



THERE'S STRENGTH IN NUMBERS

**EVIDENCE OF FORMULAIC SEQUENCE ACQUISITION OF
ENGLISH IN PRIMARY SCHOOL STUDENTS' WRITTEN
PRODUCTION**

**JO40 SECUENCIAS FORMULAICAS EN LEYENDAS Y CANCIONES:
ENSEÑANZA-APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA EN
ESCUELAS PRIMARIAS Y SECUNDARIAS**

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- 1 FORMULAIC SEQUENCES: A DEFINITION**
- 2 FS-FOCUSED STUDIES**
- 3 OUR STUDY**
- 4 RESULTS**
- 5 DISCUSSION**
- 6 CONCLUSION**
- 7 REFERENCES**



FORMULAIC SEQUENCES



THE FOX RAN AFTER THE GEESE

WHY FOX IS RED (VAN LAAN, 1995)

“strings of letters, words, sounds [...], contiguous or non-contiguous, of any length, size, frequency, degree of compositionality, literality/figurativeness, abstractness and complexity, [...] that necessarily enjoy a degree of conventionality or familiarity among (typical) speakers of a language community or group, and that hold a strong relationship in communicating meaning.”

Siyanova–Chanturia & Pellicer–Sanchez
(2019:5)

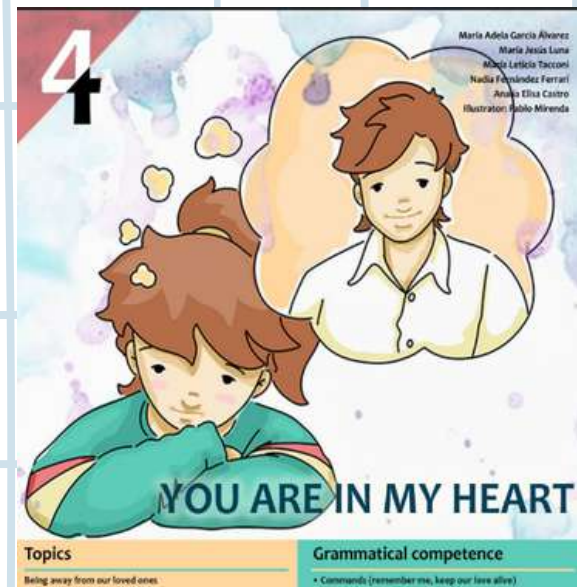
FS-FOCUSED STUDIES



- Alhassan & Wood (2015)
- Boers et al. (2017)
- Pellicer–Sánchez (2017)
- Webb & Kagimoto (2009, 2011)

However, there are no longitudinal data exceeding
three months regarding the learning
effect of vocabulary acquisition through
FSs.

