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How to learn foreign
languages through 'chunking'
(no grammar study) *What is
Chunking? HOW TO SPEAK MORE
FLUENT ENGLISH WITH THOUGHT
CHUNKING | Go Natural
English*

Chunks - you know

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LEARN ENGLISH IN CHUNKS

Chunking: Learning Technique
for Better Memory and
Understanding CHUNKS AND THE
SECRET RHYTHM OF ENGLISH

FLUENCY **How To Use English**

Rhythm \u0026amp; Intonation:

Chunking Part 1 *How*

*'Chunking' can help you to
learn languages - with Lukas
van Vyve The secrets of
learning a new language |
L\u00fddia Machov\u00e1*

USE CHUNKS - not only
fluency but natural language

Using vocabulary in chunks

**How to read books and learn
new words fast? English**

version. How to learn any
language easily | Matthew
Youlden | TEDxClapham

Read, Understand, and

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~~Remember!~~ Improve your reading skills with the KWL Method ~~How To Speed Read (Using Chunking Method)~~ *How to Learn Any Language in Two Months, Part 2: SENTENCE MINING* How To Go From Basic Fluency To Mastery In A Foreign Language Using The Chunking Method ~~I Was Wrong, Stephen Krashen's Right.~~ ~~Content is King for Language Learning.~~

Can you learn a language just by listening? ~~Extensive Reading: The single most effective way to learn a language?~~ *Secrets of Learning Languages with Lydia Machova, Polyglot* ~~Don't Study Grammar Rules, Learn Phrases~~ Understand

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~~Fast-Talking~~ Native Speakers
With Chunks of Language

Chunks - or something 35

*IELTS Speaking PHRASES You
Must Know | Band 8*

*Vocabulary A useful trick
for reading in a foreign
language*

~~The First Rule —
Learn Phrases Not Words —~~

~~Effortless English Audiobook~~

~~2019 — Chapter 09 Reading~~

~~Strategies | How to teach~~

~~the Chunky Monkey Reading~~

~~Strategy~~ *Chunk It | Fun*

Phonics Song for Kids |

Chunking | Reading

Strategies | Jack Hartmann

Day 17: Word Chunks ~~Language~~

~~As Chunks Not Words~~

KRISHNAMURTHY: LANGUAGE AS

CHUNKS, NOT WORDS Both

“clause” and “sentence” are

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~~Publications~~ grammatical units, and therefore require grammatical processing and comprehension at a higher or more abstract level, which may or may not be carried out subsequently, after the initial lexical processing.

~~Language as Chunks, not
Words — JALT Publications~~
Dictionary headwords are convenient points of access for the user, but modern dictionary entries usually deal with chunks, because meanings often do not arise from individual words, but from the chunks in which the words occur. Corpus research confirms that native speakers of a language

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~~Publications~~ actually work with larger
“chunks” of language.

~~Language as chunks, not
words — Aston Research
Explorer~~

Corpus research confirms
that native speakers of a
language actually work with
larger “chunks” of language.
This paper will show that
teachers and learners will
benefit from treating
language as chunks rather
than words

~~Language as chunks, not
words — CORE~~

but not ‘three and a third ’
(as its Egyptian Arabic
equivalent would be
translated, for example).

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~~Publications~~
lexical approach: an approach to language teaching that foregrounds the contribution of vocabulary, including lexical chunks, to language use and acquisition. lexical phrase: one of many alternative terms to describe multi-word items.

~~Learning language in chunks
— Cambridge University Press~~
Language as Chunks, not Words - JALT Publications
not arise from individual words, but from the chunks in which the words occur
Corpus research confirms that native

~~Language As Chunks Not Words~~

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~~Jalt Publications~~

In studies of language acquisition, the term chunk refers to several words that are customarily used together in a fixed expression, such as “in my opinion,” or “to cut a long story short.” Also, known as language chunks, lexical chunks, lexical bundles, lexical phrases, and collocations.

~~Learning chunks of language~~

~~— ABC School of English~~

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Not Words Jalt Publications
- not arise from individual
words, but from the chunks
in which the words occur
Corpus research confirms

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that native speakers of a language actually work with larger “chunks” of language. This paper will show that teachers and learners will benefit from treating language as chunks rather than words. 1 Written language as “chunks”

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Phrases like this, or blocks of language that we can use and reuse, are commonly referred to as “chunks”. Some of these chunks are quite long, like the phrase

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~~Publications~~
“you’ll never believe what happened yesterday”.

~~Learn Phrases Not Words — I
Will Teach You A Language~~

“How’s it going?” is a language chunk or formula. It’s a phrase, collocation or expression with a specific meaning and a desired outcome. “Good, thanks.” The individual semantic parts of this chunk (how, ‘s, it, going) have other meanings on their own but as a whole in a particular order they mean something.

~~How Chunking Can Speed Up
Your Language Learning~~
Comprehending what you hear

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Publications
and read is essential, but not enough. You need to have enough language (words, expressions, phrases) in your “repertoire” so that you can pick it up and use it the moment you need it. The question is, how do you store a lot of language in your repertoire archive, in a way that it’s there ready for you to use when you need to use it in conversation?

~~Forget grammar rules and word lists: learn chunks if you ...~~

Also known as language chunk, lexical chunk, praxon, formulated speech, formulaic phrase, formulaic speech, lexical bundle,

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~~Publications~~ lexical phrase, and collocation. Chunk and chunking were introduced as cognitive terms by psychologist George A. Miller in his paper "The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information" (1956).

~~Definition of Chunking in Language Acquisition~~

Chunks are groups of words that can be found together in language. They can be words that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules. A listener or

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~~Publications~~ reader uses their knowledge of chunks to help them predict meaning and therefore be able to process language in real time. Chunks include lexical phrases, set phrases, and fixed phrases.

~~Chunks | TeachingEnglish |~~
~~British Council | BBC~~
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Chunks are automated ready-to-use linguistic constructions that are stored in our brains in their entirety. Remembering chunks is a more economical process as it requires less cognitive effort. To firmly establish the target-language chunks in our memories, they must be treated and consolidated as entities during the learning process itself.

~~Learning in chunks —
Language bridges — Formualie~~

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And yes, language also comes in chunks. In fact, one approach to language teaching emphasizes the idea that “language is chunky.” It is called the Lexical Approach. And it was made famous by the linguists Willis (1990) and Lewis (1993). Lewis says that we should not see grammar and vocabulary as separate. Grammar and vocabulary are not two things.

~~12 — Language is Chunky —
Elemental Linguistics~~

The word to learn, *reverie*, means “a state of being pleasantly lost in one’s thoughts; a daydream.” It’s

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~~Publications~~ not a very common word, so it could be hard to remember. But the chunk we can use is “fell into a reverie.” This chunk means something like “started daydreaming.” Keeping these words together will be easier for us to remember than just trying to learn the word alone.

~~Split It Up: The Top
Technique for Learning
Vocabulary in ...~~

In short, chunks are more common in the English language than individual words, therefore, as teachers we should aim at helping young learning acquire English in chunks to

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~~Publications~~ promote fluency. When we hear the word fluency, boring and intense lessons immediately come to mind, this is not so and these are just a few ways of including chunks in your lesson to make it more fun.

~~4 Awesome Ways to Make Lexical Chunks Work with Kids~~

I have been teaching at a nursery school twice a week for many years, I only see them for half an hour at a time, and only a few of those children actually go home at the end of the year with more than a few words learnt.

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