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Master's Thesis

Teacher beliefs about chunks and their place in English vocabulary teaching

Lektorutdanning i språkfag

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Abstract

Lexical chunks have recently been given more attention by researchers and scholars in relation to language learning. This study investigates teacher beliefs about chunks and their place in English vocabulary teaching at upper secondary level in Norway. It examines the teachers' understanding of the concept, as well as why, what and how they think that chunks should be taught. Five English teachers from upper secondary schools in Innlandet participated in the project, and the data was collected through semi-structured interviews.

The research findings show that the teachers see a great significance to chunk knowledge among learners, both in relation to comprehension and perceived fluency, despite a lack of shared understanding of what *chunks* include among the teachers. The results reflect on the teachers' thoughts about vocabulary teaching in general, and show that there is great variety in how much time the teachers spend explicitly on chunks in the classroom, as well as how they work with them. The participants express how they think that the English curricula have a greater emphasis on the culture aspect of the subject than on language learning when it comes to justifying this part of vocabulary teaching.

Furthermore, the teachers express their opinions on how their choice of chunks to teach is dependent on the skill level of their students. The learners encounter chunks several times, both inside and outside the classroom, but the teachers seem to agree that if the students are to be aware of the phenomenon, it is necessary to include some explicit teaching.

Norsk sammendrag

‘Lexical chunks’ (ordsekvenser) har nylig blitt trukket fram av forskere i forhold til språklæring. Denne studien undersøker læreres oppfatninger om chunks og deres plass i engelsk vokabularundervisning på videregående nivå i Norge. Den utforsker lærernes egne bevissthet og kunnskap om konseptet, og hvorfor, hva og hvordan de tenker ordsekvenser burde læres bort. Fem engelsklærere fra videregående skoler i Innlandet deltok i prosjektet, og dataen ble samlet inn ved hjelp av semi-strukturerte intervjuer.

Forskningsresultatene viser at lærerne ser en stor betydning av ordsekvens-kunnskap blant elever, både i forhold til forståelse og opplevd flyt, til tross for en manglende felles forståelse av hva begrepet *chunks* rammer hos lærerne. Resultatene viser at det er stor variasjon i hvor mye tid lærerne bruker på eksplisitt undervisning av ordsekvenser i klasserommet, og hvordan de jobber med dem. Deltakerne uttrykker hvordan de tenker at læreplanen i engelsk legger større vekt på kulturaspektet ved faget enn språklæring når det kommer til å rettferdiggjøre denne delen ved vokabularundervisning.

I tillegg uttrykker lærerne sine meninger om hvordan valget av typer chunks som inkluderes i undervisningen er avhengig av elevenes ferdighetsnivå. Elever møter ordsekvenser ved flere anledninger, både i og utenfor klasserommet, men lærerne er enige i at dersom elevene skal bli bevisste på fenomenet, er det nødvendig å inkludere noe eksplisitt undervisning.

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L1: First language

L2: Second language

EFL: English as a foreign language

ESL: English as a second language

ELF: English as a lingua franca

ELT: English language teaching

SLA: Second language acquisition

FYR: subject vocational orientation and relevance (Norwegian: fellesag, yrkesfag, relevans)

1. Introduction

1.1 Outline and motivation

A part of vocabulary that has recently been given larger significance by researchers in English language teaching is lexical 'chunks'. This thesis aims to investigate what English teachers think about chunks and their place in the Norwegian classroom. Schmitt & Carter (2004, p. 1) note that formulaic sequences, i.e. strings of words that typically occur together, are found everywhere in language use. A study by Erman & Warren (2000, p. 29) found that different variations of these multi-word sequences accounted for more than 50% of both spoken and written language. There has recently been an increased focus on the importance of word phrases such as fixed expressions, idioms and chunks in research (e.g. Pawley & Syder, 1983; Lewis, 1997a; Wray, 2002, Boers & Lindstromberg, 2009). Juliet Munden and Christina Sandhaug, the authors of a course book on didactics for teacher students of English in Norway, stress how English teachers should be aware of how an L2-learner can profit from learning vocabulary in multi-word units (Munden & Sandhaug, 2017, p. 155). Chunks are something that is often used in native English speech (Davis Krszewska, 2012), which L2 learners encounter in many situations, and comprehension of this aspect of the language is therefore arguably beneficial.

There are numerable terms and definitions related to the phenomenon of chunks, such as formulaic sequences, lexical phrases, idioms and so on (see 2.2.1). The term *chunks* is used in this thesis because it is commonly used in the ELT field, such as by Lewis (1997a) and Lindstromberg & Boers (2008). Furthermore, the word *chunk* is familiar to most people, and refers to a piece or a part of something, which is exactly how chunks are viewed in this thesis; as pieces of language. Lindstromboerg & Boers (2008) define *chunks* as "sequences of words which native speakers feel is the natural and preferred way of expressing a particular idea or purpose (p. 7)" which is fitting for the purpose of this thesis. The term *chunks* includes several different kinds of prefabricated units, such as idioms, phrasal verbs, noun phrases, binomials and compositional collocations, and therefore includes all multi-word units that learners of English will encounter in one way or the other.

1.2 Research aim and purpose

The goal behind my study is to examine some teachers' beliefs about chunks as part of English teaching in upper secondary school. By shifting the focus towards the teachers and not the pupils knowledge, it is possible to see both whether chunks are actually a part of English teaching and the reasons behind why they are, or are not, included. Although it would be interesting to see what pupils actually know of chunks, the focus of this thesis is solely on the teachers and their opinions, beliefs and experiences. By focusing on the teaching, it is possible to examine whether chunks are indeed something that the students encounter in English education before possibly establishing how much the students have actually learned.

One aim of the study is to find out whether the teachers see as much importance in chunks as researchers claim there is for L2 learners. By examining their views and thoughts in relation to theory and previous research, as well as the Norwegian school system, one might be able to discuss which implications their thoughts on English vocabulary learning have for chunks in foreign language learning.

1.3 Value of research

As previously mentioned, multi-word units make up a large amount of an L1 speaker's vocabulary. Why should it not make up a large amount of L2 learners' vocabulary as well? It is important to note that chunks are not only a factor for native-like speech, but that they also serve as a large component of language comprehension, as well as being beneficial to reducing the cognitive load of learning individual words outside of context. Several researchers claim that knowing chunks has a positive effect on language proficiency and it is therefore important to raise the issue among L2 teachers of English. Do teachers realise the complexity of chunk acquisition, and the fact that chunks may not come as naturally for L2 learners as they do for L1 speakers? According to both Munden & Sandhaug (2017) and Brown (2010) there is little focus on chunks in course books for English teachers. This might be due to the lack of research available on the teaching and learning of chunks in Norwegian classrooms, and it is therefore important to provide more research on the topic and shine a light on it.

There are several studies which show that Norwegian learners of English lack the sufficient vocabulary knowledge needed to succeed in academic writing and text comprehension in higher education (Olsen, 1999; Skoglund, 2006; Lervåg & Aukrust, 2010). Shining a light on

chunks as part of vocabulary knowledge, may increase the teachers awareness that they are in fact a part of vocabulary, which can lead to the students gaining more vocabulary knowledge. Skoglund (2006) concluded that:

> Norwegian learners of English have a relatively small vocabulary and a lack of vocabulary knowledge. This deficiency could hinder Norwegians in the future, but with the help of further research, improved teachers, and interest from all parties concerned, vocabulary skills could improve.
>
> (Skoglund, 2006, p. 78)

Narrowing the focus to the part of vocabulary that this thesis is focused on, little research has been done on chunks among Norwegian learners of English, and most of the research has been conducted on the learners rather than the teaching. Meling (2019) conducted a study that explored explicit learning of academic chunks among Norwegian upper secondary students using learning strategies based on Cognitive Linguistics. The results of Meling's study (2019) showed that the teaching method had a small, positive effect on the learning of chunks, and suggests that learners of higher proficiency have a greater benefit from CL-inspired learning activities. This is however a planned experiment in one single classroom, and does not account for the general 'chunk teaching' across the country. Donyei et al.'s findings (2004) suggest that the acquisition of chunks relies on other factors than only classroom learning. Thus, as Norwegian learners of English in upper secondary does not have the opportunity of learning formulaic sequences through active participation in an English-speaking environment, it is of importance that this is incorporated in Norwegian classrooms. The lack of research on chunks and its place in English teaching in Norway provides a solid reason to the necessity of this research.

1.4 Research questions and hypothesis

The overarching research question for this master thesis is as follows:

> *What are teachers' beliefs about chunks and their place in English vocabulary teaching in upper secondary schools in Norway?*

In order to answer this question, it is necessary to provide some subsidiary research questions to contribute to answering the main research question. These are as follows:

1. What is teachers' knowledge of chunks?
2. Why do teachers think chunks should be taught?
3. What do teachers believe is appropriate to teach of chunks?
4. How do teachers structure and present their teaching of chunks?

Based on the claim made by Munden & Sandhaug (2017) and Brown (2010) that there is a lack of focus on chunks in course books made for teachers, alongside my personal experiences from teaching training and encounters with English teachers, my hypothesis is that there is a lack of focus on chunks compared to single words as part of the vocabulary teaching in the English subjects.

1.5 The status of English in Norway

Rindal (2020, p. 33) offers four perspectives to the teaching of English in countries such as Norway, where English has historically been referred to as a Foreign language. These perspectives have developed as a result of a high proficiency level of English in the population, as well as the increased use of the language in society (Rindal, 2020, p. 33). The four pedagogical perspectives, which Rindal (2020, p. 33) refers to, are English as a Foreign language (EFL), English as a second language (ESL), communicative language teaching (CLT) and English as a lingua franca (ELF).

EFL has traditionally focused on methodologies of language learning, and praised learning about the native language and culture. Thus, this approach looks at English as an Anglo-American language, where native speakers are the ideal models of the language. ESL, on the other hand, acknowledges the learners' society, but has usually been restricted to the communities in postcolonial countries and immigrants to English-speaking countries. CLT was developed as a response to how EFL and ESL became arguably outdated and has had a significant impact on English teaching in Norway, according to Rindal (2020, p. 34). However, she argues that the emphasis on appropriateness and intelligibility might influence teachers to link it to *native English* (Rindal, 2020, p. 34). As a way of turning away from the focus of native speech, the ELF perspective was introduced, which views English as an important

means of communication while, at the same time, allowing speakers to express their sociocultural identities (Jenkins, 2009, p. 206). As a result of the several existing approaches, Rindal (2020, p. 33) argues that it is important for teachers in Norway to be aware of the different perspectives to teaching English and how they might have influenced curricula, teaching materials and practices in the classroom. Both CLT and ELF is especially relevant for this thesis, as CLT is a discourse-based approach which opens up for the possibility of including chunks as part of language teaching because they naturally exist in discourse, as well as the communicative element in ELF, as knowledge of chunks might arguably be necessary for communication (see 2.3.4). What is particularly interesting concerning ELF, is that the approach opens up for sociolinguistic variations speech, which also includes variations of chunks.

1.6 The English school subject in Norway

Teaching chunks are arguably relevant when it comes to the curricula for the English subjects in Norwegian schools. It becomes clear by examining the English subject curricula that the goals of the subject are language learning, communication and cultural understanding (Norwegian Directorate of Education and Training, 2006a; 2020). The core element of language learning comprises that the students should learn language which gives them "choices and possibilities in their communication and interaction" (Norwegian Directorate of Education and Training, 2020a), and it is therefore reasonable to assume that the curricula is influenced by the communicative approach which gives great significance to vocabulary teaching and learning (see 1.7). It is possible to argue that several competence aims in the English subject curricula can be related to the ability use chunks, such as "the pupil is expected to be able to express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation" (Norwegian Directorate of Education and Training, 2020a). Especially relevant is the element of idiomatic expressions, as this term has associations to chunks (see 2.3.2). The curricula's relation to chunks is further discussed in the discussion chapter (see 5.2.2 and 5.2.3). Furthermore, the students are supposed to learn through authentic English communication which naturally contain chunks, which is one of the reasons as to why knowledge of chunks are important, alongside several other factors of communication (see 2.3.4).

At the time that this thesis is written, the schools are in a transitional phase from the curriculum called Knowledge Promotion 2006 (LK06) to the new curriculum called Knowledge Promotion 2020 (LK20). This means that grade 1-9 and Vg1 (grade 11) follow the new curriculum LK20, while grade 10, Vg2 (grade 12) and Vg3 (grade 13) follow the old curriculum LK06 (The Norwegian Directorate for Education and Training, 2020). Because the participants in this study teach multiple curricula, this section provides information about the different curricula and who uses them, as well as how chunks relate to the competence aims.

In LK06, there are two different curricula for English subjects. *English Subject Curriculum (ENG1-03)* is intended for English in Vg1 general studies *and* English in Vg1 /Vg2 vocational studies (The Norwegian Directorate for Education and Training, 2006a). This is a mandatory subject for all students. This means that at this point in the transitional phase, this curriculum is only used by Vg2 vocational students at the upper secondary level. The second curriculum concerning English in LK06, is *English – programme subject in programmes for specialization in general studies (ENG4-01)* (The Norwegian Directorate of Education and Training, 2006b). This is intended for students who choose the English elective subjects "International English", "Social Studies English" or "English literature and culture" in Vg2 and Vg3. This means that all current Vg2 and Vg3 general studies students choosing to specialize in English are the last students to follow this curriculum.

In LK20, there are also two different curricula. *Curriculum in English (ENG01-04)* is mandatory for all students in VG1, both vocational and general studies (The Norwegian Directorate for Education and Training, 2020a). The structure of the subject differs from LK06 in the way that it does not stretch across two years for the vocational students, and that the curricula provides two sets of competence aims; one for vocational students and one for general studies students, as opposed to LK06 which only provides one set of competence aims which apply to both courses. These are quite similar, but include some variations regarding practical versus academic English. *Curriculum in English Programme Subjects (ENG04-02)* is intended for the English elective subjects "English 1" and "English 2" which will be implemented in the fall of 2021 (The Norwegian Directorate for Education and Training, 2020b). It is therefore not relevant for this thesis to investigate further at this point. This means that all current VG1 students follow the new LK20 curriculum for the mandatory English subject.

1.7 Vocabulary teaching in ELT

Historically, the most common approaches to ELT in Norway have focused on teaching grammar rather than vocabulary (Munden & Sandhaug, 2017, p. 154), which has influenced how English has been taught in Norway. According to Thornbury (2002, pp. 13-14), grammatical structures were, for a long time, given greater emphasis in teaching than vocabulary. When the focus shifted from intense learning of grammatical structures to learning English as a means of communication, vocabulary teaching became more prominent (Thornbury, 2002, p. 14).

Focusing on vocabulary is advantageous both for communication *and* for further language development. Linguist David Wilkins sums up the importance of language learning by saying this: "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (Wilkins, 1972, pp. 111-112). Furthermore, according to Eskildsen & Wagner (2015, p. 291), L2 learning happens during the situations where we use words and talk. This suggests that not only do Wilkins (1972) have good reason to claim that we cannot communicate without words, but that we also learn *more* through communication and use of the vocabulary that we already know. There are two ways to look at language; as a system, and as discourse. When looking at language as a system, one takes into account the three components: substance, form and meaning, and how these interact (McCarthy & Clancy, 2018, p. 2). Substance refers to the sounds and symbols that the language uses, whereas form refers to how these sounds and symbols are formed together (McCarthyt & Clancy, 2018, p. 2). Eskildsen & Wagner (2015) views language as discourse, because they see the systems and components as the foundation of the learning and teaching of the language (McCarthy & Clancy, 2018, p. 3). According to McCarthy & Clancy (2018, p. 3), viewing language as discourse involves believing that the purpose of the system is communication. For teaching, this means focusing more on real world contexts and actual discourse, and recent corpus analysis has shown that multi-word units are important for the structuring of discourse (McCarhty & Clansy, 2018, p. 12). McCarthy & Clansy (2018, p. 12) therefore argues that chunks need to have a central place in the syllabus if teaching moves from system-based to discourse-based.

According to Stæhr (2015, p. 169), focusing explicitly on vocabulary in language teaching and learning is important because learners' vocabulary and word knowledge provide a solid base on the path to *communicative competence*. This is an important concept that was brought

to light in the 1970's and it fits within a discourse-based approach. Communicative competence refers to the knowledge of "when to speak, when not, and as to what to talk about with whom, when, where, in what manner" (Hymes, 1972, p. 277). In other words, it refers to a person's ability to act and speak, hence to communicate appropriately according to the situations that (s)he finds themselves in. It is therefore important that speakers have the range of vocabulary that necessary for what and how they want to communicate.

As a consequence of communicative competence, *communicative language teaching* was introduced in the 1970's (Thornbury, 2002, p. 14), which emphasises communicative competence and cultural pragmatic knowledge (see 2.1.4). The main goal of CLT is that the student learns to communicate in English, which includes both making themselves understood, i.e. intelligibility, and choosing the right language for the situation, i.e. appropriateness (Rindal, 2020, p. 34). According to Thornbury (2002, p. 14), one of the developments that challenged the hegemony of grammar, was the acknowledgement that lexical chunks were part of language acquisition. The communicative approach has therefore been a large factor in raising the awareness to the significance of vocabulary, and especially the acknowledgement of chunks, in language development.

1.7.1 The Lexical Approach

Several researchers and scholars have a *lexical approach* to language learning and argue that vocabulary should be given greater priority than grammar, like for example Wilkins (1972), Davis & Kryszeska (2012) & Lewis (1997). According to Lewis (1997b, p. 255), native speakers have a repertoire of multi-word units, such as collocations, fixed and semi-fixed phrases, and idioms, at their disposal (Lewis, 1997b, p. 255). He claims that there are several pedagogical advantages both to learners being aware of these word partnerships, and to learning new vocabulary in sequences which regularly occur together (Lewis, 1997b, p. 257). Davis & Kryszewska (2012), as well, highly argues in favour of the lexical approach and believes it to be important for second language learning. The recognition and effective learning of chunks are essential elements in Lewis' (1997a) *Lexical Approach*, and therefore a relevant approach to language learning for this thesis.

According to Lewis (1997, p. 257), «traditional grammar has led teachers to believe that because language items can be analysed in a particular way, it must be helpful to analyse them in that way». Lewis (1997, p. 257), on the other hand, argues that there are more than one way

of analysing language, and that they are useful for different purposes. Chunks can be identified when "the word is too small a unit and the sentence is too large" (Lewis, 1997, p. 257), and Lewis (1997, p. 257) argues that learning unanalysed wholes actually forms the basis of grammatical competence, because they provide more meaning to de-lexicalised words. Chunks should, therefore, be a large part of the language input the students are exposed to, because "such language is the basis of natural language learning" (p. 258). According to Lewis (1997a), "the essential idea is that fluency is based on the acquisition of a large store of fixed or semi-fixed prefabricated items, which are available as the foundation for any linguistic novelty or creativity" (p. 15). Whether teachers see acquisition of chunks as a factor to fluency is something that is touched upon in the present thesis, as it concerns one of the research questions as to why chunks should be taught. The lexical approach relies on Krashen's (1985) input hypothesis, which claims that second language acquisition progresses and improves when exposed to language input that is one step above the learner's current linguistic competence. Hence, the approach takes into account that chunks are better acquired when learners are frequently exposed to them.

1.8 Thesis structure

Chapter 2 introduces the theoretical framework for the thesis. This is based several topics related to the research question, such as how vocabulary can be viewed, what it means to know a word and how words are counted, general theory about the term *chunks*, and approaches to teaching chunks. Chapter 3 elaborates on the reasons behind the methods and methodology chosen for the study. This concerns information about the interview as a method, the sample selection, transcription, data analysis and questions related to methodological issues and limitations. Chapter 4 presents the findings from the interviews in the categories that they were analysed, as well as consider some of the challenges and limitations that emerged from the data collection. Chapter 5 discusses some of the highlights from the results in light of theory, relevant findings from other studies and the curricula. This chapter also takes into account the didactic implications of the findings. Finally, chapter 7 seeks to answer the research question, and conclude the findings from the study, as well as discuss the study's limitations and suggestions for future research.

2. Theoretical framework and background

This chapter presents the theory and previous research connected to the present study which seeks to investigate teacher beliefs about chunks and their place in English vocabulary teaching. Section 2.1 examines the concept of vocabulary, which is necessary in order to place chunks as a part of the field. The first section also examines how metalinguistic knowledge aids language learning. Section 2.2. introduces the term *chunks*, its related terms and their definitions. This section also presents different categories of chunks and their functions, as well as chunks' status in language research. The last section introduces different approaches to teaching chunks, and the advantages of chunks for L2 learners.

2.1 Vocabulary

In order to answer my research question; *what are teachers beliefs about chunks and their place in English vocabulary teaching in upper secondary schools in Norway?*, it is important to understand what the term *vocabulary* refers to and how chunks might be counted as part of vocabulary learning (see 2.1.2). There are several ways to describe and categorise words (Singleton, 1999, p. 11), and it is therefore necessary to look at how chunks can be related to these descriptions and categories. Most relevant for this study, is looking at how chunks might be counted as words, and making them a part of vocabulary in the same way as single words, which will be investigated further in section 2.1.2. The next section take into account how to measure word knowledge, in terms of *breadth versus depth knowledge* (see 2.1.3), before providing a second way of understanding *words* which is by looking at their properties (Singleton, 1999, p. 11-12). These properties are also referred to as aspects of vocabulary knowledge in relation to ELT. Section 2.1.5 concerns the terms *receptive versus productive knowledge* (section 2.1.5) which is also related to how word knowledge is measure. Lastly, this section looks into how metalinguistic knowledge is related to vocabulary learning, and particularly chunks.

2.1.1 What is vocabulary?

The term *vocabulary* has several definitions. *Oxford English Dictionary* provides two definitions to *vocabulary* which are: "the body or range of words used in a particular language" and: "the body of words known or habitually used by an individual; the range of language in a particular group, group, book, etc." ('vocabulary, n.', 2020). This thesis is based on the

second definition, because the study concerns the acquisition of chunks in the pupils' vocabulary, and not the general existence of chunks in the English language. The term *lexis* is often used as a synonym to the term *vocabulary* (e.g. Barcroft, Sunderman & Schmitt, 2011, p. 571), but some scholars say that the term lexis covers more, such as collocations and chunks (e.g. Lewis, 1997a; Kolanchery; 2014), which suggests that these researchers do not see chunks as part of vocabulary. All the words a person knows make up the person's *mental lexicon*, which is also commonly referred to as "the dictionary represented in the mind" (Jarema & Libben, 2007, p. 1). The concept of *vocabulary*, and whether it covers chunks, therefore depends on the understanding of *words.*

2.1.2 How are words counted?

According to British linguist David M. Singleton (1999, p. 11), one way to categorise words, is looking at how they are counted. Words are seldom counted in the same way due to the extreme complexity of a language's vocabulary (Bjørke, 2018, p. 179). Ljung (2003, p. 21) explains how one can count words in three different ways; words as 'types and tokens', words as 'lexemes' and words as 'morphemes'. Written words can be, according to Ljung (2003, p. 21), viewed in two ways: as *physical* entities and as *abstract* entities. When looking at them as physical entities, one can describe words as "unbroken combinations of letters preceded and followed by empty spaces and are linked to a meaning" (Ljung, 2003, p. 19). Using this definition to count words makes it impossible to count chunks as an entity because the letters are intercepted by free spaces. Thus, the classification of chunks as words relies on whether chunks are viewed as physical entities, which is important to consider both when investigating how teachers view chunks and whether they are counted as vocabulary in teaching.

M*orphemes* are "linguistic forms that cannot be further subdivided into meaningful units" (Ljung, 2003, p. 16). According to Ljung (2003, p. 16), base morphemes have a denotational meaning of a phenomena, whereas affix morphemes, which is everything that is added to the base morpheme, does not have a large range of special meanings. Looking at words as different morphemes does not generally count chunks as one unit, but Wray (2002) actually does propose the term *morpheme equivalent unit*, which involves approaching the words of a chunk as different morphemes (see 2.2.1). Take for instance the phrasal verb '*look at'* (see 2.2.6), where it is possible to argue that '*look*' counts as the base morpheme, and '*at*' counts as a suffix morpheme with a function of manner. However, it would be more complicated when looking at other chunks, such as the idiom '*no pain, no gain'*, where it would be hard to argue

which word should be counted as the base morpheme. It would, therefore, be reasonable to assume that counting words as morphemes, excludes chunks, which again provides an issue of relating them to vocabulary teaching.

Viewing words as abstract entities, however, is more relevant when arguing that chunks are part of vocabulary. Ljung (2003, p. 22) explains how we can look at words as *lexemes*. A lexeme is the still the same word even with inflectional suffix, such as the third-person singular or plural *-s*, and the past tense *-ed* (Ljung, 2003, p. 21),. This approach do not consider the inflectional suffix to change the lexical, or basic, meaning of the word, and is therefore counted as the same word (Ljung, 2003, p. 22). Words may, however, have the same pronunciation and/or spelling, i.e. have the same word-form, and yet still be different lexemes (Ljung, 2003, p. 22). These are called *homonyms* (Ljung, 2003, p. 22) and are for example words such as '*book*', which can mean 'something to read' or 'make a reservation'. Especially relevant for this thesis, is Ljung's (2003, p. 23) claim that multi-word units can be counted as single words, as they form a semantic unit, representing 'a single idea'. Chunks such as '*in front of*' and '*look at*' can be used to demonstrate this point, as they are units that can be replaced with single words such as '*before'* and '*regard*' (Ljung, 2003, p. 24). Counting words as lexemes, or abstract entities, therefore makes it possible to include chunks in the same category as single words in vocabulary teaching.

2.1.3 Breadth and depth of vocabulary

Read (2004, p. 209) highlights the recent increase in the need of ways to measure lexical knowledge and ability since L2 vocabulary studies have become so popular. One way of classifying vocabulary knowledge is the distinction between *breadth* of vocabulary knowledge, "…by which we mean the number of words for which the person knows at least some of the significant aspects of meaning…"(Anderson & Freebody, 1981, p. 92-93) and *depth* of knowledge, also called quality of knowledge (Schmitt, 2010, p. 15), which refers to what the person knows about a word's form, content and usage (Bjørke, 2019). The concept of depth knowledge is problematic, as there has been issues of scholars following different paths when developing and operationalizing the concept. Schmitt (2010, p. 15) notices that most teachers and learners consider the word "learned" if they know the spoken or written form and denotational meaning, but although he agrees that the form-meaning link is the most important, he emphasizes the importance of knowing more about lexical items in order to use them productively. There is a wide range of what a person can know about lexical items

(Schmitt, 2010, p. 16), which can, for instance, be measured according to Paribakht & Wesche's (1997) *Vocabulary Knowledge Scale* which ranges from never having seen the word/phrase before, to knowing what the word/phrase means but not being able to use it, to knowing a word/phrase and being able to use it in a sentence, which is related to receptive versus productive word knowledge (see 2.1.5). Another line of development concerns what Read (2004) refers to as *comprehensive word knowledge,* which is knowledge of all the aspects of a word. These are referred to by several researchers, like Nation (2001) and Bjørke (2018), as *form, meaning* and *use* (see 2.1.4).

2.1.4 Aspects of vocabulary knowledge

Miller (1999, pp. 2-3) points out that psychologists have used different ways to determine whether someone 'knows' a word, and that there are several levels between complete innocence and complete competence in regard to word knowledge. As a psychologist, he deems knowledge of meaning the most important part of word knowledge (Miller, 1999, p. 3). Linguists, on the other hand, only see meaning as one of *several* aspects when trying to define what it means to know a word (e.g. Nation, 2001;2012; 2013; Carter, 2014; Melka, 1997; Laufer & Goldstein, 2004). Bjørke (2018, pp. 182-183) notes the four aspects of knowing a word; form, semantic knowledge, use, and syntactic knowledge, which is an idea that comes from Nation (2012; 2013), who separates between *form, meaning* and *use*. Yet another version of this, are the three concepts of the *semiotic triangle* as defined by Hasselgård, Lysvåg & Johansson (2012, pp. 64-65); form, referent and sense. The three terms that Nation (2001) applies to word knowledge; form, meaning and use, seem to cover all the aspects referred to by other linguists, and the aspects will therefore be examined closer in light of these terms.

