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OPTIMIZING PEDAGOGICAL APPROACHES FOR TEACHING L2 FORMULAIC SEQUENCES THROUGH MOTIVATIONAL AND VISIONARY STRATEGIES

Samina Rahid, ** Prof.Dr.Ammara Farukh,Shumaila Ejaz, ****Aneela Ejaz***

**M.Phil Scholar , Department of English , University of Education , Lahore , Vehari Campus , Pakistan,*
***Professor of English, Department of English , University of Education , Lahore , Vehari Campus , Pakistan*
****M.Phil Scholar , Department of English , University of Education , Lahore , Vehari Campus , Pakistan,*
*****M.Phil Scholar , Department of English , University of Education , Lahore , Vehari Campus , Pakistan*

Abstract

This study's goal is to find out how well mental imagery and motivating strategies work to enhance second language (L2) vocabulary learning, with a particular emphasis on formulaic sequences. How various methods affected students' learning and awareness with the desired language forms was investigated in the study. A mixed approach strategy was used in the current study to assess how motivational and imaginative tactics improved vocabulary acquisition. 150 intermediate students from an educational institution in South Punjab were split into three groups and given seven interventions throughout a seven-week language course: the control group, the motivating group, and the visionary group. There were 26 formulaic ordering in the target language items, and a multiple-choice vocabulary exam was used to assess the findings. The quantitative test results were examined, which improved the findings' perceived value. The findings demonstrated that both motivational and visionary approaches enhanced students' capacity to get acquainted with the target sequence shapes. Furthermore, the results of the primary group interviews demonstrate that formulaic commands are best learned under imaginative situations. The pretest and posttest findings of three of the groups demonstrate the benefits of visionary approaches. A summary of the benefits of visionary tactics concludes the paper.

Key words

Formulaic sequence, Motivational strategies, Visionary techniques, Mixed method, Vocabulary

Background

Formulaic sequences (FS), whose are often used by native speakers, have been shown to also improve the fluency of non-native speakers.

McGuire (2017) made the hypothesis that giving ESL students direct instruction in FS in the classroom will increase their language use and maybe enhance their L2 fluency. It has been noted that explicitly teaching formulaic sequences may improve the fluency and utilization of these phrases.

The effects of formulaic sequences on speech fluency across skill levels in evoked imitation tasks for first and second language speakers were investigated by Yan (2020). The stopping and rate components of speech fluency are affected differently by formulaic sequences, and these effects are further impacted by speaker difficulty and skill.

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JALT

Several academics have so far shown that formulaic language usage helps ESL learners become more competent and fluent L2 speakers. Similar to this, Nergis (2021) emphasizes that one of the main causes of speech deficiencies in non-native speakers is their lack of information about real learning; for this reason, it is crucial to expose L2 learners to formulaic phrases. Furthermore, advanced L2 learners are often compared to non-native speakers because they are unable to use formulaic sequences that are comparable to those of native speakers, even if they seem to be accepted readily throughout the learning process (Gibbs Jr & Research, 1991). Successful language learning requires mastering idiomatic terms like idioms and collocations. Frequently, but not always, formulaic sequences have relinquished their meaning in favor of a complete one (Bolinger, 1976). In this sense, they somewhat align with metaphors and idioms. In certain contexts, a hearer may not be able to understand a word order that has a symbolic meaning, such as "straight from the horse's mouth" or "to pull someone's leg" (Garvey, 1977). In other cases, the metaphorical significance of one's life may be retrieved more quickly (I can read you like a book). Though poetry shows that transparent metaphors do not have to be formulaic (e.g., young death sits in a café smiling—e.g. cummings), idioms are required for semantically opaque sequences to stay accessible. On the surface, the difference in sequence transparency makes using idiom as a defining variable to characterize formula city look promising. Still, it shows how useful it is to separate this variable from the main body of the definition. Idioms are far more limited than formulaic sequences. The processing benefit of formulaic sequences has been well-established by prior research, which has led scholars and educators to support its use in promoting speech fluency. Fewer research, however, have looked into how formulaic sequence processing relates to task difficulty and speaker skill; even fewer have looked into how formulaic sequences support various aspects of speech fluency. It has been shown that teaching pupils formulaic sequences enhances their overall communication skills in the target language. Since they are not provided with native or native-like input, it is also evident that many foreign language learners find it difficult to communicate when studying abroad, even when they reach high levels of skill. Despite the growing interest in linguistics, no research has yet been done on the effect on students' proficiency and other skills. Students' competency and their understanding of word order are related. The study of word ordering and the benefits of teaching them in the classroom have long piqued the attention of linguists. Research has shown that teaching second language (L2) learners formulaic sequences may enhance their grammar acquisition, pragmatic competence, and fluency (Pawley & Syder, 2014). Acquiring these crucial L2 abilities, which may first overwhelm learners, leads to increased communicative competence in the intended language community (File & Adams, 2010). Formulaic sequences, which are basically fixed word combinations, include idioms, collocations, lexical bundles, phrasal verbs, as well as additional word combinations. Despite the lack of academic conferences or publications devoted to this topic, research in this area has grown during the last fifteen years. Compiling the extensive body of worldwide research on formulaic language is the aim of this edited book. Formulaic language learning research pioneers and experts (Forsberg, Fant, & communication, 2010). Researchers from all around the globe came forward to learn word ordering and develop knowledge in new ways with its diverse and often untried points of view. It contributes a new viewpoint to the growing corpus of writing on the topic and will be helpful to academics and researchers who deal with formulaic language in linguistics. FS are typical word combinations made up of two or more words which native speakers choose over other combinations that would have been similar had conventionalization not occurred. They are used in academic writing to materialize the functional components of academic genres. By using them, writers may express various ideas in their work, demonstrate the appropriate level of formality, and

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JALT

meet academic requirements. Learning academic FS is crucial if one wants to succeed as an academic writer. Students find it challenging to use these sequences correctly. By using cued output tasks, repetition, and (decontextualized) awareness-raising and identification exercises, students may regularly or completely interact with the target things. There has been much debate in psycholinguistic research over the ease of administering word commands. While the previous research in this subject focused on how to handle of word orders, few studies have looked at the dispensation of word order, particularly in the context of second language (L2) learning. Some students have trouble using these sequences correctly. However, academic writing seems inappropriate and too verbose. Even if students are aware of the different components of FS, they don't seem to pick it up by mistake, which might suggest that they are studying it explicitly.

Word order training should be included into every academic English or writing course, according to Peters and Pauwels (2015), since it may raise students' knowledge and utilization of word order.

In psycholinguistic research, there has been much debate about whether FSs are processed holistically or compositionally. The complete version views the word order as "long words" so are treated rapidly, and it is assumed that the parts of word orders were not inspected and that no further inquiry would be made when they are being utilized. This idea of holistic processing has typically been confirmed by empirical evidence of quicker processing of word order and equivalent non-word order, such as quicker reading in silence and articulating (Fan & Wang, 2024).

