Meaningful Form-Focused Techniques for Fluent Processing and Use of Multi-Word Chunks

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ABSTRACT
While there has been considerable interest for some time in making learners aware of “lexical chunks,” or “formulaic expressions,” the impact on teaching has not been deep or systemic. Discussion has focused largely on the definitions of different types of lexical chunk and on listing what items learners most need. This discussion has obscured understanding of the more fundamental question of how to help learners to see virtually everything in the language as meaningful chunks, each enclosed within ever-larger chunks. It is this question, and the general problem of how to help learners attend to form, that has led to the development of the innovative Global Chunks Techniques introduced here. The paper is primarily descriptive and suggestive of how these “meaningful form-focused” exercises can be used to develop a “multi-word” mindset in learners as they practice all four skills; support the learning of a very wide range of learners, from primary school age upper elementary to graduate learner levels; be engaging and challenging for learners of a range of abilities, even within a single class; minimise the need for teacher intervention and explanation. It is hoped that the detailed description of these techniques and the discussion of experience in using them will be suggestive of their potential usefulness in classroom teaching and self-access situations. The next stage of development is certainly to make them the focus of various forms of research. Important theoretical assumptions underlying these exercises and their development and use for over more than six years in Japanese university environments are discussed. Relevant assertions in the literature of language teaching, first and second language acquisition, and psychology are briefly touched on Malaysian elementary and secondary English examination questions are referred to in illustrating the techniques themselves.

Keywords: Chunks, form-focused instruction, innovation, materials design, SLA, TBLT

Introduction
I call the set of teaching techniques that I am going to introduce here Global Chunk Techniques (GCTs) that play a significant supporting role in my own teaching. I sense that they are, in themselves, “methodology-neutral,” and that they can be of help to a wide range of teachers and individual learners.

GCTs are not easy exercises to categorise, although a cursory glance at them might suggest otherwise. I have called them “meaningful” and “form-focused,” but neither term is used in a way that is conventional in discussions of language teaching methodology. One reason for calling them meaningful is that they appear drill-like, but are in fact engaging. We are accustomed to thinking of drills as monotonous, mindless activities. Yet GCTs appear to challenge the intelligence and engage the interest of learners, often for surprisingly extended
periods of time, and in circumstances (such as Japanese university classrooms with over thirty students) that are not usually considered conducive to engagement and concentration.

There are four senses in which I use the word “global” to describe these techniques. One is related to the idea, just given, of small pieces of meaning enclosed within larger pieces of meaning: “chunks within chunks.” This question is discussed more carefully below, but it can be expressed very roughly using the terminology of traditional grammar: a sentence is a piece of meaning enclosed within the larger piece of meaning of a paragraph, and that the sentence is composed of smaller meaningful pieces in the form of clauses, phrases and words. All can be called chunks or “pieces of meaning.” The word “global” in “global chunk” thus expresses a sense of holism or “wholes within wholes.” The second sense that “global” is intended to convey is that that these techniques make it possible for learners to recycle the same language very thoroughly and from multiple perspectives. Thirdly, they can be called “global” in that they are adaptable to a very wide range of teaching situations and methodological approaches. Finally, these techniques can be called “global” in the sense of nurturing in learners what I call a “multi-word mindset,” a way of thinking that affects their whole approach to language learning, one that empowers them to notice the language and think for themselves about it.

It will be apparent that rapid generation of these exercises depends on having appropriate software tools to do the job. The software used for the materials demonstrated here has been developed entirely by myself. While tested and easy for me to use, it is unwieldy and difficult for others to navigate. For this reason, to share it with others at this point would require giving unreasonably time-consuming support. So, while I do hope to make it available to others in the future, those interested in experimenting with these exercises will need to invest a little time and patience in creating them manually.

Personal Methodological Bias

I am well aware that GCTs are highly controlled and not at first glance apparently “creative” or obviously “meaningful.” The techniques have emerged, over years of experience, out of a personal teaching style that no observer would deny is humanistic, learner-centred and aimed at being responsive to the needs of individuals as well as to the opportunities of the moment. For me, there is no paradox in seeing GCTs as compatible with such a teaching predilection. Rather, the thorough attention to form that they offer frees me to respond in unpredictable and sometimes highly creative ways with students. The knowledge that GCT activities are always there in the background means that I can feel free to be spontaneous without risking students’ feeling that there is a lack of systematicity in what I am doing, and without them being absolved of responsibility for regular and steady attention to the language.

The GCTs would not, however, have come into being were it not for the fact that I have also been interested in answering this question: How is it possible for mass education (including language teaching) to be a more human process, one that makes each individual feel respected, and one that is more efficient in what it needs to achieve?

Thus, while my personal teaching has been the laboratory in which GCTs have been experimented with, the main aim of the project has always been clear to me: to create a substantial set of techniques as potential “infrastructure” for any educational ecosystem that welcomes, supports or seeks one or more of these:

1. learner independence and cooperation;
2. systematic, thorough and varied attention to form;
3. a reduction in the stresses and pressures on teachers associated with time or linguistic ability;
MEANINGFUL FORM-FOCUSED TECHNIQUES FOR FLUENT PROCESSING

4. an increase in opportunities for teachers to observe and reflect;
5. a systemic incorporation of creativity and spontaneity.

I have been encouraged — some would say deluded — by a personal sense that there is more than a cautiously welcoming crack for this approach, in a number of doorways. So far, the only — very tentative — steps made to share this project in public have met with modest success. It was gratifying for a poster presentation on GCTs at the annual conference of the British Association of Applied Linguistics to be awarded a prize for the best poster presentation (Mark, 2014). And a short descriptive paper on this subject, published in-house at my own university, was selected for publication in a national review of in-house publications considered to be deserving of a wider audience (Mark 2015).

It seems to me that these techniques can be perceived as helpful in energising educational environments that suffer from systemic stifling of independence, critical thinking, spontaneity, natural and uninhibited communication, creativity, enjoyment, playfulness — not to mention the often mistakenly perceived enemies of the last three of these: serious and sustained concentration, effectiveness and efficiency. This is one of the senses in which it is claimed here that GCTs are “meaningful.”

The use of the word “chunk” immediately suggests that the techniques are in some way associated with a lexical approach. Indeed, this work sees itself as very much in tune with the various manifestations of a lexical approach as expressed in the works, for example, of Nattinger & DeCarrico (1992), Lewis (1993,1997), (Swan (2006), (Davis & Kryszewski). But in a crucial sense it is very different. The many accounts of different types of “lexical chunk,” “formulaic sequence” and so on are excellent and useful for a range of purposes, having suggested useful lists and interesting ideas on how to teach them. But the sophistication and detail with which they have been studied, categorised and ingeniously worked into teaching techniques obscures the simple and extraordinarily important fact that almost everything we see in a language is a meaningful chunk. Language learning is in itself a process of putting together individual “pieces of meaning” that are themselves enclosed in larger pieces of meaning.

