand and the voice is loud enough.	1	2	3	
I am satisfied with the speaker's presentation.	1	2	3	
The strengths:				
The weaknesses:				

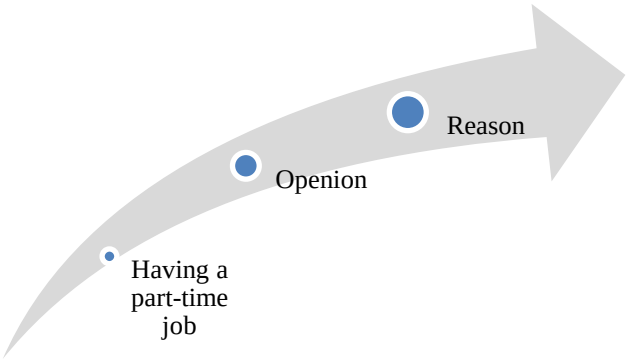
RATING KEY:1=Completely agree, 2= Agree, 3=Disagree.

Appendix H (19)

Instructional Materials Applied

Having a Part-time Job for University students

A. Brainstorming having a part-time job.



B. Words or phrases related to part-time jobs.

earn money	keep sb. busy	schedule	schoolwork	enjoyable
rewarding	valuable	Workingexperience	successful	Timemanagement

C. Making an outline

I.Introduction

A. your opinion about the issue

B. the reasons for my opinion

II. Body

A. supporting information about your reasons

B. detailed information about your reasons

III. Conclusion

A. a summary of my opinion and the reasons

B. statements to persuade the audience.

Appendix H (20)

Teacher or Peer Evaluation

Topic: Having a Part-Time Job for University Students

Read each statement. Circle,1, 2, or 3. Then write comments that will help the speaker improve next time.

	Ratings			Comments
The speaker practiced enough before giving the presentation.				
The speaker gave strong supporting evidence for his/her opinion.				
The speaker used expressions to emphasize his/her opinion.				
In his/her conclusion, the speaker summarized his/her main points.				
The speaker's presentation is the right length.				
The speaker's speaking is easy to understand and follow.				
The speaker's voice is loud and clear.				
The speaker felt confident and looked at the audience when giving his/her presentation.				
The strengths:				
The weaknesses:				

RATING KEY:1=Completely agree, 2= Agree, 3=Disagree.

Appendix H (21)

Instructional Materials Applied

A) Write an essay according to the outline provided below. Add FSs where necessary.

As computers are being used more and more in education, there will be soon no role for teachers in the classroom. Do you agree or disagree?

OUTLINE

I. There have been immense advances in technology in most aspects of people's lives, especially in the field of education.
A. Nowadays, an increasing number of students - computers for research / produce a perfect paper for school purposes
B. Others – leave the original way of learning / get knowledge through online schools
Thesis Statement: These changes in the learning process have brought a special concern / the possible decrease of importance of teachers in the classroom.

II. Some people believe the role of teachers started to fade - computers have been helping some students to progress in their studies quicker / studies in an original classroom
A. In the same classroom students have different intellectual capabilities
1. some would be tied to a slow advance in their studies - others' incapability of understanding
2. pupils could progress in their acquisition of knowledge at their own pace using computers instead of learning from teachers.

III. The presence of a teacher is essential for students because the human contact influences them in positive ways.
A. Students realize that they are not dealing with a machine but with a human being who deserves attention and respect.
B. They learn the importance of studying in a group and respect for other students, which helps them improve their social skills.

IV. Teachers are required in the learning process
A. they acknowledge some students' deficiencies
B. help them to solve their problems / repeating the same explanation, giving extra exercises / suggesting a private tutor.
C. students can have a better chance of avoiding a failure in a subject.

V. Conclusion: The role for teachers in the learning process is still very important and it will continue to be such in the future - no machine can replace the human interaction and its consequences.

B) Read the original essay and compare it with yours. Classify FSs into categories.
There have been immense advances in technology in most aspects of people's lives, especially in the field of education. Nowadays, an increasing number of students rely on computers for research and in order to produce a perfect paper for school purposes. Others have decided to leave the original way of learning and to get knowledge through online schools. These changes in the learning process have brought a special concern **with regard to** the possible decrease of importance of teachers in the classroom.Some people believe the role of teachers started to fade because computers have been helping some students to progress in their studies quicker **compared**

to studies in an original classroom. **For example**, in the same classroom, students have different intellectual capacities; **as a consequence**, some would be tied to a slow advance in their studies **because of** others' incapability of understanding. In this way, pupils could progress in their acquisition of knowledge at their own pace using computers **as opposed to** learning from teachers.However, the presence of a teacher is essential for students because the human contact influences them in positive ways. **First of all**, students realize that they are not dealing with a machine but with a human being who deserves attention and respect. **Further to this**, they learn the importance of studying in a group and respect for other students, which helps them improve their social skills.**In addition**, teachers are required in the learning process because they acknowledge some students' deficiencies and help them to solve their problems by repeating the same explanation, giving extra exercises or even suggesting a private tutor. **As a result**, students can have a better chance of avoiding a failure in a subject.**All in all**, the role for teachers in the learning process is still very important and it will continue to be such in the future because no machine can replace the human interaction and its consequences.

Retrieved from[**http:// www.ielts-blog.com/ category/ ielts-writing-samples/ ielts essays-band-8/ page /7/**]
(some discourse markers were changed)

Appendix H (22)

Instructional Materials Applied

Dream Vacation

A. Types of Vacations

wildlife safari	beach resort vacation	historic sightseeing tour
outdoor adventure	rain forest ecotour	luxury cruise

B. What's your idea of perfect vacation? Circle your choices or add your own ideas.

Perfect vacation planner				
Region/location	Africa	Europe	North America	Others
	Asia	Oceania	South America	
Type of place	beach	city countryside	mountains	Others
Length of stay	a weekend	a week	two or three weeks	Others
	a month	a few months		
Accommodations	bed-and breakfast	luxury hotel	youth hostel	Others
	cabin or bungalow	tent		
Activities	do outdoor sports	meet people	relax	Others
	learn something	sightsee		

C.Making an Outline

I. Introduction

A. The name or type of the vacation
B. What's special about the vacation

II. Body

A. The destination (e.g. the location, the description, and the highlights).
B. The activities to do there
C. The accommodations
D. The cost and length of stay

III. Conclusion

A summary of what the vacation includes

Appendix H (23)

Teacher or Peer Evaluation

[Adopted from Dale and Wolf's (2006) Speech communicationmade simple, p.249]