OUR MATERIALS

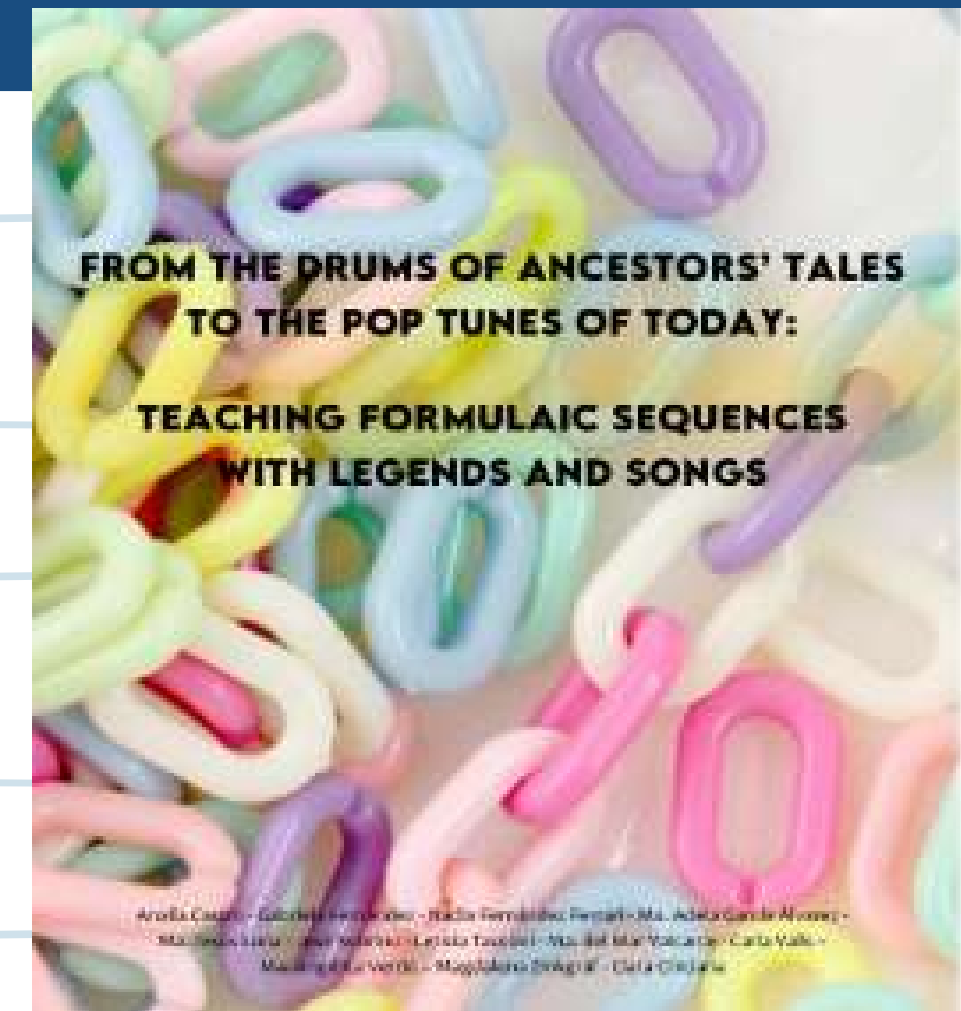


Chapter 4 (U1)

Song: **Remember Me** (Pascual, 2007)

Chapter 5 (U2)

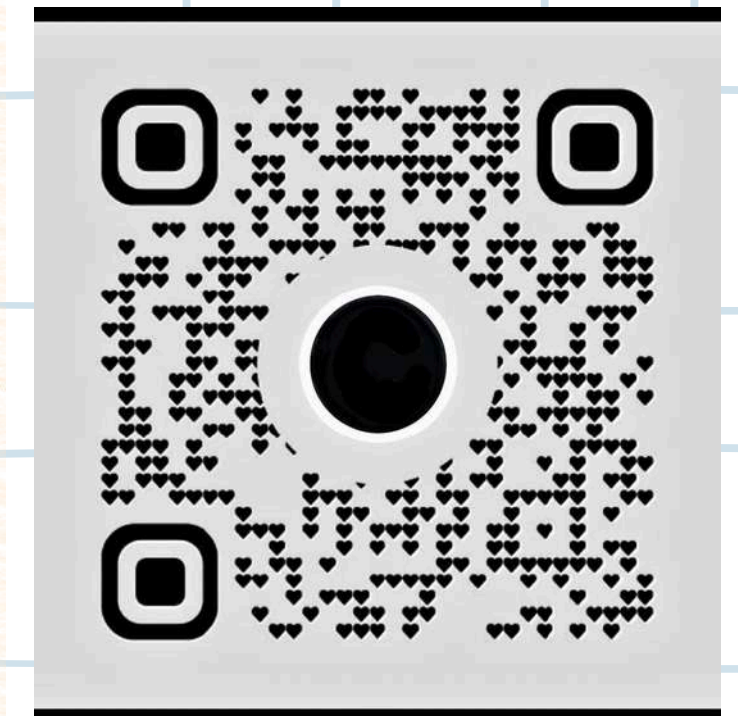
Legend: **Why Fox is Red** (Anonymous, 1995)



ZINKGRAF ET AL (2022)

Focus on Form:

- typographic enhancement and input flood, among others.
- 12 target FSs across two different units
- 7–8 sessions per target FS
- Noticing, retrieval, and creative use (Nation, 2001, 2018)





REMEMBER ME

SAY GOODBYE



REMEMBER ME (PASCUAL, 2017)



TRAVEL FAR

I'M WITH YOU



MAKE YOU CRY



CLOSE YOUR EYES





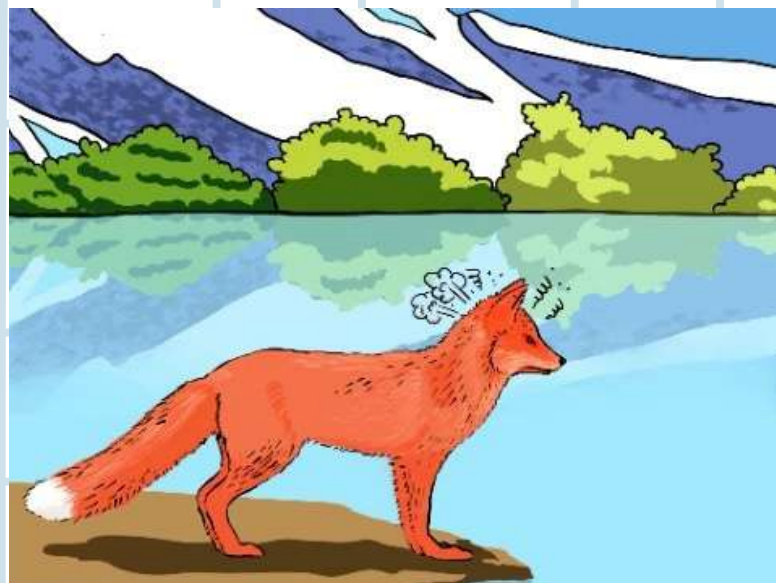
**LOOKING FOR
STH TO EAT**

**WHY FOX IS RED
(VAN LAAN, 1995)**



TO THIS DAY

TURNED RED ALL OVER



RAN AFTER THE GEESE



GO TO SLEEP



IN THE MIDDLE OF THE LAKE



5

Carla Valla
Gabriela Fernández
José Solerino
Ma. del Mar Valcarlos
Clara Chiclana
Illustrator: Amelia Gutierrez

