

# Incidental Focus-on-Form Characteristics: Predicting Learner Uptake. Formulaic vs. Non-Formulaic Forms

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## Abstract

A substantial number of studies have investigated the efficacy of incidental focus on form (FonF) measured through (successful) uptake rate in teacher-learner interactions in communicative contexts and have established a link between learners' (successful) uptake of linguistic forms and their second language learning. In this line of research, the analysis of uptake and FonF characteristics mediating learners' (successful) uptake has been limited to linguistic forms of grammar, vocabulary, pronunciation, and spelling (non-formulaic forms). However, formulaic sequences, including idioms, collocations, lexical bundles, and compounds (formulaic forms), have received scant attention in FonF research. This study examined incidental FonF characteristics that best predicted learners' (successful) uptake of formulaic forms and compared the findings with the variables that mediate the (successful) uptake of non-formulaic forms targeted in focus-on-form episodes (FFE). To this end, 30 hours of audio-recorded teacher-learner interactions in primarily communicative activities from English as a foreign language classes were examined. The findings showed that learners' attention was drawn to non-formulaic forms more frequently than formulaic forms in FFEs. Nonetheless, learners produced (successful) uptake more often when formulaic forms were targeted in FFEs than non-formulaic forms. Logistic regression analyses showed that FonF characteristics that predicted learners' production of (successful) uptake were different for formulaic vs. non-formulaic forms targeted in FFEs.

**Keywords:** EFL; Focus on form; formulaic sequences; incidental FonF characteristics; successful uptake.

## Resumen

Un número considerable de estudios ha investigado la eficacia del enfoque incidental en la forma (FonF) medida a través de la tasa de asimilación (exitosa) en las interacciones entre el profesor y el alumno en contextos comunicativos y han

establecido un vínculo entre la asimilación (exitosa) de formas lingüísticas por parte de los alumnos y su aprendizaje de una segunda lengua. En esta línea de investigación, el análisis de las características de asimilación y FonF que median en la asimilación (exitosa) de los alumnos se ha limitado a las formas lingüísticas de gramática, vocabulario, pronunciación y ortografía (formas no formulaicas). Sin embargo, las secuencias de fórmulas, incluidas las expresiones idiomáticas, las colocaciones, los conjuntos léxicos y los compuestos (formas de fórmulas), han recibido escasa atención en la investigación del FonF. Este estudio examinó las características incidentales del FonF que mejor predijeron la asimilación (exitosa) de las formas formulaicas por parte de los alumnos y comparó los resultados con las variables que median en la asimilación (exitosa) de las formas no formulaicas que son objeto de episodios de enfoque en la forma (FFE). Para ello, se examinaron 30 horas de interacciones profesor-alumno grabadas en audio, principalmente en actividades comunicativas de clases de inglés como lengua extranjera. Los resultados mostraron que la atención de los alumnos se dirigía a las formas no formulaicas con más frecuencia que a las formulaicas en los episodios de FonF. Sin embargo, los alumnos producían una captación (exitosa) más a menudo cuando las formas formulaicas eran el objetivo de los FFEs que cuando lo eran las formas no formulaicas. Los análisis de regresión logística mostraron que las características del FonF que predecían la producción de asimilación (exitosa) por parte de los alumnos eran diferentes para las formas formulaicas frente a las formas no formulaicas dirigidas a los episodios de enfoque en la forma (FFE).

**Palabras clave:** ILE; enfoque en la forma; secuencias formulaicas; características de enfoque en la forma incidentales; captación exitosa.

## 1. Introduction

Incidental focus on form (FonF) refers to directing learners' attention to linguistic forms as they arise spontaneously in primarily communicative interactions (Long, 1996). Successful uptake is used in descriptive FonF studies as a metric for the potential efficacy of incidental FonF in facilitating second language (L2) learning (e.g., Ellis, Basturkmen, & Loewen, 2001; Li & Vuono, 2019; Loewen, 2004). Uptake is characterized as "learners' responses to the provision of feedback after either an erroneous utterance or a query about a linguistic item within the context of meaning-focused language activities" (Loewen, 2004: 153). Successful uptake refers to learners' target-like modification of their utterances following FonF, and learners' non-target-like modification of their original output is termed as unsuccessful uptake (Egi, 2010). Successful uptake is "*facilitative of acquisition*" (Ellis et al.: 287, emphasis in original) by "providing opportunities for learners to proceduralize target language knowledge already internalized in the declarative form" (Lyster, 1998: 191). According

to Schmidt's (1995) noticing hypothesis, linguistic forms that are noticed are learned more effectively. Learners' production of successful uptake following FonF has been found to be the evidence of their noticing target forms (e.g., Egi, 2010; Gurzynski-Weiss & Baralt, 2015).

A number of variables such as the type of FonF, the timing of FonF, type of corrective feedback, and other pedagogical choices in the provision of incidental FonF have been found to influence the rate of uptake and its quality (i.e., successful and unsuccessful uptake) (Ellis et al., 2001; Loewen, 2004). Previous FonF studies have examined FonF, uptake, and the characteristics that mediate learners' production of (successful) uptake in linguistic forms limited to grammar, vocabulary, pronunciation, and spelling (non-formulaic forms) (e.g., Ellis et al., 2001; Loewen, 2004). However, to date, no studies have examined FonF characteristics predicting learners' production of (successful) uptake in relation to formulaic sequences (FSs) including idioms, collocations, lexical bundles, and compounds (formulaic forms).

FSs are described as "phrases that are conventional pairings of forms with units of meaning in a speech community" (Buerki, 2016: 21). The significance of FSs in L2 development lies in the pervasiveness of FSs in natural language discourse, communicative functions of FSs, rapid processing of FSs, and the use of FSs as indicative of native-like proficiency (Wray, 2019). It is important to examine the variable predicting learners' (successful) uptake of FSs because of the key role of FSs in communicative language use (Wray, 2019) and the association between learners' successful uptake of linguistic forms and their L2 learning (Loewen, 2004). Therefore, this study examined incidental FonF characteristics that best predicted learners' (successful) uptake of formulaic forms and compared the findings with the variables that mediate the (successful) uptake of non-formulaic forms targeted in incidental FonF.

## **2. Literature review**

### **2.1. Focus on form and uptake**

Incidental FonF is divided into reactive and preemptive types (Ellis et al., 2001). In reactive FonF, learners are provided with corrective feedback in response to their non-target-like output (Loewen, 2004). In preemptive FonF, either the learner (student-initiated) or the teacher (teacher-initiated) takes the initiative to shift learners' attention to forms by raising a query or making a comment on a form regardless of an error occurrence (Loewen, 2004). The efficacy of incidental FonF in promoting L2 learning has been measured by uptake and successful uptake rate in descriptive studies (e.g., Ellis et al., 2001; Loewen, 2004; Lyster, 2001).

The significance of (successful) uptake in L2 learning largely derives from the role of noticing (Schmidt, 1995) and pushed output (Swain, 1995) assumed in L2 development. Swain (1995) argues that pushing learners to produce language encourage them to notice the gap in their interlanguage. Schmidt (1995) maintains that learners' noticing the mismatch between their interlanguage and the target language is conducive to restructuring interlanguage toward target forms. The learners' production of (successful) uptake following FonF is a form of pushed output (Egi, 2010) and the evidence of their noticing target forms (Gurzynski-Weiss & Baralt, 2015).