Topic: My Dream Vacation

DELIVERY	**RATING**				
Posture	**1**	**2**	**3**	**4**	**5**
Eye Contact	**1**	**2**	**3**	**4**	**5**
Volume of Voice	**1**	**2**	**3**	**4**	**5**
Rate of Speech	**1**	**2**	**3**	**4**	**5**
Intelligibility	**1**	**2**	**3**	**4**	**5**
Enthusiasm	**1**	**2**	**3**	**4**	**5**
Adherence to Time Limit	**1**	**2**	**3**	**4**	**5**
CONTENT	**RATING**				
Choice of Vacation Destination	**1**	**2**	**3**	**4**	**5**
Introduction	**1**	**2**	**3**	**4**	**5**
Supporting Details	**1**	**2**	**3**	**4**	**5**
Clear Organization	**1**	**2**	**3**	**4**	**5**
Visual Aids	**1**	**2**	**3**	**4**	**5**
Graceful Conclusion	**1**	**2**	**3**	**4**	**5**
Comments					

RATING KEY

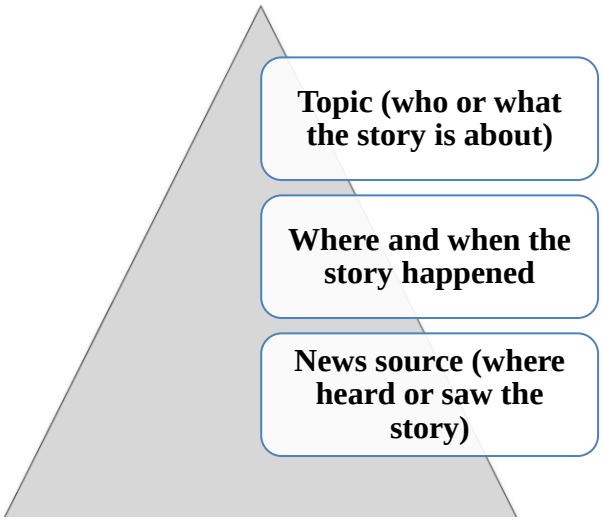
1 = Poor 2 = Fair 3 = Acceptable 4 = Good 5 = Excellent

Appendix H (24)

Instructional Materials Applied

Talking about a News Story

A. Brainstorming a news story that you know about or interests you:



B. Words to describe news stories:

astonishing	fascinating	moving	thought-provoking
disturbing	heartwarming	shocking	timely

B. Making an Outline

I. Introduction

A. Facts about the topic
B. An introduction to the news story

II. Body

A. Details about the story
B. Details about what is being done

III. Conclusion

My reaction to the news story

Appendix H (25)

Teacher or Peer Evaluation
[Adopted from Dale and Wolf's (2006) speech communication made simple, p.252]

Topic: Talking about a News Story

DELIVERY	**RATING**				
Posture	**1**	**2**	**3**	**4**	**5**
Eye Contact	**1**	**2**	**3**	**4**	**5**
Volume of Voice	**1**	**2**	**3**	**4**	**5**
Rate of Speech	**1**	**2**	**3**	**4**	**5**
Intelligibility	**1**	**2**	**3**	**4**	**5**
Enthusiasm	**1**	**2**	**3**	**4**	**5**
Adherence to Time Limit	**1**	**2**	**3**	**4**	**5**
CONTENT	**RATING**				
Choice of News	**1**	**2**	**3**	**4**	**5**
Preview	**1**	**2**	**3**	**4**	**5**
Supporting Materials/Source Citations	**1**	**2**	**3**	**4**	**5**
Supporting Details	**1**	**2**	**3**	**4**	**5**
Clear Organization	**1**	**2**	**3**	**4**	**5**
Summary	**1**	**2**	**3**	**4**	**5**
COMMENTS					

RATING KEY

1 = Poor 2 = Fair 3 = Acceptable 4 = Good 5 = Excellent

Appendix H (26)

Instructional Materials Applied

Talking About a Movie

A. Think of a movie. Circle the type of movie, write the setting , and one sentence about the story in the following chart.

Name of themovie	Example: Gone with the wind .....
Type of themovie	Romantic, comedy, musical, horror, documentary. Action, sci-fi, drama, thriller,..... .....
The setting	Example: The story takes place in Italy in the 1950s. .....
Story	Example: It is about a princess who falls in love with a reporter. ..... .

B. Words for the movie features

acting	story	soundtrack	cinematography	special effects	dialog

B. Words to describe movie features

awful	moving	ridiculous	terrible	fantastic	powerful
shocking	terrifying	hilarious	realistic	spectacular	Thought-provoking

C. Making an Outline

I. Introduction
A.The name and type of the movie
B.Lead actors of the movie

II. Body
A.The setting
B.A summary of the story

IV. Conclusion
My overall impression of the movie

Appendix H (27)

Teacher or Peer Evaluation
[Adopted from Dale and Wolf's (2006) speech communication made simple, p.252]

Topic: Talking About a Movie

DELIVERY	**RATING**				
Posture	**1**	**2**	**3**	**4**	**5**
Eye Contact	**1**	**2**	**3**	**4**	**5**
Volume of Voice	**1**	**2**	**3**	**4**	**5**
Rate of Speech	**1**	**2**	**3**	**4**	**5**
Intelligibility	**1**	**2**	**3**	**4**	**5**
Enthusiasm	**1**	**2**	**3**	**4**	**5**
Adherence to Time Limit	**1**	**2**	**3**	**4**	**5**
CONTENT	**RATING**				
Choice of Movie	**1**	**2**	**3**	**4**	**5**
Attention-Getting Opener	**1**	**2**	**3**	**4**	**5**
Supporting Details	**1**	**2**	**3**	**4**	**5**
Clear Organization	**1**	**2**	**3**	**4**	**5**
Visual Aids	**1**	**2**	**3**	**4**	**5**
Concluding Remarks	**1**	**2**	**3**	**4**	**5**
COMMENTS					

RATING KEY

1 = Poor 2 = Fair 3 = Acceptable 4 = Good 5 = Excellent

Appendix H (28)

Instructional Materials Applied

A Motto for Life

A. Mottoes are about your personal values and the words you live by. The following are examples of mottoes:

1. Laughter is the best medicine.
2. Honesty is the best policy.
3. If at first you don't succeed, try, try again.
4. Make every day count.
5. The best things in life are free.
6. Shared joy is double joy.
7. Look before you leap.
8. Never stop learning.
9. Life is what you make of it.
10. A candle loses none of its light by lighting another candle.