Significance of the Study

Formulaic sequences, such as idioms, collocations as well and phrasal verbs, are crucial for fluency and natural communication in a second language. Learning these sequences improves students' ability to communicate both orally and in writing and helps them seem more natural. The study's use of creative and motivating strategies, which tackle memory and application issues with formulaic sequences, allows for greater incorporation into active usage. This research could provide a more thorough paradigm for L2 learning that emphasizes both emotional and cognitive engagement, since motivation is a significant component of language acquisition. Motivational and imaginative approaches to teaching formulaic sequences are seldom examined in current research, which usually focuses on intellectual and memory-based methods. By connecting learning goals to learners' ambitions, the research provides a helpful way to sustain motivation (visionary tactics). Motivational strategies may raise students' willingness to engage with challenging language patterns, such as formulaic sequences, by reducing fear, increasing self-esteem, and fostering a development mindset. Because of the experiment-based method, which provides educators with useful information for creating dynamic, student-centered learning environments, the findings may be readily applied to real classroom situations.

Teachers may create innovative lesson plans that satisfy students' needs and goals by using creative and inspiring strategies. The study's examination of the interplay between emotional (inspiration) and intellectual (formulaic sequences) components advances theories of second language acquisition (SLA). By emphasizing the need of incorporating psychological elements into language training, it advances the theoretical understanding of effective L2 instruction. Formulaic sequences are difficult for many L2 learners because of their unclear meanings and difficult translation into the learners' native language. Motivational and imaginative strategies may make studying these sequences more engaging and accessible by tying training to students' own goals and aspirations for the future. Competence in formulaic sequences facilitates cross-cultural communication and social integration by assisting pupils in navigating cultural

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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

peculiarities. The course fosters global communication competence by offering resources that make culturally complex language patterns easier to understand.

1.4 Problem Description

Learners sometimes struggle to acquire and retain formulaic sequences, including phrasal verbs, collocations, and idioms, despite the fact that these linguistic elements are considered to be essential for fostering fluency and natural interaction in a second language (L2). There are many reasons for this issue. Word ordering may be difficult for students whose first language isn't English to learn since they are often nonliteral, culturally specific, and context-dependent. Traditional teaching methods usually emphasize rote memorization or isolated practice to integrate these patterns into students' conscious language usage. Many L2 learners get overwhelmed by formulaic sequences, which decreases their motivation and engagement in learning activities. Anxiety related to ordinary conversational word ordering further hinders their learning. By seldom relating language learning to students' own objectives or future-focused perspectives, current teaching methods miss possibilities to promote intrinsic motivation.

Compared to cognitive strategies for teaching formulaic sequences, the importance of emotional methods—more specifically, inspiring and creative approaches—in fostering positive learning outcomes has not gotten as much emphasis. Given these approaches, it is critical to investigate instructional solutions that utilize motivational and visionary strategies to increase engagement, reduce anxiety, and promote long-term memory in addition to meeting the mental requirements of learning formulaic sequences. By looking at how creative and inspiring methods might improve word order instruction or learning. This research attempted to bridge the gap in classrooms. By focusing on these strategies, the research aims to present a more thorough and student-focused framework for improving the application and learning of formulaic sequences.

1.5 Research questions

1.What are the contrasting impacts of motivational instructions and visionary learning activities on L2 learner’s ability to comprehend and use idiomatic expressions?

2.To what extend do motivation enhancing treatments improve explicit vocabulary acquisition of L2 idiomatic expressions compared to traditional teaching methods

1.6 Research objectives

1. To evaluate the value of visual learning activities against motivated instruction in assisting L2 learners in incorporating idiomatic terms into their active vocabulary.

2.To identify potential benefits of incorporating motivational techniques into L2 vocabulary instruction, particularly for idiomatic expressions.

Literature Review

A key component of effectively learning a language is being proficient in idiomatic phrases. Research on formulaic sequences reveals that their design often prohibits and their function clearly avoids such internal examination since their value consists in evading the analytical processes that code and decode strings (Wray, 2000). It is often known that formulaic expressions such as "take the bull by the horns" are prevalent in language and have a big impact on speech.

The determined processing benefit for formulaic sequences is examined by comparing the reading times of both nonnative and native speakers for formulaic sequences and corresponding no formulaic phrases. It is shown that both groups learn word ordering more quickly than those who do not. The findings indicate that processing fake language is more challenging than processing formulaic sequences. According to the results, students may benefit from the same

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JALT

type of processing advantages as native speakers (Schmitt & UP, 1997). Since formulaic language is an important component of speech, it needs to be handled in teaching pedagogy. Unfortunately, research on teaching formulaic sequences has been lacking. The results show that teaching idioms and words produced a similar learning pattern. However, idioms were a little harder to master than words. The results also show that students were able to acquire words and idioms to a proficiency level of recall by revisiting. Written reviews were always more effective than spoken reviews (Alali & Schmitt, 2012).
Learning formulaic sequences—pre-made word chunks and sequences—has been the focus of a substantial and growing amount of study. For language learners to become fluent, it is crucial that they grasp formulaic sequences (Wood, 2002).
This category includes idiomatic expressions, proverbs, mnemonics, and larger texts that are taught in their entirety, including prayers or hymns. They seem to be stored in our mental lexicon rather than being created from start every time they are required. It is said that children who lack proficiency in English but are compelled to use it due to their exposure to English-speaking environments adopt a range of strategies. Adults learning formulaic sequences are linked to some serious difficulties and pose a variety of concerns. Lack of input about language from native speakers usually causes these problems, which makes it challenging to recognize phrase sequences that are probably to occur. Orlik (2017)
According to Ellis (2012), a person's capacity to grasp formulaic sequences—which are mostly composed of words—is considered to be a major determinant of their language competency. Formulaic sequences are "combinations of at least two words favored by native speakers in preference to an alternative combination which could have been equivalent had there been no conventionalization" (Rafieyan & Learning, 2018). They are used in educational writing to materialize the functional components of academic genres. By using them, writers may express various ideas in their work, demonstrate the appropriate level of formality, and meet academic requirements. Learning academic FS is crucial if one wants to succeed as an academic writer. Although students find it challenging to use these sequences correctly, academic writing nevertheless comes appear as inappropriate and too verbose.
Students do not seem to pick up FS by mistake, even if they are aware of the many components that make it up. This might suggest that a clear learning method is required (Peters & Pauwels, 2015). Since fluency is crucial for language acquisition, it has been the focus of several empirical studies that have put forward a range of teaching methods to assist students in achieving it. Teaching formulaic language was one of these tactics that can be useful and improve the pupils' level of fluency. Millar (2011)
It turns out that even while the instructors supported the inclusion of formulaic sequences in their writing courses and believed they were crucial for improving writing abilities, they did not make teaching these sequences a significant part of their lesson plans. In recent years, the academic community has been more interested in formulaic sequences, that are blocks of words that are stored in memory and may be retrieved as a whole from memory (Khoualdi, 2017). It is well acknowledged that word order has a significant role in knowing. Despite its diversity, it is composed of many formulaic groupings, each with distinct characteristics and behaviors (Vilkaitė, 2016).
While the majority of studies on vocabulary acquisition have traditionally focused on learning individual words, recent research has examined the effectiveness of different word order patterns (Pellicer-Sánchez & Boers, 2018).
Students' capacity to use academically or topic-induced formulaic sequences in compositions may be influenced by how important they believe it is to use them in their writing. Additionally, the capacity of students to construct academic formulaic sequences in papers may be influenced