This central assertion will be discussed below in more detail. However, this paper is primarily descriptive, and since it describes something that is innovative and unfamiliar, many methodological issues are raised. Each calls for far more discussion than is possible here, discussion that will figure in subsequent papers.

Description: Core Global Chunk Techniques

The Anchor Text

Language teaching units are typically built around a central text or written exemplar that serves as an anchoring focus or reference point — hopefully a meaningful and engaging one — for a variety of related language exercises. This central focus does not have to be perceived by learners primarily as something to read. It could be in video form, for example, with the written representation playing a supporting role. In the description that follows this central text will be referred to as the Anchor Text (AT).

One of the most frequent ways in which GCTs have been used so far is with a video clip from a commercial film as the AT, in combination with a third person narrative text. The latter recounts the action and words in the clip, and constitutes the language on which exercises are directly based. To illustrate this, let’s imagine a movie scene in which a character called Misha reproaches her husband Malik for a suggestion that he gives her, with the words,

“How could you do this to me?”

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The scene from the film in which these words occur will hopefully provide a rich affective context for these, as for any other dialogue language that appears in the scene. There are many possibilities for the narrative language corresponding to the words cited here, and these would of course be adapted both to the target learners and to the context. The following are a few such possibilities:

1. Misha gets very angry with Malik.
2. Misha is extremely upset to hear Malik’s suggestion.
3. Misha finds Malik’s suggestion extremely upsetting.
4. Misha can hardly believe what Malik has said, and reacts bitterly.
5. Just as Malik had feared, Misha is horrified by his suggestion.
6. Misha is horrified at the thought of traveling to work by bus on her own.
7. Horrified by the idea of having to travel to work on her own, Misha reproaches Malik bitterly. She cannot understand how he could possibly have suggested this to her.

Experience has shown that “multi-dimensional” input offers a particularly rich context for language learners: the language in the film is enriched by the visual information and affective context, and overall the film scene provides an experience that helps to bring to life the language in the narrative. Conversely, the language of the narrative itself draws the learners’ attention to the language in the film while being a kind of paraphrased version of it (including reported speech, reported thought etc.). Although GCTs do not have to be based on such multi-dimensional content, seeing the same meaning expressed through the media of film as well as written language can help learners to connect with the language more deeply. In practice, any target text can be used to generate GCTs.

To illustrate how GCTs work, I have chosen a reading passage from the Malaysian Secondary Education Certificate, one that I assume to be representative of the kind of reading practice that teachers use to prepare students for the examination. It can be used here to adequately give readers a flavour of how GCTs might be effectively applied in the less than ideal but very prevalent context of examination preparation.

The entire text (roughly 700 words) is shown in Appendix 1. Only the first half is used here — partly because experience so far indicates that a passage of 350-500 words is optimal, and partly because a great deal of paper space is needed to illustrate a complete GCT set. In practice, long passages are almost always divided into two or more GCT sets.

The story depicts the characters Misha and Malik that were used to illustrate the imagined film scene above, and contains the same reproach by Misha of her husband.

**Introducing a Unit of Study**

There are various possibilities for introducing an AT such as this, along with the GCTs based on it. At a minimum, learners can simply be asked to read the passage, and then put it aside while they go through the exercises. Preferable to this usually would be to read it with an accompanying audio version, or simply listen to the audio. The teacher might want to go over the language orally with students, or use whatever entertaining means might be available to help the learners get the gist of the story without reading it or to become interested in it. The most important considerations for this introductory phase are to try to maximise the learners’ interest and affective engagement with the content, and to allow them to be exposed to some of the multi-word chunks that they are going to be encountering.

Bear in mind also that, for some learners, the AT might be on a professional or highly specialised topic: it certainly does not have to be a human-interest story such as this one.
Core Part 1: Junks & Blanks

After the introductory stage learners are given a list of Junks taken from the passage, usually arranged with the shortest at the top (Appendix 2). A Junk — or “jumbled chunk” — consists of a multi-word unit in which a string of three or more (usually not more than seven) words are jumbled and presented in bold. The words preceding and following this string are in their correct positions, italicised, and sometimes in a different colour. Occasionally the materials writer may find it helpful to present a single Junk showing correctly positioned words only on the left or only on the right.

When the learners are given the full list of Junks they are usually also given the passage in blanked form. The task is to fill in the blanks, but it will be immediately obvious that the number of blanks in the passage renders the task of filling them in impossible without help. Less obviously, the Junks exercises make the completion of the blanks very doable, and the fact that the blanks can be, as they are here, of a length corresponding to each blanked word, provides help in completing the Junks.

With some learners, though, especially when they are not used to the idea of using two worksheets simultaneously, it can be helpful to first provide only the Junks exercise. Then, once they start to see how the Junks are meaningfully related to the Anchor Text (albeit not sequentially), they can be introduced to the Blanked Passage.

This integrated and multi-dimensional exercise generally seems to provide an interesting challenge for more advanced learners, while at the same time providing enough support for weaker learners to enable them to complete the exercises correctly; and such learners often express a feeling of pride and satisfaction at achieving this. For both advanced and less advanced learners, familiarity with the way the exercises work leads to greater speed as they continue to work with them.

This practice appears to be a far richer experience than the widely-used task of filling in blanks from a selected list of single- or multi-word items. Another advantage is that learners discover that they are able to self-correct, a fact which reduces the need for teacher explanation and intervention, while also increasing learner self-reliance.

Learners report that the activity is cognitively demanding in a positive way, and it is very gratifying for teachers to see the level of sustained concentration as they tackle this work, even in groups of over thirty students. One student reported to a Japanese colleague of mine who is using GCTs that in her entire week, “this is the only class that really makes my brain work.” She was including in this the social studies classes that she is specializing in. Positive reactions of this kind encourage speculation that GCTs have the potential to be a powerfully useful tool in combining content and language instruction, certainly within my own institution at least.

From a psycholinguistic perspective, there is presumably a lot of sub-vocal repetition going on, as well as constant testing of hypotheses about possible fits between Junks and
blanks, all within the overall meaningful context of the AT. Another plausible psycholinguistic assumption is that, when learners are getting everything right without teacher correction (providing there is enough time), they are not necessarily fully absorbing or mastering the different multi-word units. In other words, they are noticing and processing to different degrees the forms encountered, being ready to fully assimilate only some into their knowledge and productive competence. This seems to be a very healthy and effective “consciousness-raising” approach.