The incidence of uptake and its quality (i.e., successful and unsuccessful uptake) have been found to be contingent on different pedagogical choices in the provision of incidental FonF (e.g., Ellis et al., 2001; Loewen, 2004). Investigating form limited to vocabulary, grammar, and pronunciation, Ellis et al. (2001) found that (successful) uptake rate varied depending on the type of incidental FonF (i.e., reactive vs. preemptive FonF), the source of FonF (i.e., a problem with communication vs. a problem with the accuracy of the form), and complexity of FonF (i.e., whether attention to form involved several complex moves vs. simple moves). Loewen (2004) found that characteristics such as type of feedback (eliciting target forms from learners vs. providing them with target forms) and timing of FonF (immediate vs. delayed) influenced both the production of uptake and the successfulness of it. The investigation of FonF characteristics that mediate learners' production of (successful) uptake following FSs is a gap in FonF studies.

## 2.2. Formulaic sequences

Various types of FSs include collocations (*make money*), idioms (*make a killing*), proverbs (*let's make hay while the sun shines*), binomials (*bride and groom*), lexical bundles (*as a consequence*), compounds (*chain store*), and pragmatic formulas (*nice to meet you*) (Siyanova-Chanturia, 2019). FSs are pedagogically important for L2 development based on the following findings. The findings of corpus linguistics attest that FSs are prevalent in natural language use (Erman & Warren, 2000). Pragmatic formulas (*how do you do?*) play a key role in performing pragmatic and discourse functions (Kecskes, 2016). The use of FSs fosters fluency as FSs are processed holistically, obviating the need to generate language in a word-for-word fashion from scratch (Siyanova-Chanturia, 2019). FSs also maximize accuracy as FSs are fixed and long chunks allowing for few or no modifications (Wray, 2019).

However, there is a consensus that even advanced L2 learners' knowledge of formulaic language lags behind that of grammar and single-word vocabulary (Meunier, 2012; Sinclair, 1991; Wray, 2019). Meunier (2012) argues that despite the importance

of FSs in L2 development, they have not figured prominently in language pedagogy due to the traditional emphasis on vocabulary and grammar. One way to facilitate L2 learners' acquisition of FSs is to raise their attention to FSs through incidental FonF and to promote learners' noticing and (successful) uptake of target FSs. Gholami and Gholami (2018) investigated the occurrence of (successful) uptake in 36 hours of communicative interactions and found that learners tended to produce (successful) uptake more often following target formulaic forms than non-formulaic ones. Investigating linguistic form limited to grammar, pronunciation, and vocabulary, Ellis et al. (2001) and Loewen (2004) found FonF characteristics such as the timing of FonF (immediate vs. delayed), type of FonF (reactive vs. preemptive), type of corrective feedback (elicitation vs. provision of correct target form), etc., mediated the occurrence of (successful) uptake in incidental FonF. To the best of the researcher's knowledge, to date, no studies have examined FonF characteristics that mediate learners' (successful) uptake of formulaic forms and compared the findings with the variables that predict learners' (successful) uptake of non-formulaic forms. The investigation of variables predicting learners' successful uptake of FSs is important given that learners' production of successful uptake has been associated with their noticing target forms and L2 learning (Egi, 2010; Loewen, 2004). Therefore, this study examined incidental FonF characteristics that mediate learners' provision of (successful) uptake following formulaic vs. non-formulaic forms through the following research questions:

1. How often does (successful) uptake occur in incidental focus-on-form episodes (FFE) with formulaic vs. non-formulaic foci in three advanced English as foreign language (EFL) classes?
2. What characteristics of incidental FonF best predict learners' production of (successful) uptake in FFEs with formulaic vs. non-formulaic foci?

### **3. Method**

#### **3.1. Study context**

This study was conducted in an intensive adult EFL program in a language school in Urmia, Iran. The participants included a total of six teachers ( $M = 31.5$ ,  $SD = 3.2$ ) teaching six intact classes, and 68 learners ( $M = 27.3$ ,  $SD = 3.7$ ). The learners were of Farsi ( $n = 19$ ), Azeri ( $n = 36$ ), and Kurdish ( $n = 13$ ) language backgrounds. The language school offers general English classes at all proficiency levels. The learners had three to nine years of the language learning experience. Data were collected from six advanced level classes from different sections of the same course with the same

textbook and syllabus. The learners were placed in the advanced level classes based on their scores on an IELTS test created in house and administered by the school officials. The learners' mean scores on sections of the IELTS placement test (with 0-9 band score range) were 8.6 in listening, 8.2 in reading, 8 in writing, and 7.6 in speaking. Based on the researcher's evaluation of the classroom discourse using the American Council on the Teaching of Foreign Languages proficiency guidelines (2012) and learners' test scores on the placement IELTS test, the learners were assessed to be approximately at Advanced-low to Advanced-mid proficiency levels.

Six classes were taught by six EFL teachers for whom English is an L2. Their teaching experience ranged from five to 17 years. The teachers held bachelor's, master's, and doctorate degrees in TEFL. TEFL degree programs in Iran are university-level programs offering general English courses and disciplinary courses on applied linguistics, second language acquisition, language assessment, and research methods in these domains. With no experience living or teaching in an English-speaking country, the teachers taught EFL in public and private schools at different proficiency levels. Unlike the public schooling system in Iran that aims to prepare students for the discrete-point university entrance exam, private language schools are expected to implement communicative language teaching. The teachers integrated the language skills of listening, speaking, reading, and writing employed communicative tasks including role-plays, information-gap tasks, opinion-gap tasks, etc. Teachers engaged learners in pair and group work, created opportunities for discussion of various topics, used prompt-based writing and speaking activities and game-based activities. Both teachers and learners were asked to complete consent forms.

### 3.2. Procedure

The data included 36 hours of audio recordings from six intact advanced adult EFL classes (six hours per class). The audio recordings were captured with a digital wireless voice recorder in each classroom. The teachers were asked to wear a wireless voice recorder with a clip-on microphone. The corpus used in this study was comprised of verbal teacher-learner interactions in one-on-one, small group, and whole-class. All six teachers used the same textbook (*Speakout*, Clare & Wilson, 2016), syllabus, and supplementary materials. The teachers were asked to teach their normal classes and were not informed of the study's focus. Five hours of communicative-oriented interactions from each class were analyzed with a total of 30 hours of data after excluding the time allotted for roll call, greeting, and teaching isolated linguistic structures.

### 3.2.1. Coding FonF episodes

Following other studies (Ellis et al., 2001), the unit of analysis was a focus-on-form episode (FFE) in this study. An FFE is defined as “the discourse from the point where the attention to linguistic form starts to the point where it ends, due to a change in topic back to message or sometimes another focus on form” (Ellis et al., 2001: 294). The beginning of an FFE is marked by a learner’s non-target-like use of a form in reactive FonF, a learner’s query about a form in student-initiated FonF, and the teacher’s query or comment about a form in teacher-initiated FonF (Ellis et al., 2001). The end of an FFE is signaled by learner uptake, topic continuation by the teacher or learner, or another FFE (Ellis et al., 2001).

The researcher (the first coder) and a research assistant (the second coder) were involved in all coding procedures. The inter-coder reliabilities were achieved using Cohen’s (1960) Kappa measure of agreement. Kappa values are reported and marked as  $\kappa$  in the respective tables and appendices. Kappa values between 0.81–1.00 are considered as high reliability (Cohen, 1960). The two coders independently listened to the audio recordings from one session of the class and identified FFEs. The inter-coder reliability was found to be high,  $\kappa = .92$ . The coders established full reliability in all coding procedures by resolving any discrepancies in coding. The first coder listened to all audio recordings, identified all instances of FFEs, and transcribed them. Table 1 shows the linguistic foci of FFEs. Table 2 presents FFEs with different foci and characteristics.

