The Effect of Formulaic Expressions Based Instruction Using Authentic Videos on Oral Fluency Enhancement

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Abstract	Article info
This paper aims at testing the effect of implementing formulaic expressions (FEs) based teaching which stimulates classroom discussions based on authentic videos content. The technique focuses on noticing the FEs contained in the videos, discussing their form, meaning and pragmatic usefulness. It aims to explicitly focus on FEs instruction and then test the extent to which learners will incorporate target FEs in their retellings of the videos content to enhance their oral fluency as measured by speech temporal variables. The study found that this method led to incorporating more FEs and thus enhancing oral fluency through increased speech and articulation rate (SR, AR), longer mean length of runs (MLR),and reduced formula run ratio (FRR).	

تهدف هذه الورقة إلى اختبار تأثير تنفيذ التدريس القائم على التعبيرات الصيغية والذي يحفز المناقشات الصفية بناءً على محتوى مقاطع الفيديو الأصيلة. تركز التقنية على ملاحظة التعبيرات الصيغية الموجودة في مقاطع الفيديو ومناقشة شكلها ومعناها وفائدتها العملية. تهدف إلى التركيز الصريح على تعليم التعبيرات الصيغية ثم اختبار مدى قيام المتعلمين بدمج التعبيرات الصيغية المستهدفة في إعادة سردهم لمحتوى مقاطع الفيديو لتعزيز طلاقة الكلام لديهم كما تم قياسها من خلال المتغيرات الزمنية للكلام. وجدت الدراسة أن هذه الطريقة أدت إلى دمج المزيد من التعبيرات الصيغية وبالتالي تعزيز الطلاقة الشفوية من خلال زيادة معدل الكلام والنطق وطول متوسط العبارات، وزيادة نسبة استخدام التعبيرات الصيغية.

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1.Introduction

Speaking like native speakers of the target language has long been the dream of any foreign language leaner, but the dream of linguists has long been not only to find out what makes native speakers speak with unbelievable smoothness and effortlessness but also to benefit from their findings in teaching language learner to a native speaker's standard. One of the great and unquestionable findings in this regard is the fact that natives use readymade language and never stop each time they want to utter something to construct it using grammar and lexis. This is believed to reduce the cognitive load, increases fluency and frees more attention to accuracy and creativity. Teaching formulaic expressions (FEs) might therefore one of the routes to nativelike fluency. However, teaching speaking in the foreign language classroom has long been shadowed by the focus on writing and usually when speaking tasks are introduced, the preparation phase is usually characterized by a list of single words related to the topic but in authentic spoken language, it is not usually that simple. Spoken language is highly context related and interactional. It uses generic and vague terms like *I know what sort of thing you like*. Fillers like *you know, OK, what else*, etc. Therefore, these features and others need special attention (Luoma, 2004). This type of language is generally formulaic in nature. Consequently, focusing learners' attention on it might enhance fluency and native likeliness in spoken English. For example, Nesselhauf (2003) advocates teaching the entire collocations as they are encountered in authentic input.

Noticing and repetition are at the heart of FEs teaching. For Wray (2002), making use of repetition in teaching formulaic language substitutes the focus on form in traditional approaches. Likewise, Meunier (2012) suggests teaching techniques which include
 noticing formulaic expressions, using typographical enhancement of input and metalinguistic information as well as classifying chunks and using corpus activities. Memorisation and rehearsal were the focus of many studies (Fitzpatrick & Wray 2006; Henry, 1996; Taguchi, 2007). Similarly, Wood (2009) employed shadowing, dictogloss, mingle jigsaw and 4/3/2 techniques which foster practice, repetition and memorization of target FEs.

