

## Pre-Service English Teachers' Awareness of Formulaic Language Use: Implications for Language Instruction

### İngilizce Öğretmen Adaylarının Kalıplaşmış Dil Kullanımına İlişkin Farkındalıkları: Dil Öğretimi İçin Çıkarımlar

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#### ABSTRACT

The present paper aimed to explore pre-service English teachers' awareness of formulaic language use. The study involved 41 senior students who were enrolled in the English Language Teaching Department at a state university in Turkey. The data for this cross-sectional study were collected through a formulaic language awareness form, which included three main parts. Firstly, participants were asked to write down three words that come to mind concerning formulaic expressions, and their own definitions of formulaic expressions. Secondly, they were required to place given formulaic expressions into the correct group on Kecskes's Continuum Table. Finally, they were asked to identify formulaic expressions from a given text. Content and descriptive analysis were used to analyze the data and reveal the awareness of formulaic expressions among pre-service English teachers. The results indicated that the participants were somewhat familiar with the concept of formulaic expressions. They were able to identify grammatical units, phrasal verbs, and idioms, but struggled with identifying and grouping other fixed expressions. They also had difficulties classifying formulaic expressions and misgrouped them. As a result, the study found that pre-service English teachers' awareness of formulaic language use was moderate.

**Keywords:** Formulaic expressions, pre-service English teachers, language use.

#### ÖZ

Bu çalışma, İngilizce öğretmeni adaylarının kalıplaşmış dil kullanımına ilişkin farkındalıklarını keşfetmeyi amaçlamıştır. Çalışma, Türkiye'de bir devlet üniversitesinin İngilizce Öğretmenliği Bölümüne kayıtlı 41 son sınıf öğrencisini kapsamaktadır. Bu kesitsel çalışmanın verileri, üç ana bölümden oluşan kalıplaşmış dil farkındalık formu aracılığıyla toplanmıştır. Katılımcılar kalıplaşmış ifadelerin kendilerinde çağrıştırdığı üç kelimeyi ve kendilerine göre kalıplaşmış ifadelerin tanımını yazmışlardır. Daha sonra verilen kalıpsal ifadeleri Kecskes'in Continuum Tablosuna göre gruplara yerleştirmişlerdir. Son bölümde ise verilen bir metinden kalıplaşmış ifadeler bularak ne tür kalıpsal ifadeler olduğunu belirlemişlerdir. Öğretmen adaylarını kalıpsal ifade farkındalık düzeylerini ayrıntılı bir şekilde ortaya çıkarmak için veriler içerik analizi

yöntemiyle analiz edilmiştir. Çalışma sonuçları, katılımcıların kalıplaşmış ifadeler kavramına aşına olduklarını ortaya koymuştur. Katılımcılar, gramer birimleri, öbek fiiller ve deyimleri başarılı bir şekilde bulurken, diğer kalıpsal ifadeleri belirleme ve gruplama konusunda sorun yaşamışlardır. Ayrıca kalıplaşmış ifadeleri sınıflandırmakta güçlük çekmişler ve ifadeleri yanlış gruplandırmışlardır. Sonuç olarak, İngilizce öğretmeni adaylarının kalıplaşmış ifadeler farkındalık düzeylerinin ortalama düzeyde olduğu görülmüştür.

**Anahtar Kelimeler:** Kalıpsal ifadeler, İngilizce öğretmen adayları, dil kullanımı.

## INTRODUCTION

Communication has been a crucial aspect of human societies throughout history, and various methods have been used to interact with one another, ranging from cave wall scratching to online messaging. As civilizations developed, communication styles and means have also evolved, and it has become increasingly easier to establish contact with people from all corners of the globe. This development has created a need for a common language, which is often referred to as a lingua franca. English has emerged as the most widely used lingua franca, making it the preferred means of communication across countries and cultures (Kecskes, 2007). Consequently, many nations have revised and adjusted their English language curricula to meet the communication needs of their citizens. For instance, in 2018, the Turkish Ministry of National Education (MoNE) restructured the English language curriculum to include communicative outcomes (MoNE, 2018).