**Table 1.** Linguistic categories

Linguistic focus		Description	Reliability $\kappa = .87$
A. Formulaic forms	1. Collocation	Linguistic features with formulaic nature. A lexical collocation consists of two content words (i.e., adjective, adverb, noun, or verb) that both contribute almost equally to its entire meaning. A grammatical collocation consists of a dominant content word (i.e., a noun, a verb, or an adjective) and a subordinate grammatical structure (i.e., a preposition, an infinitive, or a clause) (Benson, Benson, & Ilson, 2010).	
	2. Lexical bundle	Lexical bundles are recurrent expressions that “commonly go together in natural discourse” (Biber, Johansson, Leech, Conrad, & Finegan, 1999: 990).	
	3. Idiom	Idioms are “opaque invariant word combinations” (Warren, 2005: 35).	
	4. Compound	Compounding is the creation of a word with a specific meaning by blending two existing words (Wood, 2020).	
B. Non-formulaic forms	1. Grammar	Linguistic features with non-formulaic nature. Subject-verb agreement, tense, plurals, word order, question formation, negation, determiners, pronouns, prepositions, plural, verb morphology, sentence construction, etc	
	2. Pronunciation	Segmental and supra-segmental aspects of the phonological system that are not related to bound grammatical morphemes. Pronunciation of words.	
	3. Vocabulary	Meaning of single-word items.	
	4. Spelling	The orthographic form of words (Ellis et al., 2001).	



**Table 2.** Instances of FFEs with different characteristics

<b>Example 1: Episode with formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 S Rush hour means?	Type	Student-initiated
2 T The busy hour (..) I mean (.) for example, from 5:30 to 6 in the evening (.)	Linguistic focus Source	Lexical collocation Message
3 S Yes!	Complexity	Complex
4 T In Ramadan (.) it is the rush hour (.) people are rushing home to break their fast as quickly as possible. ha!	Directness Emphasis Timing	Direct Heavy Immediate
5 S Yeah (.) I drive home in the rush hour.	Response Uptake	Provide Uptake, successful
<b>Example 2: Episode with formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 S On other words (.)	Type	Reactive
2 T <b>IN other words</b> (.)	Linguistic focus	Lexical bundle
3 S Ahh (.) sorry (.) in other words (.) some people don't care about the dangers of smoking	Source Complexity Directness Emphasis Timing Response Uptake	Code Simple Direct Light Immediate Provide Uptake, successful
<b>Example 3: Episode with formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 T What does <b>tie the knot</b> mean? initiated any ideas?	Type Linguistic focus	Teacher-initiated Idiom
2 S نذر گره (the equivalent of to tie in Persian) /'gereh zædæn/	Source Complexity	Message Complex
3 Ss @	Directness	Direct
4 T NO (.) It's an expression.	Emphasis	Heavy
5 T For example (.) my fiancé and I are going to tie the knot (..) means? We'll get married. To tie the knot (.) means to get married. OK, back to the reading ...	Timing Response Uptake	Immediate Provide No opportunity

<b>Example 4: Episode with formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 S Teenagers today (.) don't know how to deal for their problems.	Type Linguistic focus	Reactive Grammatical collocation
2 T deal for or <b>deal WITH?</b>	Source	Code
3 S Deal with.	Complexity	Simple
4 T Right!	Directness	Indirect
5 S Thanks (.) dealing with the ...	Emphasis Timing Response Uptake	Light Immediate Elicit Uptake, successful
<b>Example 5: Episode with formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 S I want to travel to other countries (..) What we say? What hiking?	Type Linguistic focus	Student-initiated Compound
2 T <b>Hitchhiking</b> (.) you mean?	Source	Message
3 Like you don't have a car, but you want to travel to another city, and you thumb ( <i>teacher demonstrating the thumb signal for hitchhiking</i> ). Well (.) class is over.	Complexity Directness Emphasis Timing Response Uptake	Complex Direct Heavy Immediate Provide No opportunity
<b>Example 6: Episode with non-formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 S She influence my entire life	Type	Reactive
2 T She <b>influence</b> my entire life INFLUENCE?	Linguistic focus Source	Grammar Code
3 S Yeah.	Complexity Directness Emphasis Timing Response Uptake	Simple Direct Light Delayed Elicit Uptake, successful

<b>Example 7: Episode with non-formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 S How do you pronounce this?	Type	Student-initiated
2 T /nu:'moonɪə/	Linguistic focus	Pronunciation
	Source	Code
	Complexity	Simple
	Directness	Direct
	Emphasis	Light
	Timing	Immediate
	Response	Elicit
	Uptake	No uptake
<b>Example 8: Episode with non-formulaic focus</b>	<b>Characteristics</b>	<b>Category</b>
1 T Did you get the meaning of <b>sabotage</b> ?	Type	Teacher-initiated
2 Ss (...)	Linguistic focus	Vocabulary
3 T To destroy. To damage.	Source	Message
	Complexity	Simple
	Directness	Direct
	Emphasis	Light
	Timing	Immediate
	Response	Provide
	Uptake	No uptake

### 3.2.2. Coding foci of FFEs

Chomsky (1965) posited that depending on the context, the word sequence “*decide on a boat*” in the sense of “*decide while on a boat*” is a loose non-formulaic construction. In contrast, the same word sequence in the sense of “*decide what boat to choose*” is a close formulaic construction. The dual-nature view of language is substantiated by Sinclair’s (1991) open-choice principle (non-formulaic forms) and the idiom principle (formulaic forms).

Formulaic constructions (e.g., *on the other hand*) are distinct from non-formulaic constructions (e.g., *on the other foot*) in that in the former, at least one constituent cannot be replaced by a synonymous word or phrase without changing function, meaning, or idiomaticity, which is known as restricted exchangeability (Erman & Warren, 2000). Formulaic forms are characterized as “any sequence of two or more words that are perceived to be more constrained than usual in their co-occurrence” (Hudson & Wiktorsson, 2009: 81). Non-formulaic forms refer to “elements used in

their literal senses and freely substitutable” (Howarth, 1998: 28). Non-formulaic forms are generated by syntactic analysis in which “the only restraint is grammaticalness” (Sinclair, 1991: 109).

Previous studies made a distinction between non-formulaic (*drop the beans*) and formulaic (*spill the beans*) language, albeit for different research purposes (e.g., Gholami, 2021a, 2021b, 2021c; Gholami, Karimi, & Atai, 2017). For the purpose of this study, non-formulaic forms were differentiated from formulaic forms. Formulaic forms were analyzed as a separate category in this study as FSs “are nevertheless significant enough to be the focus of research, and a theoretical category meriting particular attention” (Buerki, 2016: 15). FSs were not examined in terms of their individual components as they “constitute single choices, even though they might appear to be analyzable into segments” (Sinclair, 1991: 110). Similarly, FSs were not subsumed under the category of vocabulary because they “are not the products of general rules applying to words, and nor do they, in general, behave like single words” (Buerki, 2016: 16).

The two coders marked FFEs for formulaic and non-formulaic foci. Following Wood’s (2020) suggestion to rely on native-speaker intuition, the second coder, a native speaker of American English (a Ph.D. in applied linguistics), was involved in identifying FFEs with formulaic foci. The coders read Wood’s (2020) summary of checklists employed for the identification of FSs. Based on the speaker-external view of formulaicity, FSs are demarcated from non-formulaic forms in terms of their formal properties, that is, semantic irregularity (*kick the bucket*), syntactic idiosyncrasy (*by and large*), pragmatic functions (*what’s up?*), or frequency of co-occurrence (*rock and roll*) (Myles & Cordier, 2017). The coders used Wray and Namba’s (2003) checklist (Appendix A) as the main checklist for judging formulaic vs. non-formulaic foci of FFEs. Their checklist is comprehensive with 11 criteria and guidelines on how to employ different criteria for various datasets involving error-free, error in the form, and error in usage (See Wray & Namba, 2003, for detailed guidelines).