2. Research Problem

The problem addressed through this study is the gap that exists between native and nonnative speakers even the advanced learners as regards using language smoothly and fluently in an automatic fashion. Nonnative speakers are believed and empirically found to encounter tremendous difficulties in constructing formulaic language from the lexis and grammar because it is ready made and memorized as chunks by natives. The gap that exists between native speech features and that of nonnatives in terms of speed of delivery, pausing phenomenon, length of fluent runs is believed to be attributed to the automatic use by natives of readymade expressions of different types. By contrast, nonnative lack of fluency is believed to be the result of their attempt to construct language in their minds using grammar and lexis which slows down the speaking process. To respond to this problem, there were calls and attempts to teach formulaic expressions (FEs) in the classroom to enhance nonnative oral fluency. However, the phenomenon received little attention if we consider it crucial importance. This study addressed the same issue by investigating the extent to which learners who are explicitly directed to notice, study and use formulaic expressions will end up using them in later retellings as 'zones of safety' and consequently increase their oral fluency.

2.1. Research questions

The study is guided by two main research questions:

RQ1: To what extent will learners incorporate formulaic expressions (FEs) after receiving FEs based instruction?

RQ1: To what extent will formulaic expressions based instruction enhance oral fluency?

2.2. Research hypotheses

Drawing upon the stated research questions, the following hypotheses are formulated:

H1: learners will use more formulaic expression from the input videos after being taught FEs.

H2: Temporal measures for oral fluency will be stronger after learners are taught FEs.

Our first assumption is that learners will notice the formulaic expressions (FEs) highlighted from the videos content taught and incorporate them in their retellings later on. Contrast to traditional approaches to FEs teaching which provide learners with lists of expressions to contextualize in examples, using authentic videos allows them to notice FEs and pick them from realistic input. They can then use them in meaningful classroom tasks. More than that, they may notice formulaic expressions as a linguistic phenomenon in language and start to use more and more FEs. The second assumption is that the speech temporal variables are expected to be stronger as a result of learners' FEs use, which involves faster speech rate (SR), greater articulation rate (AR), longer runs between pauses (MLR) as well as a formula run ratio close to 1 or less than 1 indicating an increased use of FEs in runs.

3. Literature review

There were many studies which highlighted the importance and effectiveness of Formulaic expressions for oral fluency. They found that using formulaic expressions in speech enhances oral fluency (Weinert, 1995; Wray, 2000; Wood, 2002), and that appropriate use of formulaic expressions makes learners of English fluent and idiomatic users of it (Boers et al., 2006). When dealing with expected situations, using formulaic expressions according to Wray and Perkins (2000), serves for "economy of effort" (p. 11). To this end, a formulaic expressions based pedagogy was proposed by Lewis (1993, 1997, 2000) in his famous Lexical Approach and was later developed and improved by Boers and Lindstromberg in 2009. Other researchers like Laufer (2005) provided an evidence that tasks which make explicit focus on noticing unfamiliar vocabulary items result in better learning than those which purely focus on meaning. One of the prominent studies was that of Boers et al., (2006) which argued for the important role of formulaic expressions for language learners to sound like native speakers because FEs are learned, stored, used and also have their meaning as wholes and cannot be constructed by FL learners through grammar and lexis. These features allow them to enhance both fluency and accuracy. This effect, according to Boers et al., might be attributed to their use as **'zones of safety'** by learners, which frees more time and attention to the rest of discourse to be more accurate and fluent as reflected by an increase in the length of runs through a decrease in hesitation phenomena. Likewise, McGuire (2009), found that learners taught FEs increased their speech rate and runs length and incorporated more FEs and that their perceived fluency was judged higher by native judges. Although there has been extensive literature on FEs importance for oral fluency, attempts to teach them explicitly still constitute a research gap and available literature on the topic is relatively modest.

4. Research design

In order to understand how could the teaching of FEs to learners of English as a foreign language impact their oral fluency, it was decided to design a quasi-experimental research by recording subjects narrating the content of authentic short videos, which they listened to up to three times. After that, FEs based teaching was implemented focusing on the FEs in the two videos used and posttest recording were collected and analysed using Praat software. Data was quantitatively and qualitatively analysed to gauge any oral fluency enhancement.

