**FORMULAIC LANGUAGE: SELECTED REFERENCES**

**(last updated 13 April 2015)**

Adolphs, S., & Durrow, V. (2004). Social-cultural integration and the development of formulaic sequences. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 107-126). Amsterdam: John Benjamins.

Allen, D. (2011). Lexical bundles in learner writing: An analysis of formulaic language in the ALESS learner corpus. *Komaba Journal of English Education, 1,* 105-127.

Bahns, J., Burmeister, H., & Vogel, T. (1986). The pragmatics of formulas in L2 learner speech: Use and development. *Journal of Pragmatics, 10,* 693-723.

Bannard, C., & Lieven, E. (2012). Formulaic language in L1 acquisition. *Annual Review of Applied Linguistics, 32,* 3-16.

Bardovi-Harlig, K. (2002). A new starting point? Investigating formulaic use and input. Studies in Second Language Acquisition, 24, 189-198.

Bardovi-Harlig, K. (2006). On the role of formulas in the acquisition of L2 pragmatics. In Bardovi-Harlig, K., Félix-Brasdefer, C., & Omar, A. S. (Eds.), Pragmatics and language learning. Vol. 11, pp. 1-28).  Honolulu, HI: University of Hawai’i, National Foreign Language Resource Center.

Bardovi-Harlig, K. (2008). Recognition and production of formulas in L2 pragmatics. In Z. H. Han (Ed.), *Understanding second language process* (pp. 205-222). Clevedon, UK: Multilingual Matters.

Bardovi-Harlig, K. (2009) Conventional expressions as a pragmalinguistic resource: Recognition and production of conventional expressions in L2 pragmatics.  *Language Learning, 59*, 755-795.

Bardovi-Harlig, K. (2010). Recognition of conventional expressions in L2 pragmatics. In G. Kasper, H. t. Nguyen, D. R. Yoshimi, & J. K. Yoshioka (Eds.), Pragmatics and language learning (Vol. 12) (pp.141-162). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Bardovi-Harlig, K. (2011).  Assessing familiarity with pragmatic formulas: Planning oral/aural assessment.  In N. R. Houck & D. H. Tatsukik (Eds.), *Pragmatics: Teaching natural conversation*. (pp. 7-22).  New York: TESOL.

Bardovi-Harlig, K. (2012). Formulas, routines, and conventional expressions in pragmatics research. *Annual Review of Applied Linguistics, 32,* 206-227.

Bardovi-Harlig, K., Bastos, M. T., Burghardt, B., Chappetto, E., Nickels, E. L., & Rose, M. (2010).  The use of conventional expressions and utterance length in L2 pragmatics.  In G. Kasper, H.T. Nguyen, D. Yoshimi, & J. Yoshioka (Eds.), Pragmatics and Language Learning, (Vol. 12) (pp. 163-186).  Honolulu: University of Hawai’i, National Foreign Language Resource Center.

Bardovi-Harlig, K., & Nickels, E. L. (2011).  *No thanks, I'm full*: Raising awareness of expressions of gratitude and formulaic language.  In N. R. Houck & D. H. Tatsuki (Eds.), *Pragmatics: Teaching natural conversation* (pp. 23-40). New York: TESOL.

Bardovi-Harlig, K., Nickels, E., & Rose, M. (2008).  The influence of first language and level of development in the use of conventional expressions of thanking, apologizing, and refusing.  In M. Bowles, R. Foote, S. Perpiñán, R. Bhatt (Eds.)  *Selected Proceedings of the 2007 Second Language Research Forum* (pp. 113-130).  Somerville, MA: Cascadilla Proceedings Project, (also available: [http://www.lingref.com/cpp/slrf/2007/index.html](http://www.lingref.com/slrf/2007/index.html))

Bell, N. (2012). Formulaic language, creativity, and language play in a second language. *Annual Review of Applied Linguistics, 32,* 189-205.

Biber, D. (2009). A corpus-driven approach to formulaic language in English. *International Journal of Corpus Linguistics, 14*, 275-311.