According to most scholars (e.g. Bjørke, 2018; Nation, 2001; Hasselgård et al., 2012), *form* refers to knowledge about how the word looks and sounds like, such as prosodic features, pronunciation and spelling. Read (2004) does not apply the term *form,* but he mentions that comprehensive word knowledge includes knowing a word's orthographic, morphological and phonological characteristics, which are all the characteristics related to form. Leech (1981), however, has a sole focus on semantics with his seven types of meaning, and he therefore excludes the characteristics of a word that are related to form. Knowledge of a chunk's form would entail the order of the single words which make up the unit, as well as knowing the different words or slots can be changed in semi-fixed expressions (see 2.2.6).

According to Bjørke (2018) and Nation (2001), knowledge of meaning refers to conceptual meaning and associative meaning of the word. Conceptual meaning is also referred to as *denotation* by e.g. Carter (2014, p. 9), or as *referent* by Hasselgård et al. (2012) , and the associative meaning is referred to as *connotation* (Carter, 2014, p. 9) and *sense* (Hasselgård et al., 2012). Ayto (1983, p. 96) provides a demonstration of the different meanings by the word '*man*' in the phrase '*be a man, my son*', where the denotational meaning of the word is 'adult male', while the connotational meaning might be 'someone who are insensitive' or 'someone who is courageous'. Applying conceptual and associative meaning to chunks, is possible in several ways. First, one could argue that knowledge of single words should include knowing in which contexts they are used, which often can be in contexts such as chunks. Second, chunks can create one single idea, as mentioned above (see 2.1.2), which makes it possible to argue that they have their own semantic properties, like when referring to a point in time, such as '*in the end*', or an entity such as a compound noun like '*car park*' (see 2.2.6). The chunk '*in the end*' has both a denotational meaning, which is 'finally' and a connotational meaning such as 'when everything is considered'. It therefore seems reasonable to claim that word knowledge is related to chunks, both in the way of having extensive knowledge about the single words of the chunk, as well as having knowledge of a chunk's denotation and connotation.

Nation (2001) and Bjørke (2018) also refer to a word's *use* as an aspect of word knowledge. This is, however, something that the semiotic triangle does not include. According to Nation (2001), *use* includes knowledge about grammatical functions, collocations, and pragmatic knowledge, whereas Bjørke (2018) only considers the two latter properties as part of the *use* aspect, and rather provides an additional aspect for syntactic/grammatical knowledge. Pragmatic knowledge is the "knowledge of how to say what to whom, when" (Gass & Mackey, 2012, p. 596), and can, for instance, refer to formal versus informal contexts, or the topic of conversation and the participants. Syntactic knowledge refers to the word's syntactic function, whether it can function as clause elements such as verbal, subject, or phrase constituents, like noun phrase, prepositional phrase, etc.. Perhaps Bjørke (2018) separates between the aspects because collocational and pragmatic knowledge is related to *when* to use words, whereas syntactic knowledge is related to *how* to use them in sentences. Knowledge of collocational patterns (see 2.2.4) is perhaps the property that is most obviously related to chunks, because the words in a chunk are strongly associated with each other. Research has, however, shown that chunks are often used as a means to gain entry into certain groups (see 2.3.4), which also provides a close relation between chunks and pragmatic knowledge. Furthermore, chunks can

have various syntactic functions. They can function as various phrase constituents, such as the chunk '*a waste of time'*, for example, which has a function as a noun phrase, and the chunk '*all right'* which is an adjective phrase, but they can also function as clauses, such as 'excuse me'. Having knowledge of a chunk's *use* therefore includes knowing the collocations of the single words in the chunks, knowing in which situations to use chunks, as well as knowing how to use them as grammatical functions in sentences.

Interestingly, where Nation (2001) and Bjørke (2018) distinguishes *use* from *meaning*, Leech (1981, p. 23) categorises pragmatic and collocative characteristics as *associative meaning*, by referring to them as social meaning, affective meaning, reflected meaning and collocative meaning. When categorising these characteristics as meaning, the complexity of word knowledge is emphasised, and advocates that all the aspects of a word is related to its meaning. This can be associated with Lewis' (1997b, p. 257) claim that chunks provide more meaning to de-lexicalised words. This is emphasised by Leech (1981, p. 9) highlight that the denotation of a word is interrelated with syntactics, because the aim is to distinguish the exact meaning from all other possible meanings while at the same time matching the conceptual meaning with the right syntactic expression. He, therefore, also refers syntactic knowledge as *thematic* meaning (1981), because "the way in which the message is organized in terms of order and emphasis" (p. 23) provide the communicative meanings. Based on this approach to semantics by Leech (1981), which suggests that it is not possible to separate the meaning of a word from its use, makes it possible to argue that learning words in chunks will increase the semantic knowledge of each single word, because the chunks places them in a context.

2.1.5 Receptive and productive vocabulary

Flognfeldt & Lund (2016) explains that "knowing words is a matter of degree" (p. 37). This can be seen by the many different types of word knowledge there is, as seen in the section above (section 2.1.3). Furthermore, Flognfelt & Lund (2016, p. 37) claim that the process of vocabulary acquisition has no end, which is reasonable to assume considering research has found that there the vocabulary size of a native English speaker is about 17,000 words (Goulden, Nation & Read, 1990), whereas there are more than 285,000 entries in the *Oxford English Dictionary* (2021) alone. There will always be new words and new knowledge to acquire. Schmitt (2010, p. 79) agrees with Flognfeldt & Lund (2016) that vocabulary knowledge is versatile, which makes measuring word knowledge extremely difficult.

One of the simpler concepts commonly used is the distinction between a learners *receptive* and *productive* knowledge. Nation (2001, p. 24) recognizes that this terminology is not completely sufficient, because there is productivity present when we use our receptive skills. It seems reasonable to assume that what Nation (2001) means by this is that words and letters on paper, or phonetic sounds, do not carry meaning on its own. Thus, it is the reader or the listener who produce meaning from the different entities of what they are seeing or hearing and the structure that they create. *Receptive* word knowledge is knowing a word in the context that you are receiving it so that you can make sense of what you are hearing or reading (Flognfeldt & Lund, 2016, p. 37). *Productive* word knowledge (Schmitt, 2010; Nation, 2001), is when you learn and retain the words as your own in order to use them as a resource in your own communication to others (Flognfeldt & Lund, 2016, p. 37). There is, however, no consensus about whether the terms are dichotomous, meaning the two terms are separated, or if they create a continuum, functioning as poles and representing different degrees of word knowledge (Laufer & Goldstein, 2004, p. 404). On the other hand, there is no answer to the question of how much and what type of knowledge is required for a word to move from receiving to producing status. Nation (2001, p. 26) points out that when the terms *receptive* and *productive* are applied to the topic of vocabulary, they cover all the aspects concerning what is involved in word knowledge, which are form, meaning and use (see 2.1.4). The terms *receptive* and *productive knowledge* are applicable in relation to chunks in the same way as they are to single words, as it is possible to, for instance, understand chunks when encountering them in communication, but not be able to use them productively.

According to Schmitt (2010, p. 80) and Nation (2001, p. 24) receptive and productive word knowledge are sometimes referred to as *passive* and *active* mastery, but there are some scholars who object to the terms passive and active as they do not think that reading and listening could be characterized as passive (e.g. Crow, 1986). According to Crow (1986), "research in schema theory has clearly shown that readers, for example, are very active participants, drawing upon a wide variety of background information and processing strategies to understand a passage" (p. 242). One can argue that this is especially true for when a learner stumbles upon chunks, as they have to either draw upon the knowledge they already have about the chunks, or they have to actively make sense of the words together, not just know the meaning of the single words. Hence, this thesis will continue to use the terms receptive and productive, instead of passive and active vocabulary knowledge.

In order to overcome the confusion between the terms, Laufer & Goldstein (2004, p. 405-406) introduced a model based on L2 vocabulary knowledge which distinguishes between four degrees of word meaning knowledge that create a hierarchy. These are contingent on two dichotomous distinctions. The first concerns active (productive) versus passive (receptive) knowledge (see table 2.1), and the second distinction concerns recall versus recognition (see table), which suggests that there is a word knowledge difference between a learner who can produce the L2 word straight from memory and a learner who cannot remember straight away but can recognize the meaning or the form when given a set of options. These distinctions create the four degrees of vocabulary knowledge, presented in the table below (Laufer & Goldstein, 2004, pp. 405-406).

Table 2.1 Degrees of vocabulary knowledge

	Recall	*Recognition*
Active (retrieval of form)	Supply the L2 word	Select the L2 word
Passive(retrieval of meaning)	Supply the L1 word	Select the L1 word

Note: Adapted from Laufer & Goldstein (2004, p. 407)

Let's take a closer look what this means using the example of the chunks '*hit the sack'*. Having *active recall* knowledge of this chunk suggests that the learner use the chunk '*hit the sack'* productively and knowing that it means 'going to bed'. Whereas having *passive recall* knowledge suggests that the learner cannot use the chunk productively, but (s)he knows the meaning of the phrase '*hit the sack'* when others use it and can provide an equivalent either in the L2 or in the L1, such as knowing that it means 'going to bed' or, for a Norwegian speaker, knowing that it can be translated to 'å legge seg'. Passive recall differs from *passive recognition* by being able to know the meaning without being given any options. *Passive recognition* would therefore mean that the learner cannot necessarily understand the meaning upon encounter with the chunk, but (s)he can select the L2 or L1 equivalent when given a set of meaning options. *Active recognition* therefore suggest that when a learner is given a set of options, they can pick out '*hit the sack'* as the correct word to use in the context.

According to Laufer & Goldstein (2004), "a person who can retrieve the word *form* for a given concept is typically able to retrieve its *meaning* upon encountering the form (p. 408)", but not necessarily the other way around. Furthermore, they claim that recall shows a better memory trace than recognition only, which makes active recall the highest degree of word knowledge and passive recognition the lowest. (Laufer & Goldstein, 2004, p. 408). At the bottom of the hierarchy, Laufer & Goldstein (2004, p. 408-409) have placed passive recognition. This model by Laufer & Goldstein (2004) does not, however, seem to take into account any other aspects of the word than knowledge, and does not question how much the learner knows about the word's form or use, which are all a part of word knowledge, according to other scholars (e.g. Nation, 2001; Bjørke, 2018).

Schmitt (2010) points out the validity of the distinction between receptive and productive knowledge, suggesting that it is a major issue that learners typically have the former, but not the latter. Language teachers have generally experienced that learners understand vocabulary when reading or listening, but they are not able to use them in their own writing or speech (Schmitt, p. 80). Studies have confirmed this, showing that learners have more receptive word knowledge than productive word knowledge (Laufer, 2005; Fan, 2000; Laufer & Paribakht, 1998). As mentioned above, other studies do, however, not show a clear relationship between the two, as some studies claim the difference between receptive and productive knowledge is small (Melka, 1997, p. 93), whereas other studies claim there is a large gap between the receptive knowledge and the productive knowledge (Laufer, 2005). This is particularly interesting for the purpose of this study, both when it comes to the students' knowledge of chunks and especially for the research question about why chunks should be taught, as it concerns why learners should be able to comprehend and/or use chunks in communication.

2.1.6 Metalinguistic knowledge and awareness

In order to be aware of chunks in the language, it is necessary to have knowledge of which words go together and which words do not, and this is not necessarily related to grammar. The term *metalinguistic knowledge* and *metalinguistic awareness* is therefore relevant to consider when discussing acquisition and understanding of chunks. According to Bialystok (2001, p. 123), metalinguistic knowledge is knowledge *about* language (Bialystok, 2001, p. 123-124), and includes knowledge about abstract principles such as productive morphological patterns and canonical word order, rather than simply rules of grammar. Hence, metalinguistic knowledge is broader than content which is only applicable to one language (Bialystok, 2001,

p. 124). It therefore makes sense when English professor Ulrike Jessner (2008, p. 277) claims that metalinguistic awareness has a higher development in bi- or multilingual speakers than in monolingual speakers (Jessner 2008, p. 277), because knowing several languages might help speakers see similarities and differences across the languages. This makes metalinguistic awareness particularly relevant to the understanding of SLA, as Bialystok (2001, p. 127) also mentions. Furthermore, chunks are found in a great deal of lanugues and metalinguistic knowledge might therefore also be advantageous to the acquisition of chunks, both in order to recognise chunks in the language, as well as understanding how they cannot be changed and still get the same idea across. Applying this to a Norwegian learner could, for example, be the ability to understand that the phrase "in love with" cannot be changed to "in love of", because they have pre-existing knowledge, and are aware, that one in Norwegian must say "forelsket *i"* and not "forelsket *på*".

When the term metalinguistic is combined with *awareness*, psychologist Ellen Bialystok (2001, p. 126) raises the problem of consciousness. According to Jessner (2008, p. 277), 'metalinguistic awareness' can be defined as "the ability to focus on linguistic form and to switch focus between form and meaning". People who are able to "categorize words into parts of speech; switch focus between form, function and meaning; and explain why a word has a particular function" (Jessner, 2008, p. 277), can be recognized as metalinguistically aware. According to Bialystok (2001, p. 27), awareness requires an additional mechanism, which is attention, and thus, *metalinguistic awareness* "implies that attention is actively focused on the domain of knowledge that describes the explicit properties of language" (p. 27). According to Roehr-Brackin (2018, p. 2), this provides the learner with *explicit* knowledge, as opposed to *implicit* knowledge, which is intuitive and non-conscious, and is made use of via automatic processing. This is particularly interesting to consider when asking teachers how they work with chunks, whether they bring attention to them via explicit teaching, or whether they think chunks can be learned without awareness of them (see 2.3.2)

There are several different opinions among researchers about how metalinguistic knowledge and chunks are related. Nattinger & Decarrico (1989) argues that "lexical phrases may also provide the raw material itself for language acquisition" (p. 133), because the learners first learn chunks as unanalysed wholes, but later learn to break them down into sentence frames with slots for several fillers, which is also backed up by Lewis (1997, p. 211). According to Ellis & Shintani (2014, p. 71), formulaic sentences, or chunks, helps learners discover the L2 grammar when they unpack a sequence into parts. There are, however, researchers who are

opposed to the idea of chunks helping language development (eg. Wray, 2000; Granger, 1998; Swan, 2006). Granger (1998, p. 157-158) found that prefabricated phrases did not seem to lead to creative language, and Wray (2000, p. 474) actually suggests that some adult learners may use formulaic sequences in order to *avoid* taking part in language learning.

2.2 Chunks

Knowing a word's *use* means knowing which words it usually appears with, as in a collocation, which is what this study is focused on. Munden & Sandhaug (2017, p. 154) argue that it is important for pupils to learn *chunks,* since one can find a large amount of multi-word units in the English vocabulary system (Flognfeldt & Lund, 2016, p. 43). Davis & Kryszewska (2012) are also under the opinion that one should focus on learning chunks rather than individual words, as "no word is a hermit, all words are known by the company they keep" (p. 10). In order to answer my research question, it is important to understand what is meant by *chunks.* This section seeks to define the concept among many existing terms, and to explain why this term is chosen among the others. Furthermore, it seeks to provide information about which types of phrases are considered chunks and how they are categorized.

2.2.1 What terms exist and who uses them?

Defining 'chunks' is a hard task, as they can occur in so many different ways and scholars have various explanations on what to include. It is therefore important to have a clear overview of the different terms that exists and how they relate to the concept of *chunks* the way it is referred to in the present study. According to Schmitt (2010, p. 119), all the different terms for the chunking phenomenon is a consequence of researchers' looking at different aspects of formulaic language. It seems as though the overarching term that covers all the aspects of these prefabricated phrases, and the general existence of them in the language, is *formulaic language.*

Research Professor in Language and Communication Alison Wray is known for her work on formulaic language, taking into account several aspects of lexical patterning to explore "the nature and purposes of formulaic language" (Wray, 2002, p. i). According to Wray (2002, p. 9) the term formulaic language is neutral and too often used in literature. Furthermore, she found more than 50 expressions to describe the occurrence of this lexical patterning, among others *chunks, collocations, multiword units, ready-made utterances, formulaic speech* and

conventionalized forms. Wray (2002) therefore uses the term *formulaic sequence* in order to overcome any previous associations with other terms which might confuse the reader.

A tighter definition proposed by Wray (2008, p. 12) describes the term *morpheme equivalent unit* as "a word or word string, whether incomplete or including gaps for inserted variable items, that is processed like a morpheme, that is, without recourse to any form-meaning matching of any subparts it may have". According to Ljung (2003, p. 23), the notion of lexemes permits us to count multi-word units as single words, giving them lexeme status, because the combinations must be learned in the same way as single words, such as the word '*wine glass'*, but Wray's (2002) definition compares a chunk to the morphemes of a single word, and, to a certain degree, manages to argue that chunks can in some way be counted as single words when using the notion of morphemes, as well.

Some researchers focus on smaller aspects of formulaic language, such as Nattinger & DeCarrico (1992, p. 1), whose focus is on phrases as a lexico-grammatical unit. They look at the relationship of formulaic language and its functional usage, which is why they use the term lexical phrases. Nattinger & DeCarrico (1992) defines *lexical phrases* as "'chunks' of language of varying length, phrases like '*as it were', 'on the other hand', 'as X would have us believe',* and so on" (p. 1). Other researchers focus on the relationship between words that are associated with each other, called *collocations* (Schmitt, 2010, p. 199). Another way of looking at chunks, is through acquisition and learning. According to Schmitt (2010, p. 119), the terms *chunks* and *prefabricated phrases* are used when the focus is on the holistic storage, which concerns how they are stored as 'wholes' in the mind, and it therefore makes sense that the ones who focus on acquisition of chunks use these terms, such as Lewis (1993) and Lindstromberg & Boers (2009).

2.2.2 Formulaic sequences and multi-word units

Schmitt & Carter (2004, p. 2) talks about *formulaic sequences*, such as . They mention the obvious formulaic sequences such as sayings, idioms and proverbs as examples, but they struggle to "develop a comprehensible definition of the phenomenon" (Schmitt & Carter, 2004, p. 2). According to Schmitt & Carter (2004), formulaic sequences are used for a variety of purposes like to express an idea or a message, social solidarity, functions, and convey specific information. They can either be 'totally fixed' like '*ladies and gentlemen'* or they can have openings that can be filled with suitable words. For example, you can fill in who did

what, such as in the phrase *'...made it plain that...*' where you can fill in '*Jane made it plain that Carl was to be there when the meeting started*'. Consequently, the result is a large variety of terminology concerning formulaic sequences from different perspectives.

For criteria of formulaic sequences, Schmitt & Carter (2004, p. 2) refer to Moon's (1997, p. 43) criteria of what she calls *multi-word units,* which she defines as "a vocabulary item which consists of a sequence of two or more words". One of the criteria that Schmitt & Carter (2004, p. 2) seem to deem important is frequency of occurrence in corpus, which indicates that the formulaic sequence is often used by the speech community. According to Moon (1997, p. 43), these sequences form an inseparable and meaningful unit either semantically and/or syntactically. The criteria she includes when distinguishes multi-word units from other word strings are fixedness, institutionalization, and non-compositionality (Moon, 1997, p. 44). Institutionalism refers to how often the multi-word item recurs in the language (Moon, 1997, p. 44). In other words, this criteria takes into account the frequency of when it appears in a language community. Fixedness refers to "the degree to which a multi-word item is frozen as a sequence of words" (Moon, 1997, p. 44). This questions how open the phrase is to change. Does the phrase vary in any way, or are they predictable? Non-compositionality refers to "the degree to which a multi-word item cannot be interpreted on a word-by-word basis, but has a specialized unitary meaning" (Moon, 1997, p. 44). In other words, this criterion raises the question of whether it is possible to predict the meaning from the sum of the components, often suggesting that they are difficult to understand without having encountered them before. The simple definition Moon (1997) provides of *multi-word units* as well as the criteria and the term itself, is an accurate description of how the concept *chunks* is perceived in the present study.

2.2.3 Lexical phrases

As opposed to the terms *formulaic sequence* and *multi-word units* which seem to cover most aspects and types of formulaic language, the terms *lexical phrases* refers to only one linguistic aspect of formulaic language each. According to Nattinger & DeCarrico (1992, p. 1), lexical phrases are associated with a particular discourse function, which limits them to only the type of prefabricated phrases which Moon (1997) calls *prefabs* (see 2.2.6). Thus, Nattinger & DeCarrico (1992) excludes many subcategories of formulaic language such as idioms, phrasal verbs, compounds, etc., which are all included in the definitions of *formulaic sequences* and *multi-word units*. The term lexical phrases are used by Nattinger & DeCarrico (1992) in an

attempt to limit the study to one type of chunk. Furthermore, it seems their focus is primarily on structure of language (Nattinger & DeCarrico, 1992, p. 2), and it therefore makes sense to look at lexical phrases which help provides certain structures in the language.

2.2.4 Collocations

The term *collocations* is based on how strong the connection between single words are. According to Schmitt (2010, p. 199) collocations are two-word pairs, but that does not necessarily have to be the case. According to Schönefeld (2007, p. 137), the term collocation refers to "phrases or fragments in a sentence in which the selection of words is not free". The term is closely related to language knowledge, as collocational knowledge is, according to Nation (2001), essential for "learning, knowledge and use" (p. 321). Pawley & Syder (1983, p. 191) suggest that the best way of choosing appropriate ways of saying things, are to choose from a range of possible options that you already have stored as chunks. In other words, single units are stored both on their own as well as together with other associated words, their collocations. There are many possibilities that would be grammatically correct, but there are only some of the options which would be nativelike (Pawley & Syder, 1983, p. 191-192). It is depth knowledge of collocational characteristics that plays a part. Therefore, one might argue that collocations has less to provide in terms of the criterion 'fixedness' than other types of formulaic language, as the collocations do not necessarily *have to* be put to together, but they are strongly associated with each other. Hence, it seems reasonable to assume that the term *collocations* are mostly used by scholars or researchers whose main focus is on single word knowledge.

2.2.5 Chunks

Of all the terms concerning multi-word units, *chunks* is used in the present study because it is widely used in relation to ELT, and most importantly it is the term that Michael Lewis refers to in *The Lexical Approach* (Lewis, 1993) (see 1.7.1). As mentioned above (section 2.2.1), the term *chunks* is used in relation to how it is stored in the mind, and it therefore makes sense to use this term when studying it in relation to teaching and learning. The literal definition of a 'chunk' is "a thick, more or less cuboidal, lump, cut off anything…" ('chunk, n', 2021), so it makes sense that a chunk can be a large part of language or a large part of a sentence. According to linguist and teacher educator Scott Thornbury (2019, p. 3), the term 'chunk' is "an all-purpose word that embraces formulaic sequence, lexical/phrasal expression or multi-

word item (Thornbury, 2019, p. 3)". Hence, it seems the term covers all phrases consisting of more than one word which is not subject to grammar or single-word vocabulary.

Boers & Lindstromberg (2009) provides a definition of *chunks* which includes the natives' speech; "sequences of words which native speakers feel is the natural and preferred way of expressing a particular idea or purpose" (p. 7). Thus, you can achieve the right communicative effect quickly and reliably by using these expressions. It would for example be 'a waste of time' for the student to create a sentence like: 'it took more time than it needed to" than to draw the chunk 'it was *a waste of time*' quickly from memory. The most common way of identifying chunks is through corpus linguistics (Schmitt, 2010, p. 123), where one can identify the sequences that frequently recur. According to Schmitt (2010, p. 121), the acquisition of formulaic language is assumed to be stored holistically in the mind, which means there should not be hesitation and pauses within the chunk when spoken, nor any transformations or internal errors. It is stored as a whole. There is, however, a tolerance for some variations of formulaic language (Schmitt, 2010), which makes defining the 'standard form' complex. Hence, chunks are a challenge both for teachers and learners.

The definition of *chunks* that is applied throughout this thesis is Wray's (2002) definition of *formulaic sequence*:

> a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar
>
> (Wray, 2002, p. 9)

This definition of the term is most suitable for the purpose of this thesis, because it includes any and every term related to formulaic speech (Wray, 2002, p. 10), and because it emphasises how chunks are stored and retrieved *whole* from memory, thus not leaving the language user reliant on grammar.

2.2.6 Classification of chunks

Boers and Lindstromberg (2009, pp. 9-12) suggest that chunks could be classified based on several features, in order to understand them and how they are used. They suggest, for instance, classifying based on the chunk's function. Some chunks are helpful in direct, face-to-face

conversation. These consist of social routine formula, which are recurrent expressions tied to social situations, such as '*excuse me'* and '*have a nice day*', conversational fillers such as *'sort of'* and *'you know what I mean'*, sentence heads like *'would you mind…'* and *'shall we…*', and situation evaluators such as '*small world!'* and *'You must be kidding!'* (Boers & Lindstromberg, 2009, p. 10). Other chunks work as discourse markers to make discourse more coherent, such as '*by the way'*, '*having said that'* and '*on the other hand'*. Some chunks have a 'referential' or a 'message oriented' function such as *'commit a crime'*, '*put on weight'* and *'break up'*. These are chunks that are easily understood by a learner, as opposed to pragmatic, or idiomatic chunks (Lewis, 1993, p. 95), such as '*bury the hatch'.* British linguist Rosamund Moon categorises the multi-word units according to the words it is comprised of, rather than their function (Moon, 1997). These is the types that will be referred to later on in this thesis.

The first type of multi-word item she describes is *compounds* (Moon, 1997, p. 44). This is, according to Moon, the largest and most concrete group of chunks. "They may differ from single words only by being written as two or more orthographic words! (Moon, 1997, p. 44). Moon (1997, p. 45) comments on the fact that they cannot be separated from each other, since the distinction between compounds and polymorphemic single words is a blur. For instance, the word '*car park'* can also be spelled '*car-park'* or '*carpark',* or the words '*sedan chair', 'dining-chair'* and '*armchair'* are all in the same morphological group, and not particularly very lexically different (Moon, 1997, p. 45). She points out that many compounds are nouns, such as '*Prime Minister', 'collective bargaining',* or '*crystal ball',* and are "very commonly terms or titles, or refer to things in the real world" (Moon, 1997, p. 45). Compound verbs or adjectives are usually hyphenated, such as '*spin-dry'* or '*brown-eyed'* (Moon, 1997, p. 45).

Secondly, Moon (1997) refers to *phrasal verbs* as a type of multi-word units, which are "combinations of verbs and adverbial or prepositional particles" (p. 45). The verbs are particularly those of high quantity in the language, such as '*come', 'get', 'take', 'go'* and '*put'*. Most of the phrasal verbs are also generally high-frequency units in the English language. They are not random combinations, like for instance the preposition '*off'* can be combined with several nouns in verbal use such as '*curtain off', 'block off', 'fence off'*. At the syntactic level, the phrasal verbs operate with the individual item, but there are, in fact, systems concerning combinations when it comes to semantics, as can be seen in how the phrasal verbs represent single ideas.

The third category of multi-word items are *idioms* (Moon, 1997, p. 46-47). This is a very complex group, and to make it even more complicated, the term is often found with different meanings in literature. Moon (1997), however, refers to idioms as "multi-word units which are not the sum of their parts: they have holistic meanings which cannot be retrieved from the individual meanings of the component words" (p. 46). Some examples are '*kick the bucket'*, *'spill the beans'*, and '*have an axe to grind'* (Moon, 1997, p. 46). They are usually metaphorical in a historical or etymological sense, and may be fairly straightforward to decode, such as '*bite off more than one can chew'*, or hidden, such as '*kick the bucket'*. According to Moon (1997, p. 47), idioms are generally infrequent, but at the same time they are rather frozen in terms of fixedness and usually have serious grammatical restrictions. Idioms are the multi-word units that have always been acknowledged as formulaic language, and it is therefore reasonable to assume that these are the type of chunks that teachers first think of when hearing the term *chunks.* They have, however, only been given a small role in language learning by scholars (Schmitt & Carter, 2004).

