**FORMULAIC LANGUAGE: SELECTED REFERENCES**

**(Last updated 24 August 2022)**

Abdalhussein, H. F. (2022). Iraqi EFL learners' use of formulaic language in writing proficiency exams. *Journal of Language and Linguistic Studies*, *18*(1), 1079-1093.

Ädel, A., & Erman, B. (2012). Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach. *English for Specific Purposes*, *31*(2), 81-92.

Adolphs, S., & Durrow, V. (2004). Social-cultural integration and the development of formulaic sequences. In N. Schmitt (Ed.), *Formulaic sequences* (pp. 107-126). 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. <https://s3.amazonaws.com/academia.edu.documents/31973555/Allen_KJEE_2010.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1505055446&Signature=kk66g85efP1bAQ2JhVzTz3FfKK4%3D&response-content-disposition=inline%3B%20filename%3DAllen_2010_Lexical_Bundles_in_Learner_Wr.pdf>

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). 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). 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).  TESOL.

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

Bardovi-Harlig, K. (2018). Formulaic language in second language pragmatics research. In A. Siyanova-Chanturia, & A. Pellicer-Sáncez (Eds.), *Understanding formulaic language: A second language acquisition perspective.* (pp. 97-114). Routledge.

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).  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). 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))

Bartning, I., Forsberg, F., & Hancock, V. (2009). Resources and obstacles in very advanced L2 French: Formulaic language, information structure and morphosyntax. *EUROSLA yearbook*, *9*(1), 185-211.

Bell, N. (2012). Formulaic language, creativity, and language play in a second language. *Annual Review of Applied Linguistics, 32,* 189-205. <https://www.researchgate.net/profile/Nancy_Bell/publication/259428225_Formulaic_Language_Creativity_and_Language_Play_in_a_Second_Language/links/547bb98e0cf205d16881c750.pd>

Biber, D., & Barbieri, F. (2007). Lexical bundles in university spoken and written registers. *English for Specific Purposes*, *26*(3), 263-286.

Biber, D., & Conrad, S. (1999). Lexical bundles in conversation and academic prose. *Language and Computers*, *26*, 181-190.

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). 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 University Press.

Bridges, K. A., & Van Lancker Sidtis, D. (2013). Formulaic language in Alzheimer's disease. *Aphasiology*, *27*(7), 799-810. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3811161/>

Buerki, A. (2019). Furiously fast: On the speed of change in formulaic language. *Yearbook of Phraseology*, *10*(1), 5-38.

Buerki, A. (2020). *Formulaic language and linguistic change: A data-led approach*. Cambridge University Press.

Buerki, A. (2020). (How) is formulaic language universal? Insights from Korean, German and English. In E. Piirainen, N. Filatkina, S. Stumpf, & C. Pfeiffer (Eds.), *Formulaic language and new data: Theoretical and methodological implications* (pp. 103-134). De Gruyter.

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/ John Benjamins.

Campos, M. S. V., Campos, C. H. S., & Carrillo, K. L. S. (2021). EFL learners’ formulaic language use in writing: An action research account. *Logos: Revista de Lingüística, Filosofía y Literatura*, *31*(2), 301-316.

Carrol, G., & Conklin, K. (2020). Is all formulaic language created equal? Unpacking the processing advantage for different types of formulaic sequences. *Language and Speech*, *63*(1), 95-122.

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). Continuum.

Chen, C., & Chen, S. (2021). A review of EFL formulaic language acquisition and teaching intervention. *International Journal of Humanities and Education Development (IJHED)*, *3*(5), 36-41.

Chen, M. H., Huang, C. C., Huang, S. T., Chang, J. S., & Liou, H. C. (2013). An automatic reference aid for improving EFL learners' formulaic expressions in productive language use. *IEEE Transactions on Learning Technologies*, *7*(1), 57-68. <https://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=6671917>

Chen, Y. H., & Baker, P. (2010). Lexical bundles in L1 and L2 academic writing. *Language Learning & Technology*, *14*(2), 30-49.

Chenguang, C. (2004). The Functions of Formulaic Language [J]. *Foreign Languages and Their Teaching*, *2*, 7-10.

Cobb, T. (2018). From corpus to CALL: The use of technology in teaching and learning formulaic language. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 192-210). Routledge.

Conklin, K., & Carrol, G. (2018). First language influence on the processing of formulaic language in a second language. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 62-77). Routledge.

