



**Facultad de Lenguas**  
Universidad Nacional del Comahue



VII Congreso Nacional: El Conocimiento como Espacio de Encuentro

Sailing towards "islands of accuracy"  
in myths and legends: useful  
guidelines on how to teach chunks in  
an EFL context



J040 Secuencias formulaicas en leyendas y canciones: enseñanza-aprendizaje de Inglés  
como Lengua Extranjera en escuelas primarias y secundarias



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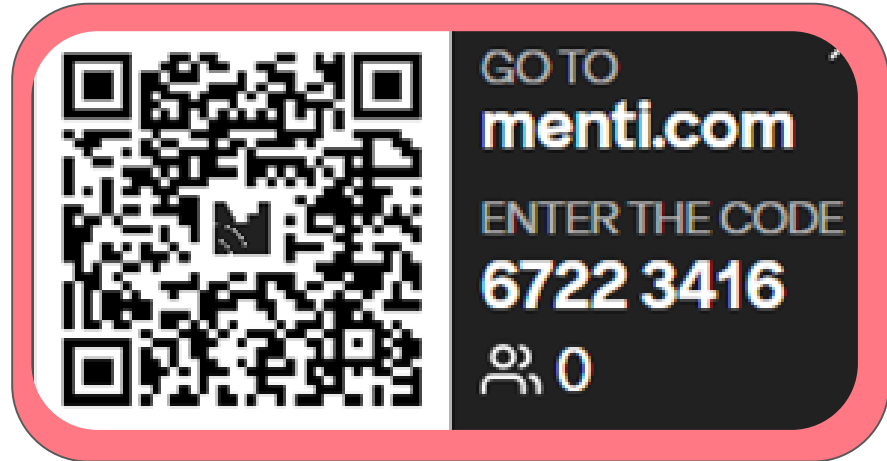
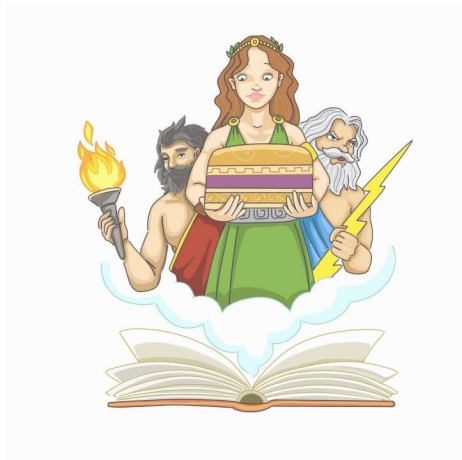
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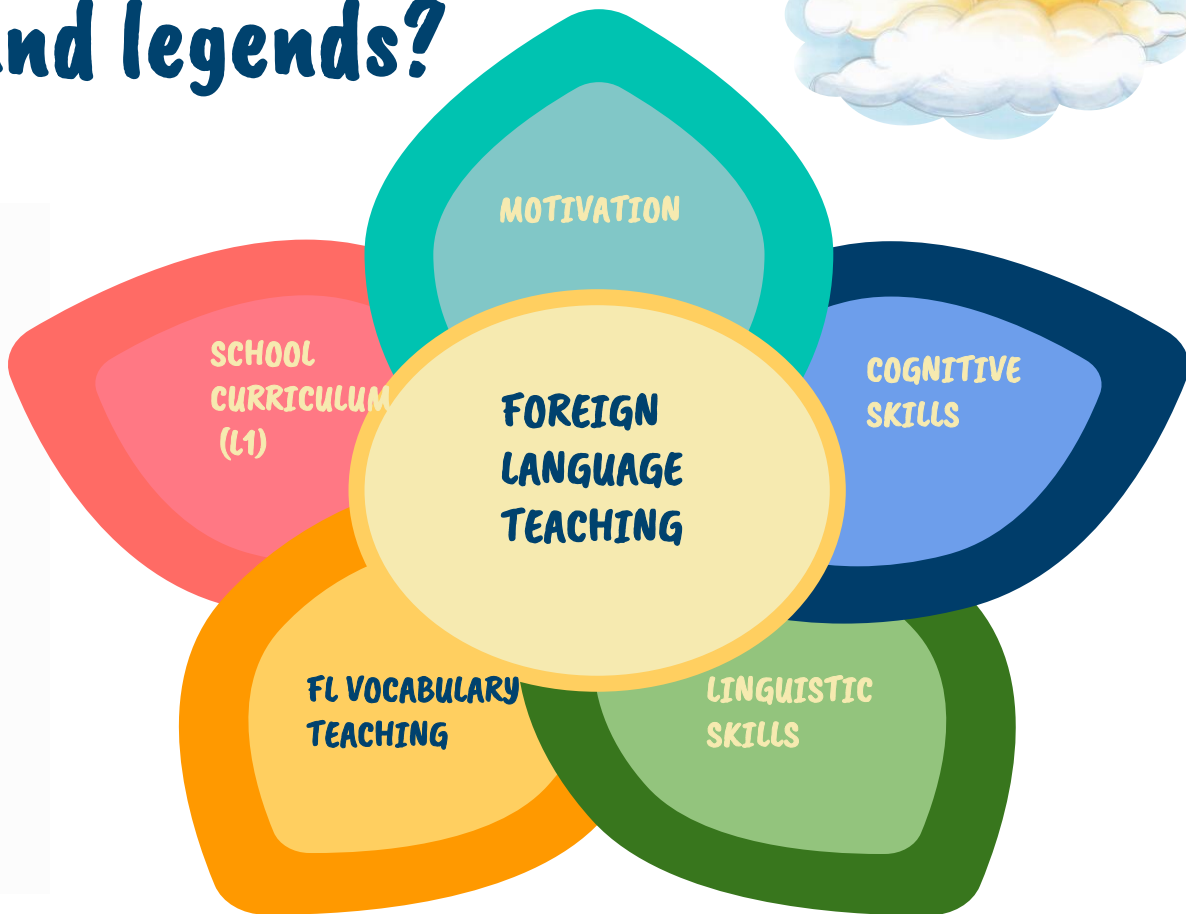
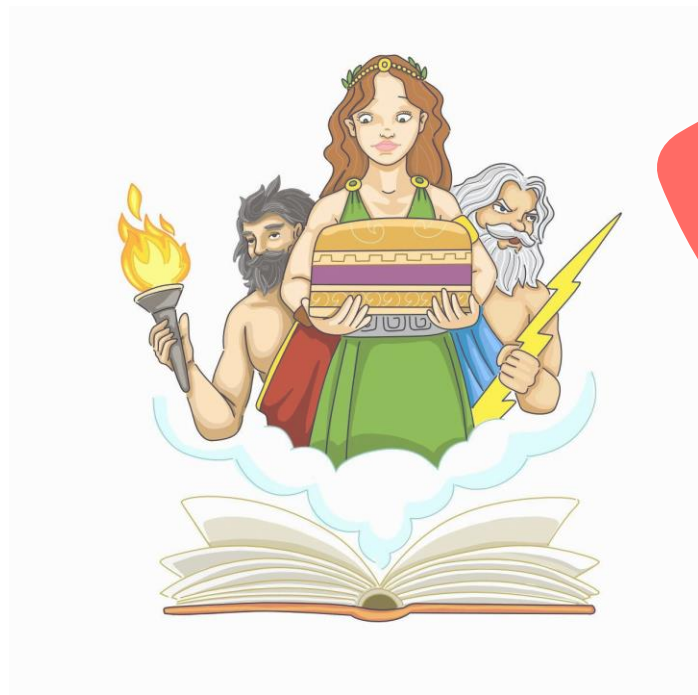
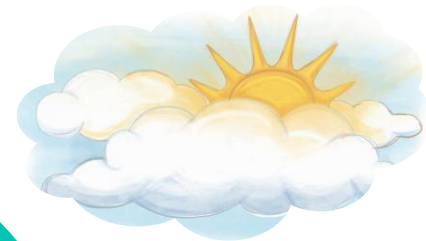
# Why Myths and legends?