Biber, D., Conrad, S., & Cortes, V. (2003). Towards a taxonomy of lexical bundles in speech and writing. In A. Wilson, P. Rayson & T. McEnery (Eds.), *Corpus linguistics by the lune: A festschrift for Geoffrey Leech* (pp. 71-92). Frankfurt, Germany: Peter Lang.

Biber, D., Conrad, S., & Cortes, V. (2004). If you look at…:Lexical bundles in university teaching and textbooks. *Applied Linguistics, 25,* 371-405.

Boers, F., Deconinck, J., & Lindstromberg, S. (2010). Choosing motivated chunks for teaching. In S. DeKnop, F. Boers & T. De Rycker (Eds.), *Fostering language teaching efficiency through cognitive linguistics* (pp. 239-256). Berlin, Germany: Mouton de Gruyter.

Boers, F., Eyckmans, J., Kappel, J., Stengers, H., & Demecheleer, H. (2006). Formulaic sequences and perceived oral proficiency: Putting a lexical approach to the test. *Language Teaching Research, 10*, 245-261.

Boers, F., & Lindstromberg, S. (2012). Experimental and intervention studies on formulaic sequences in a second language. *Annual Review of Applied Linguistics, 32,* 83-110.

Bolander, M. (1989). Prefabs, patterns and rules in interaction? Formulaic speech in adult learners' L2 Swedish. In K. Hyltenstam & L. K. Obler (Eds.), *Bilingualism across the lifespan: Aspects of acquisition, maturity, and loss* (pp. 73-86). Cambridge, UK: Cambridge University Press.

Burdelski, M., & Minegishi Cook, H. (2012). Formulaic language in language socialization. *Annual Review of Applied Linguistics, 32,* 173-188.

Butler, C. (2003). Multi-word sequences and their relevance for recent models of functional grammar. *Functions of Language 10*, 179-208.

Butler, C. (2005). Formulaic language: An overview with particular reference to the cross-linguistic perfective. In C. Butler, M. A. Gómez-Gonzáles, & S. M, Doval-Suárez (Eds.), *The dynamics of language use* (pp. 221-242). Philadelphia/Amsterdam: John Benjamins.

Chau, M. H.(2012). Learner corpora and second language acquisition. In K. Hyland, M. H. Chau, & M. Handford, (Eds.), *Corpus applications in applied linguistics* (pp. 191-207). London, UK: Continuum.

Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed more quickly than nonformulaic language by native and non-native speakers? *Applied Linguistics, 29*, 72-89.

Conklin, K., & Schmitt, N. (2012). The processing of formulaic language. *Annual Review of Applied Linguistics, 32,* 45-61.

Conrad, S., & Biber, D. (2004). The frequency and use of lexical bundles in conversation and academic prose. *Lexicographica, 20*, 56-71.

Corrigan, R., Moravcsik, E. A., Ouali, H., & Wheatley, K. M. (Eds.). (2009). *Formulaic language: Acquisition, loss, psychological reality, and functional explanations* (Vol. 2). Amsterdam: John Benjamins.

Corrigan,R., Moravcsik, E., Ouali, H., & Wheatley, K. (Eds.). (2009). *Formulaic language. Typological studies in language*. Amsterdam: John Benjamins.

Cortes, V. (2004). Lexical bundles in published and student disciplinary writing: Examples from history and biology. *English for Specific Purposes, 23*, 397-423.

Cortes, V. (2006). Teaching lexical bundles in the disciplines: An example from a writing intensive history class. *Linguistics and Education, 17*, 391-406.

Cortes, V. (2008). A comparative analysis of lexical bundles in academic history writing in English and Spanish. *Corpora, 3,* 43-58.

Cortes, V., & Csomay, E. (2007). Positioning lexical bundles in university lectures. In M. Campoy & M. Luzon (Eds.), *Spoken corpora in applied linguistics* (pp. 55-77). New York: Peter Lang.