B.Examples of personal values:

being kind to others,
enjoying your work,
getting an education,
taking risks,
enjoying life,
following dreams,
keeping good relationships,
good education is the key to success,
don't give up too easily,
experiencing things with others enriches your life,
consider a situation carefully before acting

C. Making an Outline

I. Introduction

A. My personal values
B. My motto

II. Body

A. Explain the meaning of my motto
B. Relating the motto to my life experience

III. Conclusion

How my motto helps me in life

Appendix H (29)

Teacher or Peer Evaluation
[Adopted from Dale and Wolf's (2006) Speech communication made simple, p.252]

Topic:A Motto for Life

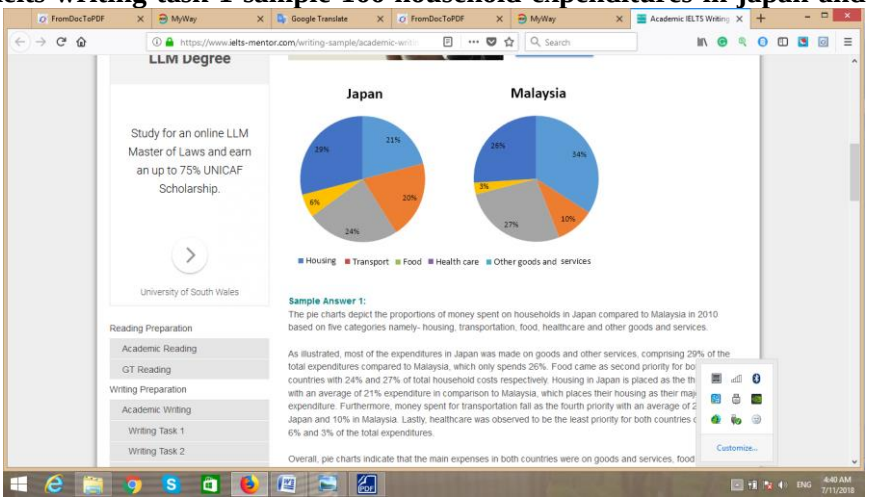
DELIVERY	**RATING**				
Posture	**1**	**2**	**3**	**4**	**5**
Eye Contact	**1**	**2**	**3**	**4**	**5**
Volume of Voice	**1**	**2**	**3**	**4**	**5**
Rate of Speech	**1**	**2**	**3**	**4**	**5**
Intelligibility	**1**	**2**	**3**	**4**	**5**
Enthusiasm	**1**	**2**	**3**	**4**	**5**
Adherence to Time Limit	**1**	**2**	**3**	**4**	**5**
CONTENT	**RATING**				
Choice of motto	**1**	**2**	**3**	**4**	**5**
Preview	**1**	**2**	**3**	**4**	**5**
Supporting Details	**1**	**2**	**3**	**4**	**5**
Clear Organization	**1**	**2**	**3**	**4**	**5**
Summary	**1**	**2**	**3**	**4**	**5**
Concluding Remarks	**1**	**2**	**3**	**4**	**5**
COMMENTS					

RATING KEY
1 = Poor 2 = Fair 3 = Acceptable 4 = Good 5 = Excellent

Appendix H (30)

Instructional Materials Applied

Presentation Samples Script:
Reporting the Results of a Survey Based on the Provided Pie Chart or Column Chart and an Outline
[elicited from https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/2283-academic-ielts-writing-task-1-sample-166-household-expenditures-in-japan-and-malaysia]



The pie chart showstheaverage household expenditures in Japanand Malaysia**in the year of**two thousand and ten,**so as we cansee** in Japand, twenthy nine percents of other good and services while in Malaysia is twenthy six percents. housing in Japan is twenthy one percent while in Malaysia is thirty four percent. Transport in Japan twenthy percents while in Malaysia is ten percent. Twenthy four percent for food in Japan and twenthy seven percents for Malaysia. Six percents healthcare in Japan and three percents healthcare in Malaysia. **That's all. Thank you. the pie chart shows the**average household expenditures by major category in Japan and Malaysia.**we can see**that the major expenditure in Japan is other goods and service, but in Malaysia is housing product.**so it is**different for these two country and the least expenditure for these two country are sent**which is**healthcare. In Japan the most expenditure is other goods and service follow by,**sorry,**housing, food, transport and healthcare product and in Malaysia the most household expenditure is in housing product followed by food, other goods and services, transport and healthcare.**in conclusionthere is** different average household expenditure in these two country**which are**Japan and Malaysia.**Thank you.**

"Continue Appendix H (31)"

Instructional Materials Applied

Reporting a Survey Results

A. Words to report survey results:

Twenty percent,
One- third,
One-quarter,
One out of ten,
One out of five,
Two-thirds,
Half of,
Betweenthe ages of … and…

B. Making an Outline

I. Introduction

A. General information about the topic
B. The aim of the survey

II. Body

A. A description of the survey group
B. A report for the survey results

III. Conclusion

My conclusion and recommendation

Appendix H (32)

Instructional Materials Applied

Presentation Samples Script: Describing a Picture [elicited from Heaton's (1966) pictures]

Once upon a time there is Jane and Jil in a house. They are making sandwitch for their picnic Mary is cutting the bread while James is**putting**the sandwitch**in a** basket after**putting**the sandwitch**in**the basket James and Mary mother show them**the location of**the picnic site**at the meantime there was a**puppie that trying to **crawl into**the basket as their mothers finish to show them the picnic site they**are****on the way to** the picnic site**after that**when they **arrive at** the picnic site.
Good morning everyone, today I would liketo do my oral presentation**which is**the dog story**, so based on**the six picture**that I see hereand we can see that, the first picture**shows that the two siblings had planned to**go for**something event. So John and his sister Mary are planned to have a picnic to see a sunshine **at the top of** the hillbehind his village**, so at the weekened**he planned to go there**at the weekened,**so they are prepare some food, maybe sandwitch, jam to bring it to the picnic. So while they are prepare their food, his mother also help them tomake some tea**,** before they go there,because**they want to**go there**at the evening**to see the sunshine. After they are prepare the foods**which is**the bread, and with the sandwitch and jam.

- The results of the participants' speech production were peer- or teacher- evaluated in terms of speech rate, speed, morphosyntactic accuracy and smoothness.