After dividing FFEs into episodes with formulaic and non-formulaic foci, they were coded for categories of the (non)formulaic forms presented in Table 1. Zhao & Bitchener (2007: 438) provide sub-categories of non-formulaic forms. In FFEs with formulaic foci, FSs are focused on to address: (a) form, meaning, or usage; (b) lexical selection; and/or (c) lexical formation (Millar, 2011) (Appendix B). In the FS “*a piece of cake*” (easy to do), the figurative sense is lost by lexical misselection “*a piece of pancake*” or lexical misformation “*the piece of cake*” (Xu, 2015). Nesselhauf (2005) delimited formulaic errors (i.e., those stemming directly from the phraseological status of FSs) from non-formulaic errors (i.e., those about the syntactic rules governing non-formulaic constructions). For instance, in the word sequence “*she make judgments*,” if the subject-verb agreement was targeted, the FFE was marked as non-formulaic. Nevertheless,

if lexical selection (*pass judgment*) or lexical formation (*judgment* is never pluralized because of the formulaic status) were targeted, the FFE was marked as formulaic.

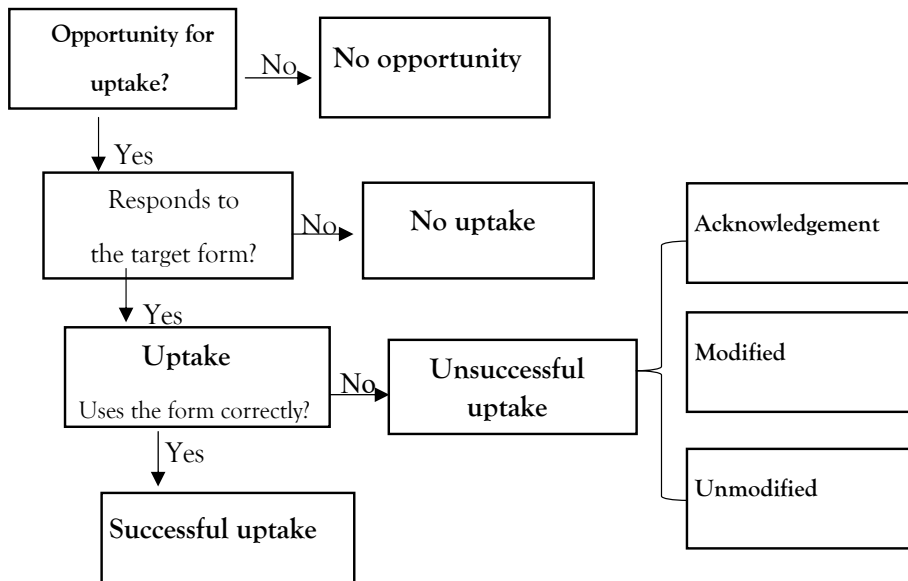
### 3.2.3. Coding categories of FSs

Collocations are distinct from non-formulaic combinations due to the *arbitrary restriction on combinability* (Nesselhauf, 2005). For instance, the word string “kick the stone” is a free combination as all its components could be replaced by other words (*kick the ball*). However, in the word string “kick a habit,” the base (*habit*) in the sense used in the collocational unit could be combined with other linguistic items, but the collocator (*kick*) in the sense used in the collocational unit is arbitrarily restricted to certain elements (*break a habit*) (Nesselhauf, 2005). Two major sub-categories of collocations include lexical collocations (*brain drain*) and grammatical collocations (*on purpose*) (Xu, 2015) that were coded using the schemes presented in Appendices C and D, respectively. Following Nesselhauf (2005), the identified collocations were crosschecked with *The BBI Combinatory Dictionary of English* (2010). Lexical bundles (*the extent to which*) were coded using Simpson-Vlach & Ellis’s (2010) *Academic Formulas List* (AFL), which provides lists of lexical bundles frequently found in English written and spoken discourses (See Appendix E). Idioms were identified using the *Oxford Dictionary of English Idioms* (2010) and *The Oxford Dictionary of Idioms* (2005). Compounds were coded using the coding scheme presented in Appendix F.

### 3.2.4. Coding uptake

As Figure 1 illustrates, FFEs were coded for: (a) *no opportunity for uptake* when a learner has no chance to react to target form because the teacher or another learner immediately continues a topic; (b) *no uptake* when the learner does not react to target form despite having a chance to react; (c) *uptake* when the learner responds to target form triggering the FFE. The inter-coder reliability for uptake was found to be high,  $\kappa = 0.85$ . FFEs with uptake were further coded for (d) *successful uptake* when the learner successfully incorporates target form into production by rephrasing, correcting the error, or using the target form correctly in an example; (e) *unsuccessful uptake* when the learner’s response to the target form requires further correction. Unsuccessful uptake involves *acknowledgment* when learner acknowledges the recognition of target form by uttering *thanks, yeah, etc.*; *modified* when learner modifies the error incorrectly or partially correctly; and *unmodified* when the learner does not modify the error, expresses difficulty understanding the target form, or circumvents the use of target form. The inter-coder reliability for successful uptake was found to be high,  $\kappa = 0.82$ . Learners’ errors with forms that were not targeted in an FFE were disregarded.

Figure 1. Coding scheme of uptake (adopted from Egi, 2010).



### 3.2.5. Coding characteristics of FFEs

All FFEs were further coded for the characteristics presented in Table 3. Table 2 presents instances of FFEs with different characteristics.

**Table 3.** Characteristics of FFEs (adopted from Loewen, 2005: 376)

Characteristic	Definition	Categories	k = Reliability
Type	Instigation	<i>Reactive FFE:</i> It “arises when learners produce an utterance containing an actual or perceived error, which is then addressed usually by the teacher but sometimes by another learner. Thus, it supplies learners with negative evidence” (Ellis et al., 2001: 413). <i>Preemptive FFE:</i> It involves a learner or the teacher “initiating attention to form even though no actual problem in production has arisen” by raising a query (Ellis et al., 2001: 414).	k = 0.855
Source	Reason for instigation	<i>Code:</i> An FFE involves the inaccurate use of a form with no apparent miscommunication (i.e., negotiation of the form). <i>Message:</i> An FFE involves problems with understanding meaning (i.e., negotiation of the meaning).	k = 0.857
Complexity	Length	<i>Simple:</i> An FFE involves a single exchange to resolve the linguistic problem. <i>Complex:</i> An FFE involves two or more exchanges to resolve the linguistic problem	k = 0.789
Directness	Explicitness	<i>Indirect:</i> Attention to form is implicit. <i>Direct:</i> Attention to form is explicit.	k = 0.832
Emphasis	Complexity + directness	<i>Light:</i> An FFE is indirect and simple <i>Heavy:</i> An FFE is direct and/or complex	k = 0.790
Timing	Response timing	<i>Immediate:</i> An FFE is immediately provided <i>Delayed:</i> An FFEs is provided with some delay.	k = 0.986
Response	Type of feedback	<i>Provide:</i> The teacher provides learners with target form through recasts or explicit corrections. <i>Elicit:</i> The teacher elicits target form from learners through clarification requests, repetitions, metalinguistic clues and elicitations	k = 0.809
Uptake	Student response to feedback	<i>Uptake:</i> The learner responds to the target form <i>No uptake:</i> The learner does not respond to target form.	k = 0.991
Successful uptake	Quality of student response	<i>Successful uptake:</i> The learner incorporates the target form into production. <i>Unsuccessful uptake:</i> The learner does not successfully incorporate target form into production.	k = 0.889