From an instructional point of view, then, the GCT exercises do not necessarily need to incorporate specifically selected study points. The teacher can assume that, if a text has been chosen because it seems broadly relevant linguistically for a given group of learners, it will contain different learning points for different learners in the group at any one moment in time.

This is not to say, however, that there is no place for a focus on a specified set of items. One technique for doing this with GCTs is discussed below in the discussion headed as “Peripheral Technique: Listening-Repetition Practice.” There are of course, in any passage, many opportunities for selecting items to be given particular focus. One approach is to look at a passage simply for multiple occurrences of a single form. For example, in the passage discussed here, there are several occurrences of the word “would” that illustrate two different functional uses of this word. For a teacher who understands the value of a lexical approach to grammar instruction, this can be a natural opportunity to invite learners to look, say, at a modern advanced learner dictionary and to identify which of the many ways in which the dictionary exemplifies and characterises usage of this word are exemplified in the current passage. One or more selected words could be given this kind of focus repeatedly over the course of several units of study.

![Figure 3](image-url)

**Figure 3** Blanked Passage (to be filled in by referring to the Junks) The locations of the first lines in each of Figures 1 and 2 are circled.

**Core Part 2: Reading Aloud from a “2-Letter Blanks” Worksheet**

The next activity in a typical cycle is called Reading Aloud from a “2-Letter Blanks” worksheet. The purpose of reading aloud is to develop fluency in using multi-word units, hopefully expanding the length of units which learners are comfortably able to process meaningfully and retain in short-term working memory. Omitting only two letters from all words of four letters or more that are not proper nouns results in an exercise that is not one of rote memorisation, but rather one that calls for “phrasal fluency” in processing meaningful multi-word units. So any such word group that causes the learner to hesitate or to make a
mistake deserves attention. It is of course possible for learners to do this kind of practice on their own, but it is an activity that also lends itself well to pair work. When working with a “correcting partner,” mistakes or hesitations in reading aloud are corrected by the partner, using the entire word group within the slash marks in which the correction is given. This protocol is followed by both learners, and ensures that both are given practice in repeating multi-word units without the activity appearing drill-like. Furthermore, the corrector can enjoy doing this with no pressure whatsoever. Finally, it can be a positive experience for weaker learners to act as a corrector for someone of more advanced ability.

It is possible for the teacher to provide these worksheets with multi-word units already indicated by slash marks. Indeed, this is probably desirable when learners are in the process of becoming familiar with the exercises. However, as they become accustomed to doing this kind of practice, it seems to be very useful to ask learners to make their own slash marks, both in the missing letter version and on the answer sheet. The benefit of this is that learners gradually become more adept at spotting meaningful chunks of language and at assessing their own “level,” in the sense of identifying the chunks which are just long enough to likely be a little challenging to repeat (after hearing them), but not overwhelmingly so. Specific practice of this kind is discussed below in the section “Description: Jumbled Chunk “Peripheral Techniques.”” This point is also related to the idea in memory and psycholinguistic studies, and referred to briefly below, that sentence recall ability is considered to reflect a wide range of general linguistic abilities.

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**Figure 4**  Section of a “2-Letters Missing” Worksheet

The ___sengers ___tched ___opathetically as the ___ung ___man ___th the ___ite ___ick ___de her way ___refully up the ___eps of the bus. She ___id the ___iver and ___ed her ___nds to ___el for a ___at. ___en, she sat ___wn ___th the ___ick ___sting ___ainst her leg.

**Figure 5** The learner identifies “manageable target chunks” with slash marks

The ___sengers ___tched ___opathetically / as the ___ung ___man ___th the ___ite ___ick ___de her way ___refully / up the ___eps of the bus. / She ___id the ___iver / and ___ed her ___nds to ___el for a ___at. / ___en, she sat ___wn / ___th the ___ick ___sting ___ainst her leg.

**Figure 6** A section of the “Answer Sheet” with the multi-word units of Figure 5

The passengers watched sympathetically / as the young woman with the white stick / made her way carefully / up the steps of the bus. / She paid the driver / and used her hands to feel for a seat. / Then, she sat down / with the stick resting against her leg.

**Figure 7** An illustrative selection of smaller multi-word units, for weaker learners

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**Description: Peripheral GCTs**

**Peripheral Technique: Paired Lines**

Paired line exercises can be completed by a learner working alone, but lend themselves well to pair practice. A paired line item consists of two sentences that are related to each other in meaning, and learners are expected to identify parts of speech, grammatical structures, and other linguistic features in the two sentences and then work together to correct any errors. This technique is particularly useful for developing fluency in oral language production, as it encourages learners to focus on the meaning and relationships between sentences, rather than just on a single sentence at a time. It also helps learners to develop their ability to monitor their own language use and to correct errors in context. This is an example of a paired line item:

The ___sengers ___tched ___opathetically as the ___ung ___man ___th the ___ite ___ick ___de her way ___refully up the ___eps of the bus. She ___id the ___iver and ___ed her ___nds to ___el for a ___at. ___en, she sat ___wn ___th the ___ick ___sting ___ainst her leg.

This type of practice is particularly useful for learners who are developing their fluency in a second language, as it provides a context for producing language in a natural and meaningful way. It also helps learners to develop their ability to work collaboratively, which is an important skill for successful communication in a classroom or workplace setting.
other. They typically constitute a question and answer related to the passage. Questions and Answers are particularly useful for practice that can lead to a learner-written summary of a passage. Paired lines can also include the following:

1. One line of direct speech or thought followed by an equivalent in reported speech or thought. Thus, in the passage, Malik’s thoughts, How would she react? might be paired with, He worried about how she might react.

2. One paired line can be a paraphrase of the other. Here is the first sentence in the passage: The passengers watched sympathetically as the young woman with the white stick made her way carefully up the steps of the bus. This sentence can be paraphrased into: Watched by sympathetic passengers, the young woman used her white stick to carefully feel her way as she mounted the steps of the bus. Ideally a paraphrase uses, where possible, language used elsewhere in the passage — in this case the original words from elsewhere in the passage, “used her hands to feel for a seat” are recycled into the paraphrase.

Figure 8 shows how a paraphrase can be applied in paired practice. Learners A and B have separate worksheets, with each knowing the answer to a “problem” that the other is trying to solve, this problem being the task of fluently reordering a Junks sentence or reading aloud a blanked version of the sentence. Three ways of doing this for paraphrase are shown in Figure 8. Appendix 3 shows complete sets that are in actual use, based on passages in a textbook written for Japanese college students (Mark, 2007).

