

**UpSkills**

Upgrading the skills of linguistics and language students

Multiplier Event "Fit for the job market? Teaching transferable skills to future language experts"

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Barbara Hinger

Department of Romance Studies

Graz University



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## Overview

- Needs analysis
- Dreyfus model of skill acquisition and Novice-Expert Scale
  - Text book knowledge
  - Areas of practice
- Linguistics theory – Applied linguistics – language teaching
- Final remarks

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## Needs analysis

- Which skills do linguistics and language students need to develop during their studies?
- How can one define these skills?
  - Curricular goals?
  - Professional field?
  - Job market?
- Needs analysis
  - Area of *Task Based Language Teaching*
  - Needs analysis first, then take action (i.e., Long 2010)

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## Dreyfus model of skill acquisition

Skill Level/ Mental Function	Novice	Advanced Beginner	Competence	Proficient	Expert
Recollection	Non-Situational	Situational			
Recognition	Decomposed		Holistic		
Decision	Analytical			Intuitive	
Awareness	Monitoring				Absorbed

Dreyfus, St., Dreyfus, H. (1986)

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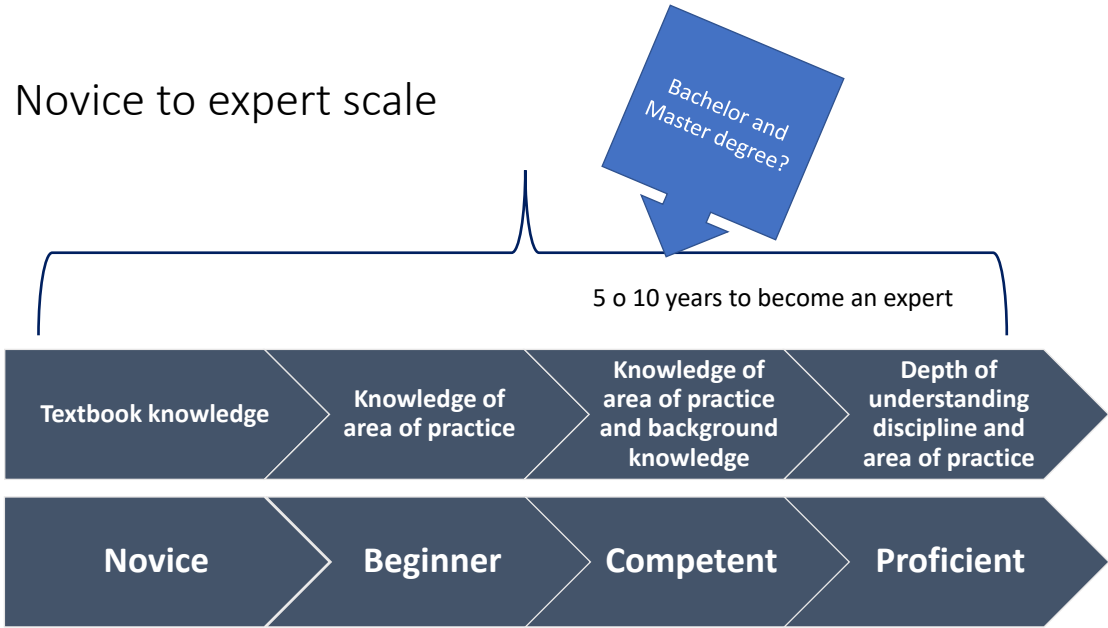
Novice to expert Scale

Novice-to-Expert scale					
	Knowledge	Standard of work	Autonomy	Coping with complexity	Perception of context
1   Novice	Minimal, or 'textbook' knowledge without connecting it to practice	Unlikely to be satisfactory unless closely supervised	Needs close supervision or instruction	Little or no conception of dealing with complexity	Tends to see actions in isolation
2   Beginner	Working knowledge of key aspects of practice	Straightforward tasks likely to be completed to an acceptable standard	Able to achieve some steps using own judgement, but supervision needed for overall task	Appreciates complex situations but only able to achieve partial resolution	Sees actions as a series of steps
3   Competent	Good working and background knowledge of area of practice	Fit for purpose, though may lack refinement	Able to achieve most tasks using own judgement	Copes with complex situations through deliberate analysis and planning	Sees actions at least partly in terms of longer goals
4   Proficient	Depth of understanding of discipline and area of practice	Fully acceptable standard achieved routinely	Able to take full responsibility for own work (and that of others where applicable)	Deals with complex situations holistically, decision making more confident	Sees overall 'picture' and how individual actions fit within it
5   Expert	Authoritative knowledge of discipline and deep tacit understanding across area of practice	Excellence achieved with relative ease	Able to take responsibility for going beyond existing standards and creating own interpretations	Holistic grasp of complex situations, moves between intuitive and analytical approaches with ease	Sees overall 'picture' and alternative approaches; vision of what may be possible