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. <https://www.researchgate.net/profile/Kathy_Conklin/publication/236875351_Formulaic_Sequences_Are_They_Processed_More_Quickly_than_Nonformulaic_Language_by_Native_and_Nonnative_Speakers/links/00b49525275b257a2c000000.pdf>

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

Corrigan, R. (Ed.). (2009). *Formulaic language* (Vol. 2). John Benjamins Publishing.

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

Corrigan,R., Moravcsik, E., Ouali, H., & Wheatley, K. (Eds.). (2009). *Formulaic language. Distribution and historical change*. John Benjamins.

Corrigan,R., Moravcsik, E., Ouali, H., & Wheatley, K. (Eds.). (2009). *Formulaic language: Typological studies in language*. John Benjamins. <https://s3.amazonaws.com/academia.edu.documents/33250652/16_Lancioni_Formulaic.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1505054802&Signature=1quzFsbM5ext43F2ZUOaMCMSMP4%3D&response-content-disposition=inline%3B%20filename%3DFormulaic_models_and_formulaicity_in_Cla.pdf>

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). 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). 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). John Benjamins.

Ding, Y. R., & Qi, Y. (2005). Use of formulaic language as a predictor of L2 oral and written performance. *Journal of PLA University of Foreign Languages*, *3*, 49-53.

Dobbinson, S., Perkins, M., & Boucher, J. (2003). The interactional significance of formulas in autistic language. *Clinical linguistics & phonetics*, *17*(4-5), 299-307.

Dogancay, S. (1990). " Your eye is sparkling": Formulaic expressions and routines in Turkish. *Working Papers in Educational Linguistics (WPEL)*, *6*(2), 49-64.

Dunn, C. D. (2006). Formulaic expressions, Chinese proverbs, and newspaper editorials: Exploring type and token interdiscursivity in Japanese wedding speeches. *Journal of Linguistic Anthropology*, *16*(2), 153-172.

Durrant, P., & Mathews-Aydınlı, J. (2011). A function-first approach to identifying formulaic language in academic writing. *English for Specific Purposes*, *30*(1), 58-72. <http://repository.bilkent.edu.tr/bitstream/handle/11693/11987/10.1016-j.esp.2010.05.002.pdf?sequence=1>

Durrant, P. (2018). Formulaic language in English for academic purposes. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 211-227). Routledge.

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/~ncellis/NickEllis/Publications_files/DoughtyLongall.pdf). In C. Doughty & M. H. Long (Eds.), *Handbook of second language acquisition* (pp. 33-68). 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. <http://www-personal.umich.edu/~ncellis/NickEllis/Publications_files/ARAL2012offprint.pdf>

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. <https://deepblue.lib.umich.edu/bitstream/handle/2027.42/89473/j.1545-7249.2008.tb00137.x.pdf?sequence=1&isAllowed=y>

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). John Benjamins.

Erman, B., Forsberg Lundell, F., Lewis, M., Hyltenstam, K., Bartning, I., & Fant, L. (2018). Formulaic language in advanced long-residency L2 speakers. In K. Hyltenstam, I. Bartning, & L. Fant (Eds.), *High-level language proficiency in second language and multilingual contexts* (pp. 96-119). Cambridge University Press.

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 University Press.

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

François, J., & Albakry, M. (2021). Effect of formulaic sequences on fluency of English learners in standardized speaking tests. *Language Learning & Technology*, *25*(2), 26-41.

Gholami, L., & Gholami, J. (2020). Uptake in incidental focus-on-form episodes concerning formulaic language in advanced adult EFL classes. *Language Teaching Research*, *24*(2), 189-219.

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). 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). 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 University Press.

Gyllstad, H., & Schmitt, N. (2018). Testing formulaic language. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 174-191). Routledge.

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

Hall, T. (2010). L2 Learner-made formulaic expressions and constructions. *Studies in Applied Linguistics and TESOL*, *10*(2), 1-18. [file:///C:/Users/KATHIB~1/AppData/Local/Temp/1427-Article%20Text-3626-1-10-20190530.pdf](file:///C%3A/Users/KATHIB~1/AppData/Local/Temp/1427-Article%20Text-3626-1-10-20190530.pdf)

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. <http://portal.tpu.ru/SHARED/n/NTM/publishing/Tab/Jiang-Nekrasova-2007.pdf>

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

Katsarska, V. (2021). Formulaic language in aeronautical English—Friend or foe. *Journal of Teaching English for Specific and Academic Purposes, 9*(2), 239-245.

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. <http://www.albany.edu/faculty/ikecskes/files/Kecskespaper.pdf>

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). John Benjamins.