Recent studies revealed that formulaic expressions foster communication as they shorten pause times between sentences thus, boosting fluency (Schmitt, 2004; Üstünbaş & Ortaçtepe, 2016; Wray, 2002). In other words, formulaic expressions usage minimizes the mental processing of sentences/words (Gerard, 2007; Kecskes, 2007; Üstünbaş, 2014; Wray, 2002), thus making conversation as well as socialization easier (Kecskes, 2007; Üstünbaş & Ortaçtepe, 2016). Individuals with rich formulaic expressions knowledge, comprehend what is spoken in a better way and could complete the sentences in their minds even if they do not grasp some parts of the sentences/utterances. Based on these facts, it is crucial that formulaic expressions are learned properly and used appropriately, which requires learners to be exposed to formulaic expressions within a context and to be aware of them. However, the content of English courses is mostly formed by teachers through course books (Meunier, 2012). Hence, the frequency of exposition to formulaic expressions within an English lesson is limited to course books and teachers. Çukurlu and Özsoy (2020) also found out that the formulaic expressions awareness level of primary school English teachers was low. Based on these facts this study aims to answer the questions below:

1. What do formulaic expression concepts connote to pre-service English teachers?
2. How do pre-service English teachers define formulaic expressions concept?
3. What is the formulaic expressions awareness level of pre-service English teachers?

### 1.1. Formulaic Expressions

Formulaic expressions, quite common in language use (Nattinger & DeCarrio, 1989), are an integral part of daily life (Gray & Biber, 2015). They constitute nearly half of the daily language (Erman & Warren, 2000) and are mostly adopted for apologizing, requesting, asking/giving directions, etc. (Schmitt, 2004; Wray, 2002). That is why those expressions require specific responses in accordance with society's general perceptions so, both the speaker and the listener expect the communication to continue within this framework (Kecskes, 2007; Schmitt, 2004; Wood, 2002). On the other hand, formulaic expressions are dynamic, in other words, they can mutate in time with respect to the communities' needs, and they may disappear or survive with a new form (Wray, 2002).

Formulaic expressions have a great number of various descriptions, more than 50 definitions (Bostancı, 2017; Preiffer, 2014; Wray, 2002), on which the common qualities of the formulaic expressions are enumerated below:

- Consisting of more than one word (multi-morpheme)
- Being stored and recalled as a whole
- Being pronounced at once without hesitation
- Being used frequently in corpus (Akkoç, 2017; AlHassan, 2014; Bostancı, 2017; Kılıç, 2015; Preiffer, 2014; Üstünbaş 2014; Weinert, 2017).

From this perspective, it could be said that the most widespread and accepted description of formulaic expressions belongs to Wray (2002). He states that formulaic expressions are not made up by taking into grammar rules while formulaic expressions as word chunks consisting of phrases or items that can be stored in the mind as a whole and recalled at once, whether continuous or discontinuous speaking, rather they are pre-structured in the mind (Wray, 2002). Those phrases seem to be separated into fractions, though, they are processed like one long word (Wray, 2002). Some of those expressions are formed as quite long sentences (You can lead a horse, but you can't make him drink!) while others are rather short (Oh, no!) (Schmitt, 2004). Besides, formulaic expressions have flexible slots where different verbal items can be placed (Gerard, 2007; Schmitt, 2004). Words or items suitable for these spaces meaningfully and structurally are acquired over time, as those phrases are in semantic prosody (Schmitt, 2004). That is, the words or elements that can be used in a flexible slot of a formulaic expression are limited to the meaning of the sentence or text.

## 1.2. Formulaic Expressions and Communication

While people communicate with each other, they employ expressions that are accepted by the society-which are traditional in a sense- enable communication to continue fluently and accelerate socialization (Kecskes, 2012; Schmitt, 2004). These expressions, which are adopted for various purposes such as apologizing, making a request, describing a place and direction, explaining an idea, or giving a message, benefit individuals during communication (Conklin & Schmitt, 2012; Schmitt, 2004; Wray, 2002). The benefits/functions of formulaic expressions are given in Figure 1 (Wray, 2002; p.97).

**Figure 1**

*Functions of Formulaic Language*

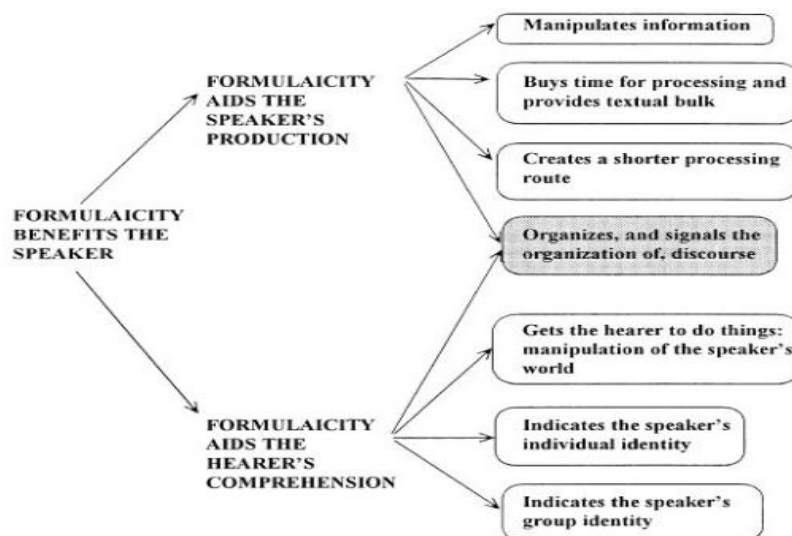


Figure 1 illustrates that formulaic expressions give a great advantage for both the speaker and the listener. The speaker can use those expressions to influence the listener, change their mind or lead by the nose (Wray, 2016).

