Academic presentations in English as a foreign language (EFL) are high-stake speaking tasks, which require the production of continuous speech under real-time constraints. Increasing evidence suggests that one way of producing fluent academic English is the use of prefabricated formulations, or formulaic sequences. However, even advanced EFL learners struggle with their acquisition and use. Adopting a case study approach, I have compared the use of formulaic sequences in academic presentations by two groups of advanced EFL learners: first-year and master’s English majors (L1 Finland-Swedish and Finnish). Two types of formulaic sequences, academic formulas and recurrent multi-word sequences, were examined using corpus linguistic methods. The findings suggest increasing competence in the use of formulaic sequences for routinized discourse production purposes, but limited enhancement in register-sensitive use of these items.

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