4.1. Participants

The participants of this study were third year LMD student at the university of M'sila, Algeria all enrolled full time. They are supposed to have a similar level. The intervention lasted three sessions 1:30 h each. After filtering the data, only the learners who attended all the phases of the intervention and were recorded pre and posttest were left. The final sample whose recordings were to be analysed constituted of ten learners.

4.2. Teaching formulaic expressions

In this study, subjects were tape recorded retelling one of the videos they listened to after enough listening times. These recordings were used for pretest analysis before subjects received any instruction. Following that, subjects were explicitly directed to attempt to reuse the formulaic expressions which they heard in the authentic videos in their retellings of the video content. Finally, they were tested to see whether their productions would become more fluent as a result of being instructed in formulaic language. Subjects focused on meaning through stimulating discussions over the content of the two videos used. Video one (V1) presented a painful real life experience of a high school American teenager narrating her own journey of recovering from depression, while video two (V2) presented an all gloom and doom story of a young lady narrating her sister's suicide. The links to the two videos are provided in section 2.1.1. Subjects focused on discussion stimulated by the videos' contents, which included comprehension questions, discussions around the issues of depression and suicide in the world and in Algeria, their different causes, consequences and possible solutions. Subjects were then directed to narrate similar stories, which they might personally witnessed or heard of. Regarding language focus, learners were explicitly directed to **focus on form** through highlighting the formulaic content and explicitly teaching the pragmatics of the expressions as well as raising learners' awareness that these fixed expressions are better learned and used as chunks as that is the way they are learned and used by native speakers. At the end of the course, learners were informed that they will all sit to retell one of the videos' stories and were given the freedom to choose either V1 or V2 and narrate it. They were not informed that they will be recorded until the recordings day. All the students gave their consent to the teacher researcher to be recorded. The researcher gave them more than one chance to narrate because some were anxious and wanted to start over when they were blocked halfway because they couldn't remember parts of the story. The researcher allowed starting over as the objective was to allow the best performance possible of a story they were already asked to prepare. The researcher did not keep every subject's recordings and then selected the best one, but immediately erased the recording if the subject was stuck or wanted to have another chance and made him or her to record again.

4.2.1. Target formulaic expressions

Appendix 1 introduces the two videos content of the FEs which were used in the study. It was inclusive and contained all potential types of expressions like two words collocations, phrasal verbs, frames, culturally coded expressions, idioms, grammatical nits like *going to be*, *have to*, etc. In appendix 1, they are presented in their extended context so that their use and meaning is more comprehensive. For more details about two videos' content, they can be accessed online via:

V1 link: https://www.youtube.com/watch?v=V5ylsEj92X4,

V2 Link: https://www.youtube.com/watch?v=O0LN7H-r6_M

4.2.2. Methodology of teaching formulaic expressions

Several techniques were implemented to teach formulaic language and will be implemented in the current study. It will include the following:

Retelling a spoken text

This activity is the focus of this study and the main extensively used technique. It involves listening to native speakers and retelling the spoken text adapting different learning strategies. For example, learners can use direct or reported speech, play the same role of the speaker using the pronoun *I,* using *she* or *he* pretending that the speaker is a male or female. Retelling the story imagining a different time and place and changing the tense like shifting the past to the future or vice versa.

Using corpus activities

Although using concordance lines can be classified as a form of noticing, using corpus can also be classified independently. Concordance lines were used in this study to provide authentic examples followed by FEs pragmatics focused discussion of the examples content and context. Different online corpora were used to elicit example to be discussed.

Noticing and repetition

Multiple techniques were used in this study drawing upon previous studies. It included typographical enhancement of input, providing metalinguistic information about FEs, classifying them and using corpus activities.

Focusing on form

Although this is a typical technique of traditional approaches, it is used differently in this study through making it more interactive and communicative. Focusing on form activities are no secret and were therefore exploited to teach FEs. For example, filling gaps and substituting is a classical activity which directs learners to fill in the gaps by appropriate FEs or substituting single words with FEs.