Appendix H (33)

Teacher or Peer Evaluation
[Adopted from Dale and Wolf's (2006) Speech communication made simple, p.252]

Topic: Reporting a Survey Results

DELIVERY	**RATING**				
Posture	**1**	**2**	**3**	**4**	**5**
Eye Contact	**1**	**2**	**3**	**4**	**5**
Volume of Voice	**1**	**2**	**3**	**4**	**5**
Rate of Speech	**1**	**2**	**3**	**4**	**5**
Intelligibility	**1**	**2**	**3**	**4**	**5**
Enthusiasm	**1**	**2**	**3**	**4**	**5**
Adherence to Time Limit	**1**	**2**	**3**	**4**	**5**
CONTENT	**RATING**				
Preview	**1**	**2**	**3**	**4**	**5**
Supporting Materials/Source Citations	**1**	**2**	**3**	**4**	**5**
Supporting Details	**1**	**2**	**3**	**4**	**5**
Clear Organization	**1**	**2**	**3**	**4**	**5**
Visual Aids	**1**	**2**	**3**	**4**	**5**
Summary	**1**	**2**	**3**	**4**	**5**
COMMENTS					

RATING KEY
1 = Poor 2 = Fair 3 = Acceptable 4 = Good 5 = Excellent

Appendix H (34)

Instructional Materials Applied

Dexcribing an Event in Life

Transcriptions of the Participants' Speech Sample

(Underlined Phrases Are Considered as Formulaic Sequences in this Study)

Good afternoon teacher, today I'm going toshare a personal experience with you in my life. This experience was happened on fourtheen December two thousand fourtheenwhich I was travelling to Singapour with my friends two years ago. The**reason that I want to**share this experience is that**this is the first time**that I went travelling oversea without parent's companion. Somemore **this is the first time**I went travelling by using my own salary which I**went for**some parttime job during the holiday of high school we went many famous places in Singapour**such as**Universal Studios in Singapour, the Marina Bay Sands, Gardens by the Bay**and so forth.**We also discovered**a lot of**nice food that looks similar but taste different**compared with Malaysia.**The good things that Ifound inSingapour are the transportation system overthere was quite satisfying which people can take Emereti to the destination**that they want,**promoting an eco-friendly image to the city. Beside, Singapour**itis also**definitely a clean city**as I can**rarely found any rubbish in any place and I was totally amazed by it. Through this trip I have learned**a lot**which changed my**point of view**in my life. Life is too short to discover the world, when you are financially enough to do so. Once you really **seek to**do something that you want, just**go for it**. No body stops you but yourself until**one day when**you are old you are definitely**proud of yourself**by **making a right decision** for yourself.

Now I am going to talk aboutmy story,**there is a**sadness story in my life**. It was on** Thursday afternoon, two thousand twelve, I have been informed by my school teacher about my brother was**jumped into**the riverthat nearby my house**this is the**sadness instance in my life. my family and**I can not accept**the truth when we know to think**this kind of**thing was happen in our family. Our family were in very sadness situation. All our friends***come to***my house and try to give us some support and**give**some warm word**to us this was the first time**I saw my parents cry and they**looks likethey don't know how to**do when my brothers was dead.**And this is**my eldest brother he is very good person and he is very love and caring me and he teach me **a lot of**things **such as**the how to play the game.
At last semester, my friend and I had a one day trip**at Pulau Penang**. We have prepared this trip one week before we**go to the Pualau Penang. At the early morning of that day,**we **going to the Penang hill**we buy a ticket for the cable car**and then we**use the cable car to reach**the Penang hill. At the penang hill**they have a nice and beautiful view**. It isreally a** very attractive place we take**a lot of picture at the penang hill and that they**have **a lots of tourism**. **After that we going to the Gorge town**we have a food hunting a day**. In Gorge town**we got**a lot of local foods*such as***Penang nasa**and then they**also gave us**a lot of**cake deserts. We **go to**a different café and take a picture at the café**and then we also** visit to the museum.

Appendix I
Peer Evaluation for teaching Technique

Instructor observed:Course:
Peerreviewer/Observor:Group No:
Studentsof: Date:
Number of students:

In case of class organization	**Needs improvement**	**Effective**	**Highly Effective**	**Not Applicable**	**Comments**
Started class on time					
Introduced lesson (overview or focusing activity)					
Paced topics appropriately					
Sequenced topics logically					
related lesson to previous or future lessons or assignments					
Summarized or reviewed mjor lesson points					
.Ended class on time					
Summary & Conclusion					

"Appendix I Continued"

In case of class Presentation & Communication	Needs improvement	Effective	Highly Effective	Not Applicable	Comments
Presented or explained content clearly					
Used good examples to clarify points					
Varied explanations to respond to student questions or needs for clarification					
Emphasized important points					
Used graphics or visuals aids or other enhancements to support presentation					
Used appropriate voice volume and inflection					
Presented or explained content clearly					
Presented information or led discussions with enthusiasm and interest					
Responded appropriately to student behaviours indicating boredom or confusion					
Established & maintained eye contact with the class					
Facial & body movements did not contradict speech					
Summary & Conclusion					

"Appendix I Continued"

In case of class interactions	Needs improvement	Effective	Highly Effective	Not Applicable	Comments
Encouraged students participation					
Asked questions to monitor student understanding					
Provided opportunities for students to interact together to					
Summary & Conclusion					

In case of mastery of content	Needs improvement	Effective	Highly Effective	Not Applicable	Comments
Presented content at an appropriate level for the students					
presented material relevant to the purpose of the course					
Summary & Conclusion					

"Appendix I Continued"

In Case of Instructor Attitudes	Needs improvement	Effective	Highly Effective	Not Applicable	Comments
Showed enthusiasm for the content					
Showed respect for student questions and answers					
Teaching of contents/items are according to syllabus/modules					
Summary & Conclusion					

In case of course documents	Needs improvement	Effective	Highly Effective	Not Applicable	Comments
Provided an appropriate course syllabus					
Gave appropriate examinations and assignments					
Distributed othernecessary information					
Used e-mail and/or discussion board to interact with students					
Summary & Conclusion					

Signature…… Signature……

Observor:..... Instructor observed:.....

Appendix J

Interview Questions

1. How do you feel about the given oral treatment? Was it useful to enhance your English fluency? (Related to Research Question One and Two)

2. Was this oral instruction different from the traditional oral training which you had before?, If yes, How was it different? and Which one do you think that is better? (Related to Research Questions One and Two)