**Note.** *k* refers to the inter-coder reliability.

## 4. Results

A total of 1,425 FFEs were identified in 30 hours of teacher-learner interactions. The focus of 551 episodes was formulaic, and 874 FFEs focused on non-formulaic forms. Therefore, learners' attention was shifted to non-formulaic forms (61%) more often than FSs (39%). Table 4 shows (successful) uptake rate in FFEs with (non)formulaic foci. Instances of FFEs where there was no opportunity for learners to produce uptake were excluded ( $n = 63$ ). Uptake occurred in a total of 746 FFEs comprising more than half of the total episodes (55%). Chi-square tests were conducted to investigate the statistical associations between (non)formulaic foci of FFEs and (successful) uptake rate. The inferential statistics were calculated using Statistical Package for the Social Sciences (SPSS) 25.0. An alpha level of  $p < 0.05$  was set for all chi-square tests. The association between the (non)formulaic foci of FFEs and uptake rate was found to be significant,  $\chi^2(1, 1362) = 131.746, p = 0.000$ . The effect size was medium,  $w = 0.3$ . Therefore, learners produced uptake more often in FFEs with formulaic foci (52%) than non-formulaic foci (48%). The association between (non)formulaic foci of FFEs and successful uptake rate was found to be significant,  $\chi^2(1, 746) = 100.684, p = 0.000$ . The effect size was medium,  $w = 0.4$ . Hence, learners produced successful uptake more often in FFEs with formulaic foci (66%) than non-formulaic foci (34%).

**Table 4.** (Successful) uptake rate according to (non) formulaic foci

	No uptake		Uptake		Successful uptake		Unsuccessful uptake	
	No.	%	No.	%	No.	%	No.	%
Formulaic	134	22	389	52	314	66	75	28
Non-formulaic	482	78	357	48	162	34	195	72
Total	616	45	746	55	476	64	270	36

**Note.** The percentages are rounded off.

Binary logistic regression analyses were performed to investigate the characteristics that mediate the occurrence of (successful) uptake in FFEs with formulaic vs. non-formulaic foci. The logistic regression analysis results are reported in terms of odds ratio and 95% confidence interval for each independent variable (Hosmer & Lemeshow, 2000). The logistic regression analysis for uptake in FFEs with formulaic foci revealed an overall percentage accuracy of 68.6%. The variables of type, source, complexity, emphasis, timing, and response were found to be significant predictors of uptake in FFEs with formulaic foci. As Table 5 shows, the odds ratio for the type of incidental FonF was found to be 3.841, meaning that preemptive FFEs targeting FSs were roughly



four times more likely to lead to uptake than reactive episodes. The odds ratio for the source of FonF was found to be 14.889, indicating that message-related FFEs with formulaic foci were approximately fifteen times more likely to contain uptake than code-related episodes. Complexity has an odds ratio of 6.099, indicating that FFEs with formulaic foci involving many uptake moves were six times more likely to result in uptake than simple episodes. Emphasis has an odds ratio of 4.943, meaning that FFEs with formulaic foci involving several direct uptake moves stand roughly five times more chance of culminating in uptake than simple indirect episodes. The odds ratio for timing was 0.206, meaning that delayed FFEs with formulaic foci were one-fifth as likely to contain uptake as immediate episodes. The odds ratio for the variable of response was found to be 4.948, meaning that eliciting target forms from learners was roughly five times more likely to lead to an uptake in FFEs with formulaic foci than providing learners with correct forms.

**Table 5.** Logistic regression for uptake in formulaic FFEs

Variable	S.E.	Odds ratio	95% confidence intervals		Significance
			Lower	Upper	
Type	.235	3.841	2.422	6.09	.000
Source	.286	14.889	8.507	26.058	.000
Complexity	.247	6.099	3.757	9.900	.000
Emphasis	.239	4.943	3.097	7.892	.000
Timing	.238	206	129	328	.000
Response	.236	4.948	3.117	7.854	.000

The second logistic regression analysis conducted for successful uptake in FFEs with formulaic foci revealed an overall percentage accuracy of 74.1%. The variables of type, source, complexity, emphasis, timing, and response were found to be significant predictors of successful uptake in FFEs with formulaic foci. As Table 6 shows, preemptive FFEs with formulaic focus were two and a half times (odds ratio = 2.547) more likely to lead to successful uptake than reactive episodes. Message-related FFEs with formulaic foci were seven times (odds ratio = 7.386) more likely to culminate in successful uptake than code-related ones. The odds ratio for complexity was found to be 2.124, meaning that complex FFEs with formulaic foci were twice more likely to result in successful uptake than simple ones. Heavy emphasis (odds ratio = 4.545) on FSs in FFEs with formulaic foci involving several direct uptake moves was four and a half times more likely to contain successful uptake than light emphasis involving simple indirect uptake moves. Delayed FFEs with formulaic foci (odds ratio = 0.196) were

roughly one-fifth as likely to culminate in successful uptake as immediate episodes. Finally, eliciting target forms from learners was almost five times (odds ratio = 4.946) more likely to lead to successful uptake in FFEs with formulaic foci than providing learners with correct forms.

**Table 6.** Logistic regression for successful uptake in formulaic FFEs

Variable	S.E.	Odds ratio	95% confidence intervals		Significance
			Lower	Upper	
Type	.286	2.547	1.455	4.461	.001
Source	.313	7.386	4.002	13.632	.000
Complexity	.288	2.124	1.208	3.736	.009
Emphasis	.296	4.545	2.544	8.120	.000
Timing	.299	196	109	353	.000
Response	.300	4.946	2.749	8.899	.000

The logistic regression analysis for uptake in FFEs with non-formulaic foci showed an overall percentage accuracy of 61.5%. The variables of type, source, complexity, directness, emphasis, timing, and response were found to be significant predictors of uptake in FFEs with non-formulaic foci. As Table 7 presents, the odds ratio of type was 0.259, meaning that preemptive FFEs with non-formulaic foci were one-third as likely to contain uptake as reactive episodes. The source's odds ratio was 0.277, meaning that message-related FFEs with non-formulaic foci were one-third as likely to contain uptake as code-related episodes. The odds ratio of complexity was 2.049, indicating that complex FFEs with non-formulaic foci were twice more likely to end with uptake than simple episodes. Directness has an odds ratio of 0.304, meaning that indirect episodes with non-formulaic foci were one-third as likely to culminate in successful uptake as direct episodes. The odds ratio of emphasis was 2.049, indicating that FFEs with non-formulaic foci involving heavy emphasis were twice more likely to result in uptake than episodes with light emphasis. The odds ratio for timing was found to be 4.628, indicating that delayed FFEs with non-formulaic foci were roughly five times more likely to end with uptake than immediate episodes. The response has an odds ratio of 0.476, indicating that eliciting target forms from learners in FFEs with non-formulaic foci was roughly one-fifth as likely to contain uptake as providing learners with target form.