Coulmas, F. (1979). On the sociolinguistic relevance of routine formulae. *Journal of Pragmatics, 3,* 239-266.

Cowie, A. P. (1992). Multiword lexical units and communicative language teaching. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and applied linguistics* (pp. 1-12). Basingstoke UK: Macmillan.

Crossley, S. A., & Salsbury, T. (2011). The development of lexical bundle accuracy and production in English second language speakers. *International Review of Applied Linguistics in Teaching, 49*, 1-26.

Culpeper, J. (2010). Conventionalised impoliteness formulae. *Journal of Pragmatics, 42,* 3232-3245.

Davis, B. H., & Maclagan, M. (2010). Pauses, fillers, placeholders, and formulaicity in Alzheimer’s discourse: Gluing relationships as impairment increases. In N. Amiridze, B. H. Davis & M. Maclagan (Eds.), *Fillers, pauses, and placeholders* (pp. 189-216). Amsterdam, the Netherlands: John Benjamins.

Ellis, N. C. (1996). Sequencing in SLA: Phonological memory, chunking, and points of order. *Studies in Second Language Acquisition, 18,* 91-126.

Ellis, N. C. (2003). [Constructions, chunking, and connectionism: The emergence of second language structure](http://www-personal.umich.edu/%7Encellis/NickEllis/Publications_files/DoughtyLongall.pdf). In C. Doughty & M. H. Long (Eds.), *Handbook of second language acquisition* (pp. 33-68). Oxford: Blackwell.

Ellis, N. C. (2012). Formulaic language and second language acquisition: Zipf and the phrasal teddy bear. *Annual Review of Applied Linguistics, 32*, 17-44.

Ellis, N. C., & Simpson-Vlach, R. (2009). Formulaic language in native speakers: Triangulating psycholinguistics, corpus linguistics, and education. *Corpus Linguistics and Linguistic Theory, 5*, 61-78.

Ellis, N. C., Simpson-Vlach, R., & Maynard, C. (2008). Formulaic language in native and second language speakers: Psycholinguistics, corpus linguistics, and TESOL. *TESOL Quarterly, 42*(3), 375-396.

Erman, B. (2009). Formulaic language from the learner perspective: What the learner needs to know. In R. Corrigan, E. A. Moravcsik, H. Ouali & K. M. Wheatley (Eds.), Formulaic language: Acquisition, loss, psychological reality and functional explanations (pp. 323-346). Amsterdam: the Netherlands: John Benjamins.

Eskjildsen, S. W., & Cardierno, T. (2007). Are recurring multi-word expressions really syntactic freezes? Second language acquisition from the perspective of usage-based linguistics. In M. Nenonen & S. Neimi (Eds.), *Collocations and idioms 1: Papers from the first Nordic conference on syntactic freezes* (pp. 86-99). Joensuu, Finland: Joensuu Unviersity Press.

Eyckmans, J., Boers, F., & Stengers, H. (2007). Identifying chunks: Who can see the wood for the trees? *Language Forum, 33,* 85-100.

Gotz, S., & Schilk, M. (2011). Formulaic sequences in spoken ENL, ESL, and EFL. In M. Hundt & J. Mukherjee (Eds.), *Exploring second-language varieties of English and learner Englishes: Bridging a paradigm gap* (pp. 79-100). Amsterdam: John Benjamins.

Granger, S. (1998). Prefabricated patterns in advanced EFL writing: Collocations and formulae. In A. P. Cowie (Ed.), *Phraseology: Theory, analysis, and applications* (pp. 145-160). Oxford: Clarendon.

Granger, S. (2001). Prefabricated patterns in advanced EFL writing: Collocations and formulae. In A. P. Cowie (Ed.), *Phraseology: Theory, analysis, and applications* (pp. 145-160). Oxford: Oxford University Press.

Hakuta, K. (1974). Prefabricated patterns and the emergence of structure in second language acquisition. *Language Learning, 24*(2), *287-297.*

Hickey, T. (1993). Identifying formulas in first language acquisition. *Journal of Child Language, 20,* 27-41.