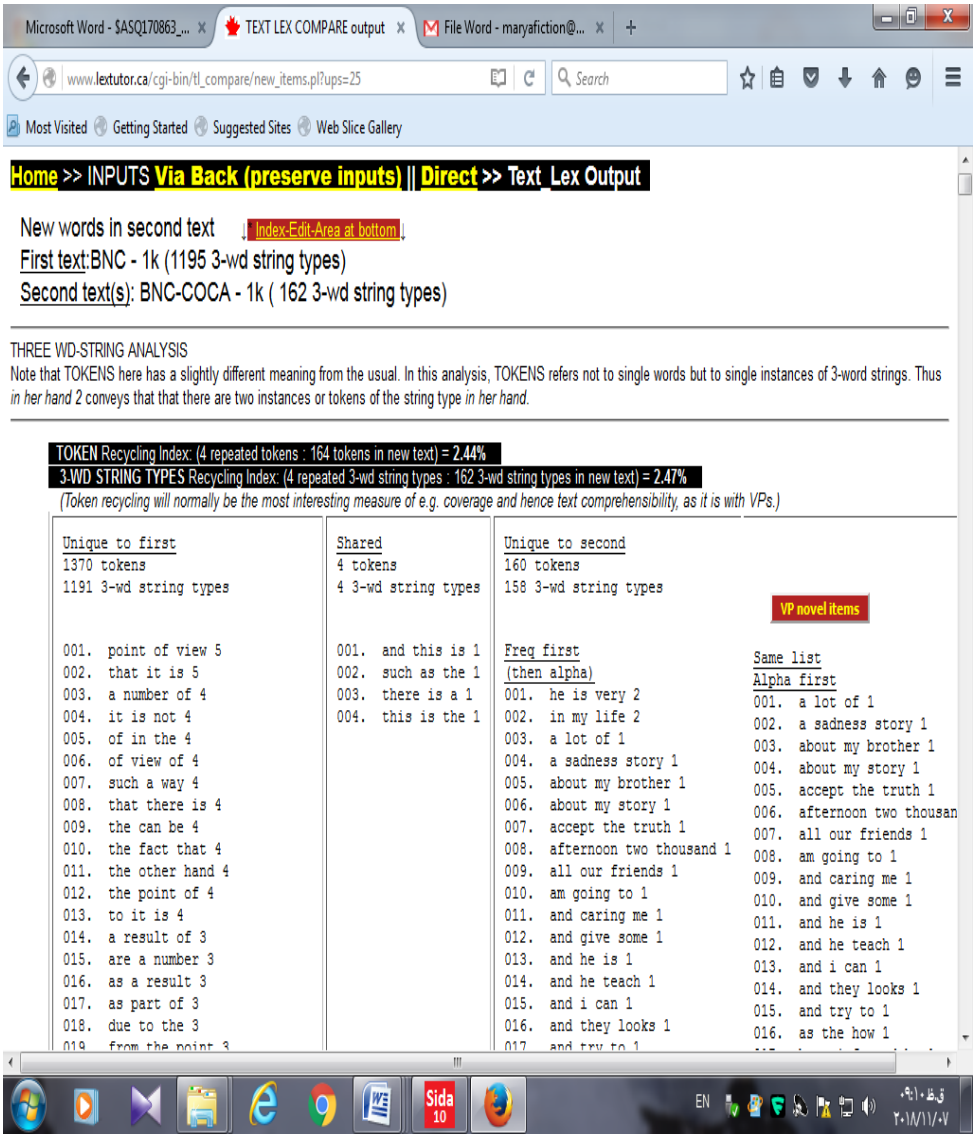
3. Do you think paying attention to the formulaic sequences with practicing and memorizing helps you to improve your English speaking skill or oral fluency?", If yes, How? (Related to Research Question One and Two)

4. How do you feel when you are speaking English or what is your more concern while you are speaking? and Can you describe what you were thinking at the moments of disfluency? (Related to Research Questions Three and Four)

5. How did you perform the speaking span test and math span test?,or, Did you apply any strategy to remember the target words or digits while you were doing the speaking span test or while you were solvingthe arithmetic problems? (Related to the working memory capacity itself embeded in Research Questions Three and Four)

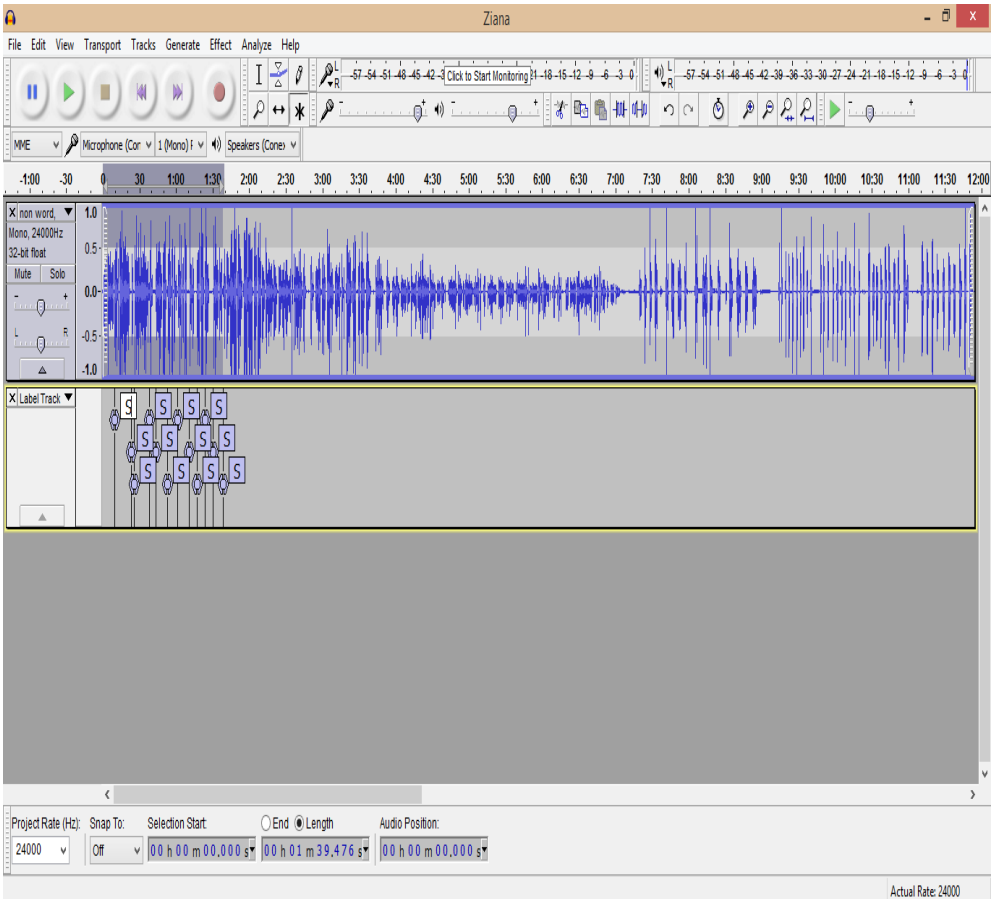
Appendix K

Text-Lex Compare Software Programme



Appendix L

Audacity Software for Extracting Silent or Unfilled Pauses



Appendix M

Pre-TestScores on the L2 Oral Fluency and Formulaic Sequences-Related Variablesfor the Treatment and Non-Treated Groups