The main purpose of communication is to convey the message in the shortest and most understandable way without causing misunderstandings (Wray, 2016). Therefore, constructing a new sentence from a dot to a comma at every turn trouble both the speaker and the listener (Wood, 2006; Wray, 2004). Because it will take time not only for the speaker to filter his/her vocabulary through his/her mind and find the suitable expressions in relation to his/her purpose but also for the listener to make sense of what the spokesperson says, which causes an interruption in communication. On the other hand, studies revealed that proper practices of formulaic expressions minimize the processing time of words and sentences in the mind and decrease cognitive load (Gerard, 2007; Kesckes, 2007; Üstünbaş, 2014; Wray, 2002; 2004; 2016). Consequently, paused times between sentences diminish, and fluency increases (Üstünbaş, 2014; Wood, 2006). Besides, as formulaic expressions are the output of a common culture, they bear the same meaning for the people of the same civilization (Kesckes, 2007; MacKenzie & Kayman, 2016; Wray, 2016). In other words, since formulaic expressions sound familiar to speakers/listeners, the process for interpretation of those words in the mind shortens and they can respond to questions/sentences swiftly (Schmitt, 2004) and communication keeps on without hesitation (Üstünbaş & Ortaçtepe, 2016).

Specific formulaic expressions are used in certain cases (Schmitt, 2004), and employing inappropriate usage of those phrases adversely affects the relationship between individuals. Wray (2002) states that communication is more than uniting words, it actually requires knowledge about the expressions of a language, context, and grammatical structures to plan when necessary. Formulaic phrases enable the speaker to interact with the listener about morals values, ethical rules, superior-subordinate relationships, daily speeches, and proprieties, which are fundamental items of a common culture, in an easier way (Kecskes, 2007; Preiffer, 2014; Üstünbaş, 2014; Wood, 2006; Wray, 2004). Individuals with a rich vocabulary can perceive what is told and guess how the communication continues, even if they do not grasp some parts of the speech, by completing missed sections (Cited Preiffer, 2014). Additionally, the fact that formulaic expressions are processed in the mind like a word, through saving time, enables the speaker or listener to focus on the next sentences or non-formulaic expressions (Gerard, 2007; Wood, 2006).

### **1.3. Formulaic Expressions and Foreign Language Education**

Formulaic expressions are significant in foreign language teaching and learning. During classroom teaching, children's self-confidence develops when they acquire simple but fixed expressions such as asking for a voice, asking for permission, or introducing themselves (Wray, 2002). In addition, social necessities like attracting teachers' attention and friends and belonging to a group increase students' need to perform the target language in the classroom (Wray, 2002). Wood (2002) stated that the most effective way to learn the target language is to be exposed to that language intensively, whether oral or written. Facing fixed expressions repeatedly ensures to use them correctly (Üstünbaş, 2014) and encourages individuals to express themselves in the target language (Wood, 2002). However, Schmitt (2004) has reported that some expressions are employed excessively while others are hardly or inappropriately used. Çukurlu and Özsoy (2020) found that MoNE course books include fewer formulaic expressions than private school textbooks, approximately one-third.

Another effective aspect for the frequency of students encountering formulaic phrases is instructors as 70 % of classroom applications consist of teachers' speech (Meunier, 2012). Therefore, factors such as educators' knowledge of formulaic expressions, teaching methods, and target language usage influence the rate of employing fixed phrases in the class. Wray (2012) indicated that frequent formulaic expressions are learned faster and accordingly, language

proficiency increases, leading to more creative practice (Wray, 2002). For example, formulaic expressions can be used together by adding one to another, complex structures can be made up by piecing them into literary sentences.

## **METHODOLOGY**

### **2.1. Research Design**

This study was designed as a cross-sectional survey. In cross-sectional studies, researchers examine outcomes by collecting data at a specific point in time using various data collection instruments (Setia, 2016; Kesmodel, 2018).