ANGER IS A BAD COUNSELLOR

Topics

Emotions

Value Education

Looking after others
Protecting your own
Perseverance
Openness and looking for alternative ways out

Grammatical competence

- Time clauses
- Time adverbials
- Simple past irregular verbs
- Regular verbs
- Past Continuous
- Present perfect
- Irregular plural
- Comparative patterns (grow angrier and angrier)
- Prepositional phrases of place
- Modal verbs - ability (could not)
- Reason clauses
- Contrast (But)

Lexical/Formal competence

LOOKING FOR SOMETHING TO EAT
RAN AFTER (the geese)
GO TO SLEEP
IN THE MIDDLE OF (the lake)
TURNED RED ALL OVER
TO THIS DAY (present perfect)
Other FS: as it is told, back and forth, uphill and downhill

FROM THE DRUMS OF ANCESTORS' TALES
TO THE POP TUNES OF TODAY:
TEACHING FORMULAE SEQUENCES
WITH LEGENDS AND SONGS

OUR STUDY

CONTEXT AND DURATION

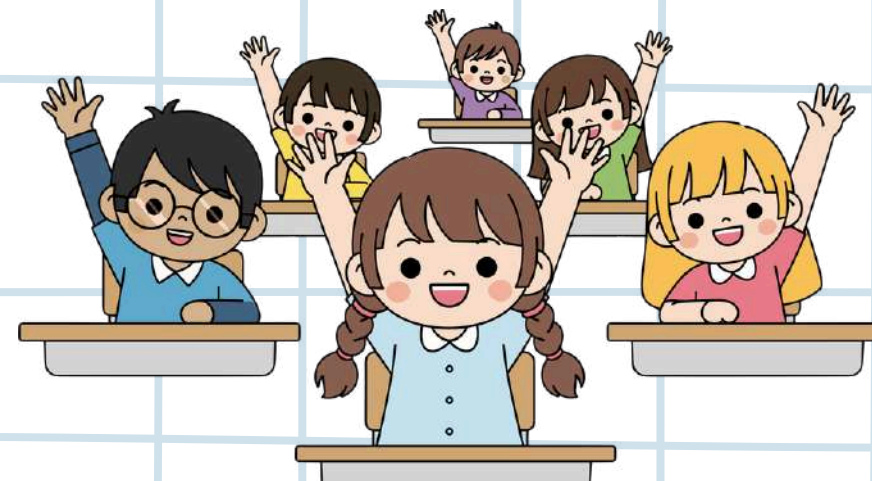
Escuela Primaria Intercultural de
Jornada Extendida y Jardín Anexo
No. 155 “Andrés Bustelo”
April to November 2023
‘Hora Más’ Workshop
A 40-minute class every two weeks

Instituto Nuevo Siglo
April to November 2024
Regular class timetable
Two two-hour classes every week



PARTICIPANTS

- 30 students
- 7th grade
- Level A1 (CEFR)
- 22 students
- 4th grade
- Level A1 (CEFR)



TYPE OF STUDY

- Quasi-experimental study
- Pre/post-test design
- Longitudinal
- No comparison group
- Family consent
- Data coding (participant identity)