Khoiriyah, L., & Mujiyanto, J. (2022). The realization of formulaic competence in the classroom interactions among learners in Kampung Inggris Pare. *English Education Journal,* 12(2), 140-149.

Kokla, N. (2021). Peppa Pig: An innovative way to promote formulaic language in pre-primary EFL classrooms. *Research Papers in Language Teaching & Learning*, *11*(1), 76-92.

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

Kuiper, K. (2021). Formulaic language and new data: Theoretical and methodological implications. *Language in Society*, *50*(2), 323-325.

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

Lee, B., & Van Lancker Sidtis, D. (2020). Subcortical involvement in formulaic language: Studies on bilingual individuals with Parkinson's Disease. *Journal of Speech, Language, and Hearing Research*, *63*(12), 4029-4045.

Lewis, M. (2009). *The idiom principle in L2 English: Assessing elusive formulaic sequences as indicators of idiomaticity, fluency, and proficiency*. 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). Continuum.

Lin, P. M. S. (2012). Sound evidence: The missing piece of the jigsaw in formulaic language research. *Applied Linguistics, 33*(3), 342-347. <https://www.researchgate.net/profile/Phoebe_Lin4/publication/259695914_Sound_Evidence_The_Missing_Piece_of_the_Jigsaw_in_Formulaic_Language_Research/links/53eae96f0cf28f342f44eef1/Sound-Evidence-The-Missing-Piece-of-the-Jigsaw-in-Formulaic-Language-Research.pdf>

Lin, P. M. (2013). The prosody of formulaic expression in the IBM/Lancaster Spoken English Corpus. *International Journal of Corpus Linguistics*, *18*(4), 561-588.

Lin, P. M. (2018). Formulaic language and speech prosody. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 78-94). Routledge.

Lin, P. (2022). Developing an intelligent tool for computer-assisted formulaic language learning from YouTube videos. *ReCALL*, *34*(2), 185-200.

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

Lu, X., Kisselev, O., Yoon, J., & Amory, M. D. (2018). Investigating effects of criterial consistency, the diversity dimension, and threshold variation in formulaic language research: Extending the methodological considerations of O’Donnell et al. (2013). *International Journal of Corpus Linguistics*, *23*(2), 158-182.

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

MacKenzie, I. (2000). Improvisation, creativity, and formulaic language. *The Journal of Aesthetics and Art Criticism*, *58*(2), 173-179.

McCarthy, M. J. (2004). Lessons from the analysis of chunks. *The Language Teacher, 28*(7), 9-12.

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). 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). John Benjamins.

McCauley, S. M., & Christiansen, M. H. (2014). Acquiring formulaic language: A computational model. *The Mental Lexicon*, *9*(3), 419-436. <https://s3.amazonaws.com/academia.edu.documents/35220794/revised_version_Mental_Lexicon_McCauley_Christiansen.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1505055023&Signature=Qp2RqCsT7qHBUSC2V3udR3S%2BrG4%3D&response-content-disposition=inline%3B%20filename%3DAcquiring_formulaic_language_A_computati.pdf>

Meng, F., Zheng, Y., Bao, S., Wang, J., & Yang, S. (2022). Formulaic language identification model based on GCN fusing associated information. *PeerJ Computer Science 8,* <https://doi.org/10.7717/peerj-cs.984>

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. <https://www.researchgate.net/profile/Florence_Myles/publication/227623297_Rote_or_Rule_Exploring_the_Role_of_Formulaic_Language_in_Classroom_ForeignLanguage_Learning/links/55cafcfc08aebc967dfbf68b.pdf>

Myles, F., Mitchell, R., & Hooper, 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 University Press.

Neno, H., & Agustien, H. I. (2016). The use of formulaic expressions in EFL students’ interactions. *English Education Journal*, *6*(1), 39-44. [file:///C:/Users/KATHIB~1/AppData/Local/Temp/12778-Article%20Text-25839-1-10-20160922.pdf](file:///C%3A/Users/KATHIB~1/AppData/Local/Temp/12778-Article%20Text-25839-1-10-20160922.pdf)

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

Oakey, D. (2002). Formulaic language in English academic writing. In R. Reppen, S. M. Fitzmaurice, & D. Biber (Eds.), *Using corpora to explore linguistic variation* (pp. 111-129). John Benjamins. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.466.2520&rep=rep1&type=pdf#page=124>

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). John Benjamins.

Ohlrogge, A. (2009). Formulaic expressions in intermediate EFL writing assessment. *Formulaic Language*, *2*, 375-386.