Hyland, K. (2008). As can be seen: Lexical bundles and disciplinary variation. *English for Specific Purposes, 27*, 4-21.

Hyland, K. (2012). Bundles in academic discourse. *Annual Review of Applied Linguistics, 32,* 150-169.

Jiang, N. A. N., & Nekrasova, T. M. (2007). The processing of formulaic sequences by second language speakers. *The Modern Language Journal, 91,* 433-445.

Jones, M., & Haywood, S. (2004). Facilitating the acquisition of formulaic sequences: An exploratory study. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 269-300). Amsterdam: John Benjamins.

Kecskes, I. (2007). Formulaic language on English Lingua Franca. In I. Kecskes & L. R. Horn (Eds.), *Explorations in pragmatics: Linguistic, cognitive, and intercultural aspects* (pp. 191-218). Berlin, Germany: Mouton de Gruyter.

Kerz, E., & Haas, F. (2009). The aim is to analyze NP: The function of prefabricated chunks in academic texts. In R. Corrigan, E. A. Moravcsik, H. Ouali & K. M. Wheatley (Eds.), *Formulaic language: Distribution and historical change* (pp. 97-115). Amsterdam: the Netherlands: John Benjamins.

Krashen, S. D., & Scarcella, R. (1978). On routines and patterns in language acquisition and performance. *Language Learning, 28*, 283-300.

Kulper, K. (2004). Formulaic performance in conventionalized varieties of speech. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 37-54). Amsterdam: John Benjamins.

Lancioni, G. (2009). Formulaic models and formulaicity in classical and modern standard Arabic. In R. Corrigan, E. A. Moravcsik, H. Ouali & K. M. Wheatley (Eds.), *Formulaic language: Distribution and historical change* (pp. 219-238). Amsterdam: the Netherlands: John Benjamins.

Lewis, M. (2009). *The idiom principle in L2 English: Assessing elusive formulaic sequences as indicators of idiomaticity, fluency, and proficiency*. Saarbrucken, Germany: VDM Verlag Dr. Muller.

Lin, P. M. S. (2010). The phonology of formulaic sequences: A review. In D. Wood (Ed.), *Perspectives on formulaic language: Acquisition and communication* (pp. 174-193). London, UK: Continuum.

Lindstromberg, S., & Boers, F. (2008). Phonemic repetition and the learning of lexical chunks: The mnemonic power of assonance. *System, 36,* 423-436.

Mauranen, A. (2009). Chunking in ELF: Expressions for managing interaction. *Intercultural Pragmatics, 6,* 217-233.

McCarthy, M. J., & Spottl, C. (2003). Formulaic utterance in the multi-lingual context. In J. Cenoz, U. Jessner & B. Hufeisen. (Eds.), *The multilingual lexicon* (pp. 133-151). Dordrecht, The Netherlands: Kluwer.

McCarthy, M. J., & Spottl, C. (2004). Comparing the knowledge of formulaic sequences across L1, L2, L3, and L4. In N. Schmitt. (Ed.), *Formulaic sequences* (pp. 191-225). Amsterdam, The Netherlands: John Benjamins.

Meunier, F. (2012). Formulaic language and language teaching. *Annual Review of Applied Linguistics, 32,* 111-129.

Millar, N. (2010). The processing of malformed formulaic language. *Applied Linguistics, 32,* 129-148.

Millar, N. (2011). The processing of malformed formulaic language. *Applied Linguistics, 32,* 129-148.

Myles, F., Hooper, J., Mitchell, R. (1998). Rote or rule? Exploring the role of formulaic language in classroom foreign language learning. *Language Learning, 48*(3), 323–364.

Myles, F., Mitchell, R., & Hopper, J. (1999). Interrogative chunks in French L2: A basis for creative construction? *Studies in Second Language Acquisition, 21*, 49-80.

Nattinger, J. R., & DeCarrico, J.S. (1992). *Lexical phrases and language teaching.* Oxford, UK: Oxford University Press.