**Table 7.** Logistic regression for uptake in non-formulaic FFEs

Variable	S.E.	Odds ratio	95% confidence intervals		Significance
			Lower	Upper	
Type	.150	.259	.199	.358	.000
Source	.153	.277	.205	.374	.000
Complexity	.155	2.049	1.513	2.774	.000
Directness	.152	.304	.226	.409	.000
Emphasis	.155	2.049	1.513	2.774	.000
Timing	.158	4.628	3.396	6.306	.000
Response	.148	.476	.357	.637	.000

The logistic regression analysis for successful uptake in FFEs with non-formulaic foci showed an overall percentage accuracy of 54%. The variables of type, source, complexity, directness, emphasis, timing, and response were found to be significant predictors of successful uptake in FFEs with non-formulaic focus. As presented in Table 8, preemptive FFEs with non-formulaic foci were one-third (odds ratio = 0.265) as likely to contain successful uptake as reactive ones. Message-related FFEs with non-formulaic foci were roughly one-fourth (odds ratio = 0.396) as likely to result in successful uptake as code-related episodes. Complex FFEs with non-formulaic foci were three times (odds ratio = 3.236) more likely to end with successful uptake than simple episodes. Indirect FFEs with non-formulaic foci were one-third (odds ratio = 0.347) as likely to contain successful uptake as direct episodes. FFEs with non-formulaic foci involving several direct moves were three times (odds ratio = 3.152) more likely to lead to successful uptake than those with light focus. Delayed FFEs with non-formulaic foci were five times (odds ratio = 5.188) more likely to result in successful uptake than immediate ones. Finally, eliciting target forms from learners in FFEs with non-formulaic foci was one-third (odds ratio = 0.297) as likely to culminate in successful uptake than providing learners with target forms. Therefore, the findings of logistic regression analyses showed that FonF characteristics predicting learners' production of (successful) uptake were different for formulaic vs. non-formulaic forms targeted in FFEs.

**Table 8.** Logistic regression for successful uptake in non-formulaic FFEs

Variable	S.E.	Odds ratio	95% confidence intervals		Significance
			Lower	Upper	
Type	.253	.265	.195	.354	.000
Source	.236	.396	.250	.629	.000
Complexity	.239	3.236	2.028	5.165	.000
Directness	.237	.347	.218	.552	.000
Emphasis	.238	3.152	1.977	5.927	.000
Timing	.250	5.188	3.181	8.461	.000
Response	.240	.297	.185	.474	.000

## 5. Discussion

### 5.1. Uptake of (non)formulaic forms

This study examined the extent to which learners produced (successful) uptake following FSs targeted in FEEs compared to non-formulaic forms targeted in FFEs. Also, incidental FonF characteristics that mediated learners' production of (successful) uptake in FFEs following target FSs were compared with target non-formulaic forms. The findings indicated that non-formulaic forms (61%) were more frequently focused on than formulaic forms (39%) in the observed classrooms. However, learners produced uptake (52%) and successful uptake (66%) more often when FSs were targeted in FFEs than non-formulaic forms (uptake = 48%, successful uptake = 34%). In line with this study's findings, Lyster (2001) found that learners generated (successful) uptake more often following lexical items than grammar and pronunciation. Learners' production of successful uptake following FonF has been associated with their subsequent language learning (e.g., Egi, 2010; Ellis et al., 2001; Loewen, 2004; Lyster, 2001). Lyster (2001) concluded that FonF directed at lexically-oriented items results in a higher successful uptake rate and subsequently effective learning than FonF targeting morphosyntax.

Learners' higher production of (successful) uptake following FSs in FFEs than non-formulaic forms as found in this study is attributed to the greater saliency, communicative value, and noticeability of FSs. Wulff (2019) posits that vocabulary items are more salient than morphosyntax, and FSs are even more salient than single-word vocabulary items. In addition, FSs perform different discourse functions and play a key role in communicating meaning (Wulff, 2019). In this regard, Kecskes (2016) notes that FSs are "not only salient but also functionally significant" (p. 10). Learners' production of successful uptake is deemed an indicator of noticing target forms (Egi, 2010). Therefore, the higher proportion of successful uptake following target FSs as found in this study suggests the greater noticeability of FSs than non-formulaic forms. Li & Vuono (2019) maintain that the nature of linguistic forms influences the degree of noticeability of forms by learners and their subsequent production of successful uptake. This study's findings support the conviction that forms with formulaic nature are more salient, noticeable, and communicatively more important than forms involving grammar, pronunciation, and single-word vocabulary as indicated by markedly higher (successful) uptake rate following FSs.

In this study, learners' attention was raised to non-formulaic forms (61%) more often than FSs (39%) in FFEs. Nonetheless, learners tended to produce more successful uptake following target FSs (66%) than non-formulaic forms (34%). While not questioning targeting non-formulaic forms, this study suggests that learners' attention be drawn to formulaic aspects of language more frequently through FFEs to achieve a balanced representation of formulaic and non-formulaic aspects of language in incidental FonF. Learners' production of successful uptake in incidental FonF provides them with the opportunity "to notice linguistic items and structures at the very moment they are most needed for communication" (Loewen & Sato, 2019: 10), leading to restructuring interlanguage toward target models (Panova & Lyster, 2002). Therefore, another line of this study examined incidental FonF characteristics that mediate learners' production of (successful) uptake following target FSs compared to non-formulaic forms in FFEs.

## ***5.2. FonF characteristics predicting learner uptake***

This study's findings showed that FonF characteristics that predicted learners' production of (successful) uptake were different for formulaic forms vs. non-formulaic forms targeted in FFEs. To the best of the researcher's knowledge, to date, no studies have examined incidental FonF characteristics that influence learners' production of (successful) uptake following FSs to make comparisons with the findings of this study. In this study, preemptive FonF was a strong predictor of learners' production of (successful) uptake when FSs were targeted in FFEs. In contrast, reactive FonF was

a strong predictor of learners' production of (successful) uptake when non-formulaic forms were targeted in FFEs.

A partial explanation for differences in these findings might lie in the formulaic vs. non-formulaic nature of target forms. Ellis et al. (2001) differentiate between actual and perceived linguistic gaps in learners' knowledge. Student-initiated preemptive FonF, where learners take responsibility for their own learning by raising queries, has the potential to address learners' actual linguistic gaps (Ellis et al., 2001). However, teacher-initiated reactive FonF, where teachers provide corrective feedback to learners' errors, may address their perceived errors (Ellis et al., 2001). The learners in this study were advanced adult learners taking tuition-based classes, so they might have taken responsibility for addressing their problems with FSs by using student-initiated preemptive FonF and subsequently producing (successful) uptake to communicate their meaning. In this regard, Loewen (2004) notes that instructional context and learners' proficiency level, among other factors, influence learners' use of student-initiated FonF and the production of successful uptake.

On the other hand, learners' errors with non-formulaic forms involving grammar at advanced level classes might have arisen due to the spontaneous language use as advanced learners are expected to have already developed substantial knowledge of grammar and vocabulary (Meunier, 2012), which could result in teachers' using reactive FonF to correct learners' errors, leading to learners' higher successful uptake of non-formulaic forms following reactive FonF. Therefore, this study's findings suggest that to increase learners' production of successful uptake in FFEs, teachers should use reactive FonF to address non-formulaic forms and provide opportunities for learners to take the initiative and preemptively address FSs through preemptive FonF.

Another variable predicting learners' successful uptake in FFEs with formulaic vs. non-formulaic foci was the type of corrective feedback in FonF. The findings showed that eliciting target FSs from learners through output-prompting feedback types strongly predicted learners' production of (successful) uptake in FFEs. However, providing learners with target non-formulaic forms through input-providing feedback types strongly predicted learners' production of (successful) uptake in FFEs. Feedback strategies are categorized into input-providing (i.e., using recasts and explicit corrections) and output-prompting types (i.e., eliciting target forms, making clarification requests, repeating errors, and providing metalinguistic clues) (Li & Vuono, 2019).