ISSN E: 2709-8273
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JALT

by the interaction between their understanding of the frequency and roles of disciplinary formulaic sequences and their ambition to sound scholarly in their writing. The mechanisms included in learning formulaic sequences for writing production need more investigation (Čolović-Marković, 2012). The capacity of students to use word orders in compositions may be influenced by how important they believe it is to use them in their writing. Furthermore, learners' motivation is crucial, and this knowledge of the students aids in their acquisition of word ordering. The phases of obtaining word orders need further investigation (Čolović-Marković, 2012). Due to a lack of study on students' acquisition of word ordering, the field has shifted its focus to vocabulary acquisition. This is predicated on the idea that similar conditions are required to facilitate word acquisition. Over the years, a lot of research has been done on the value of word ordering. In the following decades, SLA researchers discussed how word ordering in instructions may be used to enhance performance. In recent years, there has been an increase in interest in analyzing the role of FS usage in L2 verbal and writing output (Nergis, 2021). Despite the literature's thorough examination of the value of formulaic language in enhancing L2 oral performance, there is a paucity of pedagogical research on the subject (Peters & Pauwels, 2015).

3. Methodology

3.1 Introduction:

This chapter details how long it took to choose a research subject, gather data, and choose an area of study. Institutional collaboration was reaffirmed with relation to permission for data collection and to guarantee student confidentiality. The research population, which was drawn from a South Punjabi public college, is explained in detail. Additionally, a description of the study's sample—which consists of test-taking BS English students—is provided. This section provides a comprehensive description of the validity and reliability of tests, including data analysis using SPSS software. The relevance of ethical concerns is emphasized, and the chapter is concluded with a summary.

3.2 Design of the Research:

150 English language learners registered at a public institution in South Punjab participated in this research. The age range of the 150 participants was 18–20 years old (M = 19.29), with 65 of them being female and 85 being male. Every participant passed this test, demonstrating a level of proficiency in accordance with the board curriculum. Three groups were randomly selected from among the public college students: 37 were the control group, 51 were the visionary group, and 62 were the motivational group.
Group interviews had sixty-three individuals, forty of whom were in the imaginative condition and twenty-three of whom were in the motivating condition. Because the purpose of the research was to analyze the distinctions among the two groups, they were divided into eight focus groups based on their courses, and interviews were restricted to the visual and motivating groups.

3.3 Tools

26 formulaic sequences, which were taken from the grade 12 English textbook, were utilized in the exam. For the exam, statements from the test situation were changed. The primary terms and the four possibilities that were selected for them are not entirely dissimilar. Although the distractors' speaking patterns are almost identical at grade 12, their comprehensions vary greatly. At the most sophisticated level, the ideas that the distractions transmit are comparable to or closely associated with the meaning of the intended phrase. Students may quickly learn the set sequence of words, but they are unable to recall these statements from memory or

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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

employ them when needed. Nonetheless, research has shown that they are able to identify them with ease but struggle to retain them over time (e.g., González-Fernández & Schmitt, 2020). The measurement of recollected information of the focus sequences may have produced little information. Consequently, it was determined that assessing form identification was more appropriate for the goals of this investigation. In order to identify any unclear inquiries that could be answered by selecting a number of the four possibilities, a public college English student was requested to administer the test items. The products were identified and then replaced. The revised test items were then piloted with two private college English speakers. These were college students between the ages of 18 and 20, which is around identical age as the experiment's participants. These two participants reported no issues with any of the test items.

All pilot participants completed the exam in forty to fifty minutes. The focus group interview questions encapsulate the students' opinions about the motivating learning materials. The purpose of the student interviews is to answer question 2, which asks about the students' opinions on the motivating exercises they participate in throughout their studies.

3.4 Process

The six-week language course consisted of 92 hours of classroom teaching, two hours each day, four days a week. During this period, experimental work was allowed. Duration of Experience was divided into six periods, four of which are utilized for instruction and two for assessment. An same teacher conducts all of the experiments and lessons. Each of the three groups receives the same instruction and is allotted the same amount of time—roughly 45 minutes—for every lesson. Additionally, the three groups have twenty minutes for group projects and activities that pertain to the predetermined formulaic sequences. There were 26 vocabulary terms covered in class; just a small number of these words were unfamiliar to the pupils, and some of them they previously knew. All three groups received 45 minutes of focused vocabulary instruction in each class; no extracurricular activities were employed to motivate the pupils. This amount of time is typical for teaching grammar, sentence structure, and vocabulary in these settings. For twenty minutes, each group's pupils engage in a separate activity. The control group discussed the challenges they encounter while learning the fixed items and went over their responses to the test-like activities they completed during the short training measure throughout these 20 minutes. These events lacked a deliberate commitment to any inspirational concepts. Members of the motivational and visionary groups spent these fifteen minutes working on motivating exercises that were developed using ideas and techniques for both motivational and visionary circumstances. The fixed goal items are taught to all three groups for a total of forty-five minutes. During the first lesson, pupils were shown the things' meaning and form (using a variety of media). Every phrase that used the sequence lacked a word (e.g. He got home very ___ after the party yesterday night). After reading the section, the pupils were instructed to find the missing words. The instructor gave the pupils instructions to provide the missing word again after casually presenting it with its letters if they were unable to recognize the correct answer (e.g., ‘He got home pretty__ etal after the party last night.’). The whole sequence was then shown with the target item's translation. This was followed by a similar activity. The procedure was the same for the second session, however it was conducted from L1 to L2. In the third and fourth sessions, word cards were used, with a sequence on one side and the Urdu translation of each phrase on the other. In order to remember the structure and meaning of the patterns in the direction of L2 to L1, those participating in this session worked in groups to construct a short phrase for each item. Session four followed a similar procedure, although it was oriented from L1 to L2. The teacher supervised the activity by giving instructions, assigning seats and pairs, giving orders, and

ISSN E: 2709-8273
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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

monitoring the time. In order to reduce the possibility that they would rewrite the target items outside of the classroom, the participants were asked not to take notes during the treatment sessions and were not informed about the next teaching session or the posttests. It would have been difficult to keep an eye on how participants engaged with the subject matter at hand outside of class if we had allowed them to take notes, even if we realize that this would have been allowed in a normal classroom. Focus group interviews were held immediately after the last lesson and lasted an average of thirty minutes each. During the interviews, participants were not given the opportunity to engage with specific instances of the formulaic sequences. Participating in the focus group interviews may have raised awareness of the significance of the formulaic sequences, according to one theory. The motivational methods and visionary approaches, which each required 15 minutes each session along with to the 40 minutes of explicit learning, were employed as a motivating aid to promote engagement in the explicit learning activities. To ensure that the treatment's visionary/motivating components and explicit learning would not exceed the allocated time
me, the teacher meticulously managed the length of each activity in the treatment.