No.	Group	SR.	Spd.	Smth.	Acc.	Freq.FSs	Var.FSs
1	**1**	137.00	7.21	19.00	19.00	8.00	4.00
2	**1**	88.00	4.40	20.00	7.00	5.00	5.00
3	**1**	125.00	5.21	24.00	13.00	9.00	6.00
4	**1**	81.00	4.50	18.00	8.00	4.00	3.00
5	**1**	171.00	7.12	24.00	22.00	15.00	4.00
6	**1**	111.00	5.04	22.00	13.00	11.00	6.00
7	**1**	108.00	5.68	19.00	19.00	9.00	5.00
8	**1**	77.00	4.53	17.00	18.00	5.00	3.00
9	**1**	97.00	4.85	20.00	18.00	10.00	6.00
10	**1**	136.00	5.67	24.00	14.00	11.00	9.00
11	**1**	49.00	2.23	22.00	8.00	2.00	2.00
12	**1**	117.00	4.68	25.00	11.00	10.00	7.00
13	**1**	88.00	4.89	18.00	8.00	9.00	6.00
14	**1**	88.00	4.40	20.00	15.00	10.00	5.00
15	**1**	171.00	8.55	20.00	16.00	12.00	7.00
16	**1**	75.00	3.26	23.00	18.00	5.00	2.00
17	**1**	116.00	5.52	21.00	24.00	13.00	8.00
18	**1**	137.00	5.96	23.00	19.00	12.00	7.00
19	**1**	147.00	7.35	20.00	12.00	15.00	5.00
20	**1**	43.00	2.26	19.00	5.00	2.00	2.00
21	**1**	185.00	8.81	21.00	28.00	16.00	4.00
22	**1**	97.00	4.85	20.00	18.00	10.00	6.00
23	**1**	56.00	2.95	19.00	10.00	6.00	3.00
24	**1**	83.00	4.61	18.00	15.00	6.00	4.00
25	**1**	94.00	4.09	23.00	12.00	10.00	4.00
26	**1**	146.00	7.68	19.00	20.00	10.00	5.00
27	**1**	70.00	3.18	22.00	5.00	4.00	4.00
28	**1**	185.00	8.81	21.00	12.00	10.00	7.00
29	**2**	107.00	3.57	30.00	6.00	6.00	4.00
30	**2**	141.00	12.82	11.00	8.00	13.00	6.00
31	**2**	88.00	4.63	19.00	8.00	7.00	5.00
32	**2**	124.00	6.53	19.00	11.00	4.00	4.00
33	**2**	69.00	3.45	20.00	8.00	3.00	2.00
34	**2**	145.00	9.06	16.00	21.00	13.00	6.00
35	**2**	97.00	3.88	25.00	6.00	3.00	3.00
36	**2**	143.00	11.00	13.00	6.00	14.00	6.00
37	**2**	69.00	1.77	39.00	21.00	13.00	5.00
38	**2**	122.00	5.54	22.00	12.00	9.00	5.00
39	**2**	118.00	6.94	17.00	6.00	11.00	4.00
40	**2**	111.00	6.17	18.00	11.00	3.00	2.00

“Appendix M Continued”

No.	Group	SR.	Spd.	Smth.	Acc.	Freq.FSs	Var.FSs
41	**2**	134.00	4.78	28.00	10.00	17.00	8.00
42	**2**	98.00	8.91	11.00	10.00	6.00	5.00
43	**2**	69.00	1.77	39.00	21.00	5.00	4.00
44	**2**	70.00	4.37	16.00	5.00	9.00	3.00
45	**2**	118.00	3.57	33.00	7.00	6.00	4.00
46	**2**	97.00	9.70	10.00	14.00	5.00	4.00
47	**2**	74.00	1.90	39.00	6.00	6.00	4.00
48	**2**	135.00	9.00	15.00	13.00	7.00	5.00
49	**2**	151.00	6.86	22.00	17.00	12.00	7.00
50	**2**	112.00	4.31	26.00	11.00	9.00	7.00
51	**2**	69.00	1.77	39.00	21.00	4.00	2.00
52	**2**	79.00	2.63	30.00	7.00	10.00	6.00
53	**2**	69.00	1.77	39.00	21.00	8.00	4.00
54	**2**	69.00	1.77	39.00	21.00	8.00	5.00

Annotation: SR: Speech Rate/The Number of Pruned Syllables Uttered Per Minute, Spd: Speed/Mean Length of Runs/ Number of Syllables Produced Between Hesitations, Smth: Smothness/Number of Pauses Produced Per Minute, Acc: Morphosyntactic Accuracy/Number of Errors Produced Per Minute, Freq.FSs: Frequency of the Use of Formulaic Sequences, Var.FSs: Types of Formulaic Sequences, and Number 1 and 2 Under Group Represents Treatment and Non-Treated Groups respectively.

Appendix N

Pre-Test Scores on the Working Memory Capacity Tests for the Treatment and Non-Treated Groups

No.	Group	LS.SST	STS.SST	SPS.SST	TS.MST	SPS.MST	NWRT
1	**1**	67.00	55.00	3.00	93.00	5.00	16.00
2	**1**	72.00	65.00	3.00	83.00	4.00	21.00
3	**1**	63.00	57.00	2.00	96.00	6.00	11.00
4	**1**	63.00	57.00	2.00	98.00	6.00	14.00
5	**1**	63.00	56.00	1.50	97.00	6.00	17.00
6	**1**	77.00	65.00	3.00	86.00	5.00	14.00
7	**1**	62.00	45.00	1.00	65.00	2.00	15.00
8	**1**	51.00	44.00	2.00	98.00	6.00	21.00
9	**1**	55.00	44.00	1.50	97.00	6.00	19.00
10	**1**	79.00	73.00	3.00	87.00	4.00	18.00
11	**1**	53.00	42.00	1.00	89.00	5.00	13.00
12	**1**	70.00	65.00	3.00	97.00	6.00	20.00
13	**1**	46.00	40.00	2.00	84.00	5.00	16.00
14	**1**	74.00	64.00	2.00	89.00	6.00	10.00
15	**1**	93.00	85.00	4.00	97.00	6.00	15.00
16	**1**	50.00	37.00	.00	75.00	4.00	16.00
17	**1**	58.00	44.00	.00	76.00	3.00	14.00
18	**1**	60.00	56.00	2.00	98.00	6.00	17.00
19	**1**	89.00	69.00	2.00	92.00	6.00	14.00
20	**1**	70.00	57.00	1.50	90.00	5.00	11.00
21	**1**	58.00	45.00	2.00	80.00	3.00	15.00
22	**1**	54.00	45.00	1.50	97.00	6.00	17.00
23	**1**	58.00	52.00	3.00	99.00	6.00	14.00
24	**1**	61.00	50.00	2.00	97.00	6.00	17.00
25	**1**	50.00	43.00	2.00	74.00	4.00	10.00
26	**1**	60.00	44.00	1.50	85.00	5.00	17.00
27	**1**	65.00	56.00	1.00	95.00	6.00	15.00
28	**1**	43.00	40.00	2.00	64.00	3.00	21.00
29	**2**	67.00	56.00	3.00	85.00	4.00	17.00
30	**2**	42.00	32.00	1.00	99.00	6.00	16.00
31	**2**	66.00	63.00	3.00	88.00	4.00	20.00
32	**2**	45.00	35.00	1.00	85.00	6.00	16.00
33	**2**	69.00	57.00	2.00	60.00	4.00	22.00
34	**2**	45.00	35.00	1.00	84.00	6.00	16.00
35	**2**	63.00	49.00	1.00	79.00	4.00	12.00
36	**2**	78.00	66.00	3.00	100.00	6.00	17.00
37	**2**	73.00	61.00	2.00	80.00	4.00	14.00
38	**2**	57.00	49.00	2.00	79.00	4.00	11.00
39	**2**	62.00	50.00	2.00	60.00	3.00	10.00
40	**2**	65.00	52.00	1.00	78.00	4.00	15.00