Next on her list, are *fixed phrases* (Moon, 1997, p. 47). Moon (1997, p. 47) has deliberately chosen a fairly general term in order to cover the chunks that do not fit into the previous categories. Greetings such as '*good morning'* and *'how do you do'*, phatics like '*excuse me'* and '*you know'*, and other items like '*by far'* and '*of course'* are examples of units included in this category (Moon, 1997, p. 47). A large amount of these phrases are high frequency items which makes them strongly institutionalised. The compositions of these phrases are variable, both in kind and degree (Moon, 1997, p. 47). Moon (1997, p. 47) also includes proverbs such as '*it never rains but it pours'* and '*enough is enough'*, and similes such as '*as dry as a bone'* and '*white as a sheet'* in this category.

The last of the Moon's categories is *prefabs*. They are referred to by others as *lexical phrases* (Nattinger & Decarrico, 1989; 1992), *lexicalised sentence stems* (Pawley & Syder, 1983) or *ready-made (complex) units* (Cowie, 1992). "Prefabs are preconstructed phrases, phraseological chunks, stereotyped collocations, or semi-fixed strings which are tied to discoursal situations and which form structuring devices" (Moon, 1997, p. 47). Examples of prefabs are '*that reminds me', 'the point/thing/fact is'* and '*I'm a great believer in'.* These phrases may vary depending on their discoursal uses and are not completely frozen, contrary to fixed phrases, but are at the same time frequently used and institutionalised (Moon, 1997, p. 47).

Boers & Lindstromberg (2009, pp. 9-10) suggests that one needs to prioritize which chunks to target in classroom-based learning, and they raise the question: "what criteria should be applied in deciding what (kinds of) lexical phrases merit attention in learning and teaching?" (p. 10). According to Moon (1997, p. 45-46), phrasal verbs are considered particularly problematic in L2 teaching and learning. This is due to their specialized meanings, which can range from transparent combinations like '*write down'* or '*break off',* to completives, such as '*stretch out'* and '*eat up',* "where the particle reinforces the degree of the action denoted by the verb (p. 46)", to non-transparent combinations such as '*tick off'* and '*butter up'*. They have certain syntactic problems, like for instance the placement of nominals or prenominals with respect to the verb (Moon, 1997, p. 46). Furthermore, there are many differences in the phrasal verbs regarding the British versus American versions, for example the word *round/around* where the British would prefer to say *go round* and the Americans would prefer *go around* (Moon, 1997, p. 46). Lastly, they cannot be analysed and rationalised all the while presented as random combinations. Dagut & Laufer's study (1985, pp. 73-78) found that Hebrew speakers avoided using phrasal verbs in the situations where English speakers used them, like for instance '*postpone'* instead of '*put off'* and '*reprimand'* instead of '*tell off'*. This suggests that there are several aspects to take into account when choosing which chunks to teach, and this is something that is investigated in relation to the third research question, which asks what chunks teachers think are appropriate to teach.

Boers and Lindstromberg (2009, p. 11) suggest that a language learner's mastery of certain chunks probably depends on their functionality. Social routine formulae would be especially useful in naturalistic language learning, for example when trying to 'fit in' with a group of native speakers, as they often show kindness or enthusiasm, making it easier to be accepted by the group. Naturalistic language learning refers to when learning methods are implemented in the context of natural and relevant everyday situations (Dunst, Raab & Trivette, 2012, p. 8). Chunks that create discourse may be particularly helpful for learners in composition tasks like in academic writing or in listening comprehension (Boers & Lindstromberg, 2009, p. 11). In classroom-based learning, however, lexical phrases with a referential function, which aids the students in communicating about various situations in the world, may be more useful (Boers & Lindstromberg, 2009, p. 12).

2.3 Vocabulary (chunks) in ELT

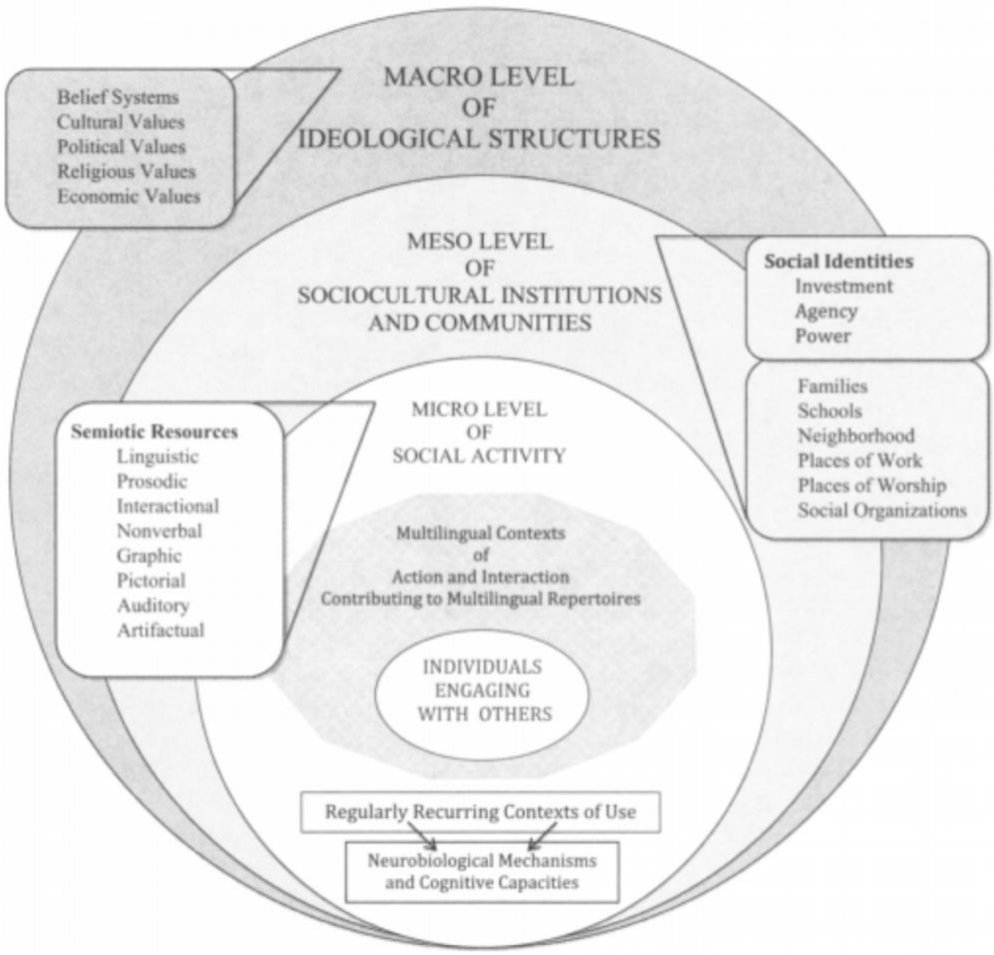
2.3.1 Second Language Vocabulary Acquisition

The process of vocabulary learning takes place in various settings in life, and for native speakers it is acquired in everyday situations. For second language learners, however, the language is less present in everyday situations and therefore needs to be acquired in other ways (Nation, 2013, p. 2). The field of second language acquisition aims to comprehend and explain how people learn and use an additional language, and characterize which strategies are used to create the outcome (The Douglas Fir Group, 2016, p . 19). According to The Douglas Fir Group (2016, p. 22), the L2 learner's world today is heavily influenced by the ever increasing globalization, as well as the closely related technologization and mobility. These phenomena are forces that are extremely important when it comes multilingualism (The Douglas Fir Group, 2016, p. 22).

According to Meara (1997, p. 109) there was little focus on model-based research in the applied linguistic tradition up until the then-present 1990s. He claimed that there only existed examples of descriptive research, and therefore argued the need for a formal model, a detailed description of the process (Meara, 1997, p. 110). Takač (2008, p. 4) claims the lack of focus on L2 vocabulary research might be due to lack of agreement and cooperation between psycholinguists on the one hand, and applied linguists on the other. She further claims that psycholinguists ignore the L2 vocabulary research for the one reason that it is model-free, in contrast to the formal models of vocabulary acquisition in the L1, whereas applied linguists' focus' lie in the descriptive aspects of vocabulary, not on psycholinguistics models (Takač, 2008, p. 4). The differences between the two groups of linguists have caused an even larger gap between them, and thus resulting in minimal research on the topic (Meara, 1997; Takač, 2008).

The Douglas Fir Group (2016) later created a framework which contains theories and research on how the "multilayered complexity of L2 learning distinguishes three levels of mutually dependent influence (p. 24)". The three levels concern the micro level of social activity, the meso level of sociocultural institutions and communities and the macro level of ideological structures. L2 learning begins at the micro level of social activity (see Figure 2.1.).

Figure 2.1: The multi-faceted Nature of Language Learning and Teaching



(The Douglas Fir Group, 2016, p. 25)

According to The Douglas Fir Group (2016, p. 24), the social activity where learners engage in multilingual situations at the micro level leads to recurring use of language, which is helpful in the "development of multilingual repertoires" (p. 24). In these situations, the learner uses all semiotic resources available, such as interactional, nonverbal, graphic, auditory and linguistic resources (The Douglas Fir Group, 2016, p. 24). These situations are shaped within different contexts at the meso level, such as within a family, a workplace, a neighbourhood, a school, etc.. Again, the situations at the meso level are shaped within the macro level by social conditions, such as various economic, political, and cultural circumstances. The levels are mutually dependent on each other, meaning that the macro and meso levels are also shaped by the micro level (The Douglas Fir Group, 2016, p. 24). Each of the three levels has distinctive features, but "no level exists on its own" (The Douglas Fir Group, 2016, p. 25) and they "each exists only through constant interaction with the others" (The Douglas Fir Group, 2016, p. 25).

Particularly interesting with regards to the research question, is the ratio between the school on the one hand, and the social activities the pupils engage in on the other. Curriculum and national guidelines, as well as the teachers themselves, determine what students learn and what they focus on in social activities. It is therefore relevant to take into account how national guidelines at the macro level, shapes teaching chunks on the meso level and acquisition at the micro level. This is an interesting model to consider with regards to the acquisition of chunks in a country where the social situations may not always provide them with these recurring patterns of words that is found in native-like speech.

2.3.2 Acquisition and teaching of chunks

The teaching approaches to chunks are closely related to general vocabulary teaching, and is heavily influenced by the incidental versus intentional language learning debate. There are several studies which emphasise the complexity of chunk acquisition. Laufer (1997, p. 154) examined different interlexical factors which might affect the difficulty of vocabulary acquisition. He argues that the learning load regarding idiomaticity is especially heavy (Laufer, 1997, p. 151). Idiomaticity is, according to Wulff (2008, p. 1), similar to the degree of non-compositionality as Moon (1997) describes it. Hence, it refers how the "meanings of the parts of a phrase do not add up to the meaning of that phrase" (Wulff, 2008, p. 1). There are two reasons two this. Firstly, there are simply more words to learn, as it is not a single word (Laufer, 1997, p. 151). The second and perhaps more complicated reason is that there is "little or no clue whatsoever as to the meaning of the idiom from the meaning of each individual word that builds up (Laufer, 1997, p. 151)". He claims that "both teachers and learners will admit that idiomatic expressions are much more difficult to understand and learn to use than their non-idiomatic meaning equivalents (Laufer, 1997, p. 151)". The term *idiomatic expressions* refer to phrases with any degree of idiomaticity, and thus, just another term related to chunks. Several linguists (Marton, 1988; Bensoussan & Laufer, n.d.; Dagut & Laufer, 1985) has found that idioms are one of the main obstacles to fluency. This suggests that chunk acquisition is not as 'easy' single words, and it is therefore necessary to think about how one teaches chunks.

According to Schmitt (2010, p. 9), the majority of vocabulary research has focused on reading. Through for example reading for pleasure, the learner is subject to *incidental* learning, because the stated goal is not to learn new lexical items, yet they are still acquired (Schmitt, 2010, p. 29). This is also referred to by others as *indirect vocabulary instruction* (e.g. Barcroft et al.,

2011, p. 577). Schmitt (2010, p. 136) suggest that there is no reason to assume that the acquisition of chunks is any different than that of individual words. He suggests that chunks are learned through frequent exposure and eventually become mastered (Schmitt, 2010, p. 136). Some sequences are easily learned, while others can be particularly hard to grasp (Schmitt, 2010, p. 136). This might, for example, be the chunks that include flexible slots, where the speakers has learned them as a part of the structure, it might take time to learn the other appropriate insertions for those slots (Schmitt, 2010, p. 137). One of the approaches to teaching chunks that is based on incidental learning is the awareness-raising approach by Lewis (1997a). Lewis (1997a, p. 54) offers his observe-hypothesis-experiment, which includes a process that he calls 'pedagogical chunking'. This is based on the learner's ability to notice common sequences in their input. This inductive, awareness-raising approach, might include extensive reading and listening, identifying possible chunks in texts and extracts of authentic speech, and the learner's reuse of chunks in their own work (Lewis, 1997, p. 54a).

There are several studies that supports incidental learning, such as Schmitt, Dörnyei, Adolphs & Durow (2004) and Dörnyei, Durow & Zahran (2004). Schmitt et al. (2002) explored the mastery level of formulaic sequences among non-natives. They found that the international students' knowledge of formulaic sequences was above expected before they started their program at the university, as well as that there were individual differences in how much they improved throughout the program. Dönyei et al. (2004) decided to explore this more closely, and conducting a series of interviews with a few of the 'good learners' and a few of the 'poor learners'. They found that the students' success in learning formulaic sequences was highly connected to their participation in the English-speaking environment. According to Dönyei et al. (2004), "the context-appropriate application of colloquial phrases cannot be learned from textbooks, but only through participation in real-life communicative events" (p. 87). The results of this study is particularly interesting to the current project, as it suggests that students need high levels of motivation and language aptitude to compensate for lack of an English-speaking environment, which is applicable for Norwegian students.

Other researchers (e.g. Boers & Lindstromberg, 2009; Nattinger & DeCarrico, 1992; Gatbanton & Segalowitz, 2005), however, claim that chunks should be given attention through *intentional learning*, which is also referred to as *direct vocabulary teaching* (Barcroft et al., 2011, p. 577) where the learner consciously and actively try to learn new words. One of the approaches to teaching of chunks that is based on intentional learning, is the phrasebook approach, as explained by Thornbury (2019, p. 12), might include rote learning of formulaic

expressions, in the sense that the learner simply memorizes the chunks in order to quickly retrieve them from long-term memory. Nattinger & Decarrico (1992, pp. 116-117) explains how one can use pattern practice drills, where the students first gain fluency of certain fixed phrases, and then introducing controlled variations of the phrases in substution drills (Nattinger & Decarrico, 1992, p. 116-117). This would teach the learners that the chunks are not invariable, but that they are patterns with slots for various fillers (Nattinger & Decarrico, 1992, p. 117). The phrasebook approach also allows the technique of 'shadowing' (Thornbury, 2018, p. 12), where the learner is exposed to extracts of authentic talk, while at the same time repeating the extracts silently to themselves.

Boers & Lindstromberg's (2009) research show that a way to optimize learners' memory of chunks is to direct their attention to the chunks' compositional features, such as their phonological repetition or metaphorical origin (p. 106). Instead of relying on incidental, chunk-uptake alone, one should, according to Boers & Lindstromberg (2009, pp. 39-40), *teach* chunks. Their analytical approach to the teaching of chunks concerns several aspects. Firstly, one should select chunks based on evidence of collocational strength and 'teachability' (Boers & Lindstromberg, 2009, pp. 55-78). Acccording to Boers & Lindstromberg, 2009, p. 68) some chunks can be made more memorable than others because learners can associate them with other things, which is what they mean when they talk about 'teachability'. One could argue that this degree of chunks' teachability is almost like the degree of relevance or interest. Another aspect that Boers & Lindstromberg (2009, p. 80) mentions, is revealing the non-arbitrary characteristics of the chunks in order to better memorize them, meaning to inform the learner of the chunks' original and literal meaning. Lastly, one should encourage the learner's elaboration of meaning and form, such as spelling, pronouncation and grammar category, in addition to simply noticing the chunk (Boers & Lindstromberg, 2009, p. 68), which directly relates to word knowledge.

Inspired by CLT, Gatbonton & Segalowitz (2005) focus particularly on fluency with a communicative approach. Their approach involve imbedding controlled practice of chunks within communicative tasks (Gatbonton & Segalowitz, 2005, p. 333) . The goal of their approach, which they call ACCESS, is "to help students learn to use whole utterances flawlessly, effortlessly, and appropriately (Gatbonton & Segalowitz, 2005, p. 343)". The learners first practice short chunks of language, before they engage in an interactive task where repeated use of the chunks are essential for a communicative purpose (Gatbonton & Segalowitz, 2005, p. 338). By using the ACCESS approach, Gatbonton & Segalowitz (2005)

claims they reach their goal by "promoting the automization of essential speech segments in genuine communicative contexts" (p. 343). Another communicative approach, has been suggested by Wray & Fitspatrick (2008), where learners anticipated certain conversational situations they might find themselves in, and then scripted and rehearsed them with native speakers, also containing various chunks of language (Wray & Fitzpatrick, 2008, p. 130).

The different opinions on how to teach chunks, can also be found in the general vocabulary teaching debate of incidental versus intentional learning debate. According to Barcroft et al. (2011, p. 577), the results generally show relatively low learning of words in purely incidental vocabulary learning, such as Horst, Cobb & Meara (1998), but Schmitt (2010, p. 29) argues that these early studies had several methodological weakness, and might therefore not be as trustworthy. A more recent study by Horst (2005), however, has shown that there are some vocabulary gains from reading. One way of increasing the number of target words learnt , seems to be increasing the number of exposures in the text (Horst, 2005, p. 375). Horst (2005, p. 374) found that during extensive reading, the participants learned more than half of the words that were unfamiliar to them. There has also been studies on the increase in word knowledge types (e.g. Pigada & Schmitt, 2006), such as learning of spelling, meaning and grammatical characteristics, which found that 65% of the target words were improved on at least one of them. Furthermore, studies show that there are stronger gains for knowledge of recognition than for recall through incidental learning (Brown, Waring & Donkaeweba, 2008; Waring & Takaki, 2003), which indicates that full mastery of words are not necessarily gained from incidental learning (Schmitt, 2010, p. 30). Although these studies are not particularly related to chunks, it seems reasonable to assume that it would be applicable to chunks as well, because they are taught using the same strategies as single words.

2.3.3 Word learning strategies

There are several word learning strategies that can be adopted by students for acquisition of chunks. The activities that are suggested by the teachers in the study, are categorised according to Gausland & Haukås's (2011) cognitive word learning strategies, and it therefore seems appropriate to take a closer look at these in relation to chunks. The five categories that are presented by Gausland & Haukås (2011, p. 3) are; repetition and memorisation, contextualisation, contrasting and differentiating, visualisation and associations, and structure. Working with chunks through *repetition and memorisation* usually contains mechanic repetition of chunks which can happen through reading, speaking or writing (Gausland &

Haukås, 2011, p. 4). When using this strategy, it is, according to Gausland & Haukås (2011, p. 4) essential not to make changes to the sequences that are to be learnt. This strategy might therefore be more relevant for some categories of chunks than others. Semi-fixed chunks, for instance, contain open slots to be filled in by various words, which might make it less effective to use this strategy, whereas the strategy might be more effective when learning chunks with a high degree of fixedness and non-compositionality. *Contextualisation* an extremely relevant strategy for chunks, because it includes using words in a context (Gausland & Haukås, 2011, p. 4). This is relevant both for placing chunks in a bigger context, as well as a good argument for why one should learn single words in context, such as in a chunk.

Contrasting and differentiating could arguably be especially efficient for chunks. Differentiating refers to differences within the target language (Gausland & Haukås, 2011, p. 4), where chunks might be seen in relation the their non-idiomatic equivalents. Contrasting draws on the L1 or other L2's (Gausland & Haukås, 2011, p. 4), which means that it draws upon metalinguistic competence (see 2.1.6). *Visualisation and association* involves connecting the word to mental and actual pictures, and to non-meaningful associations such as rhymes, rhythm, and numbers (Gausland & Haukås, 2011, p. 4). This would perhaps be particularly helpful for metaphorical chunks, such as '*words cut deeper than a knife'.* The last strategy, *structuring,* involves organising in relation to certain criteria, which can graphic, phonological, semantic or simply the learners' own subjective categories. As previously mentioned (see 2.1.4), chunks can be seen in relation to several aspects related to form, meaning and use and categorised accordingly. Hence, all of the word learning strategies presented by Haukås & Gauland (2011) can be adopted in chunk acquisition, and therefore seems relevant as a way to categorise activities suggested by the teachers in the study.

2.3.4 The advantages of chunks for L2 learners

Schmitt (2010, p. 8) notices that vocabulary teaching has had a tendency of focusing on individual word items as they are the basic lexical unit, and also simply because it is easier to teach than formulaic language. Formulaic language is not often provided in single form, such as with hyphens: *state-of-the-art,* and dictionaries are set up around the main words, the headwords (Schmitt, 2010, p. 9). Schmitt (2010, p. 9-10) lists several reasons for why formulaic language should have a bigger place in vocabulary research and learning. First and foremost, this concerns the fact that normal language discourse consists of large percentages of formulaic sequences. Take for instance the idiom: "You hit the nail on the head" which

means “you are exactly right”. Schmitt (2010) explains that idioms have a very clear trait of non-compositionality, because “the meaning of an idiom cannot be derived from the meaning of its component words” (p. 117). These are the multi-word units that have always been acknowledged, but has only been given a small role in language learning by scholars (Schmitt & Carter, 2004, p. 2).

Schmitt (2010, p. 117) claims that chunks are a “core characteristic of language”. It therefore seems valid to claim that it is important to have receptive knowledge of chunks in order to avoid misunderstandings. If a learner encounters an unknown chunk in a conversation, it seems reasonable to think that he or she either; 1) misunderstands the meaning; 2) becomes preoccupied by the chunk and does not register the rest of the conversation, which are both unlucky outcomes. Furthermore, the misunderstanding, or lack of understanding, of a chunk might lead to less comprehension of overall sentence, or context, than missing one single word. This suggests that a native speaker or a proficient language user knows large amounts of prefabricated expressions. Schmitt (2010, p. 118) emphasizes the differences in formulaic language and how many functions formulaic sequences might have, which help the speaker be fluent in the language. It would certainly be a benefit to have productive knowledge of chunks in order to be able to use them in conversation. It seems reasonable to claim that, even though the aim may not be to sound like a native speaker, a learner wants to be as fluent as possible, with a similar speaking pattern as a native or a proficient speaker, and using chunks is one of the way to achieve a degree of fluency.

Pawley & Syder (1983) suggest that phrases such as ‘*you shouldn’t believe everything you hear’* are produced fluently and with no hesitation by a native speaker because they are memorized as a single whole, as prefabricated phrases, making them instantly available for the speaker to draw from their mental lexicon without having to assemble the words together. Wray (2002, p. 249) explains that prefabricating phrases might ease L2 learners expression of otherwise intricate information. They are often in situations that require them to balance speed, fluency and accuracy, which might be a challenge at times (Wray, 2002, p. 249). Chunks might help ease communication in situations like these, and will leave the learner, according to Pawley & Syder (192, p. 192), free to “attend to other tasks in talk-exchange”. This suggests that productive knowledge of chunks eases the cognitive load for the speakers in communication situations. Take the example provided by Pawley & Syder (1983): ‘*you shouldn’t believe everything you hear’*. If a Norwegian learner of English were to come up with this phrase grammatically, there would be several elements to consider. Should the

learner use the verb ‘should’, ‘shall’ or ‘will’? They could all be valid translations from the Norwegian verb ‘skal’. Furthermore, should they choose ‘everything’ or ‘all’? Instead of spending time thinking about how to structure this sentence, retrieving it from the memory as a chunk would be quicker.

Schmitt (2010, pp. 137-138) claims that there seems to be a link between the use of chunks and the need and desire to interact in L1 acquirers. Similarly, in L2 acquisition, chunks are initially a way to be communicative, although not as extensively. They can, for instance, be a means to quicker integration into a peer group (Schmitt, 2010, p. 138). Schmitt (2010, p. 138) supports this claim by the results from e. g. Wong Fillmore’s (1976) study, which for instance found eight strategies that Mexican children used when trying to integrate into a school environment with English as the medium of communication. Three of these strategies directly involved chunks. This was, among others, giving the impression that you speak the language with a few well-chosen words or phrases (Wong Fillmore, 1976). Other researchers have had similar results, where the amount of chunks in the speech of L2 speakers was linked to social integration (Schmidt, 1983; Adolphs & Durow, 2004).

According to Wray (2002), the consequence of only concentrating on single-word units in L2 learning is a failure to learn an important characteristic of the native-like speech, which some learners aspire, because “words do not *go* together, having first been apart, but, rather, *belong* together, and do not necessarily need separating” (p. 212). Hence, it is important to highlight the advantages of integration of chunks in vocabulary teaching and learning, as single words seem to be the main focus for the time being. Rindal (2014, p. 7) previously pointed to how the people in the expanding circle, of Kachru’s model, look at the native speakers of English as models for successful learning outcomes, but in her more recent work she contradicts this (e.g. Rindal, 2020). There is less focus on speaking as a native-speaker in present-day classrooms where communicative language teaching is more common, as can be seen in a study reported by Rindal & Piercy (2013) research, which suggests that Norwegian learners to some extent abandon traditional ‘native’ varieties of English. Rindal & Piercy (2013) are focused only pronunciation and not phrases and language structure, and therefore not as applicable to the topic of chunks. It is, however, important to note that there has been an increased focus on ELF recently, and that Kachru’s model of the concentric circles of English has received criticism for not being timely accurate (Graddol, 2006; Rindal, 2014).

Jenkins, Cogo & Dewey (2011, p. 307) took three dimensions into account when researching which versions of English learners favoured, which were, phonology, lexicogrammar, which revolves around the idea that lexis and grammar are interrelated, and pragmatics. Their research showed that younger learners favoured ELF as a variety of English where they were interested in creativity, mutual intelligibility and interest in others' native languages, "while not being particularly concerned about 'mistakes' in respect of native English" (Jenkins et al., 2011, p. 307). Jenkins et al. (2011) findings may suggest that learners would not mind if a Norwegian chose the verb 'shall' instead of 'should' for instance, using the Pawley & Syder's (1983) example. One could argue that lexicogrammar is closely related to chunks, as it is explicitly related to "emerging patterns of lexical and grammatical forms" (Jenkins et al., 2011, p. 289). This means that ELF speakers tend to use the same patterns of speech, which is related to frequent use of sentence patterns, which suggests that, although they might be different than native-like speech patterns, certain patterns of speech also exist in ELF. Chunks can also be linked to pragmatics, as research has shown that learners use them to integrate into native-speaking groups (e.g. Wong Fillmore, 1976), and if there are certain speech patterns in ELF as well, using these might help L2 speakers fit into the ELF speech community in a similar fashion, which provides yet another advantage to teaching chunks.

Flognfeldt & Lund (2016) claims that "one of the most important responsibilities for the language teacher is to make an informed decision about which words can be left for receptive understanding only and which words are useful and relevant for a young learner's productive use" (p. 37). As mentioned above, chunks can be drawn, already fabricated, from the mental lexicon without having to assemble single-words creatively. Thus, the use of chunks is cognitively more efficient than assembling words on-line (Schmitt & Carter, 2004). Even though the aim may not always be native-like speech, it is important to note that learners should equipped to understand word sequences when encountering them in communication with others. It is clear that lexical patterns exist in the English language, and they consequently must have some significance in how the language is "acquired, processed, and used" (Schmitt & Carter, 2004, p. 2). Teachers should therefore be conscious of the advantages of learning formulaic language (Bjørke, 2018; Flognfeldt & Lund, 2016; Munden & Sandhaug, 2017).