The findings of this study suggest that the nature of forms in terms of formulaic vs. non-formulaic mediate the effectiveness of different corrective feedback types as measured by successful uptake rate. Likewise, the findings of Brown's (2016) meta-analysis demonstrated that the nature of linguistic target moderates the efficacy of

corrective feedback. Similarly, Lyster & Mori's (2006) counterbalance hypothesis indicates that the provision of corrective feedback should vary depending on instruction's focus on morphosyntax or lexical items. Additionally, the nature of linguistic target in terms of whether it entails item learning (FSs) or system learning (grammar) is a factor that "can determine the relative effect of different strategies on noticing, uptake with repair, and acquisition" (Ellis, 2017: 11). Ellis (2017) argues that teachers should not select corrective feedback types randomly "but should apply them systematically" (p. 12). Hence, to promote learners' production of successful uptake following FSs, this study's findings suggest using output-prompting corrective feedback types. However, to promote learners' production of successful uptake following non-formulaic forms, this study's findings suggest using input-providing corrective feedback types.

Source of FonF was another variable mediating learners' provision of (successful) uptake following FSs vs. non-formulaic forms in FFEs. Learners produced more (successful) uptake following FSs when FFEs involved message conveyance. However, learners produced more (successful) uptake following non-formulaic forms when FFEs involved the accuracy of form. These differences in findings could be explained by the distinction between the negotiation of form versus negotiation of meaning, as Ellis et al. (2001) suggested. Ellis et al. (2001) argue that forms pertaining to phonology and morphosyntax mainly require negotiation of form to enhance linguistic accuracy despite the lack of any communication breakdown. On the other hand, lexically-oriented forms, including FSs require negotiation of meaning to resolve meaning and communication problems (Ellis et al., 2001). Hence, FSs lend themselves more to the negotiation of meaning, resulting in a higher (successful) uptake rate. In contrast, non-formulaic forms lend themselves more to the negotiation of form, resulting in a higher (successful) uptake rate.

Timing of FonF was another variable mediating learners' production of (successful) uptake following target FSs vs. non-formulaic forms in FFEs. The immediate focus on FSs was a strong predictor of (successful) uptake when FSs were targeted in FFEs. On the contrary, the delayed focus on non-formulaic forms was a strong predictor of (successful) uptake when non-formulaic forms were targeted in FFEs. There are inconsistent findings on the efficacy of immediate and delayed FonF (e.g., Li, Zhu, & Ellis, 2016; Quinn & Nakata, 2017). Quinn & Nakata (2017) argue that delayed FonF is effective in L2 development according to the distributed practice effect, indicating that longer intervals between attention to a form could lead to more effective long-term retention than shorter or no intervals. In contrast, Doughty (2001) posits that FonF is optimal when it occurs within 60 seconds of the trigger when humans can maintain active mental representations in the working memory. This study's findings suggest

that the nature of forms in terms of formulaic vs. non-formulaic nature mediates the effectiveness of delayed vs. immediate FonF as measured by the successful uptake rate. Therefore, to promote learners' production of (successful) uptake, it is suggested that teachers use immediate and delayed FonF to address FSs and non-formulaic forms in incidental FonF, respectively.

Finally, the variables of complexity, directness, and emphasis were found to predict learners' production of (successful uptake) following FSs and non-formulaic forms in the same manner. Therefore, the findings of this study showed that some of FonF characteristics that predicted learners' production of (successful) uptake were different for formulaic vs. non-formulaic forms targeted in FFEs.

## 6. Conclusion

The present study investigated learners' production of (successful) uptake following FSs vs. non-formulaic forms in incidental FonF. Moreover, incidental FonF characteristics predicting learners' (successful) uptake of FSs vs. non-formulaic forms targeted in FFEs were examined. The findings showed that learners' attention was shifted to non-formulaic forms (61%) more often than FSs (39%) in FFEs. Nevertheless, learners produced successful uptake more often when FSs (66%) were targeted in FFEs than non-formulaic forms (34%). The higher rate of successful uptake following FSs could be ascribed to the greater saliency, noticeability, and communicative value of FSs (Wulff, 2019). In this study, teachers raised learners' attention to non-formulaic forms strikingly more often than FSs, while learners produced successful uptake markedly more often following FSs owing to the importance of FSs for communication. Therefore, in the light of these findings, it is suggested that teachers consider FSs as legitimate and essential targets among other linguistic forms and use incidental FonF opportunities to draw learners' attention to FSs as frequently as non-formulaic forms. The findings of this study suggest that teacher professional development programs raise pre-service and practicing teachers' awareness of the significance of FSs in communicative language use and the importance of incorporating FSs into incidental FonF practices.

Furthermore, the literature on formulaic language indicates that even advanced L2 learners are at a disadvantage to learn FSs due to the traditional emphasis on grammar and vocabulary in curriculum designs, materials development, and L2 pedagogy and assessment (Meunier, 2012; Wray, 2019). Given the significance of FSs for learners as indicated by their markedly higher successful uptake of FSs found in this study, it is suggested that FSs gain prominence in curriculum designs for L2 pedagogy as



advocated by the proponents of chunk-oriented pedagogy (Meunier, 2012). Meunier (2012) attributed learners' inadequate knowledge of formulaic language compared to their knowledge of grammar and vocabulary partly to the paucity of corpus-informed materials. Corpus findings indicate that FSs are ubiquitous in language use (Erman & Warren, 2000). Therefore, given the importance of FSs for learners in communication, as suggested by the higher successful uptake of FSs, it is recommended that a rich repertoire of FSs should be incorporated into materials developed for L2 pedagogy in line with corpus findings.

Another line of this study examined incidental FonF characteristics predicting learners' (successful) uptake of FSs vs. non-formulaic forms targeted in FFEs. The findings of logistic regression analyses revealed that incidental FonF characteristics in terms of the type of incidental FonF (reactive vs. preemptive FonF), timing of FonF (immediate vs. delayed), the source of FonF (problem with communication vs. problem with the accuracy of the form), and type of corrective feedback (output-prompting vs. input-providing) varied in predicting learners' production of (successful) uptake following FSs vs. non-formulaic forms. Immediate preemptive focus on FSs to address learners' problem with meaning rather than form and eliciting target FSs from learners through output-prompting feedback types were strong predictors of learners' uptake of FSs and successfulness of it. In contrast, delayed reactive focus on non-formulaic forms to address learners' problem with form rather than meaning and providing target non-formulaic forms for learners through input-providing feedback types were strong predictors of learners' uptake of non-formulaic forms and successfulness of it.

Hence, the findings of this study lend support to Loewen's (2005) conviction that "different kinds of focus on form might be needed for different aspects of language" (p. 382). Likewise, DeKeyser (2012) notes that different linguistic forms call for different needs for teaching. Ellis (2017) maintains that teachers make decisions on how to practice FonF, and they should do so in a principled manner. This study's findings suggest that teachers make informed decisions when focusing on FSs compared to non-formulaic forms and use different pedagogical options in terms of the types of FonF, timing of FonF, etc., in providing incidental FonF to promote learners' (successful) uptake of FSs and non-formulaic forms targeted in FonF. Finally, this study was conducted in an EFL context with advanced adult EFL learners. Future studies could offer insights into FonF practices by examining FonF characteristics that predict successful uptake of FSs vs. non-formulaic forms in other settings with learners from different proficiency levels.