<https://johnnymates.wordpress.com/2012/01/12/itap-lecture-8/novice-to-expert/>

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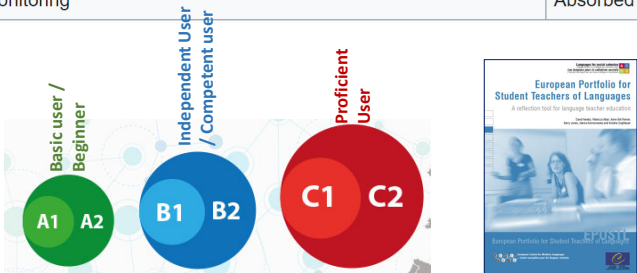
Novice to expert scale



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Textbook knowledge for linguistics and language students

- Chomskyan turn
- Pragmatic turn

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## Textbook knowledge for linguistics and language students

- Chomskyan turn
  - Cognitive turn
    - PhD thesis
    - Review of Verbal Behavior (B. F. Skinner)
  - Universal Grammar
    - Innate Language Acquisition Device
    - Overgeneralisation
  - Significance of error in language acquisition
    - Necessary step in language acquisition
    - Insight into language development in our brain
    - Error correction?

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## Textbook knowledge for linguistics and language students

- Chomskyan turn
  - Cognitive turn
  - Universal Grammar
  - Neurolinguistic evidence, i.e. Angela Friederici (2017)
- Critics to Chomsky as well as further developments
  - Emergentism
  - Usage based approach
  - ...

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## Textbook knowledge for linguistics and language students

- Chomskyan turn
  - Cognitive turn
  - Universal Grammar
  - Significance of error
    - Necessary step in language acquisition
    - Insight into the language development in our brain
    - Error correction?
    - Error analysis (Pit Corder)
  - Monitor Model (Steven Krashen)
    - Learning vs. acquisition
    - Input hypothesis
    - Natural order hypothesis
    - Monitor hypothesis
    - Affective Filter

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## Interlanguage Hypothesis (Selinker 1972)

- *Interlanguage*
  - Big challenge for
    - language learners
    - language teachers
  - ✓ Input – Intake – Processing – Output

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## Textbook knowledge for linguistics and language students

- Pragmatic turn in linguistics in the 1960s
  - How to do things with words (Austin)
  - Speech act theory (Searle)
  - Importance of language in use
- Communicative turn in language teaching in the 1970s
  - How to use language outside the language classroom in the target country?
  - Harsh criticism of audiolingual and audiovisual method
    - Behaviorism
      - Pattern drill exercise
    - (US-)Structuralism
      - Contrastive hypothesis

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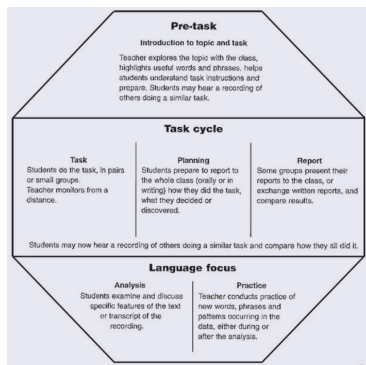
## Areas of practice

- Language classroom
  - Positive view of error
  - From deficit-orientation to a culture of positive feedback
- Approaches to language learning
  - Natural Approach (Krashen/Terrell)
  - Communicative Approach
    - Receptive-reproductive-productive-creative exercise
    - Information / opinion gap exercise
  - Task Based Language Teaching Approach
    - Performing a (real world / pedagogic) task in the target language
    - Task Cycle

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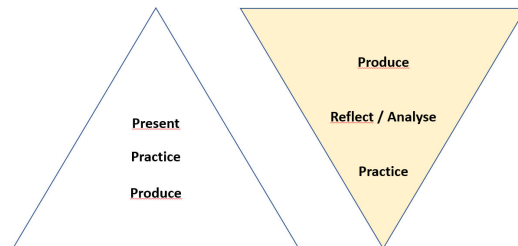
## Areas of practice

### Task Based Language Teaching Approach



(according to Willis, seen in: Decke-Cornill, Helene/Küster, Lutz, 2015, 196)

### PPP Model vs. Task Based Language Teaching Approach



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## Textbook knowledge – areas of practice

- Theoretical Linguistics
- Applied Linguistics
- Language Teaching

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