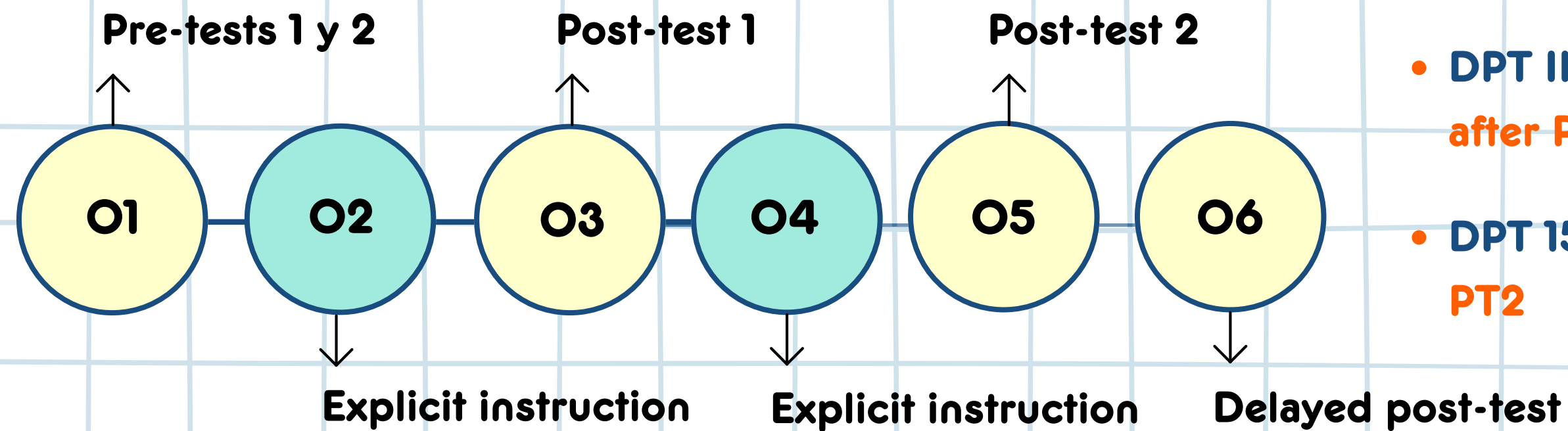
INSTRUMENTS

- Student diaries
- Creative use instances
- Teacher logs
- Immediate and delayed post-tests





OUR STUDY



- **DPT INS: 3 and ½ months after PT2**

- **DPT 155: 10 months after PT2**

① **Pre-Test 1 y 2**
Measure prior knowledge – RECOGNITION

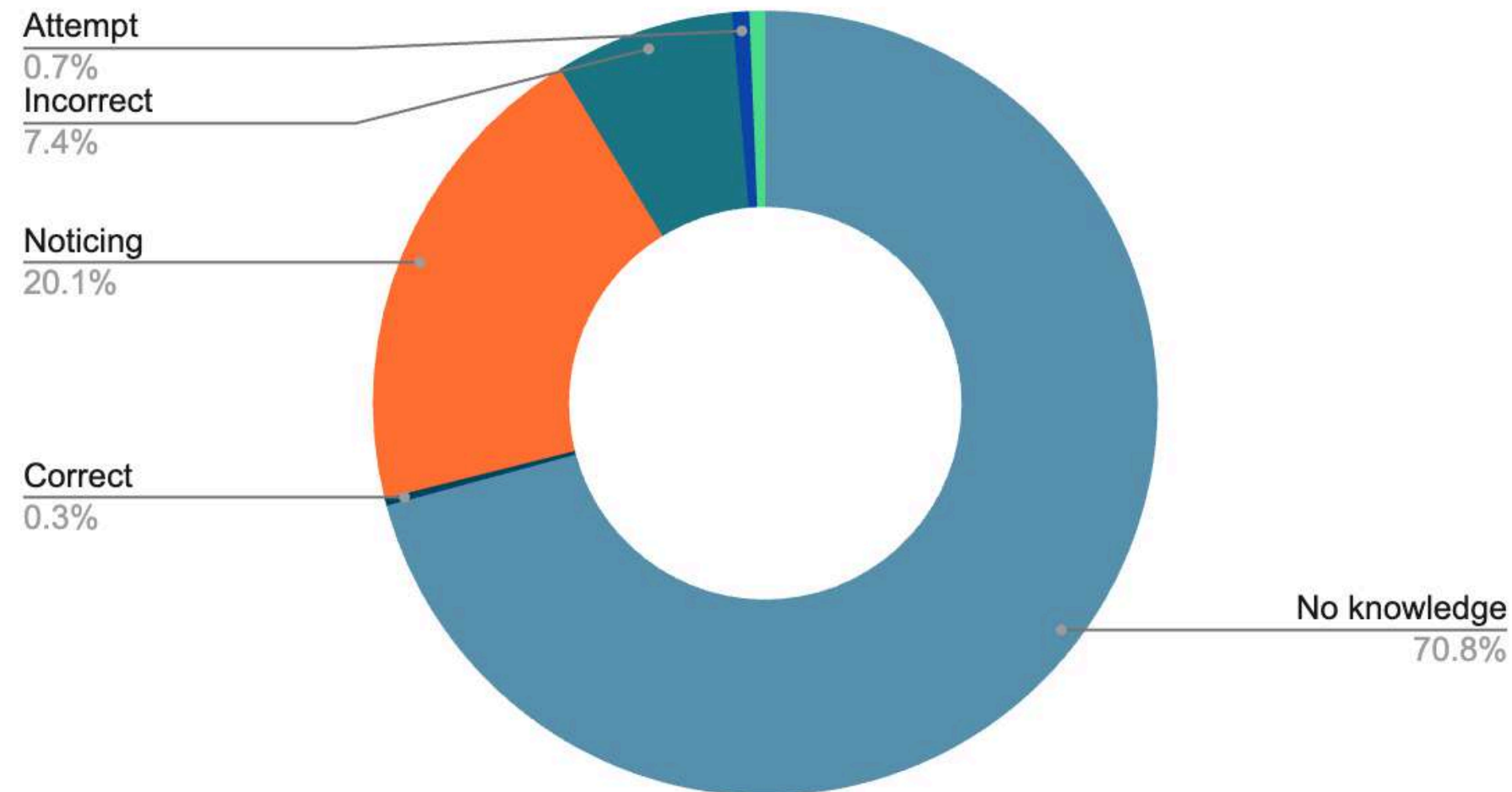
② **Immediate Post-tests 1 and 2**
(End of each teaching unit) PT1 and PT2
4 activities:
2 production tasks
2 form and meaning recognition tasks