"Appendix N Continued"

No.	Group	LS.SST	STS.SST	SPS.SST	TS.MST	SPS.MST	NWRT
41	**2**	65.00	52.00	1.00	88.00	4.00	12.00
42	**2**	67.00	51.00	2.00	81.00	4.00	11.00
43	**2**	83.00	56.00	1.00	100.00	6.00	15.00
44	**2**	54.00	40.00	1.00	70.00	4.00	7.00
45	**2**	83.00	71.00	3.00	100.00	6.00	19.00
46	**2**	61.00	45.00	2.00	93.00	6.00	8.00
47	**2**	48.00	32.00	.00	87.00	4.00	10.00
48	**2**	41.00	35.00	2.00	93.00	6.00	10.00
49	**2**	70.00	60.00	2.00	90.00	5.00	17.00
50	**2**	68.00	52.00	1.50	96.00	6.00	21.00
51	**2**	58.00	46.00	1.00	60.00	3.00	16.00
52	**2**	62.00	55.00	2.00	60.00	3.00	11.00
53	**2**	60.00	47.00	1.00	93.00	6.00	13.00
54	**2**	61.00	53.00	1.00	81.00	4.00	14.00

Annotation: LS.SST: Lenient Scores of the Speaking Span Test, STS.SST: Strict Scores of the Speaking Span Test, SPS.SST: Span Scores of the Speaking Span Test, TS.MST: Total scores of the Math Span Test, SPS.MST: Span Scores of the Math Span Test, NWRT: Non-Word RepetitionTest, and Number 1 and 2 Under Group Represents Treatment and Non-Treated Groups respectively.

Appendix O

Pre-Test Morphosyntactic Accuracy Rating for Main Study

No.	Group	Rater 1	Rater 2
1	**1**	20.00	18.00
2	**1**	8.00	6.00
3	**1**	12.00	14.00
4	**1**	7.00	9.00
5	**1**	21.00	23.00
6	**1**	14.00	12.00
7	**1**	18.00	20.00
8	**1**	17.00	19.00
9	**1**	19.00	17.00
10	**1**	13.00	15.00
11	**1**	9.00	7.00
12	**1**	12.00	10.00
13	**1**	7.00	9.00
14	**1**	16.00	14.00
15	**1**	15.00	17.00
16	**1**	17.00	19.00
17	**1**	23.00	25.00
18	**1**	20.00	18.00
19	**1**	11.00	13.00
20	**1**	4.00	6.00
21	**1**	29.00	27.00
22	**1**	19.00	17.00
23	**1**	9.00	11.00
24	**1**	16.00	14.00
25	**1**	11.00	13.00
26	**1**	21.00	19.00
27	**1**	4.00	6.00
28	**1**	11.00	13.00
29	**2**	5.00	7.00
30	**2**	9.00	7.00
31	**2**	7.00	9.00
32	**2**	10.00	12.00
33	**2**	9.00	7.00
34	**2**	20.00	22.00
35	**2**	7.00	5.00
36	**2**	5.00	7.00
37	**2**	22.00	20.00
38	**2**	11.00	13.00
39	**2**	5.00	7.00
40	**2**	10.00	12.00
41	**2**	9.00	11.00
42	**2**	9.00	11.00
43	**2**	22.00	20.00

“Appendix O Continued”

No.	Group	Rater 1	Rater 2
44	**2**	4.00	6.00
45	**2**	6.00	8.00
46	**2**	15.00	13.00
47	**2**	7.00	5.00
48	**2**	12.00	14.00
49	**2**	16.00	18.00
50	**2**	10.00	12.00
51	**2**	20.00	22.00
52	**2**	6.00	8.00
53	**2**	20.00	22.00
54	**2**	20.00	22.00

Note: Number 1 and 2 Under Group Represents Experimental and Control Group Respectively.

Appendix P

Post-Test Scores on the L2 Oral Fluency and Formulaic Sequences-Related Variables for the Treatment and Non-Treated Groups

No.	Group	SR.	Spd.	Smth.	Acc.	Freq.FSs	Var.FSs
1	**1**	166.00	6.64	25.00	22.00	10.00	7.00
2	**1**	117.00	4.03	29.00	10.00	7.00	8.00
3	**1**	228.00	14.25	16.00	12.00	12.00	7.00
4	**1**	219.00	14.60	15.00	8.00	16.00	6.00
5	**1**	250.00	11.90	21.00	26.00	15.00	6.00
6	**1**	193.00	8.77	22.00	15.00	15.00	8.00
7	**1**	177.00	6.55	27.00	23.00	13.00	8.00
8	**1**	219.00	13.69	16.00	6.00	19.00	5.00
9	**1**	228.00	16.28	14.00	20.00	15.00	7.00
10	**1**	201.00	7.18	28.00	16.00	18.00	11.00
11	**1**	181.00	12.93	14.00	21.00	14.00	8.00
12	**1**	250.00	22.73	11.00	14.00	25.00	10.00
13	**1**	90.00	3.46	26.00	11.00	11.00	9.00
14	**1**	211.00	8.44	25.00	8.00	15.00	5.00
15	**1**	218.00	12.11	18.00	6.00	18.00	6.00
16	**1**	104.00	5.20	20.00	21.00	7.00	5.00
17	**1**	164.00	7.13	23.00	26.00	23.00	11.00
18	**1**	159.00	7.95	20.00	10.00	25.00	11.00
19	**1**	161.00	7.32	22.00	13.00	13.00	7.00
20	**1**	234.00	13.76	17.00	13.00	14.00	8.00
21	**1**	219.00	10.95	20.00	22.00	13.00	8.00
22	**1**	230.00	16.43	14.00	20.00	15.00	7.00
23	**1**	172.00	10.12	17.00	17.00	25.00	6.00
24	**1**	112.00	7.00	16.00	18.00	8.00	7.00
25	**1**	152.00	6.91	22.00	11.00	16.00	6.00
26	**1**	169.00	9.39	18.00	26.00	17.00	7.00
27	**1**	240.00	14.12	17.00	17.00	18.00	11.00
28	**1**	238.00	21.64	11.00	6.00	16.00	8.00
29	**2**	110.00	3.67	30.00	6.00	6.00	5.00
30	**2**	145.00	7.25	20.00	27.00	12.00	6.00
31	**2**	90.00	2.37	38.00	5.00	7.00	3.00
32	**2**	124.00	6.53	19.00	11.00	4.00	5.00
33	**2**	69.00	3.45	20.00	8.00	3.00	2.00
34	**2**	145.00	9.06	16.00	21.00	13.00	7.00
35	**2**	101.00	3.37	30.00	5.00	5.00	4.00
36	**2**	143.00	11.00	13.00	6.00	13.00	5.00
37	**2**	74.00	1.85	40.00	19.00	14.00	5.00
38	**2**	98.00	8.17	12.00	28.00	10.00	7.00
39	**2**	118.00	6.94	17.00	6.00	10.00	4.00
40	**2**	113.00	4.18	27.00	18.00	5.00	3.00