### **2.2. Participants**

The study was conducted with 41 senior students from the ELT Department of a state university in Turkey during the 2022-2023 academic year. The participants were selected using a convenience sampling method, where the criteria included the purpose of the study and the availability of participants (Dörnyei, 2007). The study group was composed of 24 (59%) female participants and 17 (41%) male participants, with ages ranging from 21 to 31. Participants had taken courses such as pragmatics and language acquisition, which aligned with the aim of the study. Participants were informed about the research procedures, the aim of the study, and the tasks they were expected to perform. All participants willingly agreed to participate in the study and signed a consent form to certify their willingness. Additionally, they were informed that they could withdraw from the study at any time if they felt uncomfortable.

### **2.3. Data Collection**

Data were collected using a formulaic expressions awareness form developed by Çukurlu Aydın in 2021 by taking required ethical permissions. The form consisted of three main sections: personal information, formulaic expression knowledge, and formulaic expression awareness. The formulaic expression knowledge section included two open-ended questions designed to elicit what participants knew about formulaic expressions. For the first question, participants wrote three words that came to their minds when they hear formulaic expressions. For the second question, participants wrote a definition of the formulaic expression. The Formulaic Expressions Awareness section involved participants classifying given formulaic expressions according to Kecskes's Continuum Table. Additionally, they were asked to identify formulaic expressions in a given text and to write their types. Participants completed the form in the classroom, and it took approximately 30 minutes to complete. Both researchers were available in case participants had any questions about the form or the process.

### **2.4. Data Analysis**

The data were analyzed using content analysis, which included codes and themes, as well as descriptive analysis through percentages and frequencies. In the formulaic expression knowledge section, participants' answers were grouped under general terms. For instance, chunks like "ride a bike" and "have breakfast" belong to fixed or semi-fixed utterances. Similar terms like "pause fillers" and "speech formulas" were counted in the same group. A table was formed accordingly, and the frequencies of the words were also included. For the second section of the data collection tool, participants' awareness of formulaic expressions was assessed through two questions. In the first one, participants placed given formulaic expressions into the correct title according to Kecskes's Continuum Table. Correct answers were recorded for each participant, and both frequencies and percentages of the correct answers were calculated. In the second question, participants identified formulaic expressions from an activity taken from the MoNE

course book and determined what kind of formulaic expressions they were. Their answers were recorded, and their frequencies as well as percentages were computed.

## RESULTS

The purpose of the study was to explore pre-service English teachers' awareness of formulaic expressions. To serve that purpose, a formulaic language awareness form was administered to them.

### 3.1. Formulaic Expression Knowledge of Pre-service EFL Teachers

The responses of participants to the first question, which asked about their connotations regarding formulaic expressions, revealed that the most frequent connotation was related to chunks or groups of words commonly used in speech (34%) (Table 1). The next most common connotation was related to situation-bound utterances such as "good morning" or "good job" (32%). 12 out of 41 participants identified these expressions as idioms. Around 25% of the class did not provide a response to this question.

**Table 1**

*Connotations of Participants Concerning the Formulaic Expressions*

Connotations	(f)	%
Idioms	12	29
SBU (Good morning, good job...)	13	32
PV	5	12
SFU (Ride a bike, have breakfast...)	8	20
SF/pause fillers. (I don't know, you know...)	14	34
Grammatical units/structures	3	7
Language chunks	3	7
Swearing	4	10
NA	10	24

Note: \*SBU:Situation Bound Utterances      \*SF:Speech Formula  
 \*PV:Phrasal Verbs      \*NA:No answer  
 \*SFU:Fixed,Semi-Fixed Units

Participants also wrote a definition of formulaic expressions, and it was clear from the responses that more than half of the students (53%) defined formulaic expressions as fixed expressions or words. Moreover, 13 of them (32%) described formulaic expressions as a conversational speech. There were also participants who defined formulaic expressions as expression words, short words, common expressions, and ruled/formulated sentences as can be seen in Table 2 below.

**Table 2**

*Participants' Definitions of Formulaic Expressions*

Definition	(f)	%
Fixed Expressions/words	22	53
Conversational speech formulas	13	32
Expression words	2	5
Short words	1	2
Common expressions	2	5
Ruled/formulated sentences	1	2

### 3.2. Pre-Service EFL Teachers' Formulaic Expression Awareness

To assess the awareness of pre-service EFL teachers regarding the use of formulaic language, participants were asked to classify given formulaic expressions based on Kecskes's Continuum Table. They were also required to identify formulaic expressions in a provided text and specify their types.

