



## **TOWARDS ORAL FLUENCY: FORMULAIC SEQUENCES AT HAND**

---

Charito Ong  
Sophomore Vacalares

Among the language classes in the Philippines where English is taught as a second language; much focus is often placed on teaching reading, writing and grammar skills. Very minimal time is allotted for teaching communication skills. This creates a problem when students need to use English to communicate. Many of these students graduate; with less immersion in the target language making them uncomfortable and even to some extent; they become unable to communicate with the spoken word effectively. This is not desired by the educational institutions in the Philippines. Teachers do not want to send these language learners out into the world unequipped. The so called oral fluency can be taught and the indivisible multiword language chunks, known as formulaic sequences, is one way of accomplishing this goal. This paper then addresses the issue by defining what fluency is and then by identifying, defining and applying teachable communication features to improve oral fluency. Classroom observation, focus group discussion, and interview questionnaires were the tools used by the researchers. The core of the instruments looked into oral fluency, formulaic sequences and speech communities. Each one of these fields helps to identify and explain effective approaches and tools for improving English language learners' oral fluency. Combining how oral fluency is understood, what oral communication consists of and where oral communication takes place leads to a greater understanding of how to teach speaking skills. This paper then developed a training plan containing four lessons that utilize topics on oral fluency with formulaic sequences for practical classroom application. The results of this study

can be applied to create an effective curriculum framework for teaching speaking skills in the second language classrooms.

© GSJ