“Appendix P Continued”

No.	Group	SR.	Spd.	Smth.	Acc.	Freq.FSs	Var.FSs
41	**2**	134.00	4.78	28.00	10.00	16.00	8.00
42	**2**	98.00	7.54	13.00	10.00	6.00	5.00
43	**2**	76.00	3.80	20.00	19.00	6.00	3.00
44	**2**	79.00	2.55	31.00	9.00	11.00	6.00
45	**2**	124.00	5.39	23.00	12.00	6.00	3.00
46	**2**	101.00	8.42	12.00	17.00	5.00	4.00
47	**2**	79.00	1.97	40.00	16.00	6.00	4.00
48	**2**	135.00	9.00	15.00	13.00	7.00	5.00
49	**2**	144.00	6.54	22.00	17.00	12.00	7.00
50	**2**	112.00	4.31	26.00	11.00	9.00	7.00
51	**2**	73.00	4.87	15.00	17.00	6.00	3.00
52	**2**	79.00	2.63	30.00	7.00	10.00	6.00
53	**2**	75.00	2.34	32.00	21.00	10.00	6.00
54	**2**	77.00	4.28	18.00	13.00	8.00	5.00

Annotation: SR: Speech Rate/The Number of Pruned Syllables Uttered Per Minute, Spd: Speed/Mean Length of Runs/ Number of Syllables Produced Between Hesitations, Smth: Smothness/Number of Pauses Produced Per Minute, Acc: Morphosyntactic Accuracy/Number of Errors Produced Per Minute, Freq.FSs: Frequency of the Use of Formulaic Sequences, Var.FSs: Types of Formulaic Sequences, and Number 1 and 2 Under Group Represents Treatment and Mon-Treated Groups respectively.

Appendix Q

Post-Test Morphosyntactic Accuracy Rating for Main Study

No.	Group	Rater 1	Rater 2
1	**1**	23.00	21.00
2	**1**	9.00	11.00
3	**1**	11.00	13.00
4	**1**	7.00	9.00
5	**1**	27.00	25.00
6	**1**	14.00	16.00
7	**1**	24.00	22.00
8	**1**	7.00	5.00
9	**1**	19.00	21.00
10	**1**	17.00	15.00
11	**1**	22.00	20.00
12	**1**	13.00	15.00
13	**1**	12.00	10.00
14	**1**	7.00	9.00
15	**1**	7.00	5.00
16	**1**	20.00	22.00
17	**1**	27.00	25.00
18	**1**	9.00	11.00
19	**1**	14.00	12.00
20	**1**	12.00	14.00
21	**1**	21.00	23.00
22	**1**	19.00	21.00
23	**1**	18.00	16.00
24	**1**	17.00	19.00
25	**1**	10.00	12.00
26	**1**	25.00	27.00
27	**1**	18.00	16.00
28	**1**	5.00	7.00
29	**2**	5.00	7.00
30	**2**	26.00	28.00
31	**2**	6.00	4.00
32	**2**	12.00	10.00
33	**2**	7.00	9.00
34	**2**	20.00	22.00
35	**2**	6.00	4.00
36	**2**	7.00	5.00
37	**2**	18.00	20.00
38	**2**	27.00	29.00
39	**2**	7.00	5.00
40	**2**	19.00	17.00
41	**2**	9.00	11.00
42	**2**	9.00	11.00
43	**2**	20.00	18.00
44	**2**	10.00	8.00

“Appendix Q Continued”

No.	Group	Rater 1	Rater 2
45	**2**	11.00	13.00
46	**2**	16.00	18.00
47	**2**	17.00	15.00
48	**2**	14.00	12.00
49	**2**	16.00	18.00
50	**2**	10.00	12.00
51	**2**	18.00	16.00
52	**2**	8.00	6.00
53	**2**	20.00	22.00
54	**2**	12.00	14.00

Note: Number 1 and 2 Under Group Represents Experimental and Control Group Respectively.

Appendix R

LIST OF PUBLICATIONS

JOURNAL

1. Rafieyan, V., Orang, M., Bijami, M., Sharafi Nejad, M., & Eng, L.S. (2014). Language learners' acculturation attitudes. English Language Teaching, 7(1), pp.114-119.

2. Rafieyan, V., Golerazeghi, H., & Orang, M. (2015). Relationship between cultural intelligence and pragmatic comprehension. Language Teaching and Research, 6(3), pp.560-565.

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4. Seyyedi, K., Ismail, S. A. M. M., Orang, M., & Nejad, M. S. (2013). The effect of pre-task planning time on L2 learners' narrative writing performance. *English Language Teaching*, *6*(12), 1.

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CONFERENCE PAPERS

1. Orang, M., Foo, T.C.V., Al-Shaibani, G.K.S. (2015). Conscious Learning Among L2 Learners of English (ILLC), Penang, Malaysia.

PROCEEDINGS

1. Orang, M., Foo, T.C.V., Al-Shaibani, G.K.S.(2014). Recognition and Production of Formulaic Sequences among L2 learners(MICOLLAC), Penang, Malaysia.

2. Orang, M., Foo, T.C.V., Al-Shaibani, G.K.S. (2014). Development of Interlanguage Pragmatic Competence among Non-native Speakers (ICLLIC), Penang, Malaysia.