Using contexts

This study used different types of contextual clues to figure out functions, meaning or structure of FEs. This extends to using the cultural context to teach culturally bound expressions. For example, in one of our study videos, the expressions *She was fifteen fifteed* refers to a children emergency service number in USA, and *church youth group,* which are a highly culturally bound expression.

Using contrastive analysis

Comparing the way through which the mother tongue and the target language express the same meanings differently or similarly through FEs can be explored and might be helpful in mental processing of FEs.

Using fluency and automatisation promoting activities

There have been several activities reported in the literature which promote fluency through communicative inherently repetitive activities. We employed shadowing and tracking which involves repeating a spoken text to master the linguistic features of pronunciation, speed of delivery, rhythm stress, pause patterning, intonation and pitch as well as spoken lexis. Shadowing is gradual and may involves dependence on transcripts and leads to tracking when learners repeat longer stretches without transcripts. Similarly, the 4/3/2 technique (Nation, 1989) is an automatisation enhancing activity, which have learners have to tell the same talk 3 times to 3 different listeners but are allowed four minutes in the first time, three in the second time, and two in the last time.

4.3. Narrative retell

The decision was made to use narrative retell for speech samples elicitation because it has traditionally been used and proved to provide better results than the use of interaction based data elicitation. This latter may cause difficulties and variation due to the presence and influence of other interlocutors. A stimulus has traditionally been used such as a written narrative (Dechert, 1987), using a short film (Chafe, 1980) or using picture sequences (Raupatch, 1980; Lennon 1987). In this study, two authentic short films were used, but they were not silent as the objective was to find out the extent to which learners would pick and reused the formulaic expressions used in the films in their retellings.

### 4.4. Criteria for identifying formulaic expressions

In this study, formulaic expressions were identified using previously applied criteria which includes phonological coherence (Wray, 2002), semantic and syntactic irregularity, and Nattinger and Decarrico Taxonomy (1992).

4.5. Speech analysis software

The software Praat available free online (https://www.fon.hum.uva.nl/praat/) was selected because it proved to be convenient in similar studies. It allows to create different tiers according to the need and to accurately annotate the sound files. As can be seen from figure 1, tiers can be added to mark words, number of syllables and formulaic expressions. The zoom in and out makes it very precise in marking even the shortest pauses.

4.6. Data collection

Collection of data took place in two occasions. First, subjects were recorded immediately after they watched the two videos enough times to remember their content. In the second time, learners were recorded retelling the videos after the intervention. They were taught formulaic expressions using the two videos content but also other content. Recordings were then imported into the speech analysis software **Praat** and transcribed by marking pause boundaries and counting the syllables manually by the researcher. Figure 1 presents an example of how data looks like in the software.

Figure 1: Example of an annotate d Praat sound file
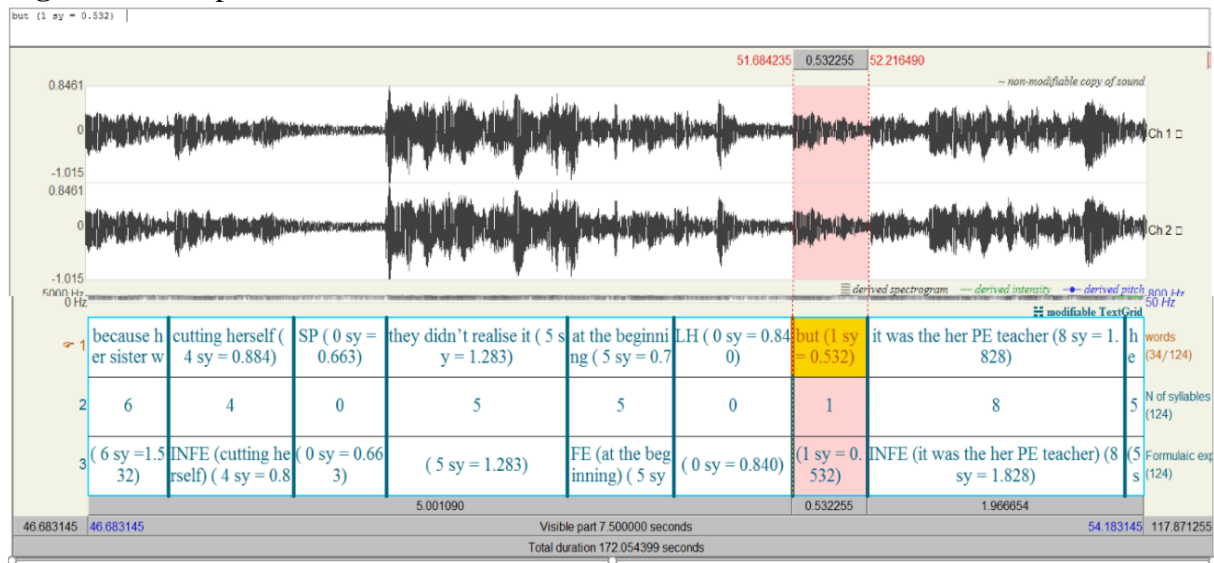
4.7. Data analysis