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## Appendices

**Appendix A:** Criteria for the identification of FSs (adopted from Wray & Namba, 2003: 29–33).

Criterion	
Example	$\kappa = .80$
1. By my judgment, there is something grammatically unusual about this wordstring.	<i>rains cats and dogs,</i> “rain” is intransitive
2. By my judgment, part or all of the wordstring lacks semantic transparency.	<i>curry favor</i> is non-compositional
3. By my judgment, this wordstring is associated with a specific situation and/or register.	<i>I wonder if</i> <i>would mind ...</i>
4. By my judgment, the wordstring as a whole performs a function situation and/or register	<i>on the other hand</i>
5. By my judgment, the speaker/writer has accompanied this of wordstring with an action, use of punctuation, or phonologica pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.	Idiomatic reading of <i>pick-you-own vegetables</i>
6. By my judgment, the speaker has marked this wordstring grammatically or lexically in a way that gives it special status as a unit.	I have just learned <i>pin money</i>
7. By my judgment, there is a greater than chance-level probability that the speaker will have encountered this precise formulation before.	<i>false teeth</i>
8. By my judgment, although this wordstring is novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.	<i>I slept like a twig</i> instead of <i>I slept like a log</i>
9. By my judgment, this wordstring is formulaic, but it has been unintentionally applied inappropriately	<i>all's well that</i> <i>ended well</i>
10. By my judgment, this wordstring contains linguistic material that is too sophisticated, or not sophisticated enough, to match the speaker's general grammatical and lexical competence.	<i>outstay one's welcome</i>
11. By my judgment, there is an underlying frame and one or more gaps in this wordstring. The frame is formulaic and the gaps can be filled with any lexical items.	NP <i>feel</i> TENSE ... <i>to</i> + infinitive

**Note.**  $\kappa$  refers to the value of inter-coder reliability.

Linguistic focus                      Description    Example                       $\kappa = .89$

**Appendix B:** Linguistic foci of formulaic FFEs (adapted from Xu, 2015: 86).

Linguistic focus	Description	Example
Example		$\kappa = .80$
A. The entire FS	Overall form, meaning, usage of an FS, or both lexical selection and lexical formation	S: <i>ین اوج دنگد؟</i> /dehkæ-deh dʒæhɒni:/ T: <i>global village</i>
B. Lexical selection	The meaningfulness of combination of content words in an FS.	S: <i>became daggers at me</i> T: <i>looked daggers</i>
1. Unacceptable selection	Deviation in the selection of (a) content word(s).	S: <i>make a chance</i> T: <i>take a chance</i>
2. Substandard selection	Preference of a content word over possible others	S: <i>It's very functional</i> T: <i>yeah, fully functional</i>
C. Lexical formation	Morphological elements in an FS	
1. Word form	Inflectional and/or derivational deviation involving substitution, omission, or insertion of singular, plural, restricted tense or morpho-syntactic elements, etc	S: <i>I said "stick to your gun"</i> T: <i>stick to your GUNS</i>
2. Function word	Deviation involving substitution, omission, or insertion of a preposition, a particle, etc.	S: <i>to hang off with friends</i> T: <i>hang OUT</i>
3. Determiner	Deviation involving substitution, omission, or insertion of a determiner.	S: <i>add insult to an injury</i> T: <i>add insult to injury</i>

**Note.**  $\kappa$  refers to the value of inter-coder reliability.



**Appendix C:** Syntactic patterns of lexical collocations (adopted from Xu, 2015: 80).

Type	Examples	$\kappa = .86$
1. Adjective and noun (ADJ-N)	S: <i>I hate crowded traffic</i> T: <i>heavy traffic</i>	
2. Adverb and adjective (ADV-ADJ)	S: <i>It was clearly clear that</i> T: <i>perfectly clear</i>	
3. Adverb and verb (ADV-V)	S: <i>I hugely advise using this</i> T: <i>strongly advise</i>	
4. Noun-noun (N-N)	S: <i>I want to know the first cause of it</i> T: <i>we say root cause</i>	
5. Noun of noun (N-of-N)	S: <i>a group of wolves</i> T: <i>a pack of wolves</i>	
6. Noun and verb (N-V)	S: <i>and lions barked</i> T: <i>lions roar not bark!</i>	
7. Verb and noun (V-N)	S: <i>and, I made photograph</i> T: <i>made or took?</i>	
8. Phrasal verb and adverb (PHV-ADV)	S: <i>I had to wake early</i> T: <i>wake up, right?</i>	
9. Noun and phrasal verb (N-PHV)	S: <i>when sunflowers come</i> T: <i>we say flowers come out</i>	
10. Phrasal verb and noun (PHV-N)	S: <i>we have to adhere by rules</i> T: <i>adhere to rules</i>	

**Note.**  $\kappa$  refers to the value of inter-coder reliability.

**Appendix D:** Patterns of grammatical collocations (adopted from Benson et al., 2010: XIX-XXX).

Type	Example	$\kappa = .88$
1. Noun and preposition (N-Prep)	S: <i>comply by guidelines</i> T: <i>comply with</i>	
2. Noun and to-infinitive (N-to-Inf)	S: <i>I felt a compulsion ding it</i> T: <i>a compulsion to do</i>	
3. Noun and that-clause (N-that-clause)	S: <i>I took an oath about abiding by the regulations</i> T: <i>took an oath that you would abide by the regulations</i>	
4. Preposition and noun (Prep-N)	S: <i>I broke it based on accident</i> T: <i>by accident</i>	
5. Adjective and preposition (Adj-Prep)	S: <i>the plants are native in north of Iran</i> T: <i>native to north of Iran</i>	
6. Adjective and to-infinitive (Adj-to-Inf)	S: <i>the accident was bound for happening</i> T: <i>bound to happen</i>	
7. Adjective and that-clause (Adj-that-clause)	T: <i>I was afraid to fail the exam</i> S: <i>I was afraid that I would fail the exam</i>	
8. Verb and preposition (V-Prep)	S: <i>apologize from my sister</i> T: <i>apologize to</i>	

Note.  $\kappa$  refers to the value of inter-coder reliability.

**Appendix E:** Taxonomy of lexical bundles (adopted from Simpson-Vlach & Ellis, 2010: 37-42).

Pragmatic function	AFL	Lexical bundle	FTW rank	$\kappa = .92$
A. Referential Expressions	Core	<i>as a function of</i>	1.19	
1. Specification of attributes	Core	<i>with respect to</i>	1.26	
a) Intangible framing attributes	Written	<i>in accordance with</i>	1.36	
2. Contrast and comparison	Written	<i>on the other hand</i>	2.84	
	Core	<i>as opposed to</i>	1.02	
3. Deictics and locatives	Spoken	<i>at this point</i>	0.61	
4. Vagueness markers	Spoken	<i>and so forth</i>	0.80	
B. Stance Expressions				
1. Hedges	Spoken	<i>in a sense</i>	0.56	
2. Epistemic stance	Core	<i>according to</i>	0.18	
C. Discourse Organizing Functions				
1. Metadiscourse and textual reference	Written	<i>at the outset</i>	0.51	
2. Topic elaboration				
a) Topic elaboration: cause & effect	Written	<i>as a consequence</i>	0.50	
3. Discourse markers	Core	<i>in other words</i>	1.90	
	Spoken	<i>by the way</i>	0.45	

**Notes.** FTW stands for formula teaching worth.  $\kappa$  refers to the value of the inter-coder reliability.

**Appendix F:** Patterns of compounds (adopted from Wood, 2015: 47).

Type	Description	Example	$\kappa = .95$
A. Closed form	The two components are written as one.	<i>brainstorm</i>	
B. Hyphenated form	The two components are separated by hyphens.	<i>water-proof</i>	
C. Open form	The two components are written separately.	<i>Bullet point</i>	

**Note.**  $\kappa$  refers to the value of inter-coder reliability.