The results (Table 3) indicated that most of the participants correctly placed grammatical units (76%) and phrasal verbs (71%) in their respective columns on the continuum. Over half of the pre-service teachers (56%) successfully identified all of the idioms. However, they struggled with identifying semi-fixed units, speech formulas, and situation-bound utterances. 38 out of 41 participants (91%) identified less than three speech formulas, while only 6 of them (15%) managed to correctly identify more than three semi-fixed utterances. Additionally, 27 pre-service English teachers (56%) were unable to detect more than two situation-bound utterances.

**Table 3**

#### *Formulaic Expressions Classifications*

	<b>Total FE</b>	<b>Correct answers</b>	<b>(f)</b>	<b>%</b>
Grammatical units	<b>2</b>	2	31	<b>76</b>
		1	5	12
		NA	5	12
Fixed or Semi Fixed utterances	<b>5</b>	3	6	15
		2	11	26
		1	9	22
		NA	15	37
Phrasal verbs	<b>4</b>	4	29	71
		3	6	15
		2	3	7
		1	2	5
		NA	1	2
Speech formulas	<b>5</b>	3	3	7
		2	10	24
		1	18	43
		NA	10	24
Situation bound utterances	<b>7</b>	5	1	2
		4	4	10
		3	9	22
		2	6	15
		1	10	15
		NA	11	26
Idioms	<b>3</b>	2	23	<b>56</b>
		1	14	34
		NA	4	10

\*Number of correct answers and their frequencies are given from the most to least.

In the second activity involving the continuum table, pre-service EFL teachers were asked to identify formulaic expressions and their types in a given text. The analysis of the results revealed that the most identified formulaic expression was 'What do you do (in the morning)', which was identified 33 times (66%). It was described as a speech formula 24 times (59%).

**Table 4***Formulaic Expressions Identification*

<b>Formulaic expressions</b>	<b>Type of FE</b>	<b>(f)</b>	<b>%</b>
What do you do (in the morning)	GU	3	7
	SFU	4	10
	SF	24	59
	SBU	2	5
	NA	14	34
Wake up	GU	3	7
	SFU	1	2
	PV	13	32
	SF	1	2
	SBU	1	2
Wash one's face	NA	5	12
	GU	2	5
	SF	1	2
	SBU	1	2
Get dressed	NA	4	36
	GU	2	5
	PV	12	29
	SF	1	2
	SBU	2	5
Have breakfast	NA	9	22
	GU	3	7
	SFU	1	2
	PV	6	15
	SF	1	2
Tell us	SBU	1	2
	NA	10	24
	PV	2	5
	SF	7	17
	SBU	1	2
Ride a bike	NA	7	17
Ride a bike	NA	1	2
Good morning	NA	1	2

Other frequently identified formulaic expressions included 'get dressed', 'wake up', and 'have breakfast', while 'wash one's face' was the least detected expression. However, the participants faced challenges in classifying these expressions. For instance, 'What do you do (in the morning)' was categorized under multiple types including grammatical units, fixed or semi-fixed units, speech formulas, and situation-bound utterances.

**DISCUSSION**

Given the significance of formulaic expressions in second language acquisition, particularly in terms of their retention in long-term memory (Gonzalez Cid, 2019), this study aimed to investigate the awareness of formulaic expressions among pre-service English as a Foreign Language (EFL) teachers. The findings indicated that the participants had some familiarity with formulaic expressions, as their connotations regarding such expressions were related to the sub-titles of Kecskes' Continuum Table, such as idioms (e.g., "once in a blue moon"), situation-bound utterances (e.g., "good morning," "good job," etc.), phrasal verbs, semi-fixed units (e.g., "ride a bike," "have breakfast," etc.), grammatical units, and speech formulas (e.g., "I don't know," "you know," etc.). These results overlap with Kecskes' study, in which he classified formulaic expressions on a table named Continuum consisting of six sections:



grammatical units, fixed or semi-fixed semantic units, phrasal verbs, situation-bound utterances, and idioms (Kecskes, 2007). In contrast to the continuum table subtitles, participants also mentioned language chunks and swearing. Moreover, participants' definitions of formulaic expressions illuminated that most of the participants perceived formulaic expressions as fixed expressions or words, while a few of them described them as a conversational speech. In addition, the rest of them used terms such as "short words," "common expressions," and "set phrases" to describe the concept of formulaic language expressions. In parallel to findings, Wray (2002) defined formulaic expressions as word chunks consisting of phrases or items that can be stored in the mind as a whole and recalled at once, whether continuous or discontinuous.