[Since the software used to generate these exercises does not currently handle sentences over 20 words in length, the original passage sentence has been shortened.]
Peripheral Technique: “Light” Crosswords

The use of “light” crosswords is a further technique that requires learners to notice forms in the passage in order to complete the task in hand. The appellation “light” is based on the fact that all the answers can be found simply by looking for particular multi-word units exactly as they occur in the passage. As with the core GCTs, this task can be successfully completed by virtually any learner in a given group who is willing to spend the time needed to do it, which is in most cases not more than 30 minutes when learners first attempt a crossword of this kind. In practice it is a kind of reading fluency exercise that requires scanning the passage for relevant word groups. It can be completed easily, without stress, and speed increases with practice.

The simplest of the three types of clue is of this kind, with the answer following “>”:

1. comforted Misha and fulfilled Malik's need to ___ his wife > protect
2. ___ the city by herself (2 words) > get around
3. with the woman stick young white the (Word 4 & Word 1) > withthe (The clue is a jumbled multi-word group from the passage (“the young woman with the white stick”), and is asking for its fourth and first words. (No space is allowed in the crossword, so “withthe” is correct here.)

A complete crossword based on the passage is shown in Appendix 4.

Peripheral Technique: Listening-Repetition Practice

The list in Figure 9 shows medium-length meaningful chunks extracted from the passage, displayed in alphabetical order. Usually with a partner but also possible as a solo or class activity, the learner aims to listen to each chunk without reading, and try to repeat it. Then, after reading the item, the learner or the partner marks the items that have not yet been adequately mastered in terms of repeating the words in the correct order (a “W” is marked next to the item), and getting the pronunciation right (“P”), and without hesitation (“H”). The exercise can be done as an introductory or follow-up activity, or both.

![Figure 9](image)

Peripheral Technique: One in Six Exercises

Figure 10 shows short and long items as examples from a set of what I call “One in Six” items taken from the passage. (The answers are [3] and [4] respectively.)

A single One in Six item consists of six lines, each of which is composed of the same three chunks, but only one of which is ordered in an acceptable way. Learners are asked to identify the correctly ordered line.
This kind of exercise can be seen as a kind of fluency practice that pushes learners to be able to spot ever-larger “pieces of meaning” and their relationship with each other within a text. It seems to be achieving its aim of developing fluency in identifying meaningful word groups when reading, but no research has yet been done in this area. Currently learners are using this exercise for practice in building fluency, and self-assessment thereof.

<table>
<thead>
<tr>
<th>A short One in Six Item based on the passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] to feel for a seat and used her hands she paid the driver</td>
</tr>
<tr>
<td>[2] and used her hands to feel for a seat she paid the driver</td>
</tr>
<tr>
<td>[3] she paid the driver and used her hands to feel for a seat</td>
</tr>
<tr>
<td>[4] and used her hands she paid the driver to feel for a seat</td>
</tr>
<tr>
<td>[5] she paid the driver to feel for a seat and used her hands</td>
</tr>
<tr>
<td>[6] to feel for a seat she paid the driver and used her hands</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A long One in Six Item based on the passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] felt condemned to be Misha, who was once an independent woman, a burden on everyone around her</td>
</tr>
<tr>
<td>[2] a burden on everyone around her felt condemned to be Misha, who was once an independent woman,</td>
</tr>
<tr>
<td>[3] a burden on everyone around her Misha, who was once an independent woman, felt condemned to be</td>
</tr>
<tr>
<td>[4] Misha, who was once an independent woman, felt condemned to be a burden on everyone around her</td>
</tr>
<tr>
<td>[5] felt condemned to be a burden on everyone around her Misha, who was once an independent woman,</td>
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</tr>
</tbody>
</table>

Figure 10 One in Six Items

The three numbers at the bottom left of each item correspond to the length of each of the three chunks in the six candidate strings. Thus, Line 1 of the short item is disqualified because the first meaningful chunk, “to feel for a seat,” is five words in length. Several of the lines in the short item are grammatically possible, such as 5 and 6, but are disqualified by familiarity with the passage and a good understanding of it.

In the case of the longer item, the first candidate line could be read as well-formed, albeit with a somewhat unusual meaning — one that is not found in the passage. Again, an understanding of the passage should be enough for the learner, but the fact that the first multi-word group is supposed to be seven words in length is another hint that disqualifies “felt condemned to be Misha.”

The problem of multiple possible answers and the need for the three length markers at the end of the item can be entirely avoided, but it is time-consuming to create a set of such items. Typically, 10% or so of the examples created on the fly in weekly teaching, for different passages, seem to incorporate this kind of problem. The numbers are added here as a less than ideal way to help to deal with items that have been noticed to be problematic but for which there is insufficient time to improve; the numbers are also there in case there are problematic items that may not have been noticed.

Further Possibilities: Using Pictures

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case of the kind of example we see in Figure 11, a task could be included that makes use of a list of Junks that is based on, say, three different target or model versions of the same story.

![Figure 11](Percubaan UPSR-2015-Kelantan-2-BI Kertas 2)

Let us assume too that the words in Figure 11 are absent. The learners would first be given the task of sorting out which Junks correspond to which pictures.

If this preliminary list of Junks were accompanied by three lists of partially blanked multi-word items (multi-word groups that are not sentences, and which probably show all words of three letters or less), learners would then be tasked with filling in these non-sentence items.

Once they have done this, they would need to group the first picture’s set of multi-word items according to which items overlap in meaning or are close paraphrases of each other. Then they would do the same for the remaining two sets of items. They would then write their own version of the story, selecting from the multi-word items available to them, and joining them as they deem appropriate. The job of teacher correction should be relatively easy, with the learners using well-formed multi-word units. A follow-up activity would make use of the three target versions that generated the multi-word lists — perhaps in reading aloud from 2-Letter blanked versions, repeating from listening or dictation.

This approach would probably work well, too, with more mature learners, though no doubt with shorter target passages than the one illustrated above, and it could be adapted too for use in developing the presentation and writing skills of professional learners. Imagine, for example, a sequence of images depicting a technical process, or a series of graphs illustrating some kind of change over time. There are countless possibilities.