③ **Delayed block post-test (TPD)**
3 activities: 2 production + 1 recognition
Measure the degree of acquisition of the target forms:
RECOGNITION-PRODUCTION

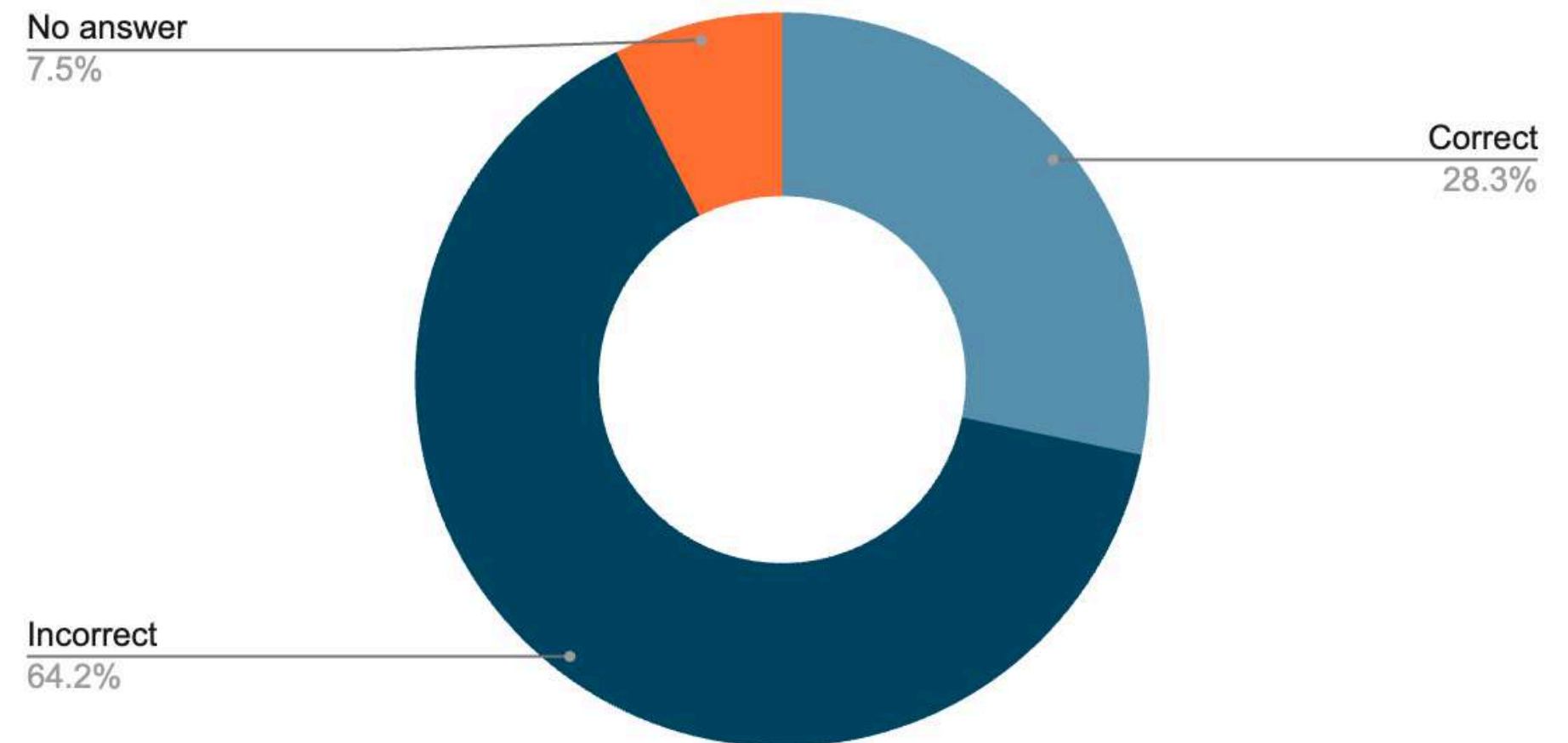
RESULTS

PRE-TEST 155 SCHOOL

AVERAGE PRE TEST 1 & 2 - 155 FORM RECOGNITION

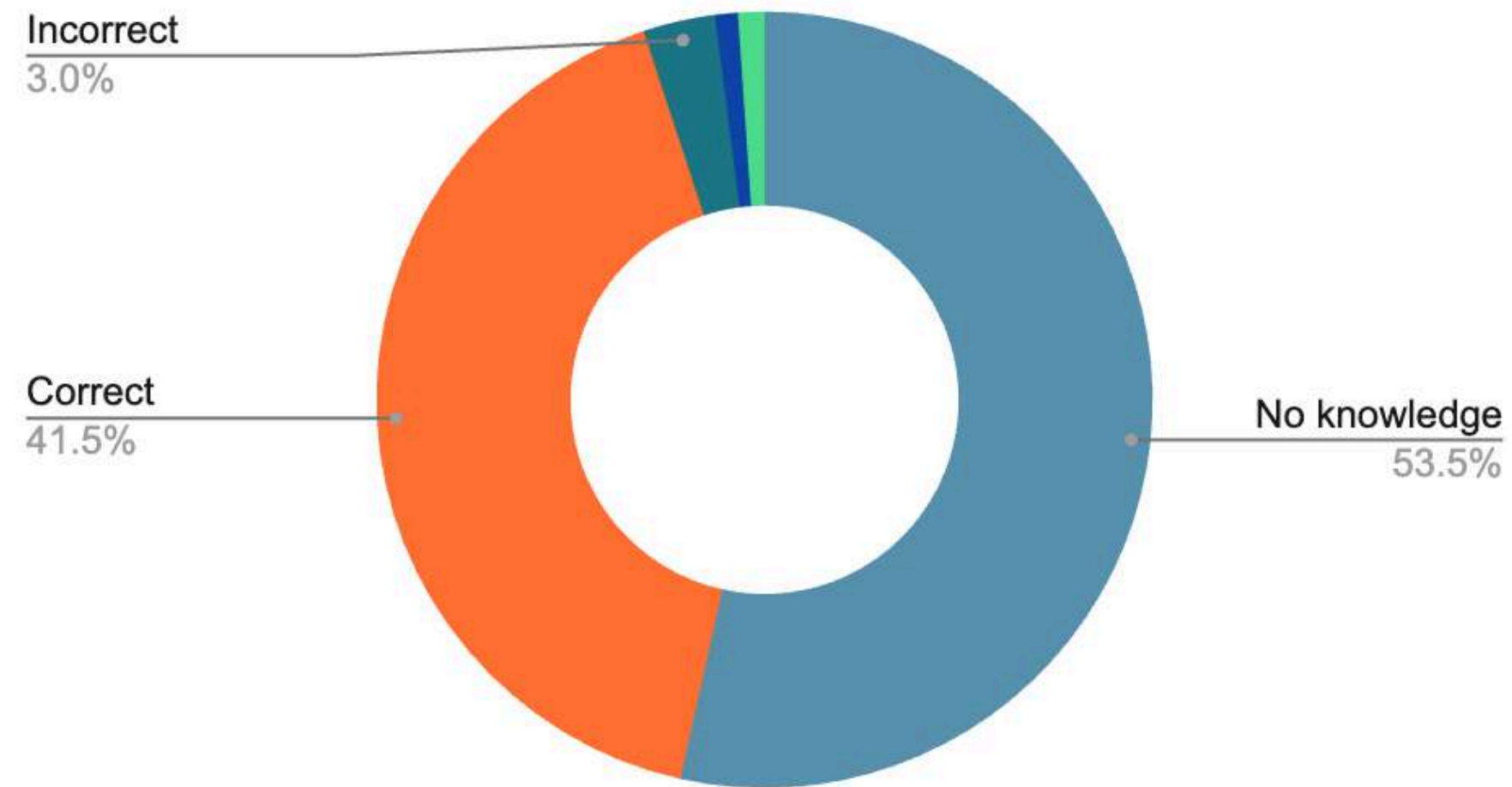