Even though most of the participants were familiar with the concept of formulaic expressions, in practice, they had certain difficulties in identifying formulaic expressions as suitable for Kecskes's Continuum table. Participants were mostly successful in identifying grammatical units, phrasal verbs, and idioms. However, they were confused about semi-fixed units, speech formulas, and situation-bound utterances as only a few of them managed to identify more than half of the fixed expressions for these categories. Participants also struggled in classifying formulaic expressions. They grouped "What do you do (in the morning)" under various subtitles, such as grammatical units, fixed or semi-fixed utterances, speech formulas, and situation-bound utterances. Consistent with these findings, a study by Çukurlu Aydın (2021) that explored the formulaic language awareness level of primary school English teachers found that although in-service English teachers believed that formulaic expressions were important in terms of education and considered themselves competent in terms of formulaic expressions, most of them had difficulty placing phrases into the correct column and classifying them correctly. Parallel to the findings, Tran (2012) mentioned that even after a period of idiom teaching sessions, pre-service EFL teachers reached a moderate level of idiom knowledge. The probable reason might be the underestimation of formulaic expressions in language learning and teaching due to the prioritization of skill-based abilities.

## CONCLUSION

This study aimed to determine the formulaic expression awareness of pre-service English teachers. The results indicated that the participants possessed some familiarity with the concept of formulaic expressions. Specifically, they demonstrated proficiency in identifying grammatical units, phrasal verbs, and idioms, while encountering difficulties in identifying and grouping other types of fixed expressions, such as speech formulas, situation-bound utterances, and fixed or semi-fixed utterances. Furthermore, the participants encountered challenges in correctly classifying formulaic expressions, as they often miscategorized expressions even when they were able to detect them within the given text.

The findings of this study suggest that pre-service English teachers exhibited a relatively low level of awareness regarding formulaic expressions. The inadequate content coverage of formulaic expressions in their academic courses may have contributed to this limitation. Additionally, the pre-service teachers' prior educational experiences, specifically their exposure to traditional teaching methods, may have had a lasting influence on their teaching practices, which could be evident in their future classrooms. The results of this study have implications for the English language teaching departments' curricula as well as the curriculum of the Turkish Ministry of Education. Specifically, the inclusion of additional courses focused on formulaic expressions may be necessary to enhance pre-service teachers' awareness and understanding of this aspect of the language. Such initiatives could contribute to the development of more effective teaching practices and improve the overall quality of English language education.

## Limitations

The findings of this small-scale study should be considered in light of some limitations. First, the study was conducted using convenience sampling, which is one type of non-probability sampling, with only 41 senior students. The number of participants could have been higher, and the selection criteria could have been designed using probability sampling for generalizability of the findings. Moreover, the study only evaluated participants' awareness of formulaic expressions through one form at a limited time. It would have been better to observe participants' awareness of formulaic expressions in their language use longitudinally. Therefore, more studies are needed to either support or refute the findings of this study.

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## GENİŞLETİLMİŞ ÖZET

### Giriş

Antik çağlardan günümüze iletişim toplumlar için önemli bir konu olmuştur. İnsanlar birbirleriyle etkileşime geçmek için mağaraların duvarlarını kazımdan çevrimiçi mesaj

göndermeye kadar çok sayıda farklı yol bulmuşlardır. Medeniyetler geliştikçe iletişim tarzları/araçları da gelişmiş ve başkalarıyla iletişime geçmek gün geçtikçe kolaylaşmıştır. Günümüzde teknolojik gelişmeler sayesinde dünyanın bir ucundaki bir insanla iletişim kurmak çocuk oyuncağı haline gelmiş, iletişim kurmak için ortak bir dile, lingua franca, ihtiyaç duyulmuştur. Bu durumda İngilizce, insanlarla etkileşim kurmak için en çok tercih edilen araç olmuştur (Kecskes, 2007), bu da birçok ülkenin İngilizce öğretim içeriğinin gözden geçirilmesine ve yeniden düzenlenmesine neden olmuştur (Üstünbaş, 2014). 2018 yılında, MEB İngilizce müfredatını iletişimsel kazanımlar ekleyerek yeniden düzenlemiştir (MEB, 2018).