Ortaçtepe, D. (2013). Formulaic language and conceptual socialization: The route to becoming nativelike in L2. *System*, *41*(3), 852-865.

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. <https://www.researchgate.net/profile/Sylviane_Granger/publication/259704872_Formulaic_Language_in_Learner_Corpora/links/0deec52d68194c339e000000/Formulaic-Languge-in-Learner-Corpora.pdf>

Pawley, A. (2007). Developments in the study of formulaic language since 1970: A personal view. In B. Korttmann & E. C. Traugott (Eds.), *Topics in English Linguistics*, *54*, 3-45. <https://openresearch-repository.anu.edu.au/bitstream/1885/19573/8/01%20Pawley%20A%20Developments%20in%20the%20study%202007.pdf>

Pawley, A. (2009). Grammarians’ languages versus humanists’ languages and the place of speech act formulas in models of linguistic competence. *Formulaic Language*, *1*, 3-26.

Pérez-Llantada, C. (2014). Formulaic language in L1 and L2 expert academic writing: Convergent and divergent usage. *Journal of English for Academic Purposes*, *14*, 84-94.

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

Piirainen, E., Filatkina, N., Stumpf, S., & Pfeiffer, C. (Eds.). (2020). *Formulaic language and new data: Theoretical and methodological implications* (Vol. 3). Walter de Gruyter GmbH & Co KG.

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.

Rajeswaran, C. M. (2019). Task, formulaic language, and role play for developing ESL students’ academic language. *Indonesian Journal of Applied Linguistics*, *8*(3), 536-544.

Rammell, C. S., Sidtis, D. V. L., & Pisoni, D. B. (2017). Perception of formulaic and novel expressions under acoustic degradation. *The Mental Lexicon*, *12*(2), 234-262.

Raupach, M. (1984). Formulae in second language speech production. In H.W. Dechert & D. Mahle (Eds.), *Second language productions* (pp. 114-137). 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. <https://www.researchgate.net/profile/Gila_Schauer/publication/222402231_Expressions_of_gratitude_in_corpus_and_DCT_data_Vocabulary_formulaic_sequences_and_pedagogy/links/5d28ce6a92851cf4407e7792/Expressions-of-gratitude-in-corpus-and-DCT-data-Vocabulary-formulaic-sequences-and-pedagogy.pdf>

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

Sidtis, D. V. L. (2009). Formulaic and novel language in a ‘dual process’ model of language competence. *Formulaic Language*, *2*, 445-470.

Sidtis, D. V. L. (2012). Formulaic language and language disorders. *Annual Review of Applied Linguistics*, *32*, 62-80. <https://pdfs.semanticscholar.org/39e0/2106ead521a6fb47ed77759ab166efa8bdad.pdf>

Sidtis, D., Canterucci, G., & Katsnelson, D. (2009). Effects of neurological damage on production of formulaic language. *Clinical linguistics & phonetics*, *23*(4), 270-284. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4017953/>

Sidtis, D. V. L., & Sidtis, J. J. (2018). The affective nature of formulaic language: A right-hemisphere subcortical process. *Frontiers in Neurology, 9*, Art 573. <https://doi.org/10.3389/fneur.2018.00573>.

Sidtis, D. V. L., & Sidtis, J. J. (2018). Cortical-subcortical production of formulaic language: A review of linguistic, brain disorder, and functional imaging studies leading to a production model. *Brain and Cognition*, *126*, 53-64.

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). 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.

Siyanova-Chanturia, A., Conklin, K., & van Heuven, W. (2011). Seeing a phrase ‘time and again’ matters: The role of phrasal frequency in the processing of multiword sequences. *Journal of Experimental Psychology: Learning, Memory and Cognition, 37*, 776-784.

Siyanova-Chanturia, A. (2015). On the ‘holistic’nature of formulaic language. *Corpus Linguistics and Linguistic Theory*, *11*(2), 285-301. <https://s3.amazonaws.com/academia.edu.documents/40010328/Siyanova-Chanturia_CLLT_2015.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1505056466&Signature=rE0wUl4YX6pcXz6Z0XBkvJ5Nsjc%3D&response-content-disposition=inline%3B%20filename%3DOn_the_holistic_nature_of_formulaic_lang.pdf>

Siyanova-Chanturia, A., & Pellicer-Sánchez, A. (Eds.). (2018). *Understanding formulaic language: A second language acquisition perspective.* Routledge.

Siyanova-Chanturia, A., & Sidtis, D. V. L. (2018). What online processing tells us about formulaic language. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 38-61). Routledge.