4.1 Interpretation of the Statistical Analysis

Using a variety of statistical tests, this analysis compares the pretest and posttest results across groups and genders. The main conclusions are broken down as follows:

4.2 Case Processing Summary

The total number of participants (N = 150) was included in both pretest and posttest analysis, with no missing data.

4.3 Interpretation and Description of General Linear Model (GLM) Analysis

4.3.1 Overview

The General Linear Model (GLM) was used to analyze the effect of group (Control Group - CG, visionary group - VG, motivational group - MG) and gender on pretest and posttest scores. The analysis also examined potential interaction effects between group and gender.

4.3.2 Descriptive Statistics

Table 1

Group	Gender	Pretest Mean	Posttest Mean	N
Control G	Male	7.74	8.58	19
Control G	Female	7.56	8.39	18
Visionary G	Male	7.85	21.05	20
Visionary G	Female	7.48	20.74	31
Motivational G	Male	7.88	12.77	26
Motivational G	Female	7.44	12.97	36

ISSN E: 2709-8273
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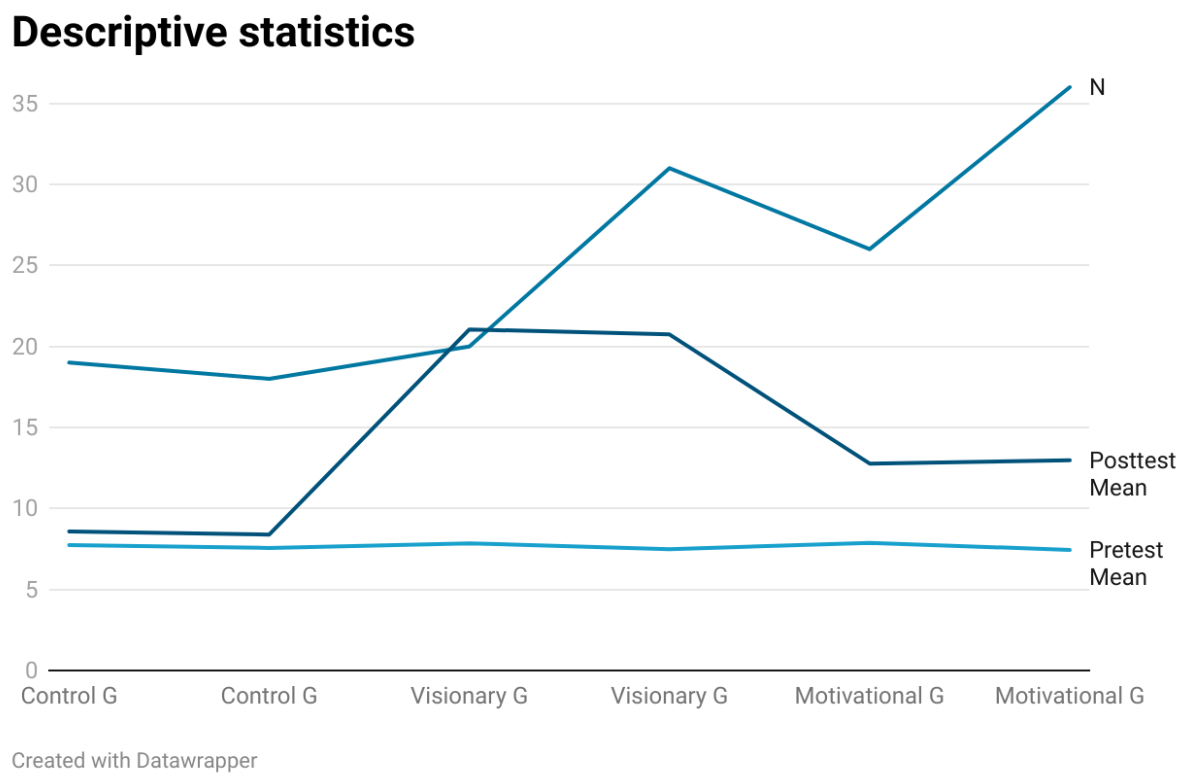
JALT



The mean scores for the three groups (Control, Visionary, and Motivational) are summarized in the table by gender (Male and Female). The number of the participants in each group is also mentioned.

4.5 Group: Control Group

Male (N = 19): Pretest Mean = 7.74 Posttest Mean = 8.58 The mean score increased slightly (Δ = +0.84), indicating a slight improvement over time in the absence of any special intervention. Female (N = 18) :Pretest Mean = 7.56 Posttest Mean = 8.39 Also showed a slight

increase (Δ = +0.83), similar in magnitude to the male group. Little improvement was seen in either gender, most likely as a result of natural progression or the effects of repeated testing.

4.6 Group: Visionary Group

Male (N = 20): Pretest Mean = 7.85 Posttest Mean = 21.05 a significant rise (Δ = +13.2), suggesting that the "Visionary" intervention had a significant impact. Female (N = 31): Pretest Mean = 7.48 Posttest Mean = 20.74 showed a notable improvement as well (Δ = +13.26), which was almost the same on the scale as the male group. Visionary. There was a significant improvement in both genders, indicating that this intervention was very successful for both sexes.