Nesi, H., & Basturkmen, H. (2006). Lexical bundles and discourse signaling in academic lectures. *International Journal of Corpus Linguistics, 11*, 283-304.

Ohlrogge, A. (2009). Formulaic expressions in intermediate EFL writing assessment. In R. Corrigan, A. Moravcsik, H. Ouali & K. M. Wheatley (Eds.), *Formulaic language: Acquisition, loss, psychological reality, and functional explanations* (pp. 387-404). Amsterdam: John Benjamins.

Overstreet, M., & Yule, G. (2001). Formulaic disclaimers. *Journal of Pragmatics, 33,* 45-60.

Pang, W. (2010). Lexical bundles and the construction of an academic voice: A pedagogical perspective. *Asian EFL Journal, 47*, 1-13.

Paquot, M., & Granger, S. (2012). Formulaic language in learner corpora. *Annual Review of Applied Linguistics, 32,* 130-149.

Peters, E. (2012). Learning German formulaic sequences: The effect of two attention drawing techniques. *Language Learning Journal, 40*, 65-79.

Ping, P. (2009). A study of the use of four-word lexical bundles in argumentative essays by Chinese English majors—A comparative study based on WECCL and LOCNESS. *CELEA Journal, 32*, 25-45.

Qi, Y., & Ding, Y. (2011). Use of formulaic sequences in monologues of Chinese EFL learners. *System, 39,* 164-174.

Raupach, M. (1984). Formulae in second language speech production. In H.W. Dechert & D. Mahle (Eds.), *Second language productions* (pp. 114-137). Tubingen: Gunter Narr Verlag.

Schauer, G. A., & Adolphs, S. (2006). Expressions of gratitude in corpus and DCT data: Vocabulary, formulaic sequences, and pedagogy. *System, 34*, 119-134.

Schmitt, N. (2004). *Formulaic sequences: Acquisition, processing and use*. Amsterdam: John Benjamins.

Schmitt, N. (2005). Formulaic language: Fixed and varied. *Elia, 6,* 13-39.

Schmitt, N., & Carter, R. (2004). Formulaic sequences in action: An introduction. In N. Schmitt (Ed.), *Formulaic sequencing* (pp. 1-22). Amsterdam: John Benjamins.

Schmitt, N., Dornyei, Z., Adolphs, S., & Durow, V. (2004). Knowledge and acuquisition of formulaic sequences. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 55-86). Amsterdam: John Benjamins.

Schmitt, N., Grandage, S., & Adolphs, S. (2004). Are corpus-derived recurrent clusters psycholinguistically valid? In N. Schmitt (Ed.), *Formulaic sequences* (pp. 127-151). Amsterdam: John Benjamins.

Simpson, R. (2004). Stylistic features of academic speech: The role of formulaic expressions. In T. Upton & U. Connor (Eds.), *Discourse in the professions: Perspectives from corpus linguistics* (pp. 37-64). Amsterdam: John Benjamins.

Simpson-[Vlach](http://onlinelibrary.wiley.com/doi/10.1111/lang.2010.60.issue-s2/issuetoc), R., & Ellis, N. C. (2010). An academic formulas list (AFL). *Applied Linguistics, 31*, 487-512.

Stengers, H., Boers, F., Housen, A., & Eyckmans, J. (2010). Does “chunking” foster chunk-uptake? In S. De Knop, F. Boers & A. De Rycker (Eds.), *Fostering language teaching efficiency through cognitive linguistics* (pp. 99-117). Berlin, Germany: Mouton de Gruyter.

Stengers, H., Boers, F., Housen, A., & Eyckmans, J. (2011). Formulaic sequences and L2 oral proficiency: Does the type of target language influence the association? *International Review of Applied Linguistics, 49*, 321-343.

Taguchi, N. (2007). Chunk learning and the development of spoken discourse in a Japanese as a foreign language classroom. *Language Teaching Research, 11,* 433-457.