Mention two advantages in working with a myth or a legend with FL English learners





# Why Myths and legends?



# Take this quick quiz:

QUIZZZ



join my quiz .com

1. Enter the code

2. Write your name

3. Press Play

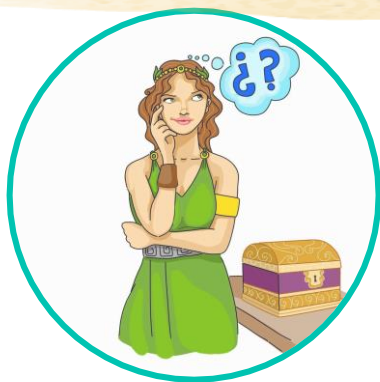


# A chunk is

- "a string of words which native speakers feel is the natural and preferred way of expressing a particular idea or purpose." (Lindstromberg and Boers, 2008, p.7)
- "a group of words customarily found together" (Selivan, 2019, p.1)



once upon a time



thought about



had hope

# Chunks make up

60% of spoken language and slightly less of written language



made up (her) mind



keep (it) safe



had hope

# Chunks are

frequent

fixed

familiar for native speakers

highly predictable

made up (her) mind

had hope





# Chunks facilitate the development of

Both receptive and productive skills



"Each time we recognise a chunk and understand it as a single unit, we gain a little time we can devote to the stretches of talk or print which are worded less conventionally."

"We can pluck them out of our memories whole without having to mentally construct them word by word."

Lindstromberg & Boers, 2008, pp. 8-9

# Why teaching FSs explicitly?



DIFFERENCES  
BETWEEN NATIVE  
SPEAKERS AND FL  
LEARNERS



EXPLICIT  
INSTRUCTION



ISLANDS OF  
ACCURACY



IDIOMATIC AND  
PROFICIENT USE  
OF LANGUAGE

# Pandora's Box

Age: 8-12

## Lesson Plan

Level of proficiency: Elementary

Objectives:

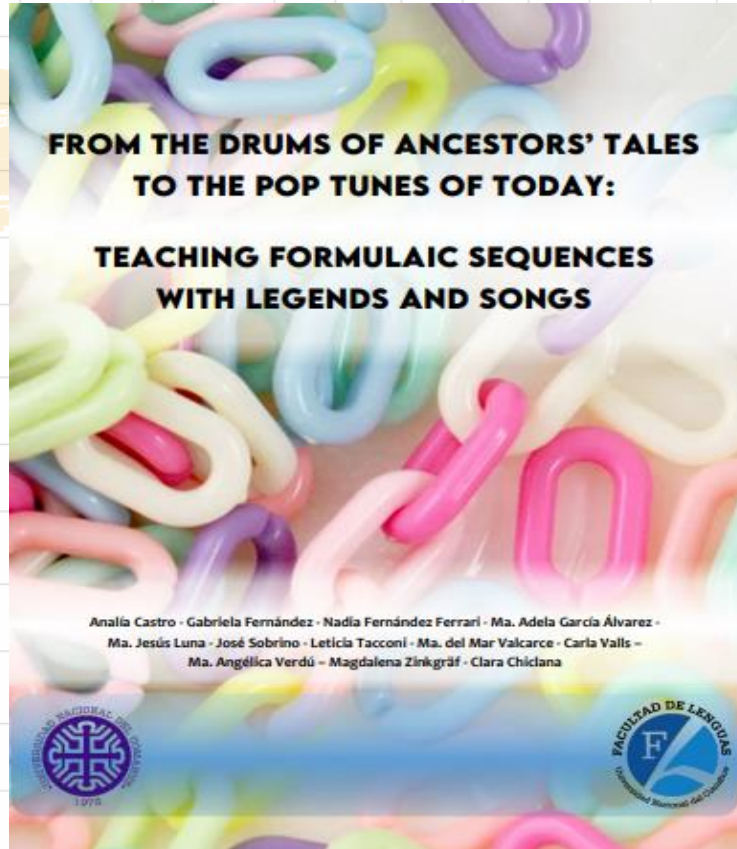
- a) to get EFL Ss to understand the myth;
- b) to help EFL learners identify chunks;
- c) to practise the target chunks through intensive guided activities;
- d) to consolidate knowledge of the selected chunks through generative productive practice.