4.7 Group: Motivational Group

Male (N = 26): Pretest Mean = 7.88 Posttest Mean = 12.77 Moderate improvement (Δ = +4.89), suggesting a positive impact of the Motivational intervention. Female (N = 36): Pretest Mean = 7.44 Posttest Mean = 12.97 Gain (Δ = +5.53) is comparable and marginally greater than that of males. Both genders showed improvement, but not as much as in the Visionary group,

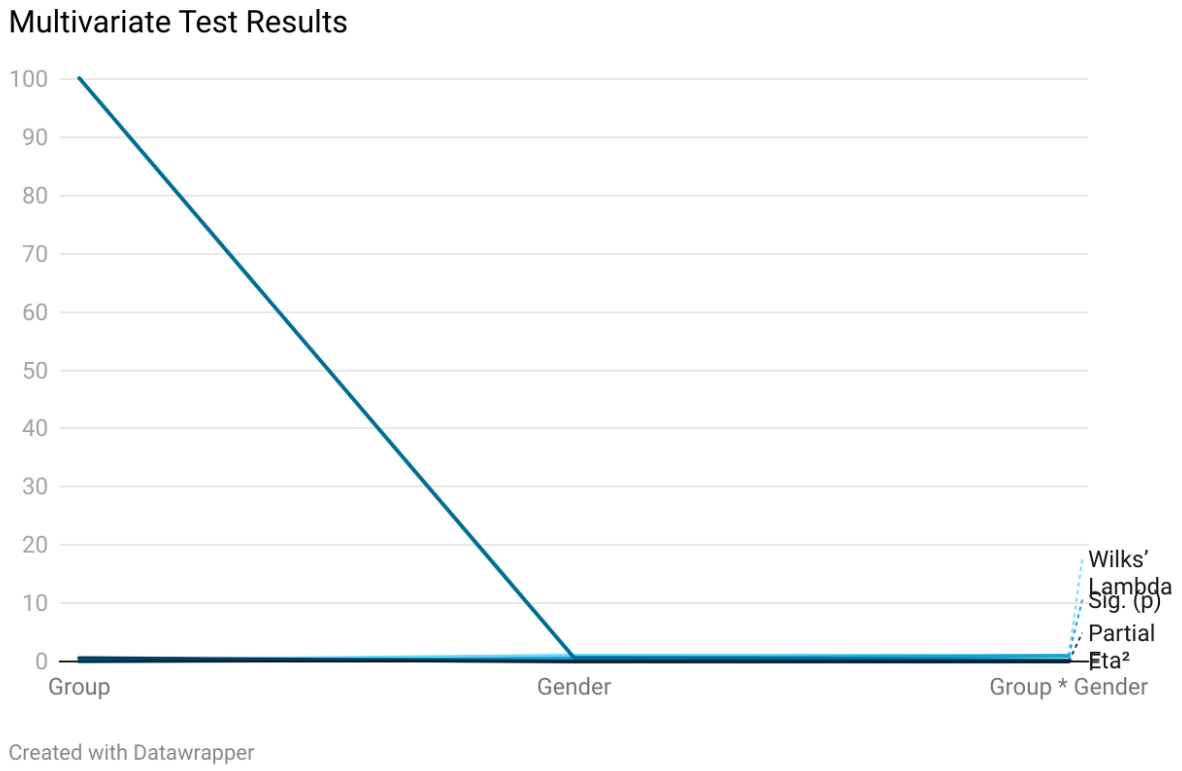
ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

suggesting a moderate impact of the intervention. Baseline Scores were relatively similar across all groups and genders (~7.4 to 7.9). Posttest Gains were minimal in the Control group, highest in the Visionary group and moderate in the Motivational group. Gender differences were consistent across males and females within each group, suggesting that gender did not majorly influence the intervention's effectiveness.

4.8 Multivariate Test Results

Table 2

Effect	Wilks' Lambda	F	df	Sig. (p)	Partial Eta²
Group	0.173	100.16	4, 286	.000	0.583
Gender	0.991	0.68	2, 143	.507	0.009
Group * Gender	0.996	0.158	4, 286	.959	0.002



This table presents the results from a Multivariate Analysis of Variance (MANOVA) examining the effects of Group, Gender, and their interaction (Group × Gender) on two or more dependent variables. Below is a thorough explanation of every row and column in Table 2:

4.9 Gender

Gender had no marked impact on the dependent variables, according to the multivariate analysis. Wilks' Lambda, which is extremely near to 1, was 0.991, suggesting a very small overall effect. Any observed differences were probably the result of chance because the p-value was not statistically significant (p =.507) and the F-value was low (F(2, 143) = 0.68). Furthermore, gender accounted for less than 1% of the variance in the dependent variables, as indicated by the extremely small effect size indicated by the partial Eta2 of 0.009. All of these findings suggest that gender had no discernible impact on the analysis's outcomes.

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ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

4.10 Group × Gender Interaction

Group and gender did not significantly interact with the dependent variables, according to the analysis. With a Wilks' Lambda of 0.996, which is extremely near to 1, there was essentially no multivariate effect. The result was not statistically significant because the p-value was very high (p =.959) and the F-value was extremely low (F(4, 286) = 0.158). Moreover, a negligible effect size was suggested by the partial Eta2 of just 0.002. These results show that the influence of the group was the same for both genders and that the group and gender combination did not interact significantly to affect the results.

4.11 Summary

Only Group has a statistically significant and large effect. Gender and the Group × Gender interaction do not significantly affect the dependent variables.

Table:3

4.12 Tests of Between-Subjects Effects

Source	Dependent	F	Sig.	Partial Eta²
Group	Pretest	0.002	.998	.000
Group	Posttest	304.19	.000	.809
Gender	Pretest	1.35	.248	.009
Gender	Posttest	0.059	.808	.000
Group * Gender	Pretest	0.069	.933	.001
Group * Gender	Posttest	0.170	.844	.002

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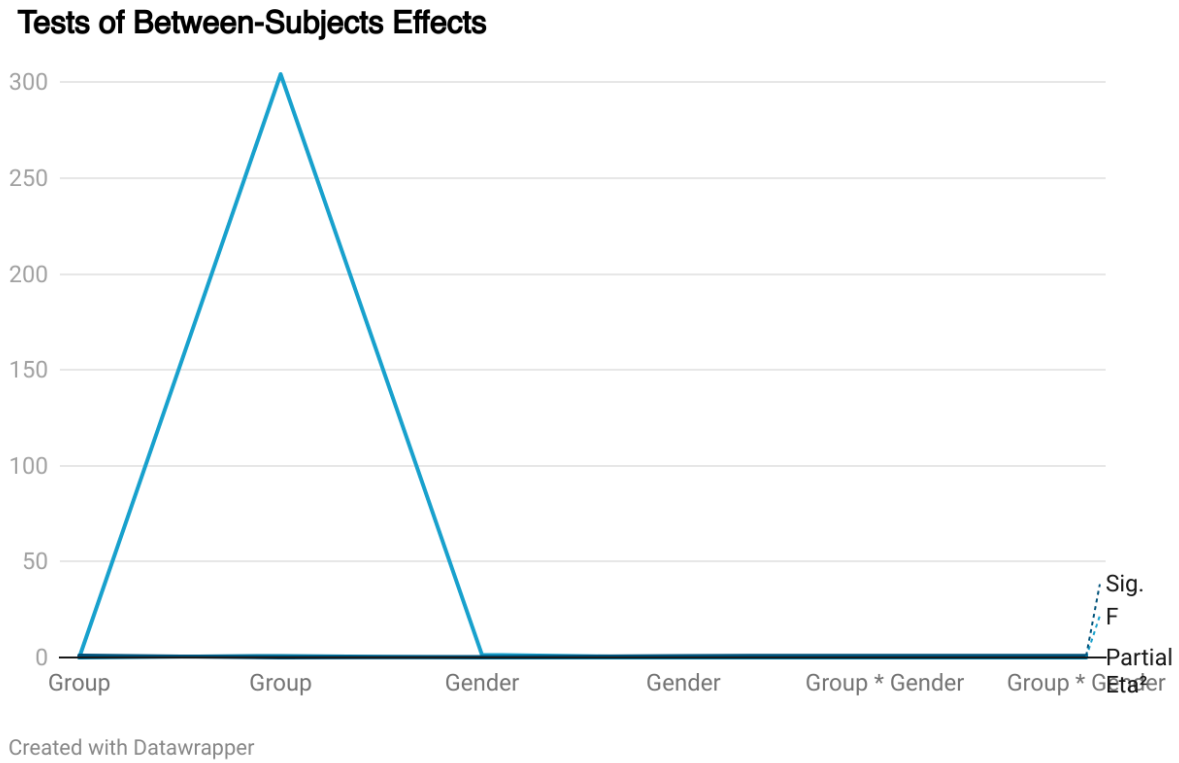
JALT