2.4 Summary

This chapter has presented the theoretical framework for the study. In order to place chunks as part of vocabulary, the first section takes a closer look at the term *vocabulary.* This includes how words are counted, and showed that chunks can be counted as words when they are viewed as lexemes, because they represent one single idea. Next, the several aspects of word knowledge were investigated to see how chunks and knowledge of chunks relates to *form, meaning* and *use.* Based on the theories, it is suggested that learning words in chunks can help develop a deeper knowledge of word. Furthermore, vocabulary depth knowledge is investigated in relation to receptive and productive word knowledge, which suggest that there is a difference between understanding a chunk when encountering it in communication and the ability to use them in your own speech. Lastly, the first section covers the terms *metalinguistic knowledge* and *metalinguistic knowledge,* which deal with how chunks can be understood through knowledge of language in general, such as understanding why words are put together in a certain way.

The second part of this chapter focused on chunks. First, all of the terms related to chunks were presented, as well as an explanation of why *chunks* is the term that is applied in this thesis. Then, several subcategories were presented in the way that they are categorised by Moon (1997). These categories include idioms, phrasal verbs, prefabricated items, compounds and fixed phrases. The next part focused on teaching approaches to chunks, which are mainly influenced by the incidental versus intentional language learning debate, before introducing how chunks can be learnt by general word learning strategies. Lastly, it presents some of the advantages to knowledge of chunks, which entails, for example, decreasing the cognitive load when communicating, integration into L1 speech communities, and easier comprehension and fluency.

3. Methods

This chapter presents the method and methodology used in the study. The first section takes into account the methodological approach. Secondly, this chapter addresses the technical details about how the data collection is structured and conducted. The third section describes how the data were analysed. The final section points to some methodological considerations with regards to this kind of study.

3.1 Methods and methodoligical approach

In order to answer my research questions which seeks to understand the teaching chunks, I chose to make use of a qualitative method. This is because qualitative research is more appropriate when the aim is to describe, understand and interpret social processes and relationships as they are experienced and express by the individual in their normal context. The field of applied linguistics is broad and interdisciplinary, and according to Croker (2009, p. 4), it includes anything from second language teaching to workplace communication to language identity. Applied linguistics research can therefore be approached in several ways (Croker, 2009, p. 4). I have chosen to conduct my study using semi-structured interviews, because I wish to capture the teachers' beliefs, experiences and motivations at a depth which according to Richards (2009), "is not possible with questionnaires" (p. 187). Quantitative research would not be appropriate for the purpose of the study, because beliefs and experiences cannot be measured in numerical data and statistics, which is the essence of quantitative research (Croker, 2009, p. 5.). Furthermore, If I were to choose a quantitative questionnaire, I would not be able to, for example, ask the teachers to elaborate on their understandings of the concept of 'chunks', nor would it be easy for the teachers to explain their experiences in a detailed manner.

Another important issue that was considered when choosing to conduct the study using a semi-structured interview, was that teachers generally may not have enough knowledge of chunks in order to answer a questionnaire. It was important that the respondent, throughout the data collection, understood what was meant by the concept. An interview gave both the respondent a chance to ask if something was unclear, and myself, as the researcher, an opportunity to have some control of what they understand.

3.1.1 Phenomenology

According to Sealey (2010, p. 84), it is important not to conflate the terms 'methods' and 'methodology'. Methodology refers to "the science of method" (Sealey, 2010, p. 84), and is a combination of techniques, practices and interpretation of what we are doing.

The current study seeks to describe which meanings the teachers give to certain experiences of a phenomenon, and it is therefore based on a phenomenological approach. According to van Manen (1990, p. 163), a phenomenon is understood as an 'object' of human experience. A phenomon can be anything from insomnia, to grief, to undergoing surgery (Creswell, 2013, p. 76). The phenomenon investigated in the current thesis, is teacher beliefs. The purpose of the study is to understand the individual teacher's experience, while, at the same time, understanding how the same phenomenon is experienced by other individuals. This means that the phenomenological approach in this thesis is seen through a psychological perspective, rather than a sociological perspective that is also found in the field of phenomenology (see e.g. Postholm, 2005, p. 41).

A central ideal in phenomenology is context based depth understanding. In Husserlian philosophy, human acts are seen as context depended, meaning that they are a result of an interaction between the individuals and their surroundings (Postholm, 2005, p. 42). The goal of the phenomenological research is, as in other qualitative studies, to detect the participant's perspective or its thoughts of experiences in a natural setting, but it differs from approaches such as ethnography and case studies by exploring the phenomenon after it has ended, not during (Postholm, 2005, p. 43). According to Creswell (2013, p. 78), "phenomenology lies somewhere on a continuum between qualitative and quantitative research" because the individuals have both subjective experiences *and* objective experiences of the phenomenon in common with others. The experiences in question cannot be observed by the researcher in phenomenological studies, but they can be reached by conversing with the individuals (Postholm, 2005, p. 43). Several methods can be used for data collection in phenomenological studies (Creswell, 2013, 79), but, for this study, the choice of interviews seems the most suitable. Data collection through observation would, for instance, not be appropriate because the researcher cannot *observe* what goes on in the teachers' minds. As the main aim of the study is in fact to gain insight into their minds, the data for the study was collected from qualitative interviews, because they provide a decent opportunity for the teachers to share their thoughts with the researcher.

3.2 The interviews

This section goes through different elements of the interview in this thesis: the participants, information about semi-structured interviews and information about the interview guide. Furthermore, it will explain how the data was collected and transcribed.

3.2.1 Sampling

The choice of participants is an important element in the research, as Holme & Solvang (1996, p. 99) also note. They refer to how one wrong person in the sample can lead the research to be pointless and even invalid (Holme & Solvang, 1996, p. 99). A precondition in phenomenological studies is that the participants have experienced the phenomenon in question (Postholm, 2005, p. 43; Creswell, 2013, p. 78). For example, a participant in the current study who teaches English without the necessary formal education to do so, would be a "wrong person" by Holme & Solvang's (1996) definition. As the aim of this research is to investigate teachers' awareness of chunks in English education, it is apparent that all of the participants in the sample are in fact formally qualified English teachers.

This is quite a small study and a low amount of participants is therefore serviceable. The goal for this study was therefore to have five participants in the interviews. This choise was based on Postholm's (2005, p. 43) claim that the number of participants cannot be too large as the data collection and the processing is time consuming. Five interviews were conducted would hopefully not be too much data to process, yet a substantial amount of data would be provided to enlighten the research question.

Bryman (2012, p. 417) mentions that there are several different sampling approaches. For the current study, purposive sampling was used (see Bryman, 2012, p. 418), because the goal was to choose participants strategically in order for them to be able to provide relevant and broad information and create a more complete understanding of the teaching of chunks. This means that the screening did not happen coincidently nor statistically. Holme & Solvang (1996, p. 99) claim that it is strategically valuable to find the extreme cases in order to create a large range in the material, which is what Bryman (2012, p. 418) calls an *extreme or deviant case sampling.* The aim of this study, however, is to investigate teachers' awareness and it would therefore not make sense to choose teachers with neither specifically extensive nor limited knowledge about chunks in the English language. Although the aim of the

research is not to generalize, this would not give an accurate description of an 'average' teacher. Therefore, the type of sampling chosen for this study is *typical case sampling* (see Bryman, 2012, p. 419), which entails that the participants are chosen because they exemplify a dimension of interest.

The option to participate in the current study was given to several teachers in Innlandet county, through an email sent to the heads of the language departments in several upper secondary schools. The email stated the purpose of the study, and a question of whether any of their employed English teachers would like to participate in the study. In order to investigate teachers' awareness in the English education, it was important that the participants in the sample were teachers of English. No retired or former teachers were allowed to participate, as the participants needed to have an understanding of their pupils' awareness as well as their own. Hence, the criteria for participation were to have at least 60 ECTS in the English subject, as well as teaching at least one English class. Fortunately, exactly five teachers answered the request, and they all became participants in the study.

It was important to make the teachers aware of the aim of the project, so that they did not feel like they in any way would be stigmatized for their answers. Both in the email that was sent out, and in the informational letter, it was made clear that no previous knowledge or preparation was needed for the interview. It was also made evident before the start of the interview, that the purpose of the study is not to judge or evaluate their responses, only to understand.

3.2.2 Biographical information about the participants

All the teachers in the study have a Master's degree in English language or literature. Teacher A has been working as a teacher for 16 years. In addition to her Master's degree in English language, she has a one-year Postgraduate Certificate in Education. She also has credits from several subsidiary subjects, such as Religious studies, Folkloristics, and Spanish language. Teacher B and D have both been through an integrated five-year teaching program, gaining a Master's degree in English Didactics. Teacher B has been teaching for about 8 years, while teacher D just started working in upper secondary the fall of 2020 after half a year of subbing in elementary school. Teacher C has been teaching for just above 5 years, and has a Master's degree in English language from the United States. In addition to her Master's degree, she has a one-year Postgraduate Certificate in Education and a one-year unit of Nordic studies.

Teacher E has been teaching for six years and has a Master's degree in English Didactics. This means that the teachers had been working anything from less than a year, to about 16 years.

3.2.3 Semi-structured interview

A semi-structured interview was chosen because it is a good way to capture the teachers' beliefs about chunks and their place in vocabulary teacher. The study had several research questions about the teachers' beliefs on chunks, such as why they should be taught, what should be taught and how they should be taught. It was therefore necessary that these topics were covered and that the questions in the interview were related to these topics. Dörnyei (2007, p. 136) describes the semi-structured interview as a 'compromise' between the structured interview and the open interview. The flexibility of a semi-structured interview, which allows for the participants to lead the conversation and for the researcher to investigate some aspects in further depths, while still staying within the frame of topics to be covered, which Richards (2009, p. 186) notes are qualities of a semi-structured interview, was necessary in order to provide a clearer picture of the teachers' thoughts, as the researcher could ask them to clarify or elaborate on interesting findings, as well as manage to stay within the topics of why, what and how to teach chunks.

An open research interview has no standard rules of procedures (Brinkman & Kvale, 2015, p. 125) which allowed me as the researcher to let the conversation flow naturally, to provide more information when needed. A consequence of the semi-structured interviews is that the interview can move in unexpected directions which can open up new, interesting ideas, a situation that Richards (2009, p. 186) also alerts researchers about. This type of interview therefore requires several skills, among others the skill to let the conversation flow naturally so that the interviewee does not feel like they are simply taking part in a 'question-response'-conversation (Richards, 2009, p. 39), which was a skill to practice for a novice researcher such as myself. This allowed me to purse topics that came to the surface during the course of the interview in greater depths. Hence, the semi-structured interview gave me several opportunities to cover all the main topics from the research questions by the end of the interview.

3.2.4 Interview Guide

As mentioned in the section above, a semi-structured interview has some clear topics that should be included in the interview (Richards, 2009, p. 185). The interview guide for the

current study (see Appendix 3) was therefore based on the areas that needed to be included in order to answer the research questions about the concept *chunks*, as well as why, what and how they should be taught. It was structured in 5 parts, which together cover the areas that help build a foundation for answering the research questions, and the questions for the interview were grouped under the relevant topics. The first part was general questions about the biographical information of the teachers, such as their education and their years of practice. After that, the interview was started by asking a question about the teachers' thoughts on vocabulary teaching, in order to initiate their thought process, as well as avoiding that the teacher gets used to short and precise answers, as Richards (2009, p. 186) suggests is a good idea. The goal of the interviews was to meet the participants openly, with the intention of letting their descriptions be the basis of further analysis and discussion. The questions in the interview guide was organized in a natural "line of explorations", as Richards (2009, p. 187) suggests, but as the conversation flowed naturally, they were not always in correct order in relation to the topics. The interview guide was therefore not followed directly and in the same way for each participant as the semi-structured interview allows for certain individualities, and is not bound a set of questions to be covered, but rather by topics.

3.2.5 Collection of data material

The interviews were all conducted in November of 2020. By this time, the teachers would have had time to get to know their students, and they would have taught a fair amount of lessons in the course of the semester. Ideally, the interviews would be conducted even later in the school year, so that the teachers would have had even more knowledge of their students' skills, but as the timeline for this project is short, it had to be done at this point. Also, most of the teachers had been teaching for several years, providing them with general knowledge of students at the same level, which makes it less essential that they know their present class very well.

The five interviews were conducted in the course of two weeks. Due to the teachers' full schedules and practicalities, I agreed to meet them at their workplace. The planning of the interviews did not run smoothly, as COVID-19 threw a spanner in the works. A couple weeks prior to the interviews, the health situation in several schools escalated to a code-red level. For some of the teachers, this resulted in a change of schedule, making them unable to meet at the scheduled time. For others, it meant postponing until the situation had calmed

down. The alternative was conducting the interviews using Zoom, but personal, face-to-face interviews were preferred as one could assume that it would make the conversation more natural and authentic. Fortunately, everyone was able to meet in person for the interview within a week after the original schedule.

An informational letter about the aim of the project and how the data would be stored (see Appendix 2), was sent out prior to the interviews. Before starting the interviews, they were asked whether they wanted to conduct the interview in English or Norwegian. Talmy (2010, p. 14) claims that qualitative applied linguistics research often only focus on the content of the interview, what the respondent says, which leads Mann (2010, p. 14) to argue that this can change if more researchers acknowledge that the interview talk is jointly constructed between the interviewer and the interviewee. In relation to this, Mann (2010) explains that "the language in which the interview is conducted is integrally related to the nature of the co-construction" (p. 15). Having the teachers use English, most likely their L2, in the interview might therefore affect the detail of what the respondent can offer in their answers (Mann, 2010, p. 15). Thus, they were allowed to code-switch throughout the interview if that made them more comfortable. All of the participants chose, either individually or in agreement with me, to conduct the interview in Norwegian.

3.2.6 Transcribing the material

The interviews were recorded using an audio-recording device from the responsible institution of the study, which, like Brinkmann & Kvale (2015, p. 204) also point out, allowed me as the researcher to concentrate on the interviewee and the dynamics of the interview instead of excessive note taking or remembering. Furthermore, I did not need to attempt reconstructing what the respondent said, which is another point to recording made by Wooffitt & Witddicombe (2006, p. 38). Consequently, it was necessary to transcribe the interviews from speech to written language.

An important reason for transcription is the confidentiality of the participants. Due to ethics and rules of privacy, the researcher is not allowed to keep the voice recordings for an extended period of time, and because of this, transcribing is a way to keep the material without any personal identifiers. Secondly, transcribing is useful in order to structure the interviews so that they are better fit for further analysis, as Kvale & Brinkmann (2015, p. 206) also mentions, because it is easier to get an overview of the material when structured in

a written form. The level of details in the transcription depends on the research question, time and resources (Silverman, 2006). As this is a rather simple study with a small amount of interviews, I transcribed the spoken data myself. Transcribing manually also gave me an opportunity to repeat the interviews and familiarize myself with them in a more detailed manner.

According to Ong (2002, p. 1), conversations and written texts are comprised of essentially different linguistic rules. Statements from a participant can be well-formulated and rich in content, yet seem incoherent and unprofessional in written from. It is therefore important to transcribe the 'content' of the talk which is relevant for the study. The aim of this study is to investigate teachers' beliefs, which makes the relevant information from the interviews is therefore *what* the teacher is saying about their beliefs and not *how* they say it, in contrast to several other studies concerning applied linguistics where the focus is not on the language itself. For the purpose of this study, I, therefore, chose to use an edited transcription type, including all essential text that is uttered by the speaker. Sounds, body language, and filler words or phrases, which do not affect meaning, were excluded from the transcription. Pauses were included in order to illustrate when the participant is thinking and to make sense of the text. The interviews were all conducted in Norwegian, and were, therefore, transcribed in Norwegian as well. Quotes from participants that were relevant for the report were translated to English, which might be problematic, both because the content of what the teachers said in Norwegian might be lost in translation, and because they are based on the researcher's interpretation of the quotes.

3.3 Analysing the data material

Because the data was collected through semi-structured interview, the analysing process was an intricate matter. The analysis had to depend on how the interviews went, because, as Brinkman & Kvale (2015, p. 218, also mention, there are no standard techniques for text analysis. Furthermore, the understanding of what the participants said is based on the researcher's skills and experiences. Brinkman & Kvale (2015, p. 216) suggest that the analysis be built into the interview itself and states that a methodological ideal for interview research is that it is already analysed when the interview has ended. Due to the researcher's lack of experience when it comes to conducting interviews, some of the data was left to be

analysed after the interviews had ended, such as reflecting on what the meaning behind some of their statement were and identifying similar patterns between the responses.

The interviews were greatly affected by the fact that they were semi-structured, meaning that the interviews went down somewhat different paths, yet still covered the same topics. This means that the data was not always structured according to the questions from the interview guide, and in order to reach the essential, constant meaning of the teachers' experiences, which is the goal of a phenomenological analysis (Postholm, 2005, p. 99), it was therefore necessary for me to reduce the data into smaller parts. The data were categorised according to different topics that seemed relevant to the research questions, such as how the teachers' knowledge about chunks were reduced into two topics; *teachers understanding of the term* and *teachers awareness of chunks*. The teachers' statements were then categorized after which topics they covered (see table 3.1). Many of the questions and topics that were discussed in the interviews overlapped, and thus there were many of the statements that could be related to several topics. As a results, some of the statements were categorised under several topics.

After having categorised the statements and parts of the interviews into topics, the next step in the analysing process was to find the patterns between the responses. For some of the topics, the patterns were evident just from looking at single responses from certain questions, such as how all of the teachers had a shared understanding of how chunks are two or more words that are put together. Other patterns, particularly the ones related to the first research question, only became clear after becoming fairly acquainted with the overall data, such as how there was a pattern of uncertainty about what the term *chunks* covered, which only became evident through responses that were initially related to other topics, such as when one of the teachers said that chunks were too difficult, yet later in the interview said that fixed phrases are foundational and should be learnt at an early stage. It was then examined in which situations these patterns emerged, in order to find potential relationships between the patterns, such as whether there is a relationship between the teachers' beliefs about general vocabulary teaching and chunks specifically. Finding the patterns was therefore an extremely complicated process, and it is important to note that the analysis is based on the researcher's own interpretations of the data, thereby applying an abductive approach to the analysis, which is common in phenomenological analysis (Postholm, 2005, p. 99).

3.4 Methodological issues and limitations

3.4.1 Interview as the source of data

An issue worth addressing is collecting data material from interviews. According to research professor David Block (2000), qualitative applied linguistics research based on interviews tend to take the participants at their word, which is to offer "presentation of data plus content analysis, but not problematizing of the data themselves or the respective roles of interviewers and interviewees" (p. 757). There are several factors in an interview that might influence the results, such as stress during the interview and the interaction between the researchers and the participant (Kvale, 2007, p. 24).

The participants might report only what they think is appropriate or feel comfortable with (Barton & Hamilton, 1998, p. 65), which might limit the data that the researcher want or need. Sealey (2010) highlights that "all acts of communication have a social dimension" (p. 63) and that such communication does not provide the researchers with a "mathematically indisputable answer" (p. 63). In order to overcome this issue, Barton & Hamilton (1998, p. 65) argue that interviews need to be triangulated with other sources of data. With limited amount of time and resources, this was not an option for the present study. In order to avoid the participants giving answers they thought I wanted to hear, the questions were intentionally made open and wide, and they were encouraged to speak freely. An attempt was made to reduce stress by making it clear before the interview that the intention was not to evaluate, and asking simple questions about experience and education at the beginning of the interview.

3.4.2 Validity and reliability

In research projects such as this, where there is collection of primary data, it is necessary to discuss validity and reliability. According to Bryman (2014, p. 389), it might be necessary to adapt the meaning of the terms validity and reliability, when applying them to qualitative research. There are several opinions among researchers about how to do this (Mason, 1996; LeCompte & Goet, 1982; Guba & Lincoln, 1994). For the purpose of this study, I have chosen to use the terms *validity* and *reliability* in the way that Le Compte & Goetz (1982) refer to them in relation to qualitive studies.

External validity refers to whether the findings of the study can be generalized across social settings (Bryman, 2014, p. 390). LeCompte & Goetz (1982, p. 50) argue that this is often an

issue in qualitative studies because of their use of case studies and small samples. The goal of this study is not to provide a general truth about a topic, and the participants in the study are not necessarily representative for the larger population of teachers. One can, for example, assume that the teachers who volunteered did so because they felt they had some knowledge of word sequences. Similarly, the other teachers who were given the option to participate, might have chosen *not* to volunteer because they felt they did not have any knowledge of the topic. This is something that needs to be considered in the results when trying to answer the research question about what teachers' beliefs are. Even though the aim was not generalisation, it might have made an imbalance as to what the 'average' teacher may know, as the 'average' teachers in this study might be considered to know more than others. Furthermore, it is important to note that the researcher did not have any control over which teachers volunteered. All of the five volunteers had a Master's degree in English, but there are, however, teachers who only has a year-unit of English, which means that these five teachers might not represent all the English teacher population. Analytical generalisation is therefore more relevant for the purpose of this study, because it seeks to establish a general perspective on specific qualitative patterns by the use theoretical concepts (Kvale, 1996, p. 233).

Internal validity refers to how the findings represent a good match between the observations and the theory which is developed (LeCompte & Goetz, 1982, p. 44). The results of this study, showed large variations in the sample. Hence, gaining a trustworthy cause-and-effect theory was hard. The teacher population, however, are individuals with different pedagogical point of views and they prioritise different aspects of their subjects, which is interesting for the current study, as the aim is highlight the teachers' beliefs. Furthermore, the variations in pedagogical positions are arguably natural because they are also found in existing theory about vocabulary teaching, such as the incidental versus intentional learning debate and the different approaches to the teaching of chunks (see 2.3.2.).

External reliability, by LeCompte & Goetz' (1982, p. 37) definition, refers to whether a study can be replicated by others, which is a criterion that is difficult to meet in a qualitative study such as the current one. The methods for the study are described in a detailed manner and the interview guide is included (see Appendix 3), which should make it possible to recreate in some way. The interviews in the study, however, were based on social settings, which might problematise replication. How the conversations in the study panned out, were dependent both on the researcher and the participants, and the natural interactions between them, which might pan out differently for other researchers with a different sample.

Internal reliability refers to how several researchers agree about what they see and hear, according to LeCompte & Goetz (1982, p. 41). In the current study, there is only one researcher, and the interpretation of the term in the current study will therefore refer to how the results would be interpreted in the same way by other researchers if they were to encounter them. The interviews were based on interaction between the participants and the researcher, which might make it difficult for other researchers to understand the results in the same way. Furthermore, there is a chance that the results have been influenced by the researcher's own opinion that chunks are important for language learning, and that the teachers' statements might have been interpreted differently by the researcher than they were intended. The interviews, however, were transcribed in a detailed manner which would make it possible for other researchers to make up their own mind about the results(see Appendix 4).

3.4.3 Ethical considerations

In a study like this, there are many decisions made which affect the participants, the researchers and others in the research setting, as Rallis & Rossman, 2009, p. 270) also note. Hence, thinking ethically about these decisions are important. This section covers three issues of ethics; confidentiality, consent, and trust.

The participants in the study were promised confidentiality, meaning that, as the researcher, I will not reveal their identity. As the researcher, I patently knew who the participants were and exactly who said what. It was therefore important the study follows the guidelines that are in place for such studies throughout the whole process. The study was approved by the Norwegian Statistics Data Base (NSD) in August 2020 (see Appendix 1) and follows their guidelines about privacy. The identity of the teachers were not revealed in the results, and the recordings were deleted when the project ended. Furthermore, quotes in the interviews that revealed too much about the participants were removed from the transcriptions.

Before becoming participants in the study, the teachers were given an informational letter about the research project, as well as a statement of consent (see Appendix 2). According to Rallis & Rossman (2009, p. 276, emphasis in original), "gaining the **informed consent** of participants is crucial for the ethical conduct of research". Both the informational letter and the form of consent was a part of the approved application for NSD. The letter included as much information as possible about the purpose of the study, such as the fact that the topic to be covered was a part of English vocabulary teaching, as well what their participation entailed.

Furthermore, they were informed that they could withdraw from the study at any point in time, and that their consent was voluntary. This means that the letter met all four criteria which Rallis & Rossman (2009, p. 276) emphasise are part of informed consent.

Lastly, qualitative research is dependent on building a trusting relationship with participants (Rallis & Rossman, 2009, p. 276). It was therefore important that I, as the researcher, did not betray what was promised to the participants, such as breaking confidentiality. Furthermore, the teachers were promised that the aim of the research was not to evaluate, but to understand the phenomenon. Rallis & Rossman, 2009, p. 278) writes that the role of the researcher involves some deception, because he or she is only interested in the participants' stories at the time they are collected, while abandoning them later. Hence, it was important that the teachers in the current study were under the impression that they were contributing to enlightening an important topic, rather than feeling like they would later be attacked by the results of the study.

4. Findings

This chapter will analyse and explore the results from the interview concerning the teacher's beliefs about chunks as part of vocabulary teaching. The first section of the chapter is devoted to the opening question from the interviews, which is a general question about how the teachers work with vocabulary. The analysis suggest that the answers to this question, such as the variations between indirect and direct vocabulary teaching, seem to be a factor in several of the findings closer related to the research questions. It therefore seems appropriate to present these findings before diving into the topic of chunks. The rest of the chapter is structured according to the research questions, and the topics that emerged from the analysis. Since the results are complicated and the findings are interrelated, there are several findings that could be placed under more than research question. These findings are placed in the categories that the researcher deems most fitting. Under each heading, the patterns that became evident during the analysis is presented by relevant excerpts from the transcriptions. An overall question that is raised during the analysis, is whether the teachers see chunks as part of vocabulary. This is not something that can be claimed by the researcher, but there are certain statements that suggest this might be the case. The last section of the chapter discusses limitations and challenges in the collection of the data, as well as providing some of the teachers' comments to the study. For the sake of order, the research questions are as follows:

1. What is teachers' knowledge of chunks?
2. Why should chunks be taught?
3. What do teachers believe is appropriate to teach of chunks?
4. How do teachers structure and present their teaching of chunks?

4.1 Vocabulary teaching in general

All of the teachers find vocabulary important, but they have various views on the teaching of vocabulary on the upper secondary level. Some of them work with vocabulary explicitly, like teacher D who says: "we use chunks quite a lot. (…) for example when learning [machinery] parts in the workshop", while others feel that the students are a level where they learn vocabulary indirectly through the material they work with. Some of them vary their vocabulary teaching from explicit to implicit with regards to the student group they are teaching at a given moment. Teacher C gives an example of a group of special education students where, for some,

the goal is simply to pass English: “some of these students don’t know anything, to be blunt, and that means including more direct vocabulary teaching, where you also have to use a lot of Norwegian translations”. Thus, it seems there is a great variety in how much and in which ways students are exposed to vocabulary and chunks, depending on teachers’ individual opinions on vocabulary teaching.

Teacher B claims that words and vocabulary is very important and basic, “almost as basic as grammar”. Later in the conversation, she calls attention to the importance of chunks as well, when she says “(…) but that [vocabulary] is totally fundamental; words and words that co-occur; collocations, chunks, and such… It is totally fundamental for the language in the same way, I think, even more than grammar (Teacher B)”. She does read through word lists in the margins with her students before reading, because she is aware of the universal truth that about 95% of the words in a text have to be familiar in order to understand the content, but that this is the only amount of time she spends on explicit teaching of vocabulary. Both her studies and her own experience have shown that working explicitly with vocabulary, through glossary tests and memorising, has a greater outcome in lower grades where the students have less pre-existing knowledge. This is substantiated by for instance teacher A, who talks about how it is easier as a Spanish teacher to work with glossary tests and memorising, because the students are at an earlier stage in the language learning and have a rather limited existing vocabulary. It therefore seems that teacher B’s impression that teachers do not work as much with word lists and explicit learning of vocabulary is substantiated by the other teachers. This is, however, an interesting finding because it suggests that teachers seem to only think about explicit teaching of vocabulary, such as through memorising and glossary tests, when asked about vocabulary teaching.