Target FSs:

ONCE UPON A TIME - KEEP (it) SAFE - THOUGHT ABOUT (it) - MADE UP  
(her) MIND & HAD HOPE



# Pandora's Box



# The **ABC** of crafting a myth/legend-based lesson on

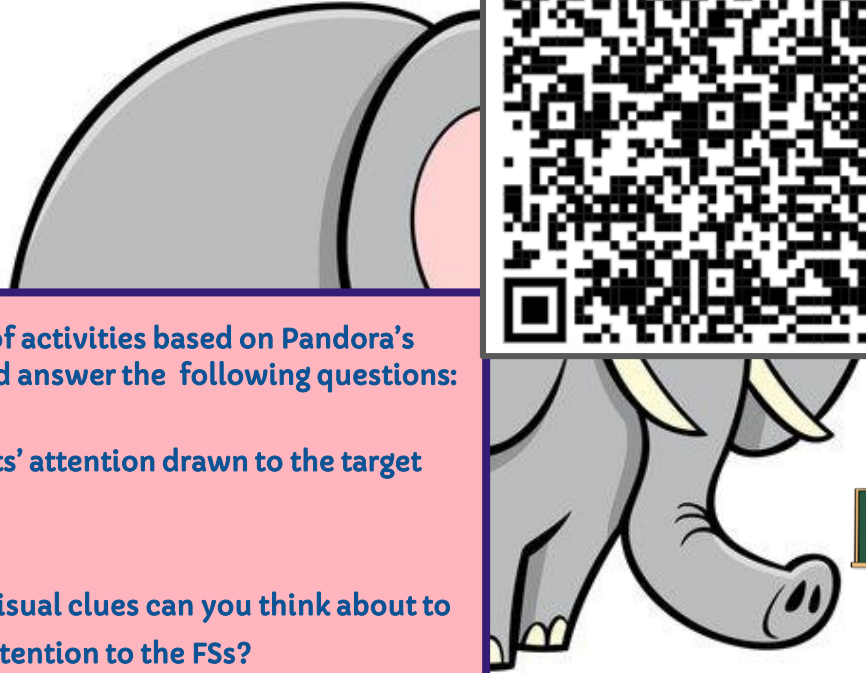
**A**ddress the elephant  
in the (class)room

Scan the QR code to access a set of activities based on Pandora's Box. Take a look at activities 4b to 8 and answer the following questions:

A- How is students' attention drawn to the target chunks?

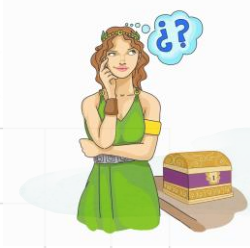
B- Which other visual clues can you think about to draw students' attention to the FSs?

C- How is the meaning of FSs presented?