This table looks to be from an ANCOVA, that shows the posttest scores are matched across genders and groups with pretest scores . Let's go over each row and describe what the values mean:

4.13 Group-Pretest, posttest

A very low F-value (F = 0.002), a very high p-value (p =.998), and an almost zero effect size (Eta² =.000) all suggest that before giving the instructions there exist no difference among all the groups. This implies that there were no appreciable variations in performance or environmental factors affecting any of the groups, and that they all began at the same baseline level. The study shows a great difference between the groups after teaching them through the use of motivational and visionary activities. The effect size grew significantly (Eta² =.809), the p-value decreased to a highly significant level (p =.000), and the F-value sharply increased (F = 304.19). Posttest results of the study show that the instructions related to the teaching of formulaic sequences has 81 percent effect on the groups. This shows that the treatment given to these groups has a powerful effect on them.

4.14 Pretest, posttest by Gender

The pretest results show that females and males have performed in the similar way, which shows above the typical significance beginning of .05. The effect size (Partial Eta² = .009) was also very small, suggesting that gender explained less than 1% of the variance in pretest scores. Similarly, the posttest results showed no significant difference between genders, with a very small F-value of 0.059 and an effect size (Partial Eta² = .000), indicating that gender had

ISSN E: 2709-8273
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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

virtually no impact on posttest performance. Overall, these findings suggest that gender did not play a role in participants' performance either before or after the intervention.

The numerical results of pre and posttest show that there do not exist any relationship between gender and group. Specifically, the interaction effect on pretest scores was negligible (Partial $Eta^2 = .001$, $F = 0.069$, $p = .933$), suggesting that gender differences in pretest performance were consistent across groups. In other words, the difference between male and female participants did not vary depending on group membership. Similarly, for posttest scores, the interaction between group and gender was also minimal (Partial $Eta^2 = .002$, $F = 0.170$, $p = .844$), indicating that the effect of the group-level intervention was consistent across genders. This means

that both men and women responded to the intervention in a comparable manner, and any observed differences in outcomes were not influenced by gender-group interactions.

Groups did not differ at pretest, but they did at posttest, with a large and significant effect. Gender had no significant effect on either pretest or posttest. No interaction between group and gender at any point. The results suggest that group intervention (or condition) was the key factor influencing posttest performance. Group differences were not significant for the pretest (as expected, confirming similar baseline scores). Group differences were highly significant for the posttest ($F(2,144) = 304.19$, $p < .001$), indicating that the intervention had a strong impact. Gender did not significantly influence scores.

There seems a consistency in results that show a significant important in the visionary group as compared to other two groups. Not only pre and posttest results but also the results of the interviews of the students indicate a great improvement in the visionary group. At the same time, we cannot ignore the improvement of the motivational group.The two of participants from the motivational group indicate the intentions of the student about the benefits of motivational activities:
"Because the activity encouraged me to learn, I was interested in responding to the questions in the PowerPoint presentation. When I had to respond to questions in games, I felt competitive. It was quite intriguing because I could respond to certain inquiries. I was able to recall practically every sequence after the exercise. However, I still found it challenging to apply them for speaking and writing in communication."

"The sequences' introduction was really beneficial, in my opinion. These kinds of sequences have always piqued my interest. I resolved to be able to use all of the goals I set. but I can only use a portion of them at this time. I've been unable to employ lengthy sequences."

On the other hand, the innovative approach led to a stimulating environment in the classroom, increased learning outcomes, and fewer restrictions on the methods used. One of the participants commented, "I wrote the sequences automatically on the most recent writing progress test; I didn't have to try hard to think about them; I just used them naturally." I utilized them instinctively, without considering that I needed to.
Maybe because we practiced them so much, I was able to utilize a few of these expressions without thinking about them. As one of the visionary group members put it, "I found it easy to visualize it when I saw the pictures related to my future career, like attending meetings." Upon viewing these images, I instantly picture

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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

myself as a manager or someone similar. I had no trouble picturing what I was saying and how. I had no trouble pronouncing the sentences. I can easily utter these sentences.

Lastly, a student described how visualization has such a strong motivating power that, had we not conducted the interviews ourselves, we might have questioned whether the interview included an overly explicit introduction. “She said that, when I visualized my future self, it was like a magnet drawing me in that direction and providing me with the drive to move forward in that direction. I would not have had an aim to guide myself if I hadn't visualized.
This, in my opinion, will help me learn more effectively in the future.”

Learning settings, planned plans, and learning results were common subthemes, with clear recognition of the beneficial effects of both motivational and visionary contexts. For instance, one student said the following about their favorable sentiments toward the motivating learning environments:

“When the class was split up into two groups to compete with one another, I thought it was great. People could help each other in this way. A chance to speak up was given to those who knew the answers; others who didn't could just listen to the sequences. a member of the motivational group.”
“I didn't feel under pressure when I set goals and used games to help me achieve them, according to another member of the motivating group. If the teacher had asked me to memorize a set amount of items, I would have been under more stress. Because I could focus my efforts on reaching my goals and I had a set of objectives,

the games intrigued me”. A member of the group that provided motivation stated
I was happy that I could recall the most of the information and could respond to my friend's inquiries without delay.
The majority of students were unfamiliar with the visionary techniques therefore we were interested in seeing if the pre-tasks could get the students engaged enough for the individualized images to have a beneficial effect. The next two quotations demonstrated this, with the second student saying he effectively used the visionary approaches in other aspects of his life.
“The visualization exercises assisted me in setting goals for myself. I saw myself traveling overseas or conversing with influential people. My goal was to improve my English. In order to accomplish the goal, I must put forth effort to learn more effectively. Additionally, as a member of the visionary group, I established goals for myself”.