Teacher D says that vocabulary is a big part of the English teaching for vocational students, where to there is a lot of focus on *subject specific relevance* (FYR). “They need to learn the words that they use in the workshop, for instance. I use a lot of Quizlet for that” (Teacher D). As she talks about how she works with vocabulary by for example taking the students to the work shop, it seems like she is teaching vocabulary more explicitly in these classes than others, where she talks about learning words through reading. This is another interesting finding in the study, as there seems to be a difference in vocabulary teaching between vocational students and general studies students, which means that the teachers choose to work with the content of the curricula in different ways depending on what they consider the target vocabulary.

There also seems to be some differences between Vg1, where English is a common subject, and Vg2 and Vg3, where English is an elective, which have different curricula as well. Teacher E mentions that she used to focus more on vocabulary when she was teaching Vg1 a couple years back, but that there is little focus on vocabulary in Vg2 and Vg3. She does, however, highlight that this does not mean that they do not work with it at all. She explains that "[the work] is just not systematic, as in Vg1 or in middle school when I was there" (Teacher E). It seems reasonable to assume that she is talking about how, at a specific level, the focus turns onto indirect vocabulary teaching, rather than direct vocabulary teaching (see 2.3.2). As previously mentioned, the teachers think that explicit teaching is more relevant for students with less pre-existing knowledge. Hence, it seems reasonable to assume that these differences are related to students skill level, and not so much to differences in the curricula.

Teacher A says that teaching vocabulary is one of the hardest parts of English teaching in upper secondary school, because the students have already been learning English for up to ten years, which makes it hard to work with structured vocabulary teaching.

> For example, in International English, which is a subject I have taught for many years, they are supposed to use professional terminology, and what is that? And how do we shove it into their heads? And how can we use it and make it into something that is not just learned by heart, but for an active vocabulary? I think it is very exciting and very hard.
>
> (Teacher A)

By this quote, she questions how to interpret the curricula, and which teaching strategies are most effective in order to help the students gain a productive vocabulary. She gives the impression that no one has provided an answer to these questions, leaving teachers to solve these issues on their own. Hence, one might argue that this is part of the reason why the views on vocabulary teaching differs, which gives greater significance to the aim of this study. Examining teachers' beliefs about vocabulary teaching brings issues such as this to light, and investigating them further might play a part in creating a shared understanding of vocabulary teaching, both in general and in relation to the English subject curricula.

4.2 What is teachers' knowledge of chunks?

This section presents the findings that are related to the first research question, as is stated in the heading. The topics that are categorised under this research question are *teachers' understanding of chunks, teachers' awareness of chunks,* and *chunks in teacher education*. When it comes to the *teacher's understanding of chunks,* the findings show that the teachers have a shared understanding of the term *chunks* as phrases that consists of more than two words. The findings also suggest that there is some uncertainty about which subcategories of chunks the term covers, as well as raise the question of whether the teachers see chunks as part of vocabulary. The teachers' understanding of the term, might further be related to the results presented under *chunks in teacher education,* which show that chunks are generally a part of teacher education, even though they are brought up at a late stage. Furthermore, the findings show that there are variations in *teachers' awareness of chunks*, yet several interesting reflections about are shared.

4.2.1 Teachers' understanding of chunks

In the interview, the teachers are asked whether they have heard the term 'chunks' before, which they all had. Furthermore, they have pretty similar beliefs on what they are, which are: expressions that are put together by more than one word, like when teacher A utters:

> What I am thinking, is like fixed expressions, more concretely something like 'in my opinion', 'to conclude' – all such expressions. If chunks – I don't know if phrasal verbs and such are part of chunks, but I am thinking words that belong together, words that work well with each other, to show that you are at a higher level, for example words that you use if you are going to write a persuasive essay, right?
>
> (Teacher A)

Furthermore, she says that she thinks chunks are expressions which can amplify what they students are trying to say. Teacher E adds to the pile that chunks are often based on traditions by stating that they make sense to a native speaker, but not necessarily to those who are non-native speakers. Teacher C has been searching the internet for information before the interview, as the informational letter told them the interview would be about word sequences, and she says that what she found on the internet agreed with her previous thoughts on the

topic. This means that all of the teachers had a well-functioning understanding of *chunks* for the purposes of this study.

It is clear from the way that the teachers talk that they are familiar with the idea of chunks, but uncertainty from several teachers about the term becomes apparent in many ways. Teacher A does, for instance, show self-doubt after answering what she thinks about the chunk concept, when she asks: "Am I right? What are they really?". She is assured that there is no correct answer to that question, but that she is well within the area of chunks. Similarly, teacher D says that she thinks they are part of sentences, or phrases, but highlights that she is not sure. Teacher B sometimes talks about both chunks and collocations as two separate concepts, as well as making a distinction between vocabulary and chunks, such as when she says "I think vocabulary is very important. Well, collocations and chunks, too, and I wish there were more focus on them». When teacher A talks about chunks in the beginning of the interview, she mostly includes examples that are classified as prefabricated items in this study: i.e. chunks that facilitate discourse, such as '*in my opinion'*, '*to conclude'*, '*by the way'*, and '*on the other hand*'. Thus, it seems as even though the teachers have an overall accurate view of chunks, their associations were drawn to different aspects or different types of chunks.

4.2.2 Chunks in teacher education

All the teachers that have studied in Norway, have been taught explicitly about chunks in their education. This is particularly true for the ones that have majored in English language, such as teacher A, who notes that she had courses in semantics and pragmatics. Furthermore, she actually wrote her master's degree about metaphors and metaphorical words and expressions, which in many ways can be connected to chunks. Teacher C, however, who studied for her Master's degree in the US, could not remember chunks explicitly from her studies. Interestingly, this is the same teacher who admits to researching the idea of word sequences in advance to the interview. This might suggest that an education abroad, especially in a country where English is a native language, does not include parts that might be more relevant for English as a second language, because they do not necessarily see how certain aspects of language are more difficult, or perhaps not as natural, for second language learners. This might be particularly relevant for the topic of chunks, as chunks are, as teacher E mentions, something that comes naturally for native speakers.

Most of them did, however, note that the focus on chunks came in later courses on the post-graduate level, like when teacher B says: "I met with chunks the first time I had English grammar, multi-word units and phrases, and then it came back up again, a little more in-depth, when I took one of the courses preparing you for the master thesis, where we dove into the different parts of the English subject; vocabulary, grammar, listening and writing". She emphasises how she did not really understand exactly how important the words are up until this point in her education, right before writing her own Master thesis. This makes it interesting to consider whether a teacher of English with only a one-year study of English would be as familiar with the concept as the participants in this study.

4.2.3 Teachers awareness of chunks

Whether or not the teachers are aware of their own use of chunks is extremely varied, but the teachers share some particularly interesting reflections about their own awareness. Teacher C says she uses them automatically without thinking about it. Teacher E comments on how she is not typically aware and that she uses them automatically in her own language, but that she is made aware of their existence at certain times, such as when situations arise in the classroom where there is something that doesn't sound quite right in the pupils' language. She usually ends up discussing the issue with her students, and "then you become conscious of your own unconscious use of chunks" (Teacher E). Teacher B remarks that we want to be original, explaining that we want to make up our own language, and that we *think* we are original, but that we do not realise how much of what we say is actually prefabricated; "the words behave in a certain way, and works in certain ways, and that sort of narrows down which options we have, how to express ourselves… so it ends up less original than what we think" (Teacher B). Teacher D, on the other hand, says she is very aware of them and straight away relates it to vocabulary teaching, such as when she answer the question of whether she is aware of chunks in her own language by saying "yes, I would say so. I would say that the thing about vocabulary teaching, it is – we use this very much; chunks". Teacher A says she tries to be aware of them, but that she could probably be even more aware, and says "I am probably more aware of them when I am talking to colleagues, now that I am talking to you, and when I speak to my writers' group… In a busy teaching life I am probably not aware enough". Hence, it seems that the teachers are not so aware in general, but that they are made aware of the phenomenon when it becomes prominent in certain situations.

Although the question of whether the teachers would give any attention to chunks for example when giving feedback was initially intended for another research question, their answers seems more relevant to categorise under *teachers awareness of chunks* for several reasons. First of all, there seems to be a great variety in how conscious the teachers are of chunks in relation to feedback. Teacher A is the participant in the study who seems to be most aware of chunks in her teaching, which is made clear in many ways, such as when she says: «I often include them as assessment criteria in written assignments at the times that I have worked with them in a structured way". When she includes them in the assessment criteria, she makes sure to comment the students' use of chunks in the work that the students do, both written and oral, thus suggesting that she has a high level of awareness. Teacher B says that she usually focuses on grammar and spelling rather than chunks. She also tries to have her students use less *lexical teddy bears.* This term refers to high frequency words that are learnt at an early stage, and are often applied by learners because they are "widely usable, and above all safe" (Hasselgren, 1994, p. 250). Lexical teddy bears are words such as 'get', 'big', 'very' etc.. When giving feedback, she says she tends to comment on how they should vary their sentence structures and choose the word which is the most appropriate for what they are trying to express. Even though teacher B says that she does not focus on chunks, it seems valid to claim that this kind of feedback can be related to chunks, by using the same teachers' reflections about how language is not as original as we think. Hence, the structure can be connected to how words are placed together into phrases and how some chunks might help facilitate discourse, as well as how words are bound by each other through, for example, collocations. Furthermore, er utterance about focusing on choosing the right words, while at the same time saying that she does not focus on chunks, seems to suggest that she does not necessarily count chunks as words. This is not however something that the researcher can claim based on single utterance.

Similarly, teacher C says that she does not comment particularly on the students' use of chunks, but she does say that she might comment on the flow in the language, the vocabulary, and so on. The teacher notes that she might comment on the use of chunks, but she highlights that she does not put a label on them, which might suggest that she is not necessarily aware of them. The last two teachers, D and E, say they did not give chunks much focus in feedback, but that they gave feedback when something did not sound quite right. Thus, the teachers comments on how they do not focus on chunks in feedback, might be more related to a lack of awareness and consciousness rather than not actually commenting on chunk-related issues.

4.3 Why do teachers think chunks should be taught?

This section presents the findings that are relevant for the second research question, as stated in the heading. The topics that are categorised under this research question are *students' awareness of chunks, amount of language exposure,* and *receptive and productive vocabulary knowledge.* In order to answer why chunks are advantageous for students, it is relevant to question how much the students actually know about them. The findings under the topic *students' awareness and knowledge of chunks* show that the teachers believe that their students are generally not aware of chunks, but that they often use them unconsciously. Furthermore, the teachers seem to agree that students' knowledge and use of chunks vary, and that use of chunks increases accordingly with language skills. The natural existence of chunks in the English language seems to be emphasised as an important reason as to why students should be familiar with chunks. This is seen by the teachers in relation to the *amount of English exposure* and thus, exposure to chunks, in students' every-day life, as well as in relation to how both *receptive and productive knowledge* of chunks are important for communication.

4.3.1 Students' awareness and knowledge of chunks

A general opinion among the teachers seems to be that most students are not aware of chunks, but that they often use them unconsciously. Three out of five do not even hesitate before answering "no" to the questions of whether they think their students are aware chunks. Teacher B is one of them, but she does think there are a few exceptions. She tells me that they, for instance, have been working with idioms, and that the students know that "this is just how we say it, and this is what it means" (Teacher B). Teacher C seems to hesitate before answering that she thinks the awareness increases along with the student's skills, which is something that teacher A agrees with, like when she express how some students know about them, but that it might be in accordance with their interest in the subject. She goes on to say that she thinks they become aware of chunks when she 'flashes' words like '*it's evident'*, '*it's important'*, but highlights that she believes the information has to be taught explicitly in order to make the students aware, like when saying: "I believe that if you work in a structured way by saying "we are now going to practice on using these, I think many will pick them up" (Teacher A). Thus, it seems that, at least some of the teachers believe that students can be made aware of chunks if introduced to them in a certain way.

According to the teachers, the students' knowledge and correct use of chunks seems to vary. Teacher C notes that low-performing students use chunks to a very limited extent, but that the students who perform at a high level use both idiomatic language and linking words. Similarly, teacher A seems to think that the extent of chunk usage is more connected to how much attention the students give to them, such as when she says that the students who work in a structured way are able to use them. Teacher E hesitates a little, but concludes that her students use chunks, but that they do not necessarily use them consciously or correctly. She notes the following about her students: "they are not proficient, but I do see that they are on to something". The teacher highlights that she does not have knowledge of what they have acquired prior to her teaching, but that their knowledge of chunks are most likely based on both explicit learning and exposure. This means that the teachers think the use of chunks among students are based on several factors; skills, interest and degree of exposure in earlier stages.

4.3.2 Amount of English exposure

Students are often exposed to English outside of the classroom, which means they are also exposed to chunks. Teacher B says this about the English subject: "a part of the subject, also in the textbooks that they have, is why English is important in the world, and that sort of makes [the subject] part of their everyday lives as well". All the teachers do in some way try to increase their students' awareness of English in their lives, such as teacher B who says: "we have worked with this quite a lot, especially about the internet and social media… Why English is important and how they use it in their every-day lives". Most of them try to encourage their students to read books, and watch movies and TV-series, where chunks will be naturally present. They also try to make them aware of how much and how often they use English. Teacher A, for example, gives her students a task which she calls: "No English for 24 hours", where they are supposed to try to avoid English for a day. She might even have the students make a log to track how often they encounter English over the course of just one single day. This seems like an efficient task to make students aware of when the language is used and what they might need it for in their lives, and suggests that this is an activity that could modified for chunks as well. Furthermore, teacher B points out that she was explicitly told during her teacher education that students learn more English outside of school, and that Vg3 students who choose English are not necessarily any better than those who quit taking English after Vg1, because they are all exposed to the language outside of the classroom either

way. The teachers' experiences with the students being consistently exposed to English correlates with a high amount of exposure to chunks, which suggests that the students should be familiar with them.

The teachers often refer to how chunks are a part of natural language, such as when teacher C says: "we read authentic texts where [chunks] will be present". Teacher A mentions that the new curriculum, LK20, focuses on English in authentic situations, and that we can use TV-series, computer games, and other arenas to listen to how the language is used in authentic settings, such as when she says: "one thing is what the book says, another is what is actually used". She goes on to give an example of how a textbook might teach you that when you go to a café, the barista/cashier will say: "Hello, how may I help you", and then you are supposed to answer something like "Oh, I'd like a hot coffee, please, no milk". What you really encounter, however, is the barista going from one customer to the next by just shouting "Next!". Teacher A, therefore, concludes that one should teach the students chunks that are used in authentic language, those that are more casual and every-day chunks, and not just the ones that you find in a textbook. Hence, the findings suggest that the teachers believe that the students should learn chunks because they will encounter them when exposed to the language, and that the content of the teaching material should be based on authentic discourse because it provides more relevant situations than textbooks.

4.3.3 Receptive and productive knowledge

All the teachers thought chunks were important for the students to have in their repertoire; both in order to further develop their language, and in order to be able to vary language. This means that it seems that they see chunks as important both for production and for comprehension. Teacher A reckons that the goal is not to appear as a native speaker, but that chunks are important in order to appear as someone who knows the structure of the language, and also important when listening, for comprehension. Teacher C adds to this by saying that the use of chunks creates an impression of fluency in the language, both when speaking and writing. Teacher D even claims that chunks are more important than single words, when she answers whether she think they are important by saying: "Yes, I would absolutely say that… Much more important than single words, definitely". She also mentions how she thinks that words are learnt better in chunks, both in the way that chunks help the students see the word's contextual meaning, as well as how it is used in production. This shows that the teachers see knowledge of chunks as important both for production and for comprehension.

4.4 What do teachers thinks is appropriate to teach of chunks?

This section presents the findings that are relevant to the third research question, as stated in the heading. The topics that are categorised under this research question are: *time spent on chunks in the classroom* and *subcategories of chunks.* The results show that even though the teachers see chunks as important for the students' communication, the *time spent on chunks in the classroom* is varied. The findings show a large gap in the teachers' view of chunks, both in terms of whether they are 'important enough' to include in relation to the curricula, as well as at what stages of language learning they should be taught. The teachers do, however, share the same opinions about the different *subcategories of chunks,* such as that fixed phrases should be taught at an early stage in the language learning because they will be particularly advantageous for every-day situations that the students will encounter, while idioms are more fit for advanced learners.

4.4.1 Time spent on chunks in the classroom

There seems to be a gap in the teachers' views on whether they think chunks are important enough to include in their teaching, especially compared to the rest of the English subject's content. Teacher B and C do, for instance, say that they not know how to make time for them in class and that learning chunks is above the students' level of learning. While teacher C says that she does not know how to make time for chunks in class, teacher D states that she works with them continually. Teacher E thinks it is appropriate to teach chunks at a middle school level or to students in Vg1 with poor English skills, while teacher B says she thinks chunks are on a higher level than the skill level of high school. She does, however, have some contradictory statements when she reflects on how learning set phrases might have more value to beginners, as set phrases is another term, or subcategory, related to chunks. This might, however, be seen in relation to the teachers' confusion about which subcategories the term *chunks* cover. She might have, for example, thought about idioms, such as 'hit the sack', when referring to chunks, which are more complex than fixed phrases, such as 'excuse me'. What is interesting is that the two teachers who say they do not make time for chunks because they are at a higher level, also say that they think vocabulary is basic. The question then arises of whether or not they think chunks are a part of vocabulary. On the other hand, these two teachers are also the teachers who said that they rarely work explicitly with vocabulary in general. This results in two suggestions; there is a gap between the teachers who think chunks

are foundational for language and the teachers who think they are more fit for advanced learners, and that there is a relation between the amount of chunks in the teaching and the individual teacher's general amount of vocabulary teaching, which to some of the teachers seems to be something that happens out of context, rather than being integrated into other teaching topics.

4.4.2 Subcategories of chunks

The teachers find it hard to place the types of chunks in order of what is more important for the students to learn, but there seems to be a pattern of viewing fixed phrases as the most basic type of chunks. The reason behind this is because the teachers think that these are phrases their students will need every day, such teacher D who notes: "that which is more every-day, that which they can use in everyday situations in order to make a point, and to understand what others mean… I think idioms, they are important, but not if you do not know the foundational". She thinks that everything which is 'sort of basic', like expressions that show manners, such as '*good morning'*, and '*thank you'*, should come first, and when those are acquired, one can move on to idioms and other types of expressions. She does highlight that learners can, of course, misunderstand idioms and use these in a wrong way as well, but that it is not a matter of basic understanding. This suggests that the general opinion among the teachers are that fixed phrases are foundational and should be prioritized before other types of chunks.

The teachers generally seem to take into account what their students will need primarily later in life, when choosing which chunks to focus on. Teacher C points out that she might try to switch the focus *away* from the academic and *onto* what they will need in everyday life when she is teaching student groups with poor English skills. Teacher B says they have, for instance, been working with fixed phrases in relation to discussions, like how to politely cut into someone's conversation. Teacher E states that which chunks are important for the students to know depends on how they are going to use the language. She continues to say that "for the students to feel comfortable with English, [the chunks] are all, in their own way, important to contribute to understanding the language in its entirety" (Teacher E). Teacher B mentions that they have worked with most of the types, but as with the other teachers, she feels it is a matter of the students' skill level. Teacher E says she thinks that phrasal verbs and collocations are important in school setting, but teacher B notes that phrasal verbs are quickly learned without teaching them explicitly. Teacher B also takes into account how fixed phrases might be most

important when it comes to vocational students, because they most likely will not be writing long essays.

Something that they all seem to agree on is that teaching idioms is not something they focus on in early stages. They think that students should learn idioms, because they can often lead to misunderstandings, especially when listening, because you cannot make sense of them just by knowing the individual words, such as when teacher D says: “of course they can learn idioms and such, because you can be misunderstood or misunderstand if you use them incorrectly”. Teacher A says that she finds idioms a fun part of the language, and that, from time to time, she plays with them in the classroom. However, the teachers agree that this is not what should be prioritized, nor should a focus early on in the language learning. This can be demonstrated by a statement made by teacher A, which goes: “we don’t start with idioms, but… idioms are important at a higher level, like we don’t work much with them in Spanish”, where she states several times that the language learning is at an earlier stage. Therefore, the general opinion seems that teaching idioms are more relevant for English learners at a more advanced stage.

4.5 How do teachers structure and present their teaching of chunks?

This section presents the findings that are relevant for the final research question, which is as stated in the heading. The topics that are categorised under this research question are *explicit versus implicit teaching* and *specific activities regarding chunks.* The findings show that the teachers have different views when it comes to *explicit versus implicit teaching* of chunks, which correlates with the individual teachers’ views on vocabulary teaching in general. The teachers who give more attention to chunks agree that chunk learning can happen through exposure, but that it is necessary to teach chunks explicitly if the students are to be made aware of the phenomenon. They also suggest that chunks are something that are acquired over time, but that they see a certain effect of explicit teaching. Several *specific activities regarding chunks* are completed and suggested by the teachers, but they do point out that working with chunks is a difficult matter.

4.5.1 Explicit versus implicit teaching

The teachers seem to be under the opinion that some acquisition of chunks happens through exposure. Teacher B highlights that she thinks the students learn chunks through exposure when they reach a certain level in their language development, even when they are not familiar with the phenomenon of chunks, when she says that "they start to develop a sensitivity that something does not sound quite right". This is also something that teacher E notes when she says: "the road [to learning chunks] is to read a lot. There is no quick-fix". Teacher A compares them with learning chunks in the L1, as she says: "I think we receive them, in the same way as we have them in Norwegian. We are just not aware of it, but still learn them" (Teacher A). Furthermore, she gives an example of how some of her students learn chunks through input such as gaming, and has the following to say about these students: "they have a vocabulary and fluency which can be just amazing". Hence, there seems to be a relation between chunk learning, proficiency and amount of exposure. This learning, however, happens without the students' awareness that they are in fact learning chunks.

Because of the students' supposed lack of awareness, most of the teachers think that teaching needs to happen explicitly in order to make the students aware of their language use. For example, teacher A tries to have her students avoid the *lexical teddy bears* like the use of the verb 'get' all the time, which leads her to encourage her students to explore collocation dictionaries, and says "we look at which words, or verbs, come after 'get'… 'get arrested', 'get annoyed', right". Furthermore, she has created activities where she has written a list of chunks , cut them in pieces, and made the students discuss and come up with ways to use them and integrate them in a fun way. She explains how sometimes, if she tells her class not to 'get', they sometimes laugh at her when she uses it, which she finds funny. Interestingly, she says that working with chunks is easier in Spanish class than in English class, which she assumes is because Spanish students are at an earlier stage in the language learning. She says that it is harder to see progression in English because their skill level is already very high.

Also when choosing how to teach, the teachers seem to take into account who they are teaching. Teacher D believes that learning single words is much harder than understanding words in context, so she often works with chunks or small parts of sentences with her students. She does, however, choose different chunks to work with, depending on which vocational programme she is teaching. For example, she teaches chunks through describing tools in Engineering and Industrial Production class, whereas in Sales, Service and Travels classes she

works with other kinds of phrases that might be more relevant for tourism, for instance. She makes a point that the teacher has to take into account which group (s)he is teaching, such as when she says: “such as in vocational programs, where the goal for many of them is to pass, I would say that it is not such a good idea to talk a lot about the theoretical, like “this is a chunk, and we are learning this…”. It is easier to do it sort of indirectly, wrap it in a little” (Teacher D). Teacher E also makes distinctions between Vg1 common core English and Vg2/Vg3 electives, such as when she says: “when I taught Vg1, I taught it as a topic (…) Where my students are supposed to be now, it is more of a biproduct of the other work they do”. It therefore seems reasonable to claim that the teachers vary their teaching, from explicit to implicit, according to which student groups they are teaching.

One of the questions that the teachers are asked in the interviews, is whether they have any ideas as to how they can teach chunks outside of the classroom. None of the teachers had thought of incorporating the teaching of chunks outside the classroom, but some of them had several suggestions for how one could do it. Teacher A thinks that it is an interesting idea for students to try to observe where they can hear chunks and what it is they are hearing. Both teacher A and teacher B draws on the popularity of gaming among their students and thinks that it would be interesting to attempt to raise their students’ awareness of chunks in these settings. The teachers do point out that this would have to be a topic during a lesson beforehand. The curriculum says that learning should happen in authentic situations, and the suggestions from the teachers are all examples of this.

4.5.2 Spesific activities regarding chunks

Several specific activities which included explicit chunk instruction were mentioned and suggested by the teachers. The activities have been categorised based on the five cognitive word-learning strategies presented by Gausland & Haukås (2011) (see 2.3.3), as a starting point and inspiration for further investigation of the activities. The teachers’ examples and suggestions draw on several word-learning strategies, such as memorisation by translation and word lists, visualisation by watching video clips of people ‘failing’ when using chunks, and contextualisation by having students discuss which ways to use different chunks (see Table 5.1, p. 77). Some of the activities even draw on several strategies, such as teacher A who has her students pick chunks from a cup, before discussing them with their learning partners and coming up with new ways to use them. This activity both draws on visualisation by showing the students the chunks and how they are put together in its entirety without any distractions

from other words that are not a part of the chunks, and contrasting by having the students talk about what they mean or might not mean, as well as how they can or cannot use them in sentences or in conversation, which again draws on the strategy of contextualisation. Teacher A also mentions how one can draw on multiculturalism in classes, such as when having the students pick common idioms and seeing how it translates into other languages, which could be placed both under *contrasting and differentiating,* as well as *visualisation and association.* The use of activities drawing on several word-learning strategies, suggest that there is a variety in the teaching of chunks, and that there are several opportunities and ways to appeal to different kind of students.

Even though most of the activities and teaching examples were based on explicit teaching, the teachers also think that some chunk learning can happen through implicit teaching. Teacher A tries to give her students more input by using phrases when she talks to them, which is a kind of implicit teaching; she does not necessarily tell them it is a chunk, but repeatedly uses the same phrase out loud to her students, such as 'it's evident' or 'it's important'. She says she does so with a hope that the students might pick up words and expressions that she uses, and also expressions from textbooks, other texts and podcasts, but notes that: "it is kind of 'spoon feeding', but if we have been through it beforehand, my experiences are that they can start picking it more indirectly" (Teacher A). Teacher E seems to have a similar opinion, such as when she says: "[chunks] are something that comes after a while, by using the language often. It comes naturally and the road there is to read a lot. There is no quick-fix". Teacher A does after a while see some results, as she says: "I could see that some of them were able to use them both in oral assessment situations and in written work, which has to be the goal". Hence, it seems that the teachers agree think chunk learning can happen through exposure as well, but that chunk acquisition is complex and it can only happen over time.