The study used a mixed approach which combines both quantitative method and qualitative method from the one hand and mixed group data analysis with individual learners' data analysis from the other hand.

4.7.1. Quantitative analysis

Empirical measurement of fluency temporal variables is conducted and statistically analysed using repeated measures analysis of variance (ANOVA).

4.7.1. 1.Temporal measures of oral fluency

There were a number of temporal variables which are used to measure utterance oral fluency. The most important ones relate the pause phenomenon and the length of runs and the speed of delivery. Table 1 summarizes the most important ones.

Table 1. Definition of fluency main temporal variables

Temporal variable	Definition
Speech rate (SR)	The number of syllables uttered in a speech sample divided by the total time to produce the sample including pause time.
Articulation rate (AR)	The number of syllables uttered in a speech sample divided by the total time to produce them excluding pause time.
Mean Length of runs (MLR)	The mean number of syllables which are produced between pauses divided by the runs between pauses.
Formula Run Ratio (FRR)	The number of runs is divided by the number of formulaic expressions to see whether using FEs contributed to fluency.

5. Results and discussion

The results included both quantitative and qualitative data. Descriptive statistics for the temporal variables are shown in table 2 and qualitative data for discourse analysis in table 3. We shall start by quantitative analysis and then qualitative analysis to support the findings. Combined analysis shall appear in the conclusions section.

Table 2. Descriptive statistics for the temporal variables

	Pre test				Post test			
	SR	AR	MLR	FRR	SR	AR	MLR	FRR
AB	2. 91	3.24	3.70	1.81	2.75	3.14	6.78	1.05
AN	2.86	3.27	5.20	1.64	3.22	3.64	6.80	1.82
BC	3.55	3.94	10.34	1.38	3.68	3.98	11.92	1.1
CH	2.76	3.21	6.39	2.33	2.88	3.33	7.48	1.29
GC	3.32	4.13	8.22	1.83	4.11	4.79	9.54	0.95
AN	4.54	4.93	10.33	1.66	4.67	4.97	12.91	1.06
RM	3.75	4.22	7.38	2.21	3.87	4.33	7.42	1.06
FC	4.31	5.11	9.18	1.62	5.25	5.83	10.78	1.08
DR	5.50	5.89	11.6	1.85	5.60	5.94	11.56	1.03
SL	3.30	3.94	10.2	1.9	3.77	4.27	15.94	1.08
M	3.58	4.18	7.95	1.82	3.98	4.42	10.11	1.15
SD	0.87	0.88	3.07	0.28	0.95	0.96	3.05	0.24

Speech rate (SR) and articulation rate (AR)