“I used to study vocabulary by writing it down on paper, which was tedious, but I found this technique to be really engaging. This kind of picture-based learning is interesting, while this approach won't help me learn English, it will help me plan for the future. I made pictures or a movie where I played the lead role. I also attempted to make joyful pictures, and they worked well. This has made me happier. I could see myself there. It was encouraging because I had clear instructions. I could get through the hardest times at that time”. (A pupil from mental imagery side).
Learners claimed improvements in mental imagery aids: "After the experiment, I felt that my ability to visualize and my knowledge of all the sequences had improved." For me (a participant from the visionary group), this session was quite effective.

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

The focus group interview results, in summary, show that both motivating strategies appear to encourage explicit instruction of the required order of words d, which bolsters the numerical results even more. Additionally, pupils in two situations offer insightful recommendations about how vocabulary pieces should be presented and how to use visual aids. The visionary group members proposed using dynamic pictures, like those found in computer games or videos, to visualize oneself traveling to America or watching others travel there. Students in this group also proposed letting users choose the images and construct their own context, or merging a number of images and the goal things that go with them into a longer context. In a similar vein, the individuals in the motivated condition recommended utilizing images, videos, or tasks. A commenter clarified that sequences should be used in wider contexts or graphics. You could even create videos with humorous dialogue that incorporates the sequences.

Conventional versus visionary methods of motivation What made the visionary tactics more effective in the motivational condition than the other, more tried-and-true motivational strategies? There are at least three primary causes, according to the qualitative data:

(1) increased attractiveness,

(2) increased pupil commitment, and

(3) benefits related to mental processing.

Regarding research question 2, an examination of the information from interviews verified that motivating treatments were successful in helping participants learn formulaic sequences. The results of previous works also indicate the advantages of using inspiring activities to inspire the pupils for learning(Mackay, 2014). The research has also revealed that the use of mental aids can effectively enhance the motivation for language learn. However, prior therapeutic programs tended not to include images as part of their mental imagery evoking toolset(Dornyei, 2011). We employed these visual aids since they allowed us to direct the students' visualization in accordance with the particular target items, and the learners' favorable response to the usage of color photographs demonstrated the method's viability.

4.17 Greater attractiveness

Visionary group pupils can utilize their abilities and they can be helpful in their visualization and their results of the interviews are more convincing as compared to motivational group interview results. An excerpt from an interview previously seen revealed that not every participant found the widely accepted group competition element appealing. Even though those who were at least passably adept at responding to questions quickly and helping their teams win points were likely to find game- or quiz-like tasks appealing, this was not the case for everyone. Another participant in the focus group interviews voiced skepticism regarding the goal-setting aspect. She claimed that she felt compelled to create a learning objective in class and as a result, she became upset. Some kids were probably going to be more interested in engaging in enjoyable activities like sketching on colorful sticky notes or drumming on the table than others. That is to say, not every component task in the motivated condition had the same favorable benefits, even while the treatment as a whole had positive impacts overall (Pellicer-Sanchez, 2016) .

On the other hand, our participants reported feeling safer and more engaged with the imaginative activities. It is a reality that visual images are related to learner’s hobbies, aspirations and goals. Some students in interviews admit that they want to see themselves as successful and it is their first and foremost wish. Others stated that they preferred to visualize themselves interacting with friends or family who live abroad. However, some other students connected the self-images they saw to previous experiences. One participant, for instance, said that visualizing scenes that he could connect to a specific past dimension was easier for him to work with than situations that he could not.

ISSN E: 2709-8273
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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

4.18 Greater involvement of learners

Our data from the focus group interviews suggest that the visionary techniques had a wider appeal than some of the motivational strategies applied in the motivational group, with the students of the visionary condition mentioning their abilities to visualize, and factors facilitating their visualizations. There were also fewer perceived limitations of the visionary treatment than the motivational treatment.

Motivational strategies have not the capacity to effect learners greatly as compared to the visionary strategies(Peters, 2012). Within the visionary group, three students said that the visuals improved their ability to focus and focused more intently on the learning tasks. Theories of student engagement in educational psychology suggest that it is better to view engagement as a multifaceted concept with behavioral, cognitive, and emotional components. The learner's strong feelings are also connected with their learning. Their happiness can have positive effects on their learning, and cognitive engagement is typically understood to be a combination of strategic learning and psychological interest in one's studies, particularly by the application of "deep strategies," which require more foster and deeper connections between concepts than do surface-level strategy applications.

Our findings indicate that visionary tactics are most effective when applied to the last two components: emotional and cognitive engagement. Long-term focus on the target items and the manipulation of those elements are indicators of deeper engagement. Good emotions are linked to motivated learning behaviors, and one of the main features of visualization is that it can elicit strong emotions. Students' anxiety is also a hurdle in their progress which can be handled by the use of visual activities, (one respondent mentioned that he felt better after envisioning himself as a character in a scenario he could never have imagined). Lastly, envisioning worst-case situations may cause disquiet and anxiety, which may provide additional motivation to work on the activity more diligently in order to prevent such unfavorable results.

4.19 Benefits of cognitive processing

The cognitive engagement that was briefly covered above is the third area in which visionary tactics perform better than conventional motivating strategies. This is relevant to our work because mental imagery focused on oral learning can produce the target item in addition to the verbal one. During the study's imaginative process, participants were taught formulaic sequences that were presented in verbal contexts and paired with images to create visual contexts. The ideal setting for dual coding to occur was created by the mix of verbal and nonverbal cues. The students also reported the benefits of the visual activities that helped the students in different situations. This research provides insight into how well motivating strategies work when it comes to helping people learn formulaic sequences.