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). 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.

Taguchi, N., Li, Q., & Tang, X. (2017). Learning Chinese formulaic expressions in a scenario-based interactive environment. *Foreign Language Annals, 50*(4), 641-660.

Taguchi, N., Li, S., & Xiao, F. (2013). Production of formulaic expressions in L2 Chinese: A developmental investigation in a study abroad context. *Chinese as a Second Language Research*, *2*(1), 23-58.

Tang, X., & Taguchi, N. (2020). Designing and using a scenario-based digital game to teach Chinese formulaic expressions. *Calico Journal*, *37*(1), 1-22.

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

Thoai, T. N. L. (2020). Observing EFL teachers' use of formulaic language in class. *Indonesian JELT: Indonesian Journal of English Language Teaching*, *15*(1), 1-20.

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). 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). 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.

Van Lancker-Sidtis, D., & Rallon, G. (2004). Tracking the incidence of formulaic expressions in everyday speech: Methods for classification and verification. *Language & Communication*, *24*(3), 207-240.

Wang, J., & Halenko, N. (2022). Developing the use of formulaic language for study abroad: a targeted instructional intervention. *The Language Learning Journal*, *50*(4), 409-426.

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). John Benjamins.

### Wood, D. (2002). Formulaic language acquisition and production: Implications for teaching. *TESL Canada Journal, 20*(1), 1-15. <http://www.teslcanadajournal.ca/tesl/index.php/tesl/article/viewFile/935/754>

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. <https://journals.lib.unb.ca/index.php/CJAL/article/viewFile/19898/21737>

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

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

Wood, D. (2019). Classifying and identifying formulaic language. In S. Webb (Ed.), *The Routledge handbook of vocabulary studies* (pp. 30-45). Routledge.

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, 21*(4),463-489. <http://www.uni-mainz.de/FB/Philologie-II/fb1414/lampert/download/so2008/appling2000.pdf>

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

Wray, A. (2002). Formulaic language in computer-supported communication: theory meets reality. *Language Awareness*, *11*(2), 114-131. <https://pdfs.semanticscholar.org/95db/366230dfa15ca482a88a59b08d28428055eb.pdf>

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

Wray, A. (2008). *Formulaic language: Pushing the boundaries*. 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. <http://orca.cf.ac.uk/39408/1/Wray%202012.pdf>

Wray, A. (2013). Formulaic language. *Language Teaching*, *46*(3), 316-334.

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., & Namba, K. (2003). Use of formulaic language by a Japanese-English bilingual child: a practical approach to data analysis. *Japan Journal for Multilingualism and Multiculturalism*, *9*(1), 24-51.

Wray, A., & Perkins, M. R. (2000). The functions of formulaic language: An integrated model. *Language and Communication, 20, 1-28.*  <https://www.researchgate.net/profile/Mick_Perkins/publication/237557831_The_functions_of_formulaic_language_An_integrated_model/links/54a3e90c0cf256bf8bb2a338/The-functions-of-formulaic-language-An-integrated-model.pdf>

Wulff, S. (2018). Acquisition of formulaic language from a usage-based perspective. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 19-37). Routledge.

Xuan, J., Yang, H., & Shim, J. (2021). On L2 English learners’ formulaic language use and spoken English fluency. *Chinese Journal of Applied Linguistics*, *44*(4), 543-562.

Xue, L. (2021). Using data-driven learning activities to improve lexical awareness in intermediate EFL learners. *Cogent Education*, *8*(1), <https://doi.org/10.1080/2331186X.2021.1996867>

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.

Yan, X. (2020). Unpacking the relationship between formulaic sequences and speech fluency on elicited imitation tasks: Proficiency level, sentence length, and fluency dimension. *TESOL Quarterly, 54*(2), 460–487.

Yeldham, M. (2018). The influence of formulaic language on L2 listener decoding in extended discourse. *Innovation in Language Learning and Teaching*, *12*(2), 105-119.

Yeldham, M. (2020). Does the presence of formulaic language help or hinder second language listeners’ lower-level processing?. *Language Teaching Research*, *24*(3), 338-363.

Yoon, H. J. (2021). L2 writing and formulaic language: Formulaic chunks and lexical bundles. In R. M. Manchón, & C. Polio (Eds.), *The Routledge handbook of second language acquisition and writing* (pp. 199-212). Routledge.

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.

Zhang, X. (2022). A review of formulaic language and second language writing. *International Journal of Social Science and Education Research*, *5*(3), 426-433.