Table 5.1: Classification of activities related to teaching chunks

COGNITIVE STRATEGY	*ACTIVITY*
Repetition and memorisation	• Translation on Quizlet/Boardgame • Making a list of words and phrases from a text with their Norwegian translations, and match them • Process writing • Internet resources
Contextualisation	• Using collocation dictionaries • picking chunks from a cup, and discuss ways to use and integrate them • Tasks in textbooks (e.g. “Here is a list of connectors. Place them where they fit” or “Comment on why this is placed incorrectly”) • Describing parts or tools in the workshops • Process writing • Taking chunks apart grammatically
Contrasting and differentiating	• Using collocation dictionaries • Picking chunks from a cup, and discuss ways to use and integrate them • Tasks in textbooks (e.g. “Here is a list of connectors. Place them where they fit” or “Comment on why this is placed incorrectly”) • Videoclips of right and wrong use of chunks • Taking chunks apart grammatically
Visualisation and association	• What would a text look like if we, for example, removed all the connectors? • Picking chunks from a cup, and discuss ways to use and integrate them • Tasks in textbooks (e.g. “Here is a list of connectors. Place them where they fit” or “Comment on why this is placed incorrectly”) • Describing parts or tools in the workshop • Videoclips of right and wrong use of chunks • Taking chunks apart grammatically
Structuring	• Making a list of words and phrases from a text with their Norwegian translations, and match them • Pick five common idioms and translate into Norwegian • Circling out words that usually occur together in texts • Internet resources

4.6 Limitations/challenges/teachers' comments

One of the challenges from the data collection, was the teachers' knowledge and understanding of what the term *chunks* covered, such as separating collocations from chunks. Even though they were told that the term included all kinds of phrases that consist of more than one word, this uncertainty of what the term covers might have led the teachers to exclude certain types of chunks unconsciously during the interview. Furthermore, at times, some of the teachers have contradictory statements, such as by saying both that chunks are difficult while at the same time saying that set phrases are ideal for beginners. One possibility could be that they think of different types of chunks when talking about this, like for instance thinking of chunks as prefabricated items in the beginning of the conversation, and then realising throughout the interview that other kinds of phrases are also part of the same concept. It seems reasonable to assume that the teachers' sometimes contradictory views might have been influenced by a limited understanding of the concept *chunks*, which might have led the results to be somewhat unreliable. It might therefore have been a better idea to introduce the different types of chunks earlier in the conversation, in order to give them more aspects to consider.

An additional finding in the study, is that there seems to be a difference in vocabulary teaching between vocational students and general studies students. This study does not take into account that the participants teach different classes with different curricula and different target vocabulary, both when it comes to the differences between vocational studies and general studies, and English as a common core subject and English as elective subjects. Unfortunately, investigating this further is outside the scope of the present thesis, but it is certainly an interesting finding and is a suggestion for future research about English vocabulary teaching in Norway.

All the teachers mentioned that they thought this was an interesting and important topic to cover. Furthermore, they were interested in receiving ideas on how to work with chunks in the classroom, such as teacher A who says "if you, in your master thesis, can manage to find out how we can do it, and integrate it, because that is probably what is hardest". She is a textbook author, and at the end of the interview, she shared an example of a task about collocations in a current textbook and said that these are tasks students usually like to work with, which presumes that chunks are something that students find interesting.

The teachers also say that they would like more focus on chunks in the English subject, as well as other things, but that there is so much else in the curriculum that takes time and resources. Teacher B says that she thinks vocabulary is very important, including collocations and chunks, and could wish there was more focus on it. On the other hand, she can see why many teachers choose not to go there, because she thanks that "many feel that it is at a level above the grammar that is important, kind of". She generally thinks that there is so much social science or culture content, that there is not as much room for the language. Again, this suggests that they are under the opinion that language is something that is taught separately from content, which is interesting considering they also seem to think vocabulary is learned implicitly from reading. The teacher even tells me that this is something that the students have asked for, when ask tell her "this is English, why can we not work more with the language?". According to teacher B, vocabulary has been reduced to a few tasks and word lists in the margins of textbooks, when she says: "for example, with reading, there are mostly factual texts – and to learn vocabulary, there should be more extensive reading where you relax and read something that you are interested in". She mentions how the new curriculum, LK20, has a focus on in-depth learning and wishes that this was present also in the language part of the subject. This again raises the question of what the curriculum includes and how to interpret it.

The teachers generally show throughout the interviews that they think teaching chunks is complicated. This is for example indicated when some of the teachers, at the end of the interview, asks if there is a correct way to teach chunks and expressing their hopes that this thesis would provide some pointers on how to do it. It is , however, not my place as a fieldworker to say what is the right and wrong way of teaching them, and there is no consensus about the best way to teach chunks. There will however be made some suggestions in the discussion chapter (see 5.4.3).

4.7 Summary

The interviews brought up topics such as the teachers' awareness of chunks and beliefs about the concept, the importance of teaching chunks, what to teach and how to teach them. The results show that the teachers generally had an accurate view of what the concept of chunks entailed, but there seemed to be some confusion about which subcategories of chunks the term covered. Furthermore, the results show that the teachers find chunks important for their students' language knowledge, both in terms of receptive and productive vocabulary. In

particular, they thought it was important in order to achieve a perceived fluency. Even though all of the teachers advocated for the pedagogical significance of chunks, there was a clear difference in whether or not the teachers included chunks explicitly in their teaching. The main reason as to why some of the teachers did not make time for teaching chunks, seemed to be because they felt the subject curriculum contains other teaching material that is more important or takes more space. The teachers in the study seemed to agree that fixed expressions were the most basic chunks, and the subcategory of chunks that one should teach first and to students in earlier stages, whereas chunks such as idioms should be reserved for more advanced students. Phrasal verbs and compounds, however, did not seem to be given as much attention, because the teachers felt the students learned them quickly by themselves. The results also show that the teachers believe that it is necessary to teach chunks explicitly in order to raise their students‘ awareness of them, and that this awareness is necessary to increase their learning through exposure. Several activities and examples of explicit instruction were suggested by the teachers, but it was made clear that teaching chunks is a complicated matter.

5. Discussion

The research aim for this study is to find out what some teachers' beliefs are on chunks and their place in English language teaching in upper secondary schools in Norway. Chapter 1 introduced the topic and argued for the research value of the thesis. Chapter 2 introduced theory about vocabulary and the concept of chunks, both in terms of defining and relating them to teaching. Chapter 3 discussed the methods chosen for the study, and chapter 4 presented the results from the qualitative interview. This chapter discusses the material and discusses the findings in light of the theory and previous research presented in chapter 2 and 3. These sections are structured according to the subordinate research questions, which are

5. What is teachers' knowledge of chunks?
6. Why should chunks be taught?
7. What do teachers believe is appropriate to teach of chunks?
8. How do teachers structure and present their teaching of chunks?

All the questions were to some extent addressed in the previous chapter, but will be discussed more thoroughly in this chapter. Each section seeks to understand the findings from the previous chapter in light of theory first, and then takes into account the didactic implications of the findings. The last section discusses the study's limitations and provide suggestions for future research.

5.1 What is teachers' knowledge of chunks?

The results show that the teachers in the study have a good sense of what the term 'chunks' included, but particularly interesting, is how there is a discrepancy between the importance of vocabulary in general and chunks more specifically. These contradictory thoughts make it seem like they are unsure of what the term actually covered, as well as whether they see chunks as vocabulary.

5.1.1 Understanding the findings

For some teachers, it seems like they are not quite sure where the concept of chunks belong in language knowledge. They talk about them as part of vocabulary, yet at the same time there

are moments in the interviews where they do not seem to treat them as such, like when teacher B says that vocabulary is fundamental for language learning, yet says she is not conscious of chunks when teaching. This might have something to do with the general idea that the term *vocabulary* refers to single words, as it is defined in the Oxford English Dictionary as "the body of words known or habitually used by an individual" (2020). Typically, people think about words as single units, independent from each other. This can be seen in the way that scholars talk about words, like for example how words are counted by using terms such as lexeme, morpheme and orthographic units (Ljung, 2003; Singleton, 1999). The teachers might be used to thinking about words as orthographic units or morphemes, rather than lexemes. As mentioned in the theory chapter, Ljung (2003) excludes chunks as words when counting them as physical entities (see 2.1.2). Furthermore, words and phrases are two different things. When defining vocabulary as *words*, the definitions neglect that prefabricated phrases can also be counted as vocabulary. As mentioned by e.g. Singleton (1999, p. 11-12), one can approach a word by looking at its syntactic function, which makes it easier to categorise phrases as vocabulary. If the teachers understand the concept of words through *form* and *meaning* as opposed to *use*, however, it is easier to overlook the bigger picture in which the word is situated, such as being part of a longer phrase. When it comes to looking at a word through its meaning, one might think simply about their denotational meanings, and not consider their connotations. Because of all the different ways of approaching and counting words, it would make sense that the teachers are confused as to where chunks fit into the category of vocabulary. What this suggests for the research question about what the teachers' know about chunks, is that teachers do not necessarily always relate chunks to the vocabulary aspect of language.

The teachers also seem to be confused as to which types of phrases that the term 'chunk' covers, such as teacher B who talks about chunks *and* collocations. According to Schmitt & Carter (2004, p. 2), some chunks are more obvious than others, such as idioms, because they so clearly fill the criteria of non-compositionality and fixedness. This could be a reason as to why the teachers sometimes seem to have contradictory ideas. They might be thinking about more common types of chunks, such as idioms and proverbs when expressing their thoughts on how teaching chunks should be placed at a higher level than upper secondary, as opposed to other types of chunks, like phrasal verbs and fixed expressions, such as 'good morning' and 'excuse me'. These are phrases that they indirectly mention should be something the students should be able to understand before upper secondary school. Schmitt (2010) does mention that

different terminologies and confusion about terms is largely due to researchers focusing on different aspect of formulaic language, such as lexical phrases or collocations. Thus, in relation to the research question which concerns the teachers' knowledge of chunks, the results show that they have a substantial of the term, but that the extensive amount of terms and subcategories that the term *chunks* is related to, might, for some of the teachers, be too high in order for them to have a clear picture of what they are talking about.

5.1.2 Didactic implications

Whether or not the teachers understand the concept of chunks and what it covers, is arguably not important for the actual teaching of them because they can still be aware of the phenomenon, but how they see it in relation to vocabulary learning might be more problematic. Some of the teachers say that they only become conscious of chunks when something sounds wrong, and if the teachers themselves are not aware of their own use of chunks and do not treat them as a known feature of the language, students cannot be expected to be aware of them either. If teaching chunks are as advantageous as researchers claim (e.g. Schmitt, 2010; Wray, 2002, Pawley & Syder, 1983), perhaps both the teacher training and the national guidelines for teaching, such as the curricula, need to bring more attention to the concept of chunks and their fundamentality in the language. Many of the teachers in the study say that they encountered chunks at the later stages of their education, so perhaps they should be introduced earlier and more clearly as a part of vocabulary teaching in the teacher education. This would be particularly significant for English teachers with only a one-year unit who might not have had any instruction of chunks at all. If teachers do not see chunks as fundamental vocabulary, there is less reason to think that they are taught as such, which means that, in order to bring chunks into vocabulary teaching, the teacher education must make the relationship between chunks and vocabulary clear to teacher students. As mentioned in the introduction chapter (see 1.7), there has, historically, been more focus on grammar than vocabulary in ELT teaching (Munden & Sandhaug, 2017, p. 154) which might be a reason as to why chunks have not received as much attention both in teacher education and in the curricula. Vocabulary is explicitly mentioned in the English curricula, but chunks are not. A more explicit inclusion of chunks as a part of the vocabulary should perhaps therefore also be mentioned in the curricula, if the relationship between the two are not clear to teachers. If chunks are to be included in teaching, it is necessary that teachers understand that chunks *can be* a part of the vocabulary mentioned in the competence aims.

5.2 Why should chunks be taught?

The first part of this sections refers to teaching on the micro level (see 2.3.1); what is happening in the classroom, and what the teachers think about why chunks should be taught. The second part discusses the results in relation to the macro level and takes the curriculum and subject structure into account.

5.2.1 Understanding the findings: Micro level

As the results clearly show, all the teachers think that English chunks are important for pupils to have in their repertoires. Teacher E mentions the importance of chunks in order to understand native speakers, which is also one of the reasons that Schmitt (2010, pp. 9-10) provides for why chunks should be more prominent in vocabulary learning. The teachers focus particularly on how the use of chunks can help provide a perceived sense of improved fluency to their pupils' language use. This is the other main reason that scholars provide for why chunks are important for L2 learners (Schmitt, 2010; Pawley & Syder, 1983). Teacher E says that when students use chunks, "they don't spend as much time thinking about the dissemination", which is something that is supported by researchers, such as Wray (2002), who claims that chunks might help construct sentences faster, with more fluency and with more accuracy. Hence, the teachers' argument that chunks is an important factor for fluency is valid, as well as an indication of a good level of awareness among the teachers.

Even though the teachers did agree that being able to use chunks is an important factor for the perception of language fluency, some of them also mentioned that that the goal for an L2 leaners was not to sound like a native speaker. These results challenge statements from several scholars who links the advantages of knowing chunks to the learners' 'apparent' goal of sounding like a native speaker, such as Pawley & Syder (1983) who base the significance of chunks on the fact that a native speaker can produce chunks fluently and with no hesitations, and Wray (2002) who talks about how not learning chunks is a failure to learn an important characteristic of the native-like speech. If this, however, is not a goal for Norwegian students of English, these claims made by Pawley & Syder (1983) and Wray (2002) loose some substance. There are, however, certain patterns in ELF speech as well, as suggested by Jenkins et al. (2011), which suggests that chunks are not something that can be avoided either way. Nevertheless, the learners will find themselves in different situations, with both native speakers and ELF speakers, and it is therefore necessary for learners to *understand* them upon

encounter, even though they might not need to *produce*. This suggests that comprehension and especially usage might be contingent upon adapting to different interlocuters.

As a person's receptive vocabulary is usually larger than a person's productive vocabulary (Laufer; 2005, Fan, 2000, Laufer & Paribkht, 1998), it would seem reasonable to assume that the student's ability to understand chunks when used by others is higher than their ability to use them in their own language production. Schmitt (2010) suggests that learners having a larger receptive vocabulary than a productive vocabulary is a major issue, because they can understand when reading or listening, but they are not able to use them in their own writing or speech. Flognfeldt & Lund (2016) states that it is a language teacher's responsibility to decide which words are important for the receptive and the productive vocabulary. The teachers agree that chunks are important both for receptive and productive vocabulary, such when teacher E says: "it's very important, both to (…) appear as someone who knows the structures of the language, but also to be able to recognise and understand them when they hear… well, to understand others". For some of the teachers, it seemed like the ability to understand chunks was more important than the students being able to use chunks themselves, because the word most often appeared in the interviews, was *understaning*. It is, therefore, reasonable to assume that the teachers believe students are able to communicate well enough without the *use* of chunks, but that *comprehension* is necessary for successful communication.

Even though production of chunks might not be a necessity for communication, there are reasons to why chunks are advantageous for communication. Pawley & Syder (1983) emphasise that when using chunks, the learner does not have to give as much attention the assembling of words, thereby decreasing the cognitive load, which enables to learner to focus on other parts of the conversation. The teachers' beliefs on how especially fixed phrases enable low-performing students to take part in conversation suggest that they agree with this. Furthermore, their beliefs counterargue Wray's (2000) suggestion that learners use chunks to avoid taking part in language learning, because they seem to highlight why chunks should be taught in order for students with poor English skills to become helpful tools for the students to express themselves in situations when they will have to speak English. The teachers see chunks as a way to enable the students who might struggle with constructing clauses or sentences on their own, and it is therefore advantageous to be able to retrieve chunks in their entirety straight from memory. Hence, even though productive knowledge requires a deeper understanding of the chunk, which might for some learners be a difficult process at the time of learning, it will help ease communication in the future.

All the teachers believe that chunks will only aid the students' language development, both in terms of the ability to vary the language and the ability to use chunks in the right context. Teacher B says: "I think that having a more varied language, sort of… if they could also have more variation within word chunks, I think that would only be positive", where she refers to both how general knowledge of chunks can help vary the language *and* how depth knowledge of chunks can help learners vary semi-fixed phrases. The teachers' views on how chunks help the students have a more varied language, is contrasting Granger's (1998) claim that chunks do not lead to creative language. Some researchers agree that chunks can aid language development, but also provide reasons which could be used as arguments against teaching chunks as wholes without necessarily taking them apart. They explain how learners can discover grammar with the help of pre-known chunks (Nattinger & DeCarrico, 1983; Ellis & Shintani, 2014), which in many cases might be relevant, but as highlighted several times, chunks cannot always be taken apart syntactically and still make sense. If the learning development, however, only happens when taking chunks apart, there is reason to see why teaching grammar trumps teaching chunks. Furthermore, teacher D talks about how language development might be increased by the ability to use chunks and words in the right context, as she says:

> I'm under the impression that when they have only one word, they understand what the word means, but perhaps not which contexts one can use them in, and that does not aid language development… If you know "this can be placed in that context, or another context," sort of, and you know the difference between them, I would say that they increase your understanding of language.
>
> (Teacher D)

Teacher D's thoughts on how the use of the word, and thereby also its contextual meaning, is better learnt by learning them as parts of chunks, a words *use* is better learnt in chunks, which is substantiated by e.g. Lewis (1997b) and Leech (1981) who argues that the denotation of a word is interrelated with syntactics. Hence, learning words as part of chunks makes it easier to learn the words' meaning, as well as usage.

Even though all the teachers say that they think chunks would increase students' language development and would make them able to vary their language use, the incorporation of chunks in their teaching does for some of them seem non-existent. Why is it that they see such value in students being familiar with and aware of chunks, but they do not make time to study

them explicitly in the classroom? As Schmitt (2010, p. 8) notes, there is a tendency on focusing on single words rather than chunks, as they are a basic lexical unit, and they are easier to teach. Laufer (1997) claimed that it is easier to learn the idiomatic expressions' non-idiomatic meaning equivalents, but this would arguably not increase the students' comprehension which the teachers bring into attention. If the reason that the teachers seemed a little confused about the term *chunks* is connected to their understanding of *vocabulary* as only single words, one can argue that teaching non-idiomatic equivalents is, to some extent, true in these teachers' case. Their understanding of the *vocabulary* term, however, does not seem to be a satisfactory explanation as to why some of the teachers do not teach chunks. It is interesting that the teachers make many contributions to answering the research question of why chunks should be taught, yet not teach them.

5.2.2 Understanding the findings: Macro level

There was a tendency for the teachers to justify the 'lack' of chunks in their teaching on the content of the curriculum. From their answers, it becomes clear that they feel as if the language and the language learning part of the subjects are undermined by the cultural, societal and literature content. The general conception seem to be that the language learning, more often than not, simply happens through input and implicit learning when working explicitly with the cultural, societal and literature content. Through examining the curriculum, though, both for the mandatory Vg1 English subject (ENG1-03 and ENG01-04) and the elective English subjects (ENG4-01), we can see that the purpose of the English subject is to provide the students with both communication abilities *and* cultural understanding (Norwegian Directorate of Education and Training; 2006a; 2006b; 2020a). Several of the competence aims in the various curricula are connected to language learning and vocabulary, and one could definitely argue that some of them can justify the teaching of chunks, if not only for the students to know the words' *connotational meanings* (see 2.1.4), and not just their denotational meanings.

Teacher E, one out of two teachers in the study who often works with chunks, believes that it is easier for students to learn phrases and sentences than to learn single words, because of the words' connotations. By this she is referring to how words are easier to remember when also knowing in which situations they can use them, which is related to the student's depth knowledge of the word, as several scholars categorize a word's collocational characteristics a part of depth knowledge (e.g. Read, 2004; Leech, 1981). Hence, it seems reasonable to assume

that what she is actually saying is that learning words in chunks can provide a greater depth knowledge of the vocabulary learnt. Because chunks can be claimed to be important for language learning and the fact that language learning is an aspect of the English subject, there seems to be no reasons as to why one cannot focus on teaching chunks.

Even though there are different competence aims for the various English subject, like English as s common core subject in Vg1 and English as elective subjects in Vg2 and Vg3, they all contain competence aims across the mandatory and elective subjects that concern communicative competence and the ability to understand different kinds of authentic texts (Norwegian Directorate of Education and Training, 2006a; 2006b; 2020a). As teacher C notes, these authentic texts will contain numerous amounts of chunks since natural language discourse contains plenty formulaic entities, which has been confirmed by research done by e.g. Schmitt (2010). As previously mentioned, the teachers find chunks as an important factor for the perception of fluency. The LK20 curriculum (ENG01-04) says studies students should be able to "express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, received and situation" (Norwegian Directorate of Education and Training, 2020a). One could claim that this is extremely relevant to teach chunks, as it does, for instance, explicitly mention idiomatic expressions, which are closely related to chunks, and mention coherence, which certain chunks can also help provide. This means that the teachers would be following the competence aims for the English subject when linking chunks to fluency and communication abilities.

5.2.3 Didactic implications

Some of the teachers seem to think there is little room for chunks in the curriculum, and it is therefore necessary to suggest some justification for teaching chunks. Take, for instance, this competence aim from LK20 after Vg1 which is somewhat similar for both vocational and general studies:

> - *The pupil is expected to be able to explain the reasoning of others and use and follow up on input during conversations and discussions on (…) topics.* (Norwegian Directorate of Education and Training, 2020a)

This is a competence aim which is highly relevant when it comes to the teaching of chunks, especially chunks that work as discourse markers. Teacher A indirectly mentions this when

she suggested focusing on chunks in persuasive essays and speech. One could for example teach the students how to politely cut into the conversation, such as '*excuse me'* and '*on that note*', or how to argue using '*on the one hand'* and '*on the other hand'*. There are countless chunks that would be extremely useful to help students achieve this aim, and that is only one of many competence aims that teachers can use to justify teaching chunks is just as relevant as other elements of language.

An issue that is brought to light by the results concerns the differences between the common core subject English for Vg1/Vg2 and the elective subjects International English, Social Studies English and English literature and culture in Vg2 and Vg3. As pointed out in the previous chapter, some of the teachers think that chunks are more appropriate to teach in lower grades, such as in middle school or Vg1. Looking at the curriculum for the elective subjects in Vg2 and Vg2, there are several competence aims that could be relevant to the teaching of chunks. After taking the course International English, the student should be able to "give an account of fundamental features of English usage and linguistic structure" (Norwegian Directorate of Education and Training, 2006b). On the one hand, as mentioned in the theory chapter, one can find a large percentage of chunks in normal language discourse, and one can therefore argue that this phenomenon should be accounted for as a "fundamental feature" to the English language and structure. The curriculum, however, provides no further details on what "fundamental features of English" refers to, and it is therefore up to each individual teacher to decide what to include. Some teachers rely heavily on teaching materials and many of these do not include a big focus on chunks (Munden & Sandhaug, 2017; Brown, 2010). They might therefore be easily excluded in teaching, but because of their prominent existence in the language, they are an element of language that teachers should consider when deciding what to teach. Again, this is something that needs to be highlighted in order to create a shared understanding of the curricula among teachers.

There are several other competence aims in all of the elective subjects that one can use to argue the need for chunks as well, such as: the student should be able to "use language appropriate to the situation in social, professional and intercultural contexts" (Norwegian Directorate of Education and Training, 2006b). Furthermore, this can be seen in relation to the different strategies that children use to integrate into an English environment found in Wong Fillmore's 1976) study, where many of them involved the use of chunks. It seems the teacher who says that chunks are important to appear as a person who knows the structure of language hit the nail on the head. Schmitt (2010, pp. 137-138) also suggest that there is a link between the use

of chunks and interaction with L1 acquirers. Hence, the students' knowledge of chunks is a way to use more appropriate language, especially when communicating with native English speakers. On the other hand, one can question whether the ability to communicate well in a native English-speaking group is more important than communicating with L2 peers, where chunks might not be as present. Relevant to this is also the question of whether students should have native-like speech, which is something the teachers states is not the goal. English has, with an impressive speed, become a global language, where perhaps the communication ability does not need to include chunks in the same way that it does in native speech, as long as the L2 speakers understand each other. It is therefore necessary to take the constant tension between English as an Anglo-American language and English as a lingua franca into account when choosing what to teach L2 students.

5.3 What do teachers think is appropriate to teach of chunks?

This section focuses primarily on the types of chunks that are given attention to by the teachers in the interviews, which are fixed phrases, idioms, prefabricated items and, to some extent, phrasal verbs. The teachers do not give much attention to compounds, even though this is addressed as a category by the interviewer. One could assume that this type of chunk can easily be missed as a chunk, and rather be thought of as single words. This might especially be the case for Norwegian teachers because compounds are typically written as one single word in Norwegian.

5.3.1 Understanding the findings

Emerging from the results, a general opinion among the teachers is that fixed phrases, such as greetings and phatics; '*excuse me'* and '*good morning'*, is the most foundational type of chunk, and is the type of chunks that students should learn first. These phrases are classified as every-day phrases with a high frequency (Moon, 1997, p. 47). Hence, it would be natural for the teachers to think that these are more important, especially for struggling students. The teachers think that fixed phrases are good for the students that might not be able to construct many phrases and sentences using only linguistic knowledge, because they are phrases that they can use to get by in situations that they will most likely find themselves in. As discussed in section 5.2.1, this is seen by Wray (2000, p. 474) as a way to avoid taking part in language learning. The teachers, on the other hand, look at these fixed phrases as useful tools for lower performing

students, because they help them communicate in every-day situations. Furthermore, many of these fixed phrases are related to manner, showing kindness and enthusiasm (Boers & Lindstromberg, 2009, p. 11), such as ‘excuse me’ and ‘how are you?’, which might help the students seem more accommodating and, therefore, more easily accepted into communication with others. This means that fixed phrases are appropriate to teach because they are phrases that the students will have an opportunity to use regularly.

The findings also show that the teachers think idioms are more relevant for students with a higher skill level and would not be something they would focus on with struggling students. The supports Moon’s (1997, p. 153) claim that the idiom category is very complex and Laufer’s (1997, p. 153) idea that idiomaticity, which according to Wullf (2008, p. 1) is the equivalent to non-compositionality (see 2.2.2), is a difficulty-inducing factors, as idioms have a high degree of idiomaticity. This is because they are the types of chunks which are practically impossible to make sense of by picking them apart grammatically. Furthermore, they are typically metaphors, which the students cannot decode straightforward. Idioms could arguably be the type of chunk most necessary to teach explicitly because they are difficult to make sense of. Research tells us that idioms are one of the main obstacles to fluency (Marton, 1997; Bensoussan & Laufer, n.d.; Dagut & Laufer, 1985), which provides reason to teach them to the students who are expected to express themselves. A part of the answer to the research question of what is appropriate to teach therefore seems to be that it is dependent on the level of the learners.

It seems that the prefabricated items, which, among others, work as discourse markers, are mostly focused on in the students written work. This makes sense because when students do written work, there is usually a lot of focus on the terms *discuss* and *argue*, and using prefabricated items is a helpful, and perhaps, an essential, way to structure essays. Prefabs such as ‘on the other hand’, ‘in addition’, ‘in other words’ and ‘as a result’ are only a few examples of chunks students can use in their written work. Focusing on chunks that facilitate discourse in academic writing is also something that is emphasised by Boers & Lindstromberg (2009, p. 11). Teacher A is the only one who relates prefabricated items to spoken language when she suggests chunks such as ‘*in my opinion’* and ‘*to conclude*’ as something to use in both persuasive essays and persuasive speech. This suggests that coherence might be a larger focus for the teachers in writing than in speaking.

Another interesting category to look at is phrasal verbs. Moon (1997, p. 45-46) claims that they are particularly difficult in L2 teaching and learning. This is, however, not something that the teachers in the study seems to agree with. Teacher A says that she can see a great effect of cramming phrasal verbs, because it is simple and every-day language, and teacher B's experiences are that the students learn phrasal verbs very quickly on their own, but they do not say much more about them, which suggest that they do are not brought a substantial amount of attention. Research suggests that one way of increasing the number of target words learnt, is increasing the numbers of exposures in the text (e.g. Horst, 2005). Phrasal verbs might be easily learned because of their high frequency in the language. According to Moon (1997, p. 46), however phrasal verbs are problematic in regard to syntactic function, how to place nominal and pronominal objects in relation to the verb, and differences between British and American versions. However, if phrasal verbs are high in frequency, they might not be as problematic as Moon (1997) claims because they sound natural to learners and they might therefore not be conscious of the syntactic elements.