Son zamanlarda yapılan çalışmalar, kalıp ifadelerin cümleler arasındaki duraklama sürelerini kısaltarak akıcılığı artırdığını ve böylece iletişimi desteklediğini ortaya koymuştur (Schmitt, 2004; Üstünbaş ve Ortaçtepe, 2016; Wray, 2002). Başka bir deyişle, kalıp ifade kullanımı cümlenin/kelimelerin zihinsel işleme süresini en aza indirmektedir (Gerard, 2007; Kecskes, 2007; Üstünbaş, 2014; Wray, 2002), böylece hem konuşmayı hem de sosyalleşmeyi kolaylaştırmaktadır (Keskes, 2007; Üstünbaş & Ortaçtepe, 2016). Zengin kalıpsal ifade dağarcığına sahip bireyler, konuşulanları daha iyi kavramakta ve cümlelerin/ifadelerin bir kısmını anlamaları bile cümleleri zihinlerinde tamamlayabilmektedirler. Bu nedenle kalıp ifadelerin doğru bir şekilde öğrenilmesi ve uygun şekilde kullanılması çok önemlidir, bu da öğrenenlerin belirli bir bağlam içinde kalıp sözlere maruz kalmalarını ve bunların farkında olmalarını gerektirmektedir. Ancak İngilizce derslerinin içeriği çoğunlukla öğretmenler ve ders kitaplarından oluşmaktadır (Meunier, 2012). Bu sebeple bir İngilizce dersinde kalıplaşmış ifadelerin kullanılma sıklığı ders kitapları ve öğretmenlerle sınırlı kalmaktadır. Çukurlu ve Özsoy (2020) da ilkökul İngilizce öğretmenlerinin kalıpsal ifadeler farkındalık düzeylerinin düşük olduğunu bulmuşlardır. Bu çerçevede bu çalışma aşağıdaki soruları cevaplamayı amaçlamaktadır:

1. Kalıplaşmış ifade kavramı, hizmet öncesi İngilizce öğretmenlerine ne ifade etmektedir?
2. İngilizce öğretmen adayları kalıplaşmış ifadeler kavramını nasıl tanımlamaktadır?
3. İngilizce öğretmeni adaylarının kalıplaşmış ifadeler farkındalık düzeyleri nedir?

## **Yöntem**

Bu çalışma kesitsel bir araştırma olarak tasarlanmıştır. Kesitsel araştırmalarda araştırmacılar, çeşitli veri toplama araçlarını kullanarak zamanın belirli bir noktasında veri toplamakta ve sonuçları incelemektedirler (Setia, 2016; Kesmodel, 2018).

Çalışma, 2022-2023 eğitim-öğretim yılında Türkiye'deki bir devlet üniversitesinin İngilizce Öğretmenliği Bölümüne öğrenim gören 41 son sınıf öğrencisi ile gerçekleştirilmiştir. Katılımcılar uygun örnekleme yöntemi kullanılarak seçilmiştir. Uygun örnekleme yönteminin ölçütleri çalışmanın amacı ve katılımcılara ulaşılabilecek durumudur (Dörnyei, 2007). Çalışma grubu, yaşları 21 ile 31 arasında değişen 24 (%59) kadın ve 17 (%41) erkek katılımcıdan oluşmuştur. Katılımcılar, çalışmanın amacına uygun olarak edim bilim ve dil edinimi gibi dersler almışlardır. Katılımcılara çalışmanın amacı ve kendilerinden beklenen görevler hakkında bilgi verilmiştir. Tüm katılımcılar gönüllü olarak çalışmaya katılmışlardır ve gönüllü katılım formu imzaladılar. Katılımcılara istedikleri zaman araştırmadan ayrılacakları bilgisi verilmiştir.

Veriler, 2021 yılında Çukurlu Aydın ve Özsoy tarafından geliştirilen kalıpsal ifadeler farkındalık formu kullanılarak toplanmıştır. Form, kişisel bilgiler, kalıpsal ifade bilgisi ve kalıpsal ifade farkındalığı olmak üzere üç ana bölümden oluşmaktadır. Kalıpsal ifade bilgisi bölümü, katılımcıların kalıplaşmış ifadeler hakkında ne bildiklerini ortaya çıkarmak için tasarlanmış iki açık uçlu soru içermektedir. Birinci soru için katılımcılar kalıplaşmış ifadeleri duyduklarında akıllarına gelen üç kelimeyi yazmışlardır. İkinci soru için, katılımcılar kalıplaşmış ifadenin tanımını yazmışlardır. "Kalıplaşmış İfadeler Farkındalık" bölümü, katılımcıların verilen kalıplaşmış ifadeleri Kecskes'in Continuum Tablosuna göre sınıflandırılmasını içermektedir. Ayrıca verilen bir metindeki kalıpsal ifadeleri belirlemeleri ve türlerini yazmaları istenmiştir.

Katılımcılar formu sınıfta, yaklaşık 30 dakika içerisinde doldurmuşlardır. Katılımcıların form veya süreçle ilgili herhangi bir sorusu olması durumuna karşın her iki araştırmacı da hazır bulunmuşlardır. Veriler, kod ve temaların yer aldığı içerik analizi; yüzdelerle frekanslar hesaplanarak da betimsel analiz yöntemi kullanılarak analiz edilmiştir.