AVERAGE PRE TEST 1&2 - 155 MEANING RECOGNITION

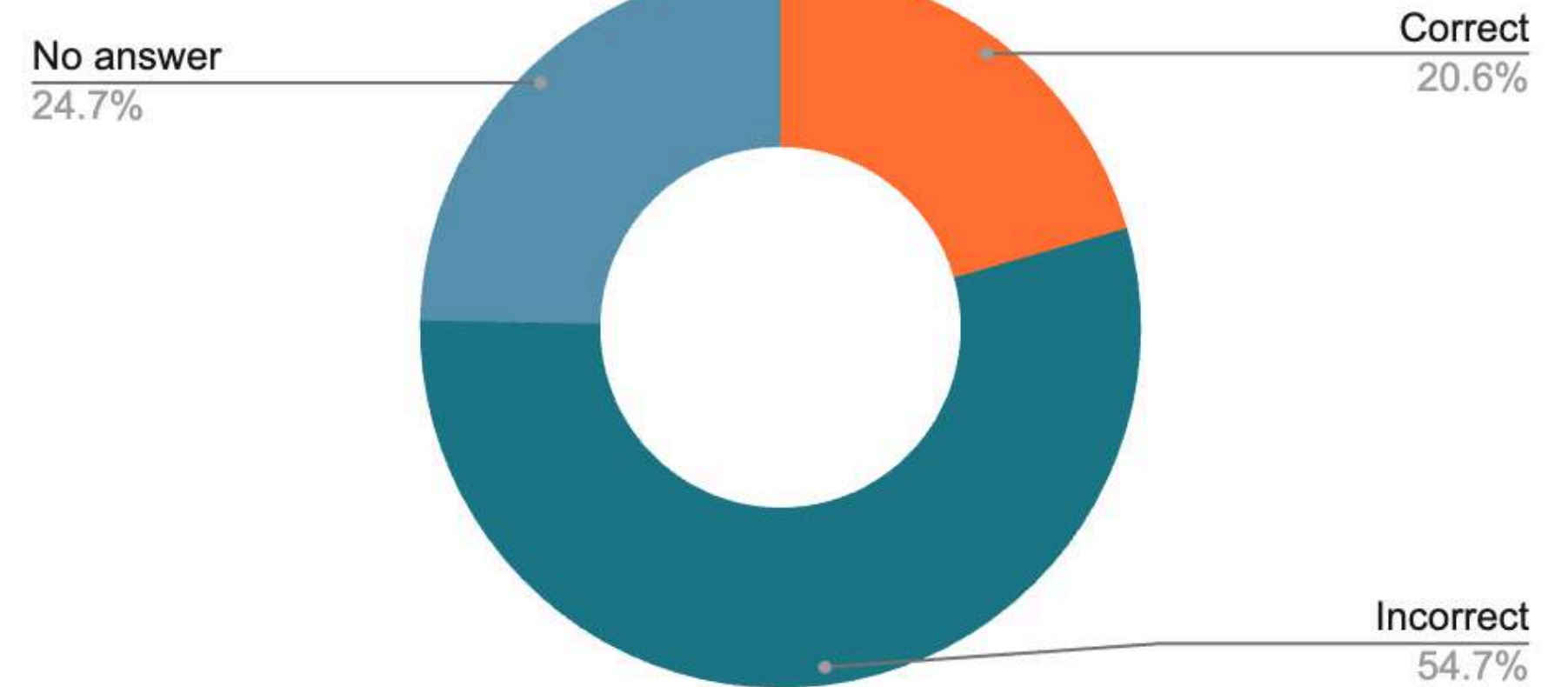


PRE-TEST INS SCHOOL

AVERAGE PRE-TEST 1&2 FORM RECOGNITION



AVERAGE - PRE-TEST 1&2 MEANING RECOGNITION



POST-TESTS 155 SCHOOL*

Pre-test
(meaning
recognition)

71,7%

No
Knowledge/
Incorrect