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

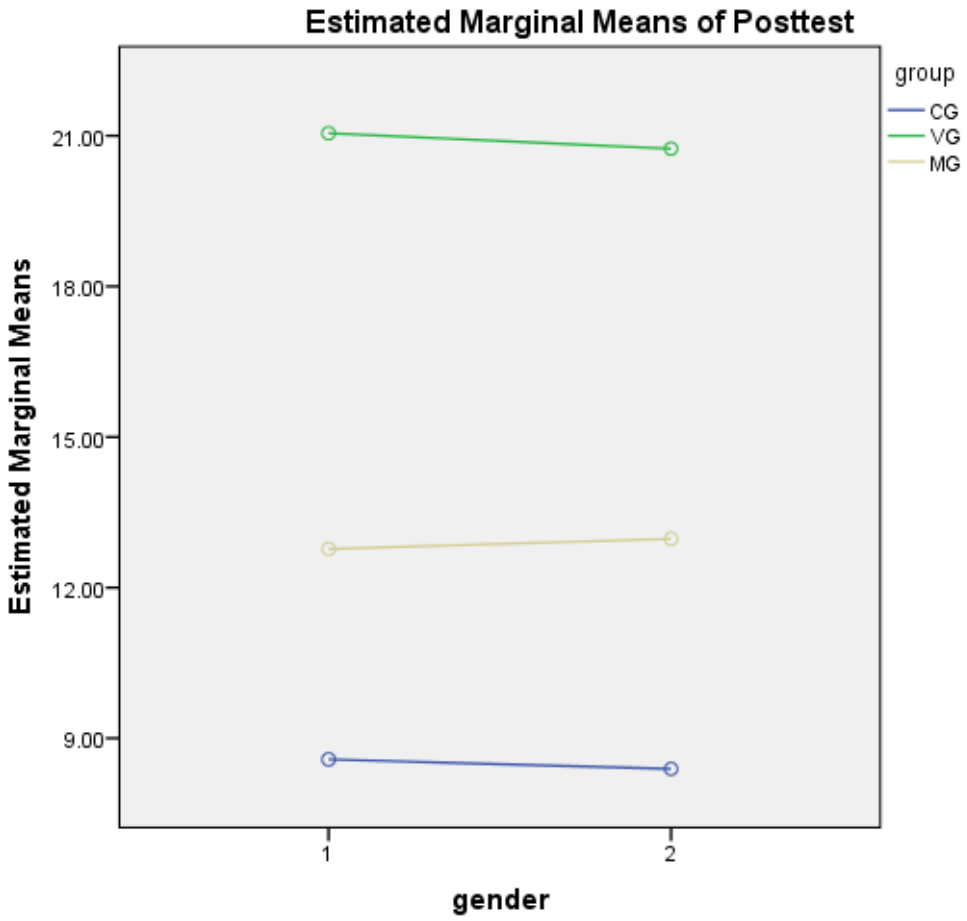

Figure 2 Estimated Marginal means of Posttest

Chapter 5

Discussion

The first question compared two different kinds of motivational therapies. There were two kinds of findings from this comparison. First, it is evident that the therapy improved the health of all the groups; however, the visionary group's outcomes significantly improved after receiving the instructions pertaining to learning a fixed set of order of words. The findings also showed that the visionary group's therapy was beneficial for learning formulaic sequences and for helping students retain these fixed expressions for extended periods of time. To put it briefly, as compared to other exercises used for other pupils, visionary activities provide the children a number of benefits. Why do some mental exercises perform more effectively than the other tried-and-true methods of motivation which were utilized in the motivating condition? According to the qualitative data, there are currently at least three primary causes: (a) Increased appeal (b) Increased student participation and (c) Advantages of cognitive processing

The outcomes of the students' conversations with the visionary and motivating group were also useful in describing the quantitative results. Regarding the usage of visual aids and motivating techniques to help pupils learn formulaic sequences, the students frequently provide humorous comments. According to a student in the visionary group, he first began dreaming of visiting England after seeing people relocating there in movies and videos. Another benefit

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JALT

demonstrated by the vision group is that these individuals create their own environment and gather more photographs and videos. According to one of the students from the visionary group, learning these sequences is made easier by utilizing funny film.
Second research question
Analyzing the primary group interview data in answer to study question 2 verified that the motivating treatments were successful in helping participants learn formulaic sequences. The results of earlier research that provide empirical support of the beneficial effects of motivational techniques on learning and inspiration among students are in line with the efficacy of the motivational therapy shown in the present study (Mackay, 2014). Although prior intervention programs did not often use images as part of their toolset to inspire mental imagery, visionary strategies have also been documented in the literature to be successful at improving language learning motivation (Dornyei Z. &., 2011). We used these visual aids because they allowed us to direct the students' visualization in accordance with the particular target items and the favorable response of the students' usage of color visuals demonstrated . According to the second demand's interview results, pupils' understanding of word ordering is positively impacted by the directions they get during therapy. The new study's findings are consistent with other research showing that students' learning is significantly impacted by the instructions they get during treatments. Results from the interviews show that 90% of respondents are aware of the benefits of employing motivating tools to learn word order. Mackay (2014). The idea that learners benefit better from imaginative activities while learning vocabulary was also validated by earlier research, although

The main flaw in the earlier studies is that they didn't employ images and videos to help the students learn (Dornyei Z. &., 2011). Students may develop their mental skills and increase their vocabulary by utilizing movies and graphics to build their own context. Some humorous comments on the usage of these exercises in word order learning are obtained by examining the findings of the student interviews in both groups. Common student comments from both groups is also examined. Both kinds of learners like the use of activities in the learning process. With comparable hopeful behavior for learning settings, learning outcomes, and desired goals, the beneficial effects of two visionary and motivating activities were clearly explored.

5.4 Future Recommendations

The study's findings provide light on how effective motivating techniques are at teaching pupils formulaic sequences. However, there are important limitations that must be considered. This research evaluated just the form of recognition knowledge acquisition of the target items. Future studies should examine the acquisition of additional lexical components, such as shape and meaning recall. However, it is also true that pupils who have a broad vocabulary will feel more at ease during pretests and that this will have a significant impact on their posttest scores. Furthermore, only intermediate students of English in an EFL environment may benefit from these findings. It would be interesting to look at other ESL scenarios where students could be engaged to the language more often outside of the classroom. Inaccurate estimates may have resulted from the explicit teaching process's initial stage. Even though this study provided feedback to correct possibly wrong estimates, future research should look at the potential influence of accurate or inaccurate guesses on learning results.
Additionally, the mental representation activities in the visionary approaches used in this research solely utilized pictures. Future studies should examine the effectiveness of other visual aids for visualization, such as animated movies or virtual reality. Finally, as our focus is just on forms recognition of the target items, we have overlooked the potential benefits of the instructions for the learners, such as the acquisition of extra lexical knowledge.

ISSN E: 2709-8273
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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

5.5Conclusion

According to the research, learning results were significantly impacted by the intervention, particularly by visual modalities. The findings were not substantially impacted by the participants' gender. Future research might examine the reasons for the visual group's superior performance and take into account more in-depth qualitative observations.

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Appendix

26 Target formulaic sequences in the textbook of grade 12

1 Wait for
2 Look for
3 Conscious of
4 Call out
5 Live off
6 Point out
7 Instead of
8 Turn out
9 Go in
10 Arrive in
11 Stare at
12 Eye witness
13 Get away
14 Pretty late
15 Search for
16 Want to
17 For certain
18 Snap off
19 Sort of
20 Slow up
21 Odds and ends
22 Afraid of
23 Move up
24 Fix up
25 Keep up
26 Now and then

23 Move up
24 Fix up
25 Keep up
26 Now and then