The mean speech rate (SR) increased from 3.58 (pretest) to 3.98 (posttest) suggesting an improvement in the SR after learners were taught formulaic expressions. The standard deviation (SD) values indicate that there was slight variability in the SR following the intervention. Knowing the significance level of confidence is 95% ($\alpha = 0.05$) and finding the p-value to equal 0.0218 which is less than 0.05 indicates that the null hypothesis is rejected which means that the increase in speech rate is statistically significant. The articulation rate (AR) also increased from 4.18 to 4.42 from the pre to the post test suggesting an improvement in the speed of articulation. p-value (0.0259) is found below 0.05 indicating that the increase in AR is statistically significant. Both SR and (AR) showed statistically significant improvements suggesting that teaching formulaic expressions positively influenced both aspects of fluency. A significant increase of both SR and AR suggests an improvement in speaking speed but also a potential reduction in pause frequency or duration, and that learners likely became more efficient at both articulating words (AR) and sustaining overall fluency (SR). Therefore, it can be concluded that teaching formulaic expressions had a comprehensive impact on speech fluency.

Mean Length of runs (MLR)

MLR mean increased from 7.95 pretest to 10.11 posttest showing an average increase of 2.16. At a 95% confidence level, the p-value (0.0054) is statistically significant, indicating strong evidence to reject the null hypothesis and thus attribute the improvement in MLR to the teaching of formulaic expressions. Longer runs are an indication that learners are

producing more continuous speech, likely reflecting greater fluency. The use of formulaic expressions might thus have helped learners reduce pauses and hesitations, contributing to both faster speech and longer runs.

Formula run ratio (FRR)

FRR mean decreased from 1.82 pretest to 1.15 posttest. At a 95% confidence level, the p-value (0.0004) is statistically significant. The closer the FRR is to 1, the more FEs are increasingly incorporated relative to fluent runs. A decrease in FRR indicates that learners used more FEs after the intervention.

4.7.2. Qualitative analysis

The collected speech samples were qualitatively analysed through conducting a discourse analysis after fluency temporal variables increase is confirmed. This makes a possible detailed analysis of how the FEs are inserted and used in the speech samples. Drawing upon Riggenbach's (1991) remark that speech rate usually correlates positively with perceptions of fluency of judges, we used three teachers of oral expressions as judges to rank learners' speech samples from the most to the least fluent and then we qualititativey analyzed the speech sample of the most fluent student SL. The content of FEs used by the student is shown in table 3 and descriptive statistics are shown in table 2.

Table 3. Student SL sample content of FEs

INFE (**I should have** helped her) (**she was kind of**) (10 sy = 1.785)
FE (**at the end**) (3 sy = 0.557)/ INFE (they **didn't think much of it**) (7 sy = 1.463)"
INFE (**did very great**) (4 sy = 0.861) / FE (I don't know) (3 sy = 0.543)
INFE (she is a danger to herself and to others) (12 sy = 1.829)
INFE (**they didn't realise**) (4 sy = 0.654) /
INFE (**alcohol poisoning**) (6 sy = 1.252) / INFE (**they got a call from**) (5 sy =1.391)"
INFE (**she is like** when I cut, **it's like a release**) (11 sy = 2.387)
INFE (**and like** her **emotions were boiling over**) (11 sy = 2.077)
INFE (and they were **very torn up about it**) (10 sy = 1.827)
INFE (and **things went downhill really fast**) (8 sy = 2.238) / INFE (**died by suicide**) (4 sy = 0.626) / INFE (**it was her PE teacher**) (8 sy = 1.828)
INFE (**everything went really quick**) (7 sy = 2.073) / INFE (and she **was so proud of** it) (7 sy = 1.302) / INFE (suicidal ideations) (7 sy = 1.347) / INFE (to open up) (4 sy = 0.920)
INFE (**they didn't realise there was a problem**) (9 sy = 2.217)
INFE (**there was a problem**) (5 sy = 0.887) / INFE (**cutting herself**) (4 sy = 0.884)"
INFE (**and that's when**) (3 sy = 1.199) / INFE (**it was typical of** her to) (8 sy = 1.021)

Depending on the SL quantitative results and using table 3 for discourse, we notice that the MLR of student SL increased significantly from 10.2 to 15.94. This result can be attributed to the great amount of FEs used by her. This is confirmed by his posttest FRR which equals 1.08 that is almost 1. It was 1.9 pretest and was then significantly decreased. This means that FEs are found in almost every fluent run in the posttest compared to pretest. The FEs from the input videos constituted a high percentage in in SL sample as can be seen from the highlighted FEs in table 3. The label INFE refers to input formulaic expression.