**Theoretical Assumptions and Issues**

Visiting overseas academics in Japan often comment on how the number of class hours mandated by the Ministry of Education, Science and Technology has the effect that students are so busy attending classes (many of which are large lectures) that they have little time to think. In this context, the personal educational agenda and related research projects that I have been involved in within my own university (including the development of GCTs) have been undertaken with these goals in mind:
1. to develop prototypes for a system whereby students are introduced, in large classes, to self-study and independent small group work within an overall framework that requires submission for evaluation, at key stages, of a self-study portfolio;
2. to free up teacher time so that more energy can be given to research and so that it becomes practicable to offer more small classes of all kinds;
3. to demonstrate that it is possible to integrate content learning in the social sciences and humanities with language learning;
4. to provide working exemplars that demonstrate practical potential for a radical systemic change that is inclusive and avoids being coercive — such change can begin to be effected without humilitating those who are afraid of it and, crucially, without adding to the burdens that teachers are already working under.

These objectives are a tall order, but I see them as a worthwhile and interesting challenge, one that has resulted in the development of GCTs among other projects. Mass education is of course not limited to the tertiary level. Japanese high school English textbooks and teaching practice have been notoriously resistant to change, and the typical primary or secondary English teacher in Japan is completely out of their depth — linguistically, culturally and emotionally — if called on to adopt any methodology other than one that is highly structured. English teachers are now under pressure to teach in English, and I know of at least one major publisher of junior high school textbooks that has determined that it makes marketing sense to provide manuals that give a script for the words teachers need to use in introducing each individual exercise. It would be considered very shameful, no doubt, if the pupils of these teachers were to know that their teachers need the scripts. In this kind of environment, pressuring teachers to improve their English, their methodological awareness and their effectiveness constitutes a humiliating and counter-productive strategy.

It makes much more sense to provide teachers with techniques which allow them to step back, observe and to feel free to acknowledge that they too are learners; and this is in fact to allow them to be more authentic comfortable in themselves. The goal of creating a more comfortable environment for teachers is also to aim to make learners feel more comfortable and able to be themselves. This in itself constitutes a humanistic agenda, and is one which the use of GCTs as educational infrastructure may have the potential to significantly advance.

The Educational Ecosystem from which GCTs Have Evolved

In the previous paragraph I used the word “infrastructure.” GCTs are a toolkit, a set of routines which have the potential to be used in a wide variety of situations. My own environment is that of a very large and well-known private Japanese university, one that sees the continuity and enhancement of its prestigious reputation as dependent on innovation and establishing itself as a global presence. Indeed, raising the English ability of students is a top priority for universities in Japan, but there are generally few teachers interested in language teaching methodology, and language teaching is widely held to be separate from and inferior to more academic study. Most teachers, even those with an interest in education, are caught between the demands of publishing their research, teaching and meetings. Improvement of their own teaching is generally low on each person’s priorities, and there is widespread resistance to collaboratively seeking systemic improvements.
Definition of a Chunk for GCTs

There are many worthwhile and useful categorisations of chunks — often called formulaic sequences in the literature. Nattinger and DeCarrico, (1992) Swan (2006), (Davis & Kryszewka 2012) and Matsuzaki (2016) all offer illuminating accounts and summaries of thinking in this area. However, the approach taken here to the question of what constitutes a chunk is deliberately “naïve” and imprecise, because the emphasis is on developing in learners a multi-word mindset in approaching the language, rather than on identifying different types of chunk and prioritising them for instruction in the form of some kind of lexical syllabus. This is not at all to say that there is no place for instructional planning of this kind — indeed I am sure that there is, for example in identifying multi-word discourse markers of different kinds, which are not necessarily highlighted by GCTs themselves. The point here is that GCTs, which are oriented towards consciousness raising rather than the teaching/learning of lists, offer a manageable and realistic way of bringing a multi-word mindset to learners and to classrooms. Indeed, the huge theoretical interest in chunks and the benefits of systematically integrating them into instruction may have blinded us to the need to simply bear in mind that learners, as they are progressing, need to be able to increasingly fluently and automatically process larger and larger “pieces of meaning.”

Let us look at how one sentence could be broken into these “naïve” chunks. Consider this sentence from the passage:

*She used to take the bus, but was now too frightened to get around the city by herself.*

Each of Figures 12 and 13 show different ways of looking at the chunks within the overall chunk that the sentence represents.

The shortest chunks (Level 1) are all enclosed by an asterisk * on the left side and a vertical bar | on the right. Mid-length chunks (Level 2) are enclosed by curly brackets. The largest chunks are enclosed by braces.

![Figure 12](image_url)

This division into “meaningful” units is not a technical matter, as an untrained native speaker can intuitively identify them. Code words such as articles, prepositions and pronouns hold no significant meaning without being attached, in a sentence or unitary proposition, to at least one other word. They are thus joined with lexical words to form the smallest units.
Notice that meaningful chunks of this kind are not necessarily discrete. There can be overlaps, even at Level 1, as we see with “too frightened” and “frightened to.” The latter can be considered a meaningful unit in the sense that a native speaker, and many learners, would predict that the next word in the sequence is very likely going to be a verb. “Frightened” could have been listed here as a meaningful chunk, but it seems unnecessary to do so, as “too” has to be tied to “frightened” in order to have meaning. The chunk “to take the bus” could well have been included — it is borderline Level 1 or 2 — but it was deemed unnecessary for the purpose of this particular list, which is to create, from all the sentences in the passage, a list of chunks for learners to listen to and attempt to repeat.

A Broad Educational Perspective

The GCT project is one facet of a conceptualization of language teaching that seeks to synergistically bring together multiple strands of thought that cover a wide range of disciplines, including theoretical and applied linguistics, education, cognitive and humanistic psychology, literature and systems thinking, to mention only some. Within most of these there are multiple strands of interest, each driven by its own momentum towards further specialization.

A research culture that encourages specialization can actually stifle questions, speculation and experimentation that do not fall into its own definitions and assumptions of what is important. Indeed, one of the persistent themes in the thinking of the brilliant and visionary thinker Buckminster Fuller was the dominance in our culture of specialized thinking, and how the modern educational process deprives us of our innate abilities to see things in a holistic or “comprehensivist” way, as he called it. Yet integrative and holistic thinking is precisely the kind of thinking most needed to address the problems of our age (Fuller 1969).

The development of GCTs has come from perceived needs, intuition, experience and an integrative way of approaching education and my own teaching. My reading in areas related to this work has been wide, but I have been particularly leery of allowing a purportedly scientific approach to language learning and teaching to warp my intuitions. GCTs would never have come into being if I had made familiarity with the up-to-date pendulum swings of language teaching methodology a major priority. Nevertheless, it is important, of course, to be able to locate GCTs on the numerous academic maps on which they can be placed, and there is much that in the many research fields that language teaching is associated with that can be helpful.