### **Bulgular**

Katılımcıların kalıpsal ifadelerle ilişkin çağrışımlarının sorulduğu ilk soruya verdikleri yanıtlarda, en sık çağrışımın konuşmada yaygın olarak kullanılan kelime öbekleri veya gruplarıyla ilgili olduğu (%34) ortaya çıkmıştır. Bir sonraki en yaygın çağrışım, "günaydın" veya "iyi işler" gibi duruma bağlı ifadelerle ilgilidir (%32). 41 katılımcıdan 12'si bu ifadeleri deyim olarak tanımlamıştır. Sınıfın yaklaşık %25'i bu soruya yanıt vermemiştir.

Katılımcılardan ayrıca kalıpsal ifadelerin tanımını yazmaları istenmiştir ve öğrencilerin yarısından fazlası (%53) kalıpsal sözleri kalıplaşmış ifadeler veya kelimeler olarak tanımlamışlardır. Katılımcıların 13'ü (%32) kalıpsal ifadeleri konuşma formülleri olarak tanımlamıştır. Ayrıca, kalıpsal sözleri anlatım sözcükleri, kısa sözcükler, ortak ifadeler ve kurallı/kurulmuş cümleler olarak tanımlayan katılımcılar da olmuştur.

İngilizce öğretmeni adaylarının kalıplaşmış dil kullanımına ilişkin farkındalıklarını değerlendirmek için, katılımcılardan verilen kalıplaşmış ifadeleri Kecskes'in Continuum Tablosuna göre sınıflandırmaları istenmiştir. Ayrıca, verilen bir metindeki kalıplaşmış ifadeleri bulmaları ve türlerini belirtmeleri istenmiştir.

Elde edilen veriler, katılımcıların çoğunun gramer birimlerini (%76) ve öbek fiilleri (%71) tablodaki ilgili sütunlarına doğru bir şekilde yerleştirdiğini göstermiştir. Öğretmen adaylarının yarısından fazlası (%56) tüm deyimleri başarıyla bulmuştur. Ancak, yarı sabit birimleri, konuşma formüllerini ve duruma bağlı sözcükleri belirlemede zorlanmışlardır. 41 katılımcıdan 38'i (%91) üçten az konuşma formülü bulurken, yalnızca 6'sı (%15) üçten fazla yarı sabit sözcüğü doğru olarak bulabilmiştir. Ayrıca, 27 İngilizce öğretmeni adayı (%56) ikiden fazla duruma bağlı ifadeyi tespit edememiştir.

### **Tartışma, Sonuç ve Öneriler**

Bu çalışmanın amacı, İngilizce öğretmeni adaylarının kalıpsal ifade farkındalıklarını belirlemektir. Araştırma sonucu, katılımcıların kalıpsal ifadeler kavramına aşina olduklarını göstermiştir. Spesifik olarak, konuşma formülleri, duruma bağlı ifadeler ve sabit veya yarı sabit ifadeler gibi diğer kalıpsal ifade türlerini tanımlama ve gruplandırmada zorluklarla karşılaşırken, gramer birimlerini, öbek fiilleri ve deyimleri belirlemede yeterlilik göstermişlerdir. Ayrıca, katılımcılar kalıpsal ifadeleri doğru bir şekilde sınıflandırmada zorlanmışlardır. Verilen metin içindeki kalıpsal ifadeleri tespit edebildikleri halde çoğunlukla yanlış kategorize etmişlerdir.

Bu çalışmanın bulguları, İngilizce öğretmeni adaylarının kalıpsal ifadeler konusunda nispeten düşük düzeyde farkındalık sergilediklerini göstermektedir. Akademik derslerde kalıplaşmış ifadelerle yeterince yer verilmemesi bu sınırlılığa katkıda bulunmuş olabilir. Bunu yanında, öğretmen adaylarının önceki eğitim deneyimleri, özellikle geleneksel öğretim yöntemlerine maruz kalmaları, öğretmenlik uygulamaları üzerinde kalıcı bir etkiye sahip olabilir ve bunun, gelecekteki sınıf uygulamalarına yansımaları olacaktır. Bu çalışmanın sonuçları, İngilizce öğretmenliği bölümlerinin müfredatlarının yanı sıra Türkiye Millî Eğitim Bakanlığı müfredatı için de çıkarımlara sahiptir. Spesifik olarak, kalıpsal ifadelerle odaklanan ek derslerin müfredata dahil edilmesi, öğretmen adaylarının dilin bu yönüne ilişkin farkındalığını ve anlayışını artırmak için gerekli olabilir. Bu tür girişimler, daha etkili öğretim uygulamalarının geliştirilmesine katkıda bulunabilir ve İngilizce eğitiminin genel kalitesini artırabilir.