The results bring up a couple questions about differences in modules and their competence aims, such as teacher D, who is teaching Vg1 through LK20, gives more attention to the vocational students than the other teachers. She is clearly making distinctions between vocational students and general studies students. This might be because she is mostly teaching vocational courses, and therefore naturally refers to them, but it is also interesting to consider the fact that this is the same teacher who started her teaching career this school year, and she might, therefore, not have been influenced by the old curriculum as much as the other teachers. This assertion does not necessarily mean that she is not familiar with the old curriculum, but rather that she is more into, or more focus on, the new curriculum than the other teachers. Either way, the point is that the old English curriculum from LK06 provides only set of competence aims for both general studies and for vocational studies, whereas the new curriculum from LK20 provides one set of competence aims for vocational studies in addition to one set of competence aims for general studies. Because the old curriculum does not differ between the courses in the same, obvious way as the new one, it would make sense that the teachers who have been teaching for a while do not differentiate as much between the courses.

5.3.2 Didactic implications

Teaching most of the subcategories of chunks could be justified when examining the curriculum. One of the competence aims from LK20 for Vg1 says that the students should be able to "express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and various sentence structures adapted to the purpose, receiver and situation" (Norwegian Directorate for Education and Training, 2020a), which explicitly mentions the term *idiomatic expressions.* This term refers to expressions with a degree of idiomaticity, which is a criterion of chunks and is therefore closely related to the concept. One can therefore claim that the competence aim indirectly covers the student's ability to use chunks. Another element of this competence aim which one could claim is relevant to the concept, is coherence. Chunks, such as prefabricated items, can sometimes function as discourse markers, which makes them beneficial for coherence. Furthermore, a competence aim regarding the ability to take part in discussions, is also a reason for the need of the ability to use prefabricated items in their oral language, as well as their written work. Hence, it seems reasonable to claim that chunks, and especially prefabricated items, can be related to many of the competence aims regarding language.

As mentioned above (see 5.3.1), the results of the study bring up a couple of questions about differences in the various English modules and their competence aims. Teacher E's focus on vocational students makes it interesting to look at whether there are differences in the competence aims between the vocational studies and general studies. A look at the competence aims shows that the vocabulary parts of the curriculum are perhaps the biggest difference between the two courses (Norwegian Directorate of Education, 2020a). One can see this in, for instance, the competence aim for vocational students which says: "listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations" (Norwegian Directorate of Education and Training, 2020a), versus the competence ain for general studies students which says: "listen to, understand and use academic language in working on own oral and written texts" (Norwegian Directorate of Education and Training, 2020a). The main difference in the competence aims seems to be that general studies generally include more academic work and vocabulary, whereas vocational studies include more work and vocabulary specifically designed for their particular trade. The question would therefore what vocabulary counts as academic and what vocabulary is more aimed at FYR. It does seem like teacher E, especially, thinks that chunks are more relevant, or easier to include, in

vocational studies, but which vocabulary is more relevant to teach in the different modules is outside the scope of the present thesis and is therefore a discussion for another time.

5.4 How do teachers teacher structure and present chunks?

5.4.1 Understanding the findings: Explicit versus implicit teaching

As pointed out in the previous chapter, a common belief among the teachers is that chunks have to be taught explicitly because the students are not aware of their existence in language. Teaching students explicitly could help raise their metalinguistic awareness (see Roehr-Brackin, 2018, p. 2), because it makes them conscious of what the language consist of, which in this case would be the presence of chunks. Teachers can even draw on the students' multilingualism and their pre-existing metalinguistic knowledge to raise their attention towards chunks in the English language. One of the teachers did, for instance, explain an activity where the students were to try to find a way for how to translate the chunk that was presented to them, both into Norwegian and into other languages, if there were any present. Thus, working with chunks explicitly can help the students raise their metalinguistic awareness and knowledge of chunks' function in language in general.

5.4.2 Understanding the findings: A closer look at some examples from the teachers

The teachers' examples and suggestions on how to work with chunks are various and draw on several teaching approaches. Teacher B and C are the two teachers who seem less experienced with teaching chunks, and seem mostly inspired by the awareness-raising approach (Thornbury, 2019, p. 13), which includes identifying chunks in authentic texts through extensive reading and listening. They suggest activities such as reading authentic texts or watching movies and TV-series where the pupils can identify possible chunks. Teacher A, D and E, who generally work more with chunks in their teaching, seem to be more inspired by Boers & Lindstromberg (2009) and the communicative approaches like the ones suggested by Gatbanton & Segalowitz (2005) and Wray & Fitzpatrick (2008) (see 2.3.2).

The teachers give several examples which can be linked to communicative approaches (Thornbury, 2019). For instance, teachers A suggests an activity which included the pupils making up scenarios and situations where they might have to use the chunks they had been

working with. This is an approach that is similar to what both Gatbonton & Segalowitz (2005) and Wray & Fitzpatrick (2008) believe is beneficial. Furthermore, she explicitly mentions that the textbooks do not always provide, as Gatbanton & Segalowitz (2005, p. 343) would say, "genuine communicative contexts" (see 2.3.2), as demonstrated in her example of what goes on in a coffee shop (see 4.3.2). She therefore tries to create these genuine situations with her students. Teacher E also provides genuine communicative contexts for her students when she has them, for instance, describe tools in the workshop. Creating authentic situations and making pupils aware of how chunks are relevant in these situations, is also important in relation to the curriculum, as the communication section in the core elements states that "the teaching shall give the pupils the opportunity to express themselves and interact in authentic and practical situations" (The Norwegian Directorate of Education, 2020a).

Teacher E gives a good example of how she can work with chunks, showing her pupils videos of people "failing" to use different kinds of chunks. One could argue that this is a good way to draw on students' metalinguistic awareness. By showing students these kinds of videos, it would be reasonable to assume that the teacher's aim is to make the students aware and focused on the language itself, making them ask themselves questions such as: "Why does this not sound right? What is wrong with this sentence? Why can we not say this?". The teacher is trying to create an environment where the pupils can practice on analysing linguistic input and become aware of this property of the English language, which is a part of metalinguistic development (Roehr-Brackin, 2016).

As previously mentioned (see 2.1.6), it is necessary to distinguish between metalinguistic knowledge and simply linguistic knowledge (Bialystok, 2001, p. 123). This way of working with chunks provides a good opportunity for students to gain knowledge *about* language and consciously think about the phenomenon, understanding that there are sequences that do not necessarily make sense when using their linguistic knowledge of grammar rules. One of the other teachers also talks about how she sometimes discusses with her students how the chunks do not make sense when trying to translate them into Norwegian or take them apart grammatically. This way, the teachers help provide the additional mechanism of the learners' *attention* to chunks, which Bialystok (2001, p. 26) claims is needed for metalinguistic awareness. Such work supplies students with practice on explaining why a word, a chunk in this case, has a particular function, as is how Jessner (2008, p. 277) explains metalinguistic awareness.

5.4.3 Didactic implications

Teacher A's experiences do, to some extent, substantiate Schmitt's (2010) suggestion that chunks are learned through exposure. She explains how she sometimes provides the students with input of chunks through her classroom interactions, and how they eventually pick them up and start using them in their own productive vocabulary. This might help the students learn chunks, but according to Roehr-Brackin (2018, p. 2), exposure, on its own, does not include the pupils' awareness of exactly what it is they are learning. One might therefore pose the question of whether implicit learning helps students realise that chunks are a fundamental feature of the language. Hence, the students of International English would struggle to reach the competence aim where they are supposed to be able to "give an account of fundamental features…" (2006b). One might, therefore, argue that it is necessary to use both implicit *and* explicit teaching of chunks in order for the students to become actively focused and aware of their existence and function, which the results from the teachers in this study substantiate.

It is possible to examine the activities in a way that takes into account how much *depth knowledge* (see 2.1.3) they might provide for the students. How much knowledge do the activities provide in the sense of the chunks' form, content and usage? Take, for example, the activity where the pupils are to identify possible chunks in a text. This task would make the students aware of the phrases and their form, but not necessarily their meaning. According to Laufer & Goldstein's (2004) *Degrees of vocabulary knowledge* (see 2.1.5), this would be classified as passive recall, which is the lowest degree of word knowledge. Looking at this through Paribakht & Wesche's (1997) *Vocabulary Knowledge Scale* (see 2.1.3), would also place the students' depth knowledge quite low. Then, take the activity where the pupils are supposed to match chunks and their Norwegian translations. This provides the pupils with the opportunity to learn the form and the translated meaning in L1, which, of course are both important, but it does not provide the students with much aid on how to use them productively nor of their English equivalents. This kind of knowledge would be classified as passive recognition, or at best as active recall, by Laufer & Goldstein (2004), which is still not at the top of the list. Neither would it aid students to reach the top of Paribakht & Wesche's (1997) scale, which requires knowing a phrase and being able to use it in a sentence. Hence, it seems reasonable to claim that activities where the pupils have to reflect and think about how chunks are used provides a larger opportunity for the students to reach the degree of active recall, and, thus, even greater depth knowledge.

5.5 Summary

This chapter has taken a closer look at some of the findings in light of theory and previous research. The first section discussed the teachers' confusion about what the term covers in relation to all the different terms and subcategories of chunks that researchers use when talking about the same phenomenon. Furthermore, a reason behind why the teachers seem to be confused about whether chunks count as vocabulary might be that there are several ways to count words and most of them do not consider chunks as a single unit. This might lead to chunks not being counted as vocabulary by teachers, which raises the question of chunk awareness and its existence in English teaching. This is especially interesting in relation to the aim of this study which seeks to investigate teacher beliefs of chunks *as part of vocabulary teaching.*

The teachers find several advantages of chunk knowledge, such as fluency and comprehension, which is substantiated by researchers. Scholars claim that using chunks speeds up the process of communication, which the teachers' experiences validate. There is, however, not as much focus on that which researchers claim is the goal for L2 speakers, as the teachers do not necessarily believe that native-like speech is the goal. Nevertheless, they advocated strongly for the significance of chunks, especially in relation to the ability to understand speakers and avoid miscommunication.

Despite advocating for the pedagogical significance of chunks, some of the teachers do not make time to teach them explicitly. This can be substantiated by researchers (see e.g. Schmitt, 2010; Laufer, 1997) who claim that it is common for teachers to focus more on single words than on chunks, perhaps because chunks are more difficult to teach than their non-idiomatic equivalents. One of the teachers' reasons for why they do not teach chunks explicitly, is that they feel like there are other aspects of the subject that are more important, or takes more space. When examining the subject curricula, however, there are several competence aims that can be taken into account when justifying spending time on chunks in the classroom.

The teachers' beliefs of which subcategories of chunks should be taught at different levels seems to be related to frequency and the degree of non-compositionality. Fixed expressions, such as '*good morning'* and '*excuse me',* are claimed by the teachers to be the most basic chunks and should be in focus early on in the education. Rather than viewing the use of fixed expressions as a means of avoiding taking part in language learning which some researchers

claim, the teachers believe in the significance of fixed expressions as a way to enable to students to take part in communication. The teachers' opinions about teaching idioms seems to correlate with research which claims that idiomaticity is a difficulty-inducing factor, as they believe that idioms should not be taught in the early stages of language learning. Thus, the every-day, high-frequency chunks are more relevant for learners in early stages than chunks with a higher degree of idiomaticity, but there is a need for clearer guidelines on what vocabulary to include in teaching.

The teachers view of chunk teaching correlates with the various approaches to teaching chunks. Most of the teachers believe that it is necessary to teach chunks explicitly in order to raise their students' awareness and to further increase their implicit learning of chunks. The teachers provided several examples and suggestions of chunk learning activities, which ranges between all of the approaches presented in the theory chapter, such as watching videos of right and wrong use of chunks, using collocation dictionaries and describing parts and tools in the workshop. The activities suggested draw on different aspects of word knowledge, and it seems reasonable to claim that the most effective activities require the students to reflect, using their metalinguistic knowledge.

6. Conclusion

The aim of this thesis was to investigate teacher beliefs about chunks and their place in English language teaching in upper secondary schools in Norway. Several scholars have argued the importance of teaching chunks as part of language learning, and there are several competence aims in the curricula for English modules in upper secondary that can be linked to the relevance of chunks. Most previous research have focused on the learners and their acquisition of chunks. The present thesis, however, focus on the teachers and their opinions of whether chunks are something one should teach, what is appropriate to teach, how they teach them and why they should be taught. The data for the study was collected through semi-structured interview with five English teachers. The results show that teachers' beliefs and opinions are extremely varied.

6.1 Answering the research questions

In light of the first research question, "what is teachers' knowledge of chunks?", the results showed that the teachers generally had a well-function understanding of *chunks*, which are expressions that are put together by more than one word. There did, however, seem to be some confusion about the term, both when it comes to which types of phrases are counted, and where it belongs in language knowledge. The results suggest that the teachers do not consistently classify chunks as vocabulary, and that they are not always aware of them in language. These two findings might be factors to teacher's inclusion of chunks as part of vocabulary teaching, and how they might be taught. The teachers' awareness of chunks therefore seems somewhat limited, which might be increased by making chunks a more obvious part of vocabulary teaching, both by teacher educators and by the English subject curricula.

In light of the second research question: "why should chunks be taught?", the results showed that teachers found chunks important both for comprehension and for production of language. The teachers acknowledge the fact that chunks are found in natural language discourse, and that it is necessary for the students to understand them upon encounter. Furthermore, even though they do not believe that native speech should be a goal for the students, they believe that chunks are necessary for production of language, both because they appear as someone who knows the language, and because it might ease the cognitive load, especially for low-

performing students, by having the ability to use for example fixed phrases without necessarily having to produce them grammatically.

Regarding the third research question, which asks: “What do teachers think is appropriate to teach of chunks”, the teachers had similar opinions of which types of chunks should be taught at different skill levels. They agreed that fixed phrases, such as ‘how are you’ and ‘excuse me’, should be learned first, because they are generally seen by the teachers as helpful for the students in every-day situations. At the other end of the scale, the teachers place idioms, because they are difficult to understand, and the students do not necessarily need to use them in productive speech. Because of their complexity, though, they are perhaps the most necessary type of chunks to teach explicitly because they are hard to make sense of trough picking them apart. The teachers seem to focus mostly on prefabricated in written works, but there are several reasons for why these should be a focus in spoken language as well. Lastly, phrasal verbs are not given much attention to by the teachers because they are under the impression that they are easily learned by their students, and compounds are not given any attention in the interviews by the teachers.

Considering the last research question: “how do teachers structure and present chunks?”, the results of the study reflect the on-going debate about incidental versus intentional learning. Some of the teachers do not make time to work explicitly with chunks in the classroom, but notes that chunks are something the students experience through other activities such as reading. They do, however, think that most students are not aware of chunks, and that they need to be made aware through explicit teaching. Activities suggested by the teachers often include having the students think about the certain aspects of the chunks and in which situations they can or cannot use them. Thus, the activities proposed by the teachers both draw on metalinguistic knowledge as well as supporting further metalinguistic development.

6.2 Limitations and suggestions for future research

All of section 6.1.1 could be subject to copy and paste into this limitations section. The term ‘chunks’ is vast and perhaps covers too much to receive clear and concrete answers from teachers who might be confused about what it covers. As mentioned in section 6.1.1, the teachers seemed to have contradictory views, which might not have been as contradictory if they were clear on which chunks they were referring to in the different statements. It would,

therefore, perhaps be a better idea to investigate the teachers' beliefs on the subcategories of chunks specifically, which would avoid confusion as to what the terms entails.

The teachers' views on teaching chunks turned out to be quite varied among the individuals. It would be interesting to investigate reasons as to why some teachers find them essential for the language and often makes time for them in teaching, while other teachers do not give them much consideration. Some teachers said it is more appropriate to teach at lower levels, and it could therefore also be interesting to look at the presence of chunks in teaching instruction in several grades.

All the teachers in this study had a master's degree in English, but there are several teachers of English that has only a one-year unit of English. It would therefore be interesting to take a closer look at teachers who does not have as much formal English education. Furthermore, it seems reasonable to assume that the teachers who volunteered did so because they felt like they had something to contribute with in relation to the study, and it could therefore also be an idea to investigate the existence of chunks in teaching instruction at a larger, quantitative scale.

An additional finding in the present study was that there seems to be variations in vocabulary teaching depending on the different English modules in upper secondary school. Unfortunately, the framework of this study does not allow closer investigation of this interesting finding, but it shows that the topic can be further investigated, and that the present study has contributed to enlighten the issue. It would be interesting to both take a closer look at the different curricula in order to establish any differences that would influence how or what vocabulary/chunks should be taught, and to investigate how the teachers differentiates between the courses.

6.3 Concluding remarks

The overall aim for the project was to answer the question: *What are some teachers' beliefs about chunks and their place in vocabulary teaching?* Based on the findings and answers to the sub-questions, it is possible to provide some answers to this question. The first answer being that chunks are not always recognised, or perhaps remembered, as part of vocabulary teaching. Furthermore, the teachers recognise the significance of chunks, both for comprehension and production of language, as well as a tool for placing words into context,

thereby easing the cognitive load of language learning, but at the same time they are not given much time in the classroom. When they are being taught, the teachers generally seem to think that it is better to teach chunks explicitly because their students have a limited awareness of the phenomenon. The overarching essence in answering the question of what their beliefs are, therefore seems to be connected to their understanding of the content in the curricula for the English subjects and the general awareness of chunks, both in terms of the teachers and whether they make time for chunks in classroom settings, and in terms the students and how they choose to teach chunks.

The study has several aspects which can be investigated further and more thoroughly. Several limitations became evident throughout the study, and it is therefore important to suggest further research on aspects where this study falls short. Further research is necessary both in order to examine the issue in a more detailed manner, and to increase awareness of the phenomenon, as there seems to be a lack of it. Some of the suggestions made are investigations of curricula, the relationship between chunks and vocabulary, and the several subcategories of chunks. These are only some of the aspects that should be investigated on the path towards a shared understanding of vocabulary teaching, as well as highlighting chunks' place in it.

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Appendix 1: Approval from NSD

Melding
03.09.2020 11:51

Det innsendte meldeskjemaet med referansekode 105083 er nå vurdert av NSD.

Følgende vurdering er gitt:

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 03.09.2020, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

DEL PROSJEKTET MED PROSJEKTANSVARLIG
Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på "Del prosjekt" i meldeskjemaet.

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2021.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

• lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
• formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
• dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
• lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER
NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

OneDrive er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix 2: Informational Letter and Consent Form

Deltakelse i forskningsprosjekt

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å gå dypere inn i vokabularundervisningen i engelskopplæringen i den videregående skole. I dette skrivet vil du få informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Prosjektet er en masteroppgave, som består av en kvalitativ studie med bakgrunn i et fåtall personlige intervjuer. Prosjektets forskningsspørsmål omhandler tilstedeværelsen av ordsekvenser i engelskopplæringen på de videregående skoler i Norge. Det går nærmere inn på spørsmål angående læreres generelle bevissthet rundt ordsekvenser, deres bevissthet rundt ordsekvenser i undervisningen, hvilke typer ordsekvenser som får mest oppmerksomhet, og hvordan lærere trekker ordsekvenser inn i undervisningen sin.

Hvem er ansvarlig for forskningsprosjektet?

Studenten tilhører Høgskolen i Innlandet, Fakultetet for lærerutdanning og pedagogikk. Studentens navn er Martine Storlien.

Hvorfor får du spørsmål om å delta?

Populasjonen består av engelsklærere ansatt ved videregående skoler i Norge. Det har blitt sendt ut en e-post til avdelingsledere ved flere videregående skoler i Innlandet, med spørsmål om noen av deres ansatte engelsklærere kunne tenke seg å delta i prosjektet. Kriteriene for å delta i prosjektet er formell utdanning som adjunkt/lektor med minst 60 studiepoeng i engelsk, samt at de på nåværende tidspunkt underviser minst én engelskklasse.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du stiller til et personlig intervju. Omfanget av intervjuet avhenger av hvor mye du har å si. Intervjuet inneholder spørsmål om din forståelse av ordsekvenser i engelskspråket, om ordsekvenser er noe du er oppmerksom på i undervisningssituasjoner, om hvordan du som lærer kan innarbeide dette i undervisning, og dine tanker rundt elevenes kunnskap til ordsekvenser. Det er ikke nødvendig med forkunnskap

eller forberedelser i forkant av intervjuet, men det kan være lurt å ha tenkt gjennom hovedspørsmålene på forhånd. Om du vil at intervjuet skal foregå på norsk eller engelsk, er opp til deg. Det vil bli tatt lydopptak av intervjuet.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern

Jeg vil kun bruke opplysningen om deg til formålene jeg har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er kun jeg som student og min veileder som vil ha tilgang til lydopptaket av intervjuet. Lydopptaket vil bli lagret på OneDrive tilknyttet Høgskolen i Innlandet, hvor kun student og veileder har tilgang gjennom personlige innlogginger. Navnet ditt vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data.

Du vil ikke kunne gjenkjennes i publikasjonen av masteroppgaven, da ditt intervju vil bli anonymisert.

Hva skjer med opplysningene dine når vi avsluttet forskningsprosjektet?

Opplysningene anonymiseres når prosjektet er avsluttet/oppgavene er godkjent, noe som etter planen er i mai 2021. Lydopptak vil da bli slettet, og navneliste med koder vil bli makulert.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- Innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene
- Å få rettet personopplysninger om deg
- Å få slettet personopplysninger om deg, og
- Å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag for Høgskolen i Innlandet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- *Høgskolen i Innlandet* ved
    - *Martine Storlien (student)* på epost: martine.storlien@live.no
    - *Ida Syvertsen (veileder)* på epost: ida.syvertsen@inn.no
- Vårt personvernombud:
    - *Hans Petter Nyberg* på epost: hans.nyberg@inn.no

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17

Med vennlig hilsen

Ida Syvertsen *Martine Storlien*

(Veileder) (Student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjonen om prosjektet, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ Å delta i et intervju
- ☐ At mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)

Appendix 3: Interview Guide

PART 1: About the teacher

How many years have you been teaching?

What is your education?

What are your thoughts around vocabulary teaching? Is it something you focus on? Is it a big part of your teaching? How do you do it?

PART 2: The term

1. Have you heard of the term ”**chunks**”?
2. What comes to mind when you think of this concept? What is **your own understanding** of this/these words?
3. What about other similar terms, such as **word sequences/formulaic sequences, multi-word units, collocations**?

PART 3: Awareness of chunks

The definition of «chunks» that I have chosen to use in this study, is

> A sequenbce, continious or discontinous, of words or other elements which is, or appears to be, prefabricated: that is, stores and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the langauge grammer
>
> - Embraces formulaic sequences, lexical/phrasal expressions and multiword items – any phrase that is more than one-word

4. Does this give you an idea of what is meant by the term?
5. Would you say that **you**, yourself, are **aware of chunks**? In what way?
6. How about your students?
7. Would you say you are aware of chunks **in your teaching**?
8. How? Directly/indirectly?

PART 4: Teaching chunks

9. Is «chunks» something you were introduced to in your teacher training?
10. Do you have any suggestions on how to incorporate teaching of chunks into the education?
11. Do you believe they should be taught explicitly/implicitly? Incidental/intentional learning
12. Would you say that teaching chunks explicitly would increase/decrease their language development?
13. Do you in any way try to increase students' awareness to the English language outside the classroom? Do you think you could somehow include chunks into this?
14. In your opinion, to what extent are your students familiar with chunks?
15. Do you think it's important for them to know chunks?
16. Which of the types of chunks do you consider more important for your students to know?

Compounds: **car park, Prime Minister, Crystal Ball,** words that we call 'sammensatte ord' in Norwegian

Phrasal verbs: **go to, get food, take off**

Idioms: phrases that have a particular meaning and which do not make sense wehn taken apart, such as **Spill the beans, bite off more than one can chew**

Fixed phrases: **good morning, how do you do, excuse me, of course**

Prefabs: can be discourse markers, such as **that reminds me, the point is, I'm a great believer in,** used to construct meaningful and connected texts

PART 5: Concluding remarks

Do you have any comments or anything you want to say that you feel would be relevant for this study?

Appendix 4: Transcription Teacher A

Length of interview: 00:30:56

Me: Er du klar?

Teacher: Ja

Me: Da skal jeg bare begynne å spørre hvor mange år du har undervist?

Teacher: ja, jeg har undervist – dette er mitt sekstende år. Jeg begynte i 2005 på videregående – også jo, så var jeg ett år på en barneskole i Oslo for mange år – lenge før det, så 17 år har jeg faktisk - eller ja, du får telle – jeg begynte i 2005

Me: Ja, så ca. 16 år

Teacher: ja

Me: ja. Hva er utdanninga di?

Teacher: oi – vil du høre alt?

Me: ja

Teacher: ja, jeg har jo det gamle systemet da, så jeg har da master – eller ja, jeg har mastergrad i engelsk - ja, engelsk språk, og så har jeg mellomfag i historie, og så har jeg et mellomfag i kristendomskunnskap – religionshistorie - og så har jeg et grunnfag i folkloristikk

Me: hva er det?

Teacher: som er sånn folkeminnevitenskap, sånne viser og sånne ting og eventyr - aner ikke hvorfor jeg tok det, og så har jeg ett – liksom årsenhetet i spansk, som jeg har tatt nå ved siden av jobb – så ja, det er 70 studiepoeng til sammen. Og så har jeg selvfølgelig PPU - og så har jeg et halvt år med sånn skolelederutdanning på BI

Me: ja

Teacher: ja, jeg tror det var cirka alt

Me: ja, det var mye det

Teacher: ja, det var litt mye. Det var ikke liksom – det var ikke en femårig – det var ikke en master i et lektorprogram

Me: nei nei, det er mange som ikke har det, så det er jo greit

Teacher: ja

Me: jeg skal jo på en måte se mest på en del av vokabularundervisningen, så da tenker jeg først å bare spørre deg om hva dine tanker rundt vokabularundervisning er? Er det noe fokuserer mye på?

Teacher: ja, det er noe jeg tenker mye på. Kan jeg snakke litt om hvordan jeg gjør det i spansk og, eller vil du bare ha engelsk?

Me: nei, det går fint det!

Teacher: ja, for det er litt – jo, jeg tenker mye på vokabular fordi at det er kanskje noe av det vanskeligste å undervise, syns jeg - fordi at jeg vet at sånn som mange elever på videregående har jo hatt ti år med engelsk, så det – de fleste elever kan kommunisere greit og da er jo jobben å løfte det opp ett nivå - og da å jobbe strukturert med vokabular innlæring – det syns jeg er dritvanskelig - og jeg har ikke helt – som spansklærer har jeg undervist i fire år, der har jeg mer troen på gloseprøver – pugge – og så jobbe systematisk og øve, men det er ikke så lett å liksom bruke den voabularen man har da, for i spansk så må du pugge i mye større grad, både de som har hatt det på ungdomsskolen og de som er nybegynnere her – og det er noe jeg tenker mye, og det er kanskje også greit å si at jeg har vært – eller er – lærerbokforfatter og har skrevet (...) og nå jobber vi med en ny variant av den - for nå kommer det jo et nytt engelskprogramfag til høsten, og da snakker vi veldig mye om dette med vokabularinnlæring - og er det sånn at vi – fra sånn lærebokperspektiv da – er det nok at du har en tekst, og så er du gloser som står på samme side – er det nok? Jeg syns det er kjempevanskelig. Jeg har masse rare tanker om det - og ja, jeg vet ikke om dette bare er sånn innledningsspørsmål eller –

Me: jo, det er det

Teacher: ja, så jeg syns – jeg snakker jo mye med mange kolleger her, kolleger på (...) hvor jeg jobba før og – uh – med de som jeg skriver bok sammen med også, liksom hvordan vi kan

– engelsk på vg1, ikke sant - da skal de kunne snakke om sitt eget utdanningsprogram og sånn, som vi har hatt mye KDA-elever i engelsk – da er det kjempegøy å snakke om det de driver med og kunsten de lager og sånt, men sånn som på internasjonal engelsk da som er et fag jeg har undervist i mange år, kjenner jeg at da er det jo fag – de skal jo bruke fagterminologi - og hva er det? Og hvordan dytter vi det inn i hodene deres? Og hvordan får vi brukt det og gjort det til noe som de ikke bare pugger, men til et sånt aktivt vokabular da - og at det liksom å – det syns jeg er kjempespennende og kjempevanskelig

Me: mhm

Teacher: ja, det var mine innledende tanker

Me: ja, veldig bra det – og så fokuserer jeg mer på en litt mindre del av vokabularet, så jeg lurer på om du har hørt begrepet chunks før?