Terkourafi, M. (2002). Politeness and formulaicity: Evidence from Cypriot Greek. *Journal of Greek Linguistics, 3,* 179-201.

Tracy-Ventural, N., Cortes, V., & Biber, D. (2007). Lexical bundles in speech and writing. In G. Parodi (Ed.), *Working with Spanish corpora* (pp. 217-230). London: Continuum.

Tremblay, A., Derwing, B., Libben, G., & Westbury, C. (2011). Processing advantages of lexical bundles: Evidence from self-paced reading and sentence recall tasks. *Language Learning, 61,* 569-613.

Underwood, G., Schmitt, N., & Galpin, A. (2004). The eyes have it: An eye-movement study into the processing of formulaic sequences. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 153-172). Amsterdam, The Netherlands: John Benjamins.

Van Lancker Sidtis, D. (2012). Formulaic language and language disorders. *Annual Review of Applied Linguistics, 32,* 62-80.

Van Lancker-Sidtis, D., & Postman, W. A. (2006). Formulaic expressions in spontaneous speech of left- and right-hemisphere damaged subjects. *Aphasiology, 20,* 411-426.

Weinert, R. (1995). The role of formulaic language in second language acquisition: A review. *Applied Linguistics, 16* (2), 180-205.

### Wible, D. (2008). Multiword expressions and the digital turn. In F. Meunier & S. Granger (Eds.), *Phraseology in foreign language learning and teaching* (pp. 163-181). Amsterdam: John Benjamins.

### Wood, D. (2002). Formulaic language acquisition and production: Implications for teaching. *TESL Canada Journal, 20*(1), 1-15.

Wood, D. (2006). Uses and functions of formulaic sequences in second language speech: An exploration of the foundations of fluency. *Canadian Modern Language Review, 63*, 13-33.

Wood, D. (2009). Effects of focused instruction of formulaic sequences on fluent expression in second language narratives: A case study. *Canadian Journal of Applied Linguistics, 12,* 39-57.

Wood, D. (2010). *Formulaic language and second language speech fluency: Background evidence and classroom applications*. New York: Continuum.

Wood, D. (2010). *Perspectives on formulaic language: Acquisition and communication*. London: Continuum.

Wray, A. (1999). Formulaic language in learners and native speakers. *Language Teaching, 32*, 213-231. doi:10.1017/S0261444800014154.

Wray, A. (2000). Formulaic sequences in second language teaching: Principle and practice. *Applied Linguistics,* 463-489.

Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge, UK: Cambridge University Press.

Wray, A. (2004). “Here’s one I prepared earlier”: Formulaic language learning on television. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 249-268). Amsterdam: John Benjamins

Wray, A. (2008). *Formulaic language: Pushing the boundaries*. Oxford: Oxford University Press.

Wray, A. (2010). We’ve had a wonderful, wonderful thing: Formulaic interaction when an expert has dementia. *Dementia: The International Journal of Social Research and Practice, 9,* 517-534.

Wray, A. (2011). Formulaic language as a barrier to effective communication with people with Alzheimer’s disease. *Canadian Modern Language Review, 67*, 429-458.

Wray, A. (2012). What do we (think we) know about formulaic language? An evaluation of the current state of play. *Annual Review of Applied Linguistics, 32,* 231-254.

Wray, A., & Fitzpatrick, T. (2010). Pushing learners to the extreme: The artificial use of prefabricated material in conversation. *Innovation in Language Learning and Teaching, 4*, 37-51.

 Wray, A., & Perkins, M. R. (2000). The functions of formulaic language: An integrated model. *Language and Communication, 20, 1-28.*

Xu, J. J. (2007). Discourse management chunks in Chinese college learners’ English speech: A spoken corpus-based study. *Foreign Language Teaching and Research, 39*, 437-443.

Yuldashev, A., Fernandez, J., & Thorne, S. L. (2013). Second language learners’ contiguous and discontinguous multi-word unit use over time. *Modern Language Journal, 97*(S1), 31-45.