My professional perspective has always been that I am a human being first, and a teacher/academic second, and that the people I am working with are human beings first, language learners second. This perspective is not one that is generally given much thought as a central principle in the literature of language teaching methodology and research literature, although it can be found in the off-mainstream place accorded to humanistic language teaching. It gives me some encouragement to see that in the theoretical field of integrational linguistics there is implicit and to some extent explicit support for a holistic and integrative approach such as the one I have been taking. This (ironically) isolated field contains clear resonances with the broad approach that informs my own work. How refreshing to find in theoretical linguistics a radical educational perspective (though a provocative one that needs clarification) such as this:

And here we come to another communicational problem. Teachers have to put a pedagogic distance between themselves and their pupils. This is a requirement that arises out of the communication situation itself. It relates to what integrationists call the 'macrosocial' and 'circumstantial' parameters of
communication. And the way language teachers have traditionally chosen to deal with that requirement is to adopt a backward-looking linguistic stance. Language teaching always casts its lot on the side of conservatism. It is always slightly—and sometimes a long way—behind the times. (Harris Kindle version: Section 7 Paragraph 10)

In the field of psycholinguistics Frank Smith’s now classic work offers a compellingly lucid and simple account of how “visual information” and “non-visual information” affect reading and the size of meaningful chunks that the brain can handle. In reading, he says, we seek to make use of the minimum amount of visual information needed for “intelligibility.” He explains the phenomenon in these terms:

There is a limit to the amount of visual information the brain can handle. How much can actually be seen and comprehended in a single glance, or in an entire second of visual information processing, depends on how much nonvisual information the brain can bring to bear. If a lot of nonvisual information is available to the brain, then an entire line of type can be apprehended at once:

EARLY FROSTS HARM THE CROPS

If only a limited amount of nonvisual information can be used, however, only half as much can be seen:

FURY HORSES

And if there is practically no nonvisual information that can be used then vision is restricted to a very small area indeed:

WHKMY

(Smith, 1978 pp 30-31)

Peterson (2001), describes this kind of interaction in relation to listening. In terms that parallel Smith’s visual / non-visual information distinction, she describes how top-level information helps to fill gaps in lower-level information and vice versa. With regard to both reading and listening in GCTs, my sense is that learners, even within a single sentence, are hypothesising the boundaries of small and large units and their potential relationships with each other until a point of intelligibility is reached.

The relationship between automaticity and practice is an important element in the use of GSCTs. McLaughlin talks about them in these terms, suggesting that there seems to be some kind of “U-shaped” progress where practice and automaticity lead to a stage where learner ability appears to deteriorate while some kind of internal restructuring is going on: a complex cognitive skill, such as acquiring a second language, involves a process whereby controlled, attention-demanding operations become automatic through practice. This is essentially learning through accretion, whereby an increasing number of information chunks are compiled into an automated procedure. In addition, however, there are qualitative changes that occur as learners shift strategies and restructure their internal representations of the target language. (McLaughlin, 1990).

Experience with GCTs need to be investigated for their impact on learning from a cognitive psychology point of view, and is certainly going to be undertaken in the near future.

The field of memory psychology is also pertinent, with studies indicating that sentence recall ability correlates significantly with linguistic knowledge. One of the conclusions in Jefferies, Ralph and Baddeley (2004), for example, is expressed in these
terms:

Our results suggest that sentence recall reflects contributions from both automatic linguistic processes and attentionally limited working memory. (Jefferies, Ralph and Baddeley, 2004)

As this reference implies, studies in working memory may indeed offer helpful insights into GCTs. In Baddeley’s well-known model (Baddeley 2004), the phonological loop in working memory is presumed to involve “subvocal rehearsal” or silent speaking, a phenomenon which I speculated above to be a significant element in the core GCTs process.

And of course, the notion of chunks as a fundamental element of language learning has been around for a long time. Slobin shows how linguistically untrained native speakers naturally identify clauses and phrasal boundaries even when there are no pauses. Peters’ work (1983) deserves special mention for her clear anticipation of the need for something akin to GCTs. She concludes that one pedagogical challenge is how to make use of drill in such a way as to promote fluency and confidence without overdoing them in the direction of mindless exercise” (Peters, 1983, 111). Another pedagogical concern of Peters’ was how to ensure that learners are in a position to construct their own grammar in personally meaningful ways, rather than having it fed in pre-determined spoonfuls for which they may not be ready… It is just this sort of exercise, based on taking apart already memorised chunks and putting them together in new ways, that should give students maximal opportunity to build their own grammars. (Peters, 1983, 112).

Conclusion

Finally, in terms of language teaching methodology, I should draw attention to one of the most important emphases in the Lexical Approach and in Task-Based Language Teaching (TBLT) which can perhaps be called the modern version of the communicative approach, and one which is welcoming of “lexical” thinking. The principle is that of respect for the learner. One important sense in which we can respect learners is to allow them to learn what they are ready to learn without forcing it to be scheduled on them at the whim of a textbook, teacher or (as is the case with Japanese public junior and senior high school education) the government.

What is sure is that learners need time to assimilate language. Strategies that aim to help assimilation by awareness raising are more tolerant of the learner’s position and more likely to be successful than strategies which aim to incorporate the target language into the learner’s repertoire more or less immediately. (Willis 1990, 24-25)

This is a principle that is very much incorporated in GCTs, and as such represents one intriguing aspect of GCTs being adopted in traditional teacher-centred environments. It is a principle that is also related to the empowerment of learners — giving them opportunities to notice language and figure things out for themselves for themselves. And I have here been suggesting that this kind of empowerment is closely entwined with the “multi-word mindset” that GCTs aim to develop and strengthen.

I have not attempted to show how GCTs might be used with near beginners, although I believe there is potential for these techniques to be useful in this area. Despite my own professional context — that of a university teacher in Japan — and the educational and methodological biases which have led me to develop GCTs, I believe they have widespread potential. One reason for this is that they can be perceived as useful by teachers of widely
differing methodological persuasions, without also giving them a sense that a new methodology is being imposed on them. As they have been for me, I also think GCTs have the potential to be educative for a wide range of teachers. I believe this to be so if only for the fact that they keep students busy and engaged, which in itself offers teachers time to observe — probably much more time than they are accustomed to having.

I first came to work in Japan in 1985, in a university department of education. The chair of my English department was a Chaucer specialist who insisted that the prospective junior high school English teachers in his charge study Middle English. He was disturbed by the fun that students (and I) were having in the “communicative” classes I was teaching at the time, perceiving them no doubt to be lacking in seriousness. I myself felt knew that they were too chaotic and not giving the students sufficient attention to form — my first inklings of the need for the kinds of exercise I have described in this paper. I suspect that even this stern and very traditional teacher would have approved of Global Chunk Techniques and perhaps even wanted to use them himself. And I see them, in my own teaching, as a necessary and highly structured strand. It is a strand that allows learners to notice language and absorb it at their own pace while also allowing me to respond spontaneously to learners, helping them in unforeseen and therefore unplanned ways. Global Chunk Techniques can, I believe, help the language learning and teaching process to be more human and creative.