Student SL succeeded in remembering and appropriately using many FEs from the input videos to enhance her overall fluency.

Conclusion

The consistent findings across speech rate, articulation rate, MLR, and formula run ratio suggest that the intervention was effective in improving fluency highlighting the importance of teaching formulaic expressions in promoting spoken language proficiency. This is consistent with the previous research that formulaic expressions can reduce cognitive load by allowing learners to use pre-learned chunks of language and facilitate smoother and more natural speech delivery. The reported increase in speech rate reflects faster overall delivery of speech. The increase in MLR aligns with the reduction in FRR indicating that the use of FEs likely contributed to longer fluent runs by reducing interruptions or hesitations and contributed to as greater use of FEs. This demonstrate the transformative impact of teaching FEs. Learners not only spoke faster and more cohesively but also relied more heavily on FEs to achieve these fluency gains. Given that the speech rate in spoken English ranges between 270 to 300 syllables per minute (Pawley & Syder, 1983), Our results confirm those of Stengers et al.'s (2011) that the amount of formulaic language used by learners in re-tell tasks correlated positively with their oral proficiency assessments. When the speech rate results from table 2 are multiplied by 60, the majority of the post test results ranges between 250 and 300 syllables per minute.

6. General Conclusion

The analysis of the four speech temporal variables—speech rate (SR), articulation rate (AR), mean length of run (MLR), and formula run ratio (FRR)—demonstrates significant enhancement in learners' oral fluency following the teaching of formulaic expressions. The findings collectively highlight the effectiveness of this pedagogical approach in improving multiple dimensions of spoken language proficiency. Therefore, incorporating FEs into language instruction has become a highly effective strategy for promoting fluency, especially for learners struggling with hesitation, fragmentation, or unnatural speech patterns. These findings support the idea that formulaic expressions are integral to fluency development, aligning with cognitive and psycholinguistic theories that emphasize the importance of pre-learned chunks in language production.

The combined improvements in the four tested variables suggest a holistic enhancement of oral fluency attributed to FEs teaching. The increase in SR shows that learners became faster in delivering speech, indicating improved overall fluency and reduced hesitation while enhanced AR is likely due to the reduced cognitive load provided by formulaic expressions. Combined improved SR and longer MLR imply that learners produced longer, uninterrupted streams of speech for smoother and more efficient speech production. This impact is further supported by the significant reduction in FRR which indicates that learners increasingly relied on FEs. The FRR nearing 1 reflects a balanced and effective use of FEs as part of fluent runs. This demonstrates that formulaic expressions serve as a foundational tool in language acquisition, reducing cognitive effort, enhancing speech fluency, and fostering natural language use.

7. Recommendations for Teaching Formulaic Expressions to Enhance Oral Fluency

Drawing upon the current study and previous research, the following recommendations are proposed:

-Teaching FEs within meaningful contexts using authentic materials which focus on the formulaic nature of language in context rather than individual words encourages FEs based language processing, which enhances fluency.

-Communicatively inherent repetition and recycling of FEs across various lessons and activities is crucial for their retention and automatisation

- Using authentic videos for FEs instruction helps learners to notice their form but also their usage which includes correct pronunciation, stress, intonation patterns and pragmatic usefulness.

-Including real-time communicative activities that require learners to use FEs spontaneously, such as debates, interviews, or discussions.

-Using authentic visual and auditory aids like the videos in this study reinforces FEs leaning as it provides an authentic source of noticing and practicing FEs as well as promoting autonomous learning as it helps learners recognize how native speakers use FEs naturally.