Teacher: mhm, ja

Me: hva tenker du om det begrepet? Hva forbinder du med det?

Teacher: det jeg tenker, er liksom faste uttrykk, som sånn helt konkret kan være 'in my opinion' – 'to conclude' – sånn alle sånne uttrykk, om chunks – om phrasal verbs og sånn går inn i chunks det vet jeg ikke, men jeg tenker ord som hører sammen - ord det er fint å bruke sammen for å vise at man har et litt høyere nivå

Me: ja

Teacher: ja, så ord som – type sånne ord man bruker hvis man skal lage sånn persuasive essay eller ha en sånn persuasive speech og sånt, ikke sant - og i stedet for at man bare sier «you have to buy this car», som jeg driver på med de på kjøretøy nå - å heller også kunne si – å bruke uttrykk som kan forsterke det de sier da - ja, det er kanskje det jeg tenker på med chunks. Er det riktig? Hva er det egentlig?

Me: nei, det er jo det som er –

Teacher: er det innafor?

Me: Innafor, ja? Ja, ja. Det finnes jo veldig mange forskjellige definisjoner av chunks, så hva som er riktig og hva som er feil, det blir på en måte – det er ikke noe riktig svar på det

Teacher: nei – nei

Me: men har du hørt om andre liknende ord som 'word sequences'?

Teacher: mhm

Me: 'multi-word units'?

Teacher: ja ja, - ja, litt

Me: collocations?

Teacher: ja, absolutt

Me: så altså den definisjonen jeg har valgt å bruke av chunks, det er egentlig alt som er mer enn ett ord som henger sammen**n,** så 'phrasal verbs' er også en del av den definisjonen jeg har valgt å bruke da – og det er jo da en sekvens av ord som da på en måte er prefabrikkerte, altså at de kommer samtidig – du lærer det som en hel, så når du skal bruke de, så kommer de automatisk fra minne som en hel – og det kan også være på en måte en sekvens som har noen hull, som du kan fylle inn i da. Så da har du en viss forståelse av hva det er?

Teacher: og for eksempel – et eksempel som vi jobber mye med – bare sånn for å sjekke at jeg er på nett – er at jeg prøver jo å få elevene til å unngå disse her 'lexical teddybears'-ene, og unngå å bruke 'get' hele tiden, men samtidig så jobber vi av og til da, mer – så hender det at vi jobber mer systematisk og ser på sånne collocation dictionaries da, og ser hvilke ord – hvilke verb da – er det som kommer etter 'get' da - 'get arrested', 'get annoyed', ikke sant? - for å identifisere de, så de blir også litt samme greia da

Me: ja, mhm

Teacher: hvilke er det som er – ja – ja?

Me: mhm, ja – vil du si at du selv er bevisst på chunks i språket ditt?

Teacher: jeg prøver – og jeg kan sikkert være mye mer bevisst på det, og jeg er nok mer bevisst på det når jeg snakker med kollegaer, når jeg snakker med deg nå, og når jeg snakker med den dere forfattergruppa så er det sånn «åh jeg må bruke mer...», ja - så jeg prøver, og jeg merker særlig også kanskje i spansken så prøver jeg å være helt sånn konkret og tenke at i dag jobber vi med noen få — uttrykk – eller liksom chunks da, for å bruke det ordet – og så liksom

prøver jeg da veldig bevisst å bruke det, men ikke alltid i en travel lærerhverdag så er jeg ikke nok bevisst på det

Me: nei, nei – tror du at elevene dine er bevisst på det? Vet de om at det på en måte er en greie?

Teacher: ja, noen vet om det, ikke alle – ja, det kan – det kommer nok litt an på interessen også - men, men jeg vet at det — jeg ser i spanskundervisningen for eksempel, så sier jeg «nå skal vi øve, nå skal vi ha sånne spontansamtaler med» - ikke sant, de har fått en liste på fem og tjue spørsmål, som er helt sånn der beskrive hverdagsrutinene dine, beskrive familien din og snakke om det, og late som at du handler i en butikk i blah blah blah - og da ser jeg at de elevene som jobber veldig strukturert, de har plukket opp ord og uttrykk som jeg har gitt dem, de har plukka opp ord og uttrykk i boka, for det er veldig ofte at det er bindeord eller bindefrekvenser, ikke sant – og de klarer å bruke dem. I engelsken så prøver jeg av og til, ikke alltid, men så prøver jeg – så tror jeg noen er bevisst på det når vi liksom flasher sånne ord for å – for å – liksom «it's evident», «it's important» eller - ikke sant, og sånn. Så jeg tror noen er bevisst på det, men det må bankes inn

Me: ja mhm, så tror du at noen på en måte ikke er bevisst på det, men allikevel kan dem, eller bruker dem?

Teacher: ja, fordi noen av de, for eksempel de som spiller, de har jo et vokabular og de har jo en flyt i språket som på mange måter kan være helt fantastisk - og så tror jo jeg litt på – nå tenker jeg mens jeg snakker – men å være bevisst på sånne chunks da, jobbe litt sånn strukturert med liksom «nå skal vi øve på å bruke disse her», så tror jeg mange vil plukke opp - og så er det mange som bare –ja, ikke gjør det uansett - så ja, jeg tror noen er bevisste på det. Det er vel en slags konklusjon

Me: ja, mhm – så du har sagt at du på en måte er litt bevisst på det i undervisningen

Teacher: ja, ikke nok

Me: Nei, ikke så veldig mye, nei

Teacher: men i perioder

Me: men når du på en måte jobber med det, jobber du med det helt direkte da?

Teacher: ja

Me: kan det også liksom være at du tenker de kan lære det indirekte på noen måter?

Teacher: ja, jeg håper jo at de – i engelskundervisningen da, hvis jeg liksom skal fokusere på det – så håper jeg jo at de kan plukke opp også ord og uttrykk jeg bruker, ord og uttrykk fra lærebøker, fra tekster vi hører på, fra podcaster vi hører på, men jeg opplever nok litt at vi må være – det er litt sånn spoon feeding – at – men – at hvis vi har gjennomgått det på forhånd, så opplever jeg at de kan ta det inn mer indirekte

Me: ja, okei

Teacher: men ja – kanskje jeg høres pessimistisk ut på elevenes vegne, men jeg tror ikke så mange tar det inn indirekte, de må – det er kanskje helt naturlig og – at de må liksom ha blitt utsatt for det først - få høre om det, og så er det da de – så merker jeg også da når vi da øver på å skrive korte tekster, så ser jeg jo da de som aktivt bruker det – og bruker det riktig - for det er jo også en test å bruke disse her chunks riktig, og ikke bare legge de inn fordi læreren har sagt at det gjør språket bedre- Det er jo –

Me: ja – kan det være at du noen gang tenker på det når de har skriftlige oppgaver, for eksempel at du kan kommentere på, hvis det var noe som for eksempel ikke hørtes helt riktig ut?

Teacher: ja – ja, ja, det gjør jeg, og det har jeg ofte som sånn kjennetegn på måloppnåelse også de gangene jeg har jobbet veldig strukturert med det da. Det er kanskje lettere i spansk enn det er i engelsken, skjønner jeg nå når jeg snakker med deg - å liksom bruke relevant vokabular, og bruke – sånn som de jeg har på kjøretly, de har jobba med barnesoldater nå og jobba med det, og så har de skrevet et avsnitt, jobba med å skrive avsnitt, og da ser jeg jo hvem som – så har vi gått gjennom noen uttrykk de kan bruke for å liksom uttrykke følelser, uttrykke empati - og da ser jeg jo hvem som har brukt det, og da kommenterer jeg det, og så sier jeg også det – det har jeg faktisk gjort i alle år – gå tilbake til powerpointen, se der og der, prøv å bruke noen av de for å kunne – ja – for å kunne friske det opp litt mer liksom

Me: ja, mhm – uh – når du sier at det er lettere i spansk enn engelsk, er det da fordi at på en måte nivået er litt lavere i spansk

Teacher: ja, og det er litt sånn rart og – jeg hører at det høres kanskje litt rart ut, men

Me: neida, det gjør ikke det

Teacher: men det er jo noe av det rare med engelskundervisningen som vi snakker mye om, og hvordan engelskaget er lagt opp også, selv om det nå står masse med både fagfornyelsemn og gammel læreplan at de på en måte skal jobbe med språk og språklæring, så er det på en måte lettere å se – det er lettere å se progresjon med spansken, for der er – ja, nivået lavere, og så er utfordringen da å lage gode oppgaver og modellere – og på en måte bruke disse uttrykkene, disse chunks da, mer aktivt, men jeg ser jo – det var i fjor – var det i en internasjonal engelskklasse vi diskuterte ett eller annet tema, jeg husker ikke hva det var – det var jo før korona da, så hadde jeg skrevet ut en liste med sånne – for å uttrykke, liksom «to express your opinions» og liksom en del av de - sånne uttrykk - og laminert, klipt det opp og lagt det i en kopp til hver gruppe, og så satt de og diskuterte, og så sa jeg «trekk en ny lapp» og så trakk de, og så skulle de prøve å bruke den, og integrere den , for å prøve å liksom leke seg fram til en morsom måte å bruke det på - og da – det tror jeg jo er noe jeg absolutt kunne bruke mer, for å si det sånn

Me: ja, – husker du om chunks var noe som kom opp under utdanninga di?

Teacher: ja, for jeg tok jo en – jeg tok jo en – nesten – på engelsk da – for det er jo engelsk vi skal snakke om primært

Me: ja

Teacher: så tok jeg jo bare språkemner på mellomfag, som det het den gang, og så tok jeg språkmaster, så jeg hadde jo egne kurs i semantics og pragmatics for eksempel, og hadde – skrev jo master om metaforer og metaforiske ord og uttrykk, og da var det jo om metaforisk bruk av fargeord i norsk og engelsk skjønnlitteratur - ja, så da så vi veldig på det

Me: ja, – nå har jo du gitt en del eksempler på hvordan du inkluderer chunks i undervisningen, har du noen flere forslag til hvordan det kan gjøres?

Teacher: ja, eller ja. Det jeg har gjort av og til, igjen da mer i spansk enn engelsk hører jeg, er jo å bruke sanger. Det kan jeg gjøre mye mer i engelsk og, men å se etter – se etter – for ikke sant, det som du sa med sånn her word sequence og se etter hvilke ord som hører sammen da, og collocations og sånn da, er at jeg kan ha spilt spanske sanger, og så – og der har jeg tatt ut noen av uttrykkene, og så skal de da faktisk prøve å høre og sette dem inn riktig, da har vi også ofte med uttrykket på tekst også fordi at det er – liksom de synger jo såpass fort og - men

det er en måte å jobbe med det på. En annen måte kan jo være å bare gjøre det med en vanlig tekst – uh – det der med vokabularinnlæring generelt, så ser jeg at de gangene jeg husker det og rekker det og får det til – det å plukke ut – eller det jeg tenker nå da, er at vanligvis, eller ofte, så kan de ha en fagtekst de skal lese og så plukker jeg ut ord og uttrykk jeg mener er viktig – norsk der, engelsk her (hand gestures showing two sides) – match de, ikke sant, at jeg har satt de i ulik rekkefølge for å skape en bevissthet og for å skape en sånn førforståelse av hva de faktisk kan – men jeg tenker jo nå også da at jeg ikke kan plukke bare enkelt ord men mer uttrykk også da, sånne chunks, for å – ja – det er en måte å jobbe på. En annen måte å jobbe på som jeg syns fungerer er det som jeg sa i stad med den diskusjonen hvor de liksom trekker ord. En annen måte man kan jobbe på, som jeg ser noen lærebøker gjør og, er jo at de har tatt en helt vanlig tekst, de har skrevet et avsnitt for eksempel, og så «her er det en liste med connectors», for å bruke det, og «sett dem inn der det passer» eller «kommenter hvorfor det er feil», hvorfor du ikke kan skrive 'moreover' i en topic sentence, for eksempel.

Me: ja – også nevnte du også det at det burde kanskje læres eksplisitt først og så kan det hende at det kommer litt mer tilfeldig etterhvert

Teacher: ja, men også – jeg tenker litt på det du sa om å modellere da og være enda mer bevisst som lærer på hvilke uttrykk og hvordan jeg bruker det, og det får jeg jo av og til i noen klasser hvor jeg har jobba med sånn «ah ikke bruk get, ikke bruk get» - i klasser hvor de er ganske trygge på meg, så kan jo elevene si til meg «ah nå brukte du get!» og det er jo litt morsomt, når de på en måte – når jeg ubevisst bruker det da - og det er sånn jeg kan selvfølgelig også bruke mer – være mer bevisst på

Me: ja – ville du sagt at læring av sånne ferdige ordsekvenser vil øke eller minske elevenes språkutvikling?

Teacher: jeg vil si at det øker det

Me: ja

Teacher: ja, og dette er noe vi har diskutert en del i – kanskje mest i fremmedspråksseksjonen her, liksom tysk og fransk og spansk, men at – og det har jeg egentlig ganske overføringsverdi til engelsk og – at de elevene som – de elevene som er svake da, de klarer å pugge noen sånne sekvenser, og så har de jo noe, og selv om det – de må jo da altså – de må jo pugge det og de må klare å bruke det i riktig kontekst

Me: mhm

Teacher: men ja – ja, jeg tror det kan øke deres forståelse

Me: ja – hvis du ikke tenker på chunks, men bare engelsk generelt – prøver du på noen måte å øke elevenes bevissthet til engelsk utenfor klasserommet?

Teacher: Ja, jeg prøver det, og prøver og liksom finne ut av noe –akkurat nå - i går begynte vi med noe i førsteklasse – vi har jobba med et sånn tverrfaglig prosjekt med amerikansk politikk – og politikk generelt, i samfunnsfag, norsk og engelsk, men jeg prøver å få dem til å – eller bevisstgjøre dem på hvor mye engelsk de bruker i hverdagen. I internasjonal engelsk så har jeg – har jeg gjort et sånn opplegg hvor jeg skal få dem til å liksom prøve å ha «no english for twentyfour hours» og se da – hvis du faktisk har klassen neste dag også – både til å ta en logg på det og se hvor mye engelsk de faktisk bruker i løpet av tjuefire timer - også har jeg – jeg har ikke gjort noe av det i år, men jeg har også tenkt mye på sånn – og av til jobba med det – for eksempel bladd gjennom aviser og se hvor mye engelsk brukes der, hvor mye engelsk bruker vi – brukes for eksempel kanskje på – ikke på nyhetene, men på ulike tv-serier og – nei, ikke tv-serier men liksom i talkshow og ting de ser på og er interessert i da, og man kan jo ta det enda lenger og, gå på instagram og se på hvor mye nordmenn – norske influencere skriver på engelsk, men særlig det med sånn «no english for in a day». Det syns de er veldig morsomt - og det syns jeg er litt skremmende (laughing) – for meg sjøl da

Me: Ja – tror du at du på noen måte kunne prøvd å inkludere chunks i det?

Teacher: … i liksom ?

Me: I på en måte – at de på en måte blir mer bevisst på det utenfor klasserommet?

Teacher: ... ja, det tror jeg, men da tror jeg kanskje at vi måtte ha – ja, ja det er en interessant tanke - å på en måte, at de kan prøve – ja at de kan prøve å observere hvor de hører chunks og hva er det de hører – når de spiller for eksempel da, som veldig mange gjør og veldig mange gutter – også jenter – hvilke chunks er det de ser og – ja, absolutt. En god ide! Skulle hatt med skrivebok. Får jeg bare skrive det ned på telefonen? Det var jo veldig –

Me: ja, ja

Teacher:skal vi se, da må jeg bare skrive ned det her ja - - det var dumt med av meg å ikke ta med skrivesaker

Me: nei da, det går helt fint!

Teacher: skal vi se

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Teacher: takk, det var veldig fint

Me: ja – syns du at det er viktig at de lærer chunks?

Teacher: ja

Me: ja?

Teacher: jeg syns det er viktig og jeg syns det er – og grunnen til at jeg syns det er viktig da, er at vi skal jo – de elevene skal jo være i – nå er det jo enda – med fagfornyelsen på vg1, er det jo enda mer fokus på engelsk i autentiske situasjoner, og det der at de faktisk lærer seg til at vi kan bruke tv-serier, vi kan bruke dataspill, vi kan bruke forskjellige ting til å høre hva som faktisk brukes, for det er også ganske viktig syns jeg, og da at de lærer seg ulike – at de på en lærer seg å gjenkjenne også hva som – for en ting er hva som står i boka, en annen ting er hva som brukes, og et eksempel vi diskuterte, var den dere at i en opplæringsbok, for eksempel da, så kan du – så kan du lære at du kommer til en kafe, og så sier de «Hello, how may I help you?» - «Oh, I'd like a hot coffee, I would like a latte, please, no milk bla bla bla, no sugar bla bla bla», men det er ikke det de faktisk møter, det de møter er jo «NEXT!», ikke sant? Og det å på en måte lære dem chunks som faktisk brukes, og ikke bare som er i tekstbok

Me: ja, som ikke.- liksom litt mer uformelt på en måte?

Teacher: ja, og litt mer reelt

Me: ja

Teacher: det ser jeg jo også nå med en gruppe minoritetsspråklige som er, på en måte – hvor målet er at de skal liksom klare en toer – og de har jo – de har jo tre, fire, fem andre språk, og de har gått ett år på grunnskoleutdanning her, og – eller på innføringsklassen – og da ser jeg at det hjelper – ... der er jeg faktisk ganske bevisst på chunks - og igjen da, det er kanskje litt

til sammenlikning med spansken og, for der kan vi så lett bygge det opp da – og der – å lære disse frasene - hvordan presenterer du deg selv – «How do you do», «How do you do», «yes, please» - ja, liksom – ja

Me: mhm

Teacher: så ja, jeg husker nesten ikke hva spørsmålet ditt var

Me: om det var viktig

Teacher: ja, det er viktig. Det er kjempeviktig, både for å kunne fremstå som – som en – målet er ikke at vi skal fremstå som en native speaker, men at de på en måte skal fremstå som noe – at de kjenner til strukturer i språket, men også for at de skal kunne gjenkjenne og plukke opp når de hører –

Me: ja, for å kunne forstå lettere

Teacher: ja, for å kunne forstå andre

Me: mhm – og så har jeg delt opp – det finnes jo mange forskjellige oppdelinger av typer chunks da, men den jeg har valgt å følge da, da er en type som kalles 'compound'. Ja, nå klarte jeg ikke å si det helt ordentlig, men du skjønte kanskje hva jeg mente

Teacher: ja

Me: det er jo da sammensatte ord. Og så er det phrasal verbs

Teacher: mhm

Me: og så «idioms»

Teacher: mhm

Me: og så har vi noen som, ja, blir kalt fixed phrases. Det er sånn som du snakket om, sånn «good morning», «how do you do» - ja, sånne hverdagslige uttrykk

Teacher: ja, ja

Me: og så har vi prefabs. Det er litt sånn som du snakka om – «in my opinion» og sånn som er med på å lage discourse da, som «that reminds me og the point is»

Teacher: mhm, mhm

Me: har du noen tanker om det er noen som er på en måte viktigst at de lærer?

Teacher: ... jeg syns jo selv at det er veldig morsomt med idiomer, og jeg syns jo det er morsomt – og det er også noe jeg gjør av og til da, som er litt sånn «åh nå skal vi leke litt i klasserommet», men sånn der hvor jeg finner – det er jo ikke elevene – ja, idiomer – viktig – og da har jeg ofte hatt sånn dere «ta fem ganske vanlige idiomer og oversett de til norsk», og det kan også være spennende å bruke i et litt sånn multikulturelt klasserom da. «Dette sier vi på engelsk, sånn sier vi det på norsk, hvordan sier du det på alle de andre språkene?» For det kan ofte være ganske forskjellig**.** Og så kan vi ofte ha en sånn oppgave der hvor jeg har klipt opp de engelske og det norske og så skal de gå rundt og – før korona da - og så skal du gå rundt og pare, og finne hvilke er det som passer, og hvordan ville vi sagt - og ja, sånn - idiomer syns jeg er morsomt – phrasal verbs husker jeg – jeg gikk jo et halvt år på skole i Australia, og da pugga vi phrasal verbs heletiden – og det er sånn – det ser jeg kjempe effekten av

Me: ja

Teacher: fordi at det er så enkelt og det er en veldig fin måte å – skal ikke si forenkle språket, men det er jo veldig sånn hverdagslig språk, så det er jo også viktig sånn sett. Hva var de andre kategoriene?

Me: ... compounds

Teacher: Ja, hvordan – hva vil du gi som eksempler der?

Me: car park

Teacher: ja – ja, alle er jo egentlig kjempeviktige. Det spørs jo på nivået da – sånn som på programfag i engelsk, så tenker jeg at det å lære idioms, kan være kjempefint, men de jeg driver med nå, som har sånn helt grunnopplæring hvor det er sånn «where is the bed», «the bed is in the bedroom» - hvor vi driver der, så begynner vi ikke med idiomer, men – men det der å – å – ja, så idiomer er kanskje viktig på et litt høyere nivå. Det jobber vi ikke mye med i spansken, men nå kom jeg på en ting som du sa om at – for eksempel på – hvilket fremmedspråk hadde du?

Me: spansk

Teacher: spansk. Da har du hørt om konjunktiv sikkert?

Me: (nodding)

Teacher: Ja, og ...*(intelligeble sound)*... tendens, kanskje når du hører det?

Me: ...

Teacher: nei, nei, men i hvert fall

Me: Husker det ikke, hvert fall

Teacher: det er jo sånn dere «måtte kongen leve», «måtte det gå deg bra», sånne hypotetiske tilfeller og sånn

Me: ja, ja

Teacher: og det har jeg ikke tenkt på faktisk, men sånn med modellering – den spanskklassa jeg hadde på Elvis i fjor, så var det noen som var supergode og liksom heletiden pusha sekser'n og var liksom der, og da brukte jeg – ja det var egentlig et litt sånn fint svar selv om det ikke var engelsk da. Det kan jeg bli mer bevisst på med engelsken og, men da brukte jeg – uh – da brukte jeg uttrykk som «Que tengas un buen fin de semana», ikke sant? «Måtte du ha en god helg» – og det jeg merka da, var – et par av elevene – jeg ga dem noen sånne heletiden, og da – da så jeg at noen av de klarte å bruke det både i muntlig vurderingssituasjoner og i skriftlig arbeid, og det må vel kanskje være litt målet egentlig da - å fore dem med det, og si at «dere som leter etter toer, dette er for..» - ja, for å bedrive litt sånn – ja, så det er litt sånn compound, eller sånn fixed phrase eller hva du kalte det

Me: ja

Teacher: ja, så jeg tenker at alle er viktig, men sånn idiomer på begynner nivå – uh uh (pointing fingers) – men på – ved å modellere på en måte, ved å bruke noen faste ting heletiden, så vil – som lærer da være mer bevisst på det, som jeg jo er i ferd med å bli - så kan de jo plukke det opp

Me: ja – det var egentlig det jeg hadde å spørre om

Teacher: ja

Me: Har du noen kommentarer eller noe som du syns er relevant?

Teacher: ja. Takk, du har gjort meg veldig bevisst på– jeg tenker jeg skulle hatt med skrivesaker, men ja – for hva er det egentlig du ønsker å...? For det skrev du jo tidlig i mailen

Me: ja

Teacher: men fortell om hva er det du vil finne ut av?

Me: jeg vil egentlig bare finne ut av om det er noe som det er noe fokus på i engelskundervisningen

Teacher: ja – ja, kan jeg vise deg – jeg tror det ligger – ja, denne her (finds book on shelf) – for vi driver jo nå og skriver revisions, så er det jo for eksempel – det kan jo være morsomt for deg å ta med - dette her husker jeg at vi – for eksempel sånne oppgaver her, hvor formation adjectives, ikke sant? - (pointing at tasks in the book) - nouns and verbs bla bla bla – det er jo mer på ord, men også her – «collocations are combinations of words», og jeg ser at elevene liker å jobbe med sånne typer oppgaver, og ja, men det var bare – ja, så kommentar: ja, vi gjør noe riktig med å tenke sånn. ... Idiomer, kjempeviktig – phrasal verbs – ja, vi må gjøre det og, men hvis – i din masteroppgave - klarer å finne ut hvordan vi kan gjøre det, og integrere det – for det er kanskje det vanskeligste, for vi kan sitte å gjøre oppgaver, vi kan pugge phrasal verbs og vi kan kombinere viktige uttrykk med – vi kan legge til riktig preposisjon - men hva er det du har funnet ut så langt? Er det liksom det at du – er det at læreren repeterer det heletiden? Er det det som er nøkkelen? Hva er det man skal gjøre?

Me: nei, det er ikke noen nøkkel - egentlig ingen nøkkel i det hele tatt

Teacher: nei

Me: det jeg har fått av flere andre, er at det kanskje ikke er så mye fokus på det i det hele tatt, og, men det – jeg har fått litt sånn forskjellige svar egentlig. Det er jo ikke noe fasitsvar på det – hvordan man skal gjøre det

Teacher: ja, nei – men som lærerbokforfatter da – det høres jo veldig blærete ut - men hvordan er det – for jeg ser jo sånn – sånn som på denne teksten her da (referring to a text in the book), så er det satt inn ord her - her skal de lese om erfaringen til ulike studenter i utlandet, og ja –

ja, det er jo bare kjempevanskelig – hvert fall for engelsk, så syns jeg det er vanskelig å vite hvordan man skal gjøre det, og – ja

Me: ja, nei jeg – jeg har jo ikke noe fasitsvar på hvordan man skal gjøre det

Teacher: nei

Me: – men det finnes jo – jeg har jo fått hvert fall ganske mange eksempler da, på hvordan man kan gjøre det, så det blir vel kanskje mest det jeg blir svarende på. Jeg er jo ikke i noen posisjon til å si hva som er riktig og hva som er feil

Teacher: nei, men det er jo kjempespennende. Ser du også på fagfornyelsen og hva som står der om språklæring?

Me: ja, jeg har tenkt til å gjøre det – har ikke gjort det enda

Teacher: ja, for det er jo også kjempeviktig å se – for det er jo litt sånn dere – hvert fall for vg1 så er de jo veldig opptatt av det der at elevene skal bruke språket i autentiske situasjoner, og det dere med kaffebar er jo et veldig godt eksempel da. Hvis de bare «Oh I'd like a bla bla bla» og så er det bare «Next! Name!»

Me: ja, nei – hva var det jeg tenkte på? Det var en eller annen reality-serie som jeg satt og så på – jeg vet ikke om det var britisk, eller australsk, og det var jo før jeg sjøl hadde begynt å tenke – nei, etter mener jeg – etter jeg liksom hadde lært om chunks da

Teacher: ja

Me: da ble jeg liksom litt mer bevisst på det, og da merka jeg liksom «oi, her brukte de jo veldig mye» liksom

Teacher: ja – så kanskje det er en måte også, som et av de spørsmålene dine som var om utenfor klasserommet, og hvordan vi gjør det – ja, og liksom få elevene til å bli bevisste, sånn at ikke – for det jobber vi jo heletiden med, å skape relevans. Det hører dere sikkert mye på lærerutdanninga og, å liksom gjøre det relevant heletiden - skape bla bla bla, og ja – ja, nå fikk jeg litt å tenke på. Det var fint. Så spennende. Jeg håper du sender oss en kopi av oppgaven.

Me: ja, det skal gjøre

Teacher: Det har jeg hvert fall lyst på

Me: ja, noe mer?

Teacher: nei, ikke som jeg kan komme på akkurat nå.