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### **Selecting formulaic sequences for instructed EFL learning : a multi-dimensional approach**

One of the main contributions of corpus studies to language analysis has been the focus on lexical patterning and the demonstration that formulaic sequences<sup>1</sup> pervade most language use. Schmitt (2003) states that whilst a considerable amount of research has attempted to describe the nature of various lexical patterns, little research has focused on lexical patterning in Second Language Acquisition. Similarly, despite the fact that many authors have highlighted the importance of addressing multi-word units in ELT (see for instance Lewis 1993 and Nation 2001) and that positive correlations have been established between proficiency in EFL<sup>2</sup> and levels of phraseological competence (Kim 2003), very little is known about the actual selection of relevant sequences to teach.

The present paper presents an original approach to the selection of pedagogically salient formulaic sequences which should be included in EGP<sup>3</sup> course books at an advanced level. The selection procedure incorporates research results obtained from native, learner and translation corpus studies. The methodology is multi-dimensional and takes into account frequency information in L1 and L2 (both at a single and multi-word level), the learners' mother tongue background, the mutual correspondence index (see Altenberg 1999) and the productive/receptive dichotomy issue.

The research carried out in this framework contributes to the establishment of up-to-date pedagogical norms for second and foreign language learning and teaching which should, as Gass et al (2002:1) put it, present selection principles which 'thrive to incorporate an increasing number of varied aspects of language into the curriculum and deliver it to a widening range of students'.

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<sup>1</sup> The term 'formulaic sequences' is used here as a cover term for, a.o., chunks, collocations, multiword units, formulas, prefabricated routines (see Wray 2002 for a detailed account).

<sup>2</sup> English as a Foreign Language

<sup>3</sup> English for General Purposes