References
Appendix 1 The Example Anchor Text used in this paper

The passengers watched sympathetically as the young woman with the white stick made her way carefully up the steps of the bus. She paid the driver and used her hands to feel for a seat. Then, she sat down with the stick resting against her leg.

It had been a year since Misha, thirty-four, became blind. Because of a medical problem, she was suddenly thrown into a world of darkness. Misha, who was once an independent woman, felt condemned to be a burden on everyone around her. All she had to cling to was her husband, Malik, an army officer who loved her dearly.

When Misha first lost her sight she sank into despair, but Malik was determined to help her become independent again. After a few months she was finally ready to return to her job. She used to take the bus, but was now too frightened to get around the city by herself. So, how would she get there? Malik volunteered to drive her to work each day, even though they worked at opposite ends of the city.

At first, this comforted Misha and fulfilled Malik’s need to protect his wife, who had lost confidence in doing even the simplest task. Soon, however, this transport arrangement was becoming too tiring for him. He realised that she would have to start taking the bus again, but just the thought of mentioning this to her upset him. She was still so fragile, so angry. How would she react?

Just as Malik had expected, Misha was horrified at the idea of taking the bus again. Her heart was full of anger. “How could you do this to me? I am blind!” She responded bitterly. “How am I supposed to know where I am going? I feel as if you are abandoning me. Don’t you love me anymore?”

(Only the above half of the passage is used in the Description: “Core” Junks Techniques section to illustrate JCTs.)

Malik’s heart broke when he heard those words, but he knew what he had to do. He promised her that, each morning and evening, he would ride the bus with her, for as long as it took for her to get used to it. And that was exactly what happened. For two whole weeks, Malik, in full military uniform, accompanied Misha to and from work each day. He taught her how to rely on her other senses, especially her hearing, and how to adapt to her new situation.

Malik helped her make friends with the bus drivers, who would watch out for her. They even saved her a seat. Malik made her laugh, even on those bad days when she tripped as she left the bus or dropped her briefcase. Each morning, they made the journey together and Malik would take a taxi back to his office. Although his routine was even more expensive and more tiring than the previous one, he knew it was just a matter of time before she would be able to ride the bus on her own. He believed in her, in the Misha he used to know, who was not afraid of any challenges and who would never, ever quit.

Indeed, she soon became confident enough to start traveling on her own. One day, as she was about to get off the bus, the driver said, “Madam, I really envy you. It must feel so good to be taken care of and protected like you are.” Misha had no idea what the driver was talking about, and asked, ”What do you mean?” The driver answered, ”You know, every
morning, a gentleman in a military uniform stands on the other side of the road watching you as you leave the bus. He makes sure you cross the road safely and he watches you until you enter your office building. Then he blows you a kiss and walks away. You are a fortunate woman.”

Tears of happiness flowed down her cheeks. Although she could not see her husband, she had always felt his presence. Misha was lucky, so lucky, for he had given her a gift more powerful than sight, a gift she did not need to see to believe – a gift of love that can bring light where there has been darkness.

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Appendix 2:  Junks

[1] Don't you me love anymore?
[2] start the taking bus again,
[3] Because a of medical problem,
[4] ready to return her to job.
[7] So, get she would how there?
[8] Her was full heart of anger.
[9] When first Misha lost her sight
[10] a around everyone burden on her.
[11] Malik's his need protect to wife,
[12] It had since been year a Misha,
[13] He have she realised would that to
[14] She so fragile, still was so angry.
[15] the the with young woman white stick
[16] used to feel her for hands a seat.
[17] I abandoning if feel as you are me.
[18] Misha, was who an once independent woman,
[19] She driver the paid and used her hands
[20] After was finally months few a she ready
[21] felt to condemned a burden be on everyone
[22] She was the to used take but bus, now
[23] Malik, officer army loved her who an dearly.
[24] All she to to was clinging had her husband,
[25] horrified taking bus idea of at the the again.
[26] Malik drive to to her work each volunteered day,
[27] she of world a thrown suddenly was into darkness.
[28] too the to frightened city by get around herself.
[29] "How am I supposed to where I know am going?
[30] The passengers as the watched young sympathetically woman
[31] made her up the of steps way carefully the bus.
[32] At this and comforted first, Malik’s Misha fulfilled need
[33] even though of worked they at ends opposite the city.
[34] who had doing the even lost confidence in simplest task.
[35] but just her thought mentioning to the this of upset him.
[36] Then, she down sat against with the resting stick her leg.
[37] she sank was despair, but to into Malik determined help her
[38] Soon, however, tiring too arrangement becoming this transport was for him.
[39] How would Just she expected, as Malik had Misha react? was horrified
[40] "How could you do this to me? I am blind!" She responded bitterly.
Appendix 3: Three kinds of “Paired Lines” Exercise

In this pair work each partner can only look at one set, A or B. Learner A has the answers to B’s “question” sentence, and the reverse is true for Learner A. They try to help each other to achieve fluency in their particular, and then exchange sheets.

The exercises are based on Mark (2007)

Solving Problems-08 REVIEW & SUMMARY — Section: 1 — By: Kevin Mark

Paired Lines: JUNKS

Learner A

[1] What have some scientific developments in the field of medicine introduced into our lives?
   ➢ They have introduced many ethical problems into our lives.
[2] What is the focus of the author in particular?
   ➢ He focuses on the case of gender selection.
   ➢ It stands for “in vitro fertilization.”
[4] What can it make? (What can IVF do?)
   ➢ It can enable parents who would not otherwise be able to do so to produce a child.
[5] How does this process work?
   ➢ The woman’s egg is fertilized by the man’s sperm in a lab dish.
[6] What is the next step in this process?
   ➢ The fertilized egg is placed in the woman’s womb.
[7] What new development has taken place?
   ➢ Couples who do not have a fertility problem can choose the gender of their child.
[8] What is this process called?
   ➢ It’s called embryo screening.
[9] What is the ethical problem this create?
   ➢ It raises the question of whether or not human beings should be able to “play God.”