-Using task-based learning and interactive activities which creates a need to use FEs functionally provides a natural need to used FEs.

-Offering constructive feedback on learners' use of FEs during speaking tasks ensures accuracy and pragmatic appropriateness of FEs.

-Using technology and digital tools in FEs instruction such as the ones used in this study which involved projecting authentic videos, real time analysis of their FEs' content, recording and rerecording learners, etc.

-Teaching FEs along with their cultural context and pragmatics ensures appropriate use.

-Using fluency assessments to track learners' use of FEs especially the ones based on combining objective measurements of fluency temporal variables with qualitative assessments and analysis of spoken discourse.

In a nutshell, Teaching FEs effectively requires a mix of contextual practice, repetition, interaction, and feedback to be integrated in the language classroom so that educators can help learners develop fluency, confidence, and the ability to communicate naturally in real-world settings.

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Appendix 1

Target formulaic expressions contained in the video 1

__to be__ **diagnosed with** / major depressive disorder MDD / I didn't think **it was gonna get** better/ **little kid**/ tightness in my chest/ to **get shaky**/ to **have stomach pain**/ around __time__/ came out/ started to get depressed/ **it** progressively **got worse**/ **came out**/ **for the longest time**/ **as I got into** __place____/ pretty well/ __something____ **seemed kind of** grey/ **from the outside**/ a straight-A student/ to hang out with/ **babysit**/ **all the time**/ __to be_ **involved in**/ church youth group/ there _to be (was)___ **something going on**/___a secret___ **stayed closed behind** my bedroom door/ **things started to feel**___ + adjective (more heavy)__/ I started to _do (sth)__/ **as a way to cope**/ started **having suicidal ideation**/ **keep** __oneself (myself)___ **safe** / **to know how bad it** _ to be __(was)/ **it was on a** ___time___(**Sunday night**)/ **call hotline**/**to be evaluated by**/__to be__ **completely open about** __sth__/ could barely see the point in __sth__/ felt ashamed of myself/ **social worker**/ **completely broken**/ **be like**/ what else to do/ **to be stuck**/ **to have hope**/ **to feel validated**/ like you know/ **it works**/ I know that/ someone __to be__ (was) was **looking for**/ **instead of** V(ing) dying/ __somebody__ (to be) **in remission from** __illness (depression)/ **for the first time**/ to be clean from __an illness__ /**who knows how long**/ ___to be__ **getting to know** __something__/ __to be__ **majoring in** (specialty)__ / __to be_ **at fault**/ it is possible

Target formulaic expressions in the video 2

died by suicide/**committed suicide** /so **full of life**/ So **proud of** it/ **got a call from**/ **cutting herself**/ **typical of** __someone__ **to**/ **think much of it**/ **what's going on**/ having **suicidal ideations**/ **at that point**/ **for a couple of**__time__/ started **cutting**/ **PE teacher (Physical Education)**/___someone__**opens up**/ things **went downhill**/ ___to be____ **very torn up about** it / emotions were **boiling over** / it is like **a release**/ **alcohol poisoning** / **at that moment** / **felt** very **strongly that** / __to be__ **a harm to** herself/ __to be____ **5150ed**/ things __be___ **looking up** / **erratic behavior** / __to have_ **highs and lows**/ __to be___ **up and going**/ __to be___ **down and depressed**/ **bonded in the despair** / **bonded over** / **what I'm gonna do with**___somebody___ ? **torn up**/ ___to be__ **there for somebody**/ **in the beginning**/ **go through** / **let alone**/**towards the end**/ after all that happen/ the pain ___someone___ **takes on**/ **take** her/his **own life**/ **rushing to**____a place___/**seeking help** / different, other **perspective**/ we are **gonna get through** _a hard time__/**go through** __difficult situation____ / **want out of** life / **in the next few** ___days, months_____ / **looking forward to** ___something____/___feelings, objective, goals or achievements ____ **do matter** / **prescribed medications**/