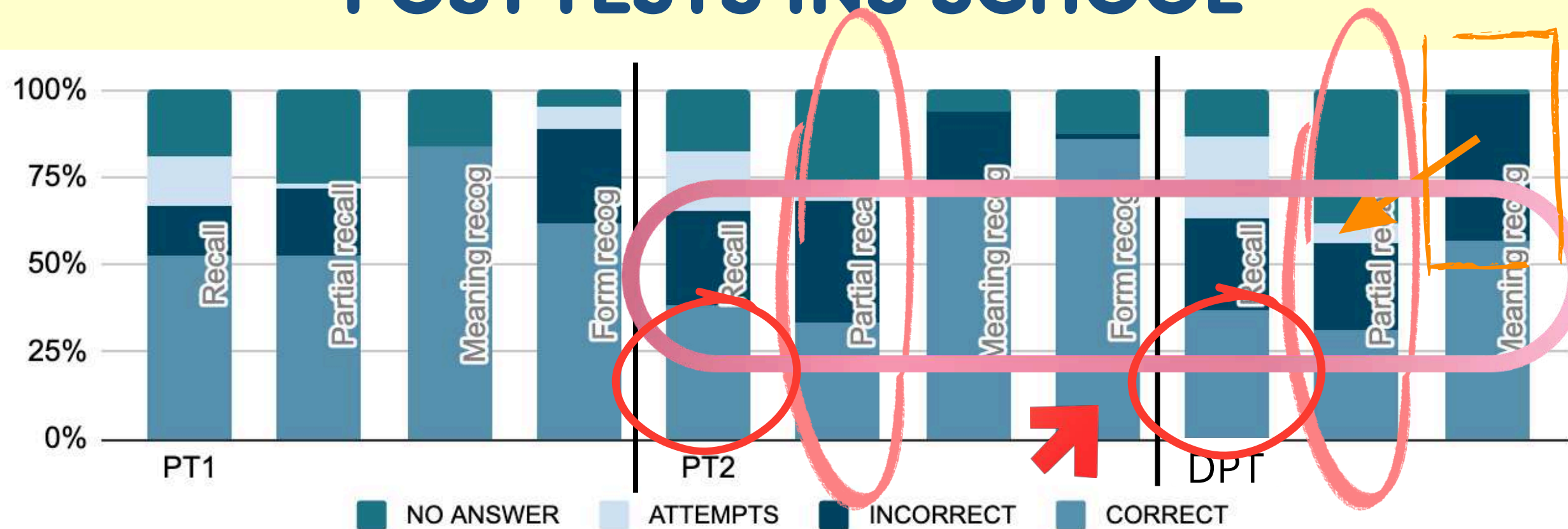


*Fernández Ferrari y Verdú (2025)

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POST-TESTS INS SCHOOL

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Pre-test
(meaning
recognition)

79,4%

No
Knowledge/
Incorrect

DISCUSSION



In 155 School...