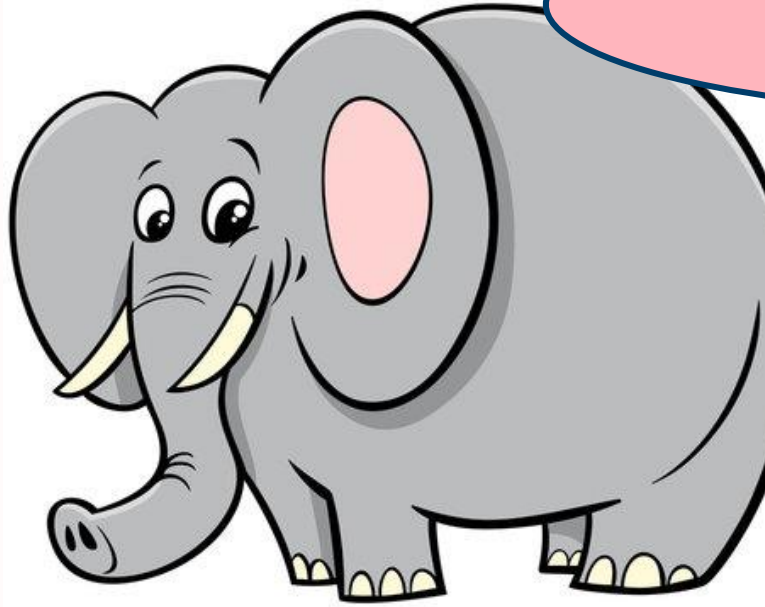




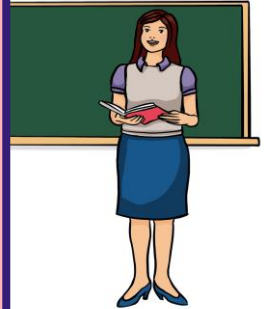
The **ABC** of crafting a myth/legend-based lesson on chunks:



**A**ddress the elephant in  
the (class)room



- Saliency
- Form-meaning connection through visual aids
- Visual aids to enhance retention
- FSs in Context





# The **ABC** of crafting a myth/legend-based lesson on chunks:

## Bring the chunks into play

Scan the QR code and take a quick look at Activities 4b - 14 in this lesson plan. Are the following statements true or false?

- A- Learners receive only visual (written) input of the formulaic sequences.
- B- They are exposed to the target FSs only once.
- C- The main focus is on meaning, rather than form.
- D- Learners get a lot of controlled practice.

Made up  
her mind

Once upon  
a time





# The **ABC** of crafting a myth/legend-based lesson on chunks:

## Bring the chunks into play

- Controlled practice
- Retrieval of meaning and form
- Visual and auditory input modes
- Repetition and recycling
- Around 7 or more encounters

Made  
up her  
mind

Once upon  
a time





# The **ABC** of crafting a myth/legend-based lesson on chunks:

**Connect the dots**

Take a look at the worksheet



# CONNECT THE DOTS

## 3) Read the lesson plan and the following sentences and then circle all the options that apply.

### 1. In activity 15, students are asked to...

- a. reflect on the morals of the myth.
- b. establish connections with previous songs and legends.
- c. provide their opinions.
- d. imagine themselves in a specific situation connected to the myth.
- e. all of the above.

### 2. In activity 16, students are required to ...

- a. use chunks and previous ideas in a new context.
- b. picture themselves in a hypothetical situation.
- c. make connections among the songs and legends.
- d. compulsorily use chunks from previous songs and legends.
- e. retrieve the meaning, form and use of the target chunks in the same context of the myth.

### 3. In activity 16B, students are requested to...

- a. carry out a controlled activity.
- b. use a specific set of chunks.
- c. remember specific events in the stories and songs.
- d. use the chunks in a creative way.
- e. employ the chunks in a new context.
- f. practice the chunks in oral and written form.

### 4. In activity 17, option b, students are prompted to...

- a. recycle previously learned chunks.
- b. use chunks in already-known contexts.
- c. practice the form, meaning and use of the target chunks.
- d. perform both an oral and written task.
- e. use language communicatively.





# The **ABC** of crafting a myth/legend-based lesson on formulaic sequences:

## Connect the dots















- Creative use
- Real-life tasks
- Repetition to get the form
- Morals
- Recycling



# CHECKLIST

## In my lesson plan based on a myth or legend,

1. Are the target chunks **contextualised** .....? 
2. Are the target chunks  **visually** .....enhanced? 
3. Do EFL learners have multiple **encounters** ..... with the target chunks? 
4. Do EFL learners both  **read** and  **listen to** ..... the selected chunks? 
5. Do EFL learners retrieve the **meaning** , **form** , and **use** ..... of the selected chunks? 
6. Do **visual aids** ..... strengthen the form-meaning connection of the selected chunks? 
7. Are EFL learners exposed to both  **controlled** and  **spontaneous** .....practice? 





Why is our workshop  
called "Sailing towards  
Islands of Accuracy"?

# References:

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- Lindstromberg, S. & Boers, F. (2008). *Teaching Chunks of Language. From noticing to remembering*. Helbling Languages.
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**Thanks!**



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