Learner B

[1] What have some scientific developments in the field of medicine introduced into our lives?
   ➢ They have introduced many ethical problems.
[2] What does the author focus on in particular?
   ➢ He focuses on the case of gender selection.
   ➢ It stands for “in vitro fertilization.”
[4] What can the process of IVF make it possible to do?
   ➢ It can enable parents who would not otherwise be able to do so to produce a child.
[5] How does this process work?
   ➢ The woman’s egg is fertilized by the man’s sperm in a lab dish.
[6] What is the next step in this process?
   ➢ The fertilized egg is placed in the woman’s womb.
[7] What new development has taken place?
   ➢ Couples who do not choose can the problem fertility have gender of their child.
[8] What is this process called?
   ➢ It’s embryo screening.
[9] What is the ethical problem this create?
   ➢ It raises the question be not beings human should of or whether able to “play God.”
Solving Problems—Review & Summary — Section: 1 — By: Kevin Mark

Paired Lines: Blanked 2 Letters

Learner A

[1] __at __ve __me __ifent __velopments in the __eld of __icine __rod __ed __o our __es?
   > They have introduced many ethical problems into our lives.
[2] __at example __es the __or __us on __rticular?
   > He focuses on the case of gender selection.
[3] __es IVF __nd for?
   > It stands for "in vitro fertilization."
[4] __at can the __cess of IVF __ke it __saible to do?
   > It can enable parents who would not otherwise be able to do so to produce a child.
[5] How __es __cess __rk?
   > The woman's egg is fertilized by the man's sperm in a lab dish.
[6] __ is the __xt __ep in __cess?
   > The fertilized egg is placed in the woman's womb.
[7] __ __velopment in __eld has now __ken __ace?
   > Couples who do not have a fertility problem can choose the gender of their child.
[8] __ is __cess __lled?
   > It's called embryo screening.
[9] __hical __blem __es __ ate?
   > It raises the question of whether or not human beings should be able to "play God."

Learner A

[1] What have some scientific developments in the field of medicine introduced into our lives?
   > __y __ved __rod __ny __hical __blems __o our __es.
[2] What example does the author focus on in particular?
   > He __uses on the __se of __nder __ction.
   > It __nds for "in _tro __utilization."
[4] What can the process of IVF make it possible to do?
   > It can __le __ents who _uld not _herwise be _le to do so to _duc a __ld.
[5] How does this process work?
   > The __'s __erm is __lized by the __'s __erm in a lab __sh.
[6] What is the next step in this process?
   > The __lized egg is __ced in the __ 's __mb.
[7] What new development in this field has now taken place?
   > __uples who do not __e a __ility __blem can __ose the __nder of __ir __ld.
[8] What is this process called?
   > __'s __led __ryo __een.
[9] What ethical problem does this create?
   > It __ises the __estion of __ether or not __an __ings __ould be __le to "__ay God. "

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Solving Problems-08 REVIEW & SUMMARY — Section: 1 — By: Kevin Mark  
Paired Lines: BLANKED WORDS

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**Learner A**

1. ___ some scientific developments in the ____ of medicine _____ into our ____?
   > They have introduced many ethical problems into our lives.

2. ___ example the author ____ on in ____?
   > He focuses on the case of gender selection.

3. ___ IVF ____ for?
   > It stands for “in vitro fertilization.”

4. ___ the ____ of IVF ____ it ____ to do?
   > It can enable parents who would not otherwise be able to do so to produce a child.

5. How ____ this ____?
   > The woman’s egg is fertilized by the man’s sperm in a lab dish.

6. ___ is the next ____ in this ____?
   > The fertilized egg is placed in the woman’s womb.

7. ___ new development in this ____ has now taken place?
   > Couples who do not have a fertility problem can choose the gender of their child.

8. ___ is this ____?
   > It’s called embryo screening.

9. ___ ____ problem ____ this create?
   > It raises the question of whether or not human beings should be able to “play God.”

---

**Learner B**

1. What have some scientific developments in the field of medicine introduced into our lives?
   > They introduced many ethical problems into our lives.

2. What is the author focus on in particular?
   > He focuses on the case of gender selection.

3. What does IVF stand for?
   > It stands for “in vitro fertilization.”

4. What can the process of IVF make it possible to do?
   > It can enable parents who would not otherwise be able to do so to produce a child.

5. How does this process work?
   > The woman’s egg is fertilized by the man’s sperm in a lab dish.

6. What is the next step in this process?
   > The fertilized egg is placed in the woman’s womb.

7. What new development in this field has now taken place?
   > Couples who do not have a fertility problem can choose the gender of their child.

8. What is this process called?
   > It’s embryo screening.

9. What ethical problem does this create?
   > It raises the question of whether or not human beings should be able to “play God.”
Appendix 4: A “Light” Crossword

A "Light" Crossword
using words and phrases
directly as they appear in the passage
(Based on Paragraphs 1-5)

3 Types of clue:
1) Single word (eg 1 Across)
2) Jumbled Multword (eg 7 Across)
3) Multiword (eg 11 Across)

Across
1. How am I ______ to know where I am going?
2. [SUCCEEDED] ______
3. how would she ______ there? [GET]
4. 6. she had to ______ to [CLING]
7. steps up of the the bus (Word 3 & Word 1)
8. 9. into despair [SANK]
10. It had been a year ______ [SINCE]

(2nd page)

Down
1. watched ______ as [SYMPATHETICALLY]
2. drive to her work to volunteered (Word 3 & Word 2) [DRIVETO]
3. doing even the simplest [TASK]
4. Malik had expected [AS]
5. comforted Misha and fulfilled Malik's need to ______ his wife [PROTECT]

Across
12. world ______ darkness [OF]
14. even they [THOUGH]
15. ______ you love me anymore? [DONT]
17. How would she ______? [REACT]
20. used her ______ to (1 word) [HANDS]
22. was horrified ______ of taking the bus again (3 words) [ATTIREIDEA]
26. had lost ______ down with the stick resting against [SAT]
28. ______ for him [TIRING]
29. with the woman stick young white the (Word 4 & Word 1) [WITHTHE]
30. condemned to ______ [BE]
31. Misha first ______ her sight [LOST]
33. was finally ready ______ her job [TO]
34. made her ______ [WAY]
35. I feel ______ you are abandoning me (2 words) [ASIF]
36. was suddenly ______ into [THROWN]
37. realised that she ______ start taking (3 words) [WOULDHAVETO]
38. ______ to take the bus [USED]

Down
11. was ______ independent woman (2 words) [ONCEAN]
13. ______ on everyone around her [BURDEN]
16. ______ the driver [PAID]
18. ______ opposite ends of the city [AT]
19. just the ______ mentioning this (2 words) [THOUGHT]
21. She responded ______ (BITTERLY)
23. How could you ______ this to me? [DO]
24. After ______ months (2 words) [AFEW]
25. ______ to help her become ______ (DETERMINED)
32. was ______ to fragile [STILL]