In PT1, partial recall remains as high as in the PT2, reaching more than 50% in DPT.

In PT2

- Recall, meaning and form recognition show an increase immediately after instruction, which is higher than in PT1.
- The increase in recall and partial recall shows the development of students' formulaic competence – it's cumulative.

In DPT

- Partial recall is 56%
- Meaning recognition is similar to PT1: 75%
- Form and meaning recognition: 8% error rate only.
- The number of correct answers or no answer are more salient than incorrect answers.

Partial recall remains fairly stable across PTs

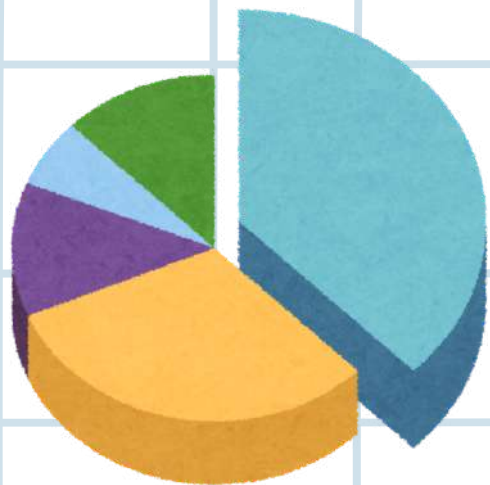


DISCUSSION



In Instituto Nuevo Siglo...

- Partial recall answers remain stable from PT2 until the DPT.
- Partial recall attempts increase in DPT in comparison with PT2.
- The average number of correct answers for all types of answers remains stable from PT2 until the DPT, and incorrect answers decrease in Partial recall in DPT.
- Recall remains stable from PT2 until the DPT. However, incorrect answers for meaning recognition increase in DPT.
- The number of incorrect answers is higher in the Pre test than in DPT.
- Form recognition is superior in Unit 2, despite its complexity. This may be due to the fact that chunks in unit 2 are made up of a higher number of words. More formulaic density may have a bearing in effective recall.



POST TEST ATTEMPTS

- closurais (INS_IVA_14)
- seycu bay (INS_IVA_16)

PHONOLOGICALLY
PRESERVED

- close eyes (INS_IVA_09)
- clous yours (INS_IVA_17)

INCOMPLETE
CHUNK

- is the day (155_VIIN_12)
- day (155_VIIN_12)
- tho is day (155_VIIV_02)
- thus day (155_VIIV_15)
- close you eyes (INS_IVA_04)

PARTIALLY
CORRECT CHUNK



CONCLUSIONS

INCREASE

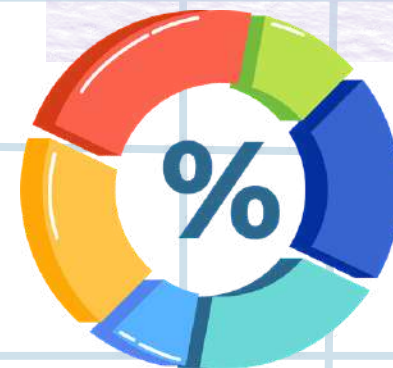
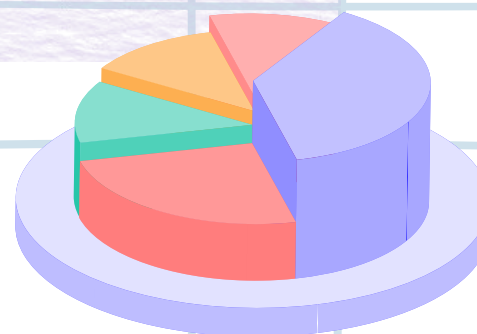
- of knowledge and formulaic competence as time goes by
- of receptive knowledge (FS meaning and form recognition) post explicit instruction after each unit in immediate post tests

BENEFICIAL IMPACT: DEVELOPING FS COMPETENCE

explicit and contextualised FS instruction in A1 learners in primary school (4th and 7th graders):
longitudinal study

LIMITATIONS

- Small sample
- Descriptive analysis: no statistical tests
- Difficulty in implementing other approaches and a comparison group



OTHER CONSIDERATIONS

- INS: interference of other content studied – memory load / 4th graders / DTP implementation: 3 months and a half (INS School) vs 10 months (155 School)

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THANK YOU :)

We would like to thank the students, teachers and school authorities that have made this experience a reality.

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For further content on Formulaic Sequences...

