**Chunk – definition**

chunk: stort stykke, tyk klump; humpel; luns; god bid; cf. Scott Thornbury: *How to teach grammar* p. 19 ‘Chunks are larger than words but often less than sentences. Here are some common examples: excuse me? so far so good; what on earth? have a nice day; be that as it may, if you ask me; not on your life; here you are; cf. Lightbown, Patsy M. & Spada, Nina: *How Languages are Learned* p. 196: ‘thank you’, ‘hi’, ‘how are you?’, ‘ice cream cone’, ‘bread and butter’; Tornberg p. 65 fraser som læres i deres helhed uden at analyseres: ‘have a nice day’, ‘here you are’) ; Nanna Bjargum text in Sprogforum 10 *Interaktion, erfaring og sprogtilegnelse* p. 36; p. 108 19.l. ‘multi-word lexical items such as ‘I see what you mean’ and ‘Take your time’; Pinter, Annamaria: *Teaching Young Learners*, Oxford: Oxford University Press, 2006 p. 56 ‘see you later’, p. 83 ‘what are you up to’, when each word isn’t taken in isolation, p. 166 ‘see you tomorrow’; Lynne Cameron: *Teaching Languages to YL*, p. 73 formulaic phrases / chunks; Bruntt & Bryanne: p. 23 Sometimes phrases are learnt as unanalyzed chunks without the learner noticing how they are formed. They are learnt by imitation because that is obviously what is said in a given situation, like *What’s your name?* or *Don’t look!*. The hypotheses formed in these cases only concern the meaning and the use of the expressions, not their form;; (source the Internet) group of words functinong as wholes; Ellis, Rod: *Second Language Acquisition*, pp. 11-12 formulaic chunks, a formula (pl. formulas), fixed expression; kilde internettet: chunks (klumper) er præfabrikerede sætninger, man lærer som hele: ‘how are you doing’, ‘what’s your name?’; Scott Thornbury: *How to teach vocabulary* p. 6 multi-word units