

The Effect of Formulaic Language Learning on Korean Middle School Students' English Speaking Fluency*

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The purpose of this study was to investigate the effect of formulaic language learning on Korean middle school students' English speaking fluency. Thirty students participated in the study. They were divided into two groups: an experimental group and a control group. The experimental group learned English speaking with a focus on the collocations of target words, whereas the control group learned the words individually. A pretest and a post-test on formulaic language use and English speaking fluency were administered to the subjects in both groups. The results indicated that formulaic language teaching had a significant effect on learners' knowledge of lexical chunks. More importantly, the experimental group had better performance with regard to speaking fluency. Moreover, it was found that the experimental group used more formulaic language in their speaking, thus implying that the explicit instruction on formulaic language was transferred to the students' implicit knowledge through repetition and practice. Pedagogical implications based on the findings were also discussed.

Keywords formulaic language, collocation, speaking fluency, implicit knowledge /

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()
()

I.

(lexical chunks;
multiword units) (formulaic language)
, Wray(2000) ' (formulaic sequence)'
, Wray(2002)
(collocation), (idiom), (proverbs)

가 (Lewis, 1997,
2000; Nattinger & DeCarrico, 1992; Pawley & Syder, 1983). Lewis(1997)

2
가 . Pawley
Syder(1983) 가
phrase) . 가 (lexical
Wood(2010)

가
Skehan(1998)

2 가

가 (Ellis, Simpson-Vlach, & Maynard, 2008; Siyanova & Schmitt, 2007). 가 가

가 , ,
EFL 가
가 (written language) (spoken language)

(, 2007; , 2013; , 2009; Zhang, 1993; Zimmerman & Schmitt, 2005) 가 가 ,

가 . 2 가

가 가

II.

1.

Pawley Syder(1983)

(memory and attention)

가 , .

Nattinger DeCarrico(1992)

가 , .

가 , .

Hill(2000)

가

(ready-made chunks)

가

가 , .

가

Wood(2010) (mental processing)

(explicit knowledge) (implicit knowledge) ,

2.

, (, 2009; , , 2010) , (, 2005; , 2013; , 2009), (, 2007; , 2010) 가 .

, 가

, 가

가 .

, Boers, Eyckmans, Kappel, Stengers Demecheleer (2006) (noticing) 가

, /

Wood(2010) 가

. 가

2 . 가

(output) ,

(focus on form) .

(jigsaw) (shadowing) .

,

.

, Wood
(oral narrative test)
가 가

Ellis(2005)
. Ellis

가

2

가

가

가

가

가

가 EFL

가

(Bahns & Eldaw, 1993; Farghal & Obiedat, 1995)

III.

1.

가?

가 가?

가?

2.

3 30 (9 , 21)
(15)

3 8
6

30 9.27 가 (p = .631). t 8.33

5.12 t 가 5.57, 가
(p = .501).

3.

1)

3 8 30

(dialogue)
, Wood(2010)가
가 가
가

가

1 가 , “bad cough”
 “rest” , “have a
 bad cough” “get enough rest” .

2)

가 (2). 30
 Benson, Benson Hillson(2009) ,
 Hill(2000)
 가 , +
 가 (2010)

3)

(3). 가
 . Ellis(2005)
 가 .
 가 2 .
 Wood(2010)
 (Mean Length of Runs)
 (pause)

0.5 ,
 2 ,
 0.3 ,
 가 ,
 0.3 ,
 가 ,
 (Wood, 2010).
 가 ,
 ,
 2
 가
 2
 2

4.

2013 10
 2 6 ,
 가가 ,
 가 ,
 1)
 가 ,
 (input enhancement)
 20 ,
 80 ,
 가 ,
 가 ,
 ,
 ,
 ,
 ,

가 (automatization stage),
(free talk stage)

Wood(2010)가
(input stage),
(practice and production stage),

2)

가
20 80 ,
30 ,

5.

가 SPSS 20
t-test
가 (Mean Length of Runs)
2
t-test *t*-test

IV.

1. 가

가

가 0.631

가

1

가

				<i>t</i>	(<i>p</i>)
	15	14.33	5.74		
	15	9.07	3.83	2.957	.039

1 , 가

0.039 가 가 .

, 가

2. 가

가 가 가
가

가 *t*-test

가 가 가 가 가 가 가 가

3.

가 가

4

				가		
가					<i>t</i>	(p)
가	15	2.20	1.42			
가	15	7.20	2.57		-8.787	.000
가	15	2.33	2.13			
가	15	4.73	2.25		-4.110	.001

4 , 2.2 7.2

가 2.33

4.73 가 , , 가
 , , 가
 가 . 가
 가
 가 t-test

5
 . 가

				<i>t</i>	(<i>p</i>)
15	7.20	2.57			
15	4.73	2.25		2.797	.009

5 , 7.20
 4.73 2.47 0.009
 가 가

V.

3 가

(chunk)

가

가 Wood(2010)가

가

가

가

가

가

가

가

가

가

가

가

가

- 가 .
- ,
- ,
- 가 .
- ,
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1:

Jenny: Good morning, Dr. Lee.
Dr. Lee: Hi, Jenny. What seems to be the problem today?
Jenny: I have a bad cough.
Dr. Lee: How long have you had it?
Jenny: For about a week, since last Thursday.
Dr. Lee: Okay. Let me look at your throat. Well, your throat is a little red, but it's not that bad.
Jenny: But it hurts a lot.
Dr. Lee: Don't worry. It's just a cold. Make sure you get enough rest and drink lots of water.
Jenny: Thank you, Dr. Lee.

<Work in Pairs> Ask and answer the questions.

1. Where is Jenny?
2. What's wrong with her throat?
3. Have you had a bad cold?

2:

hard, since, rest, for, in, have, of, to, instead, in, here, for, as, what, like

1. I _____ a bad cough.
2. I have been sick _____ last week.
3. Make sure you get enough _____.
4. She was absent _____ about a week.
5. Cheonggyecheon has become a favorite place _____ many people in Seoul.
6. _____ we are, Daniel. This is Cheonggyecheon.
7. I didn't know there was a place _____ this.
8. There is Big Ben in the center _____ London.
9. It used _____ be dirty and crowded.
10. _____ of the clean stream, there was a road.

11. Really? That's _____ to imagine.
12. It has changed a lot _____ a very short period.
13. There are some fish _____ the stream.
14. We think of it _____ a good opportunity.
15. I don't know _____ to do.

3:

2

Winter vacation is coming up, and I have a plan. I used to travel in Asia, but this time, I think of traveling far away from here. I really want to take a trip to Paris, the center of France. I have dreamed to go there since last year. I'll travel all by myself so my mom is worried about me. It is hard to imagine traveling alone, but I'm really excited about it. I'm going to stay at a nice hotel for 5 days and get enough rest. I'll take some pictures, so I can show them to my friends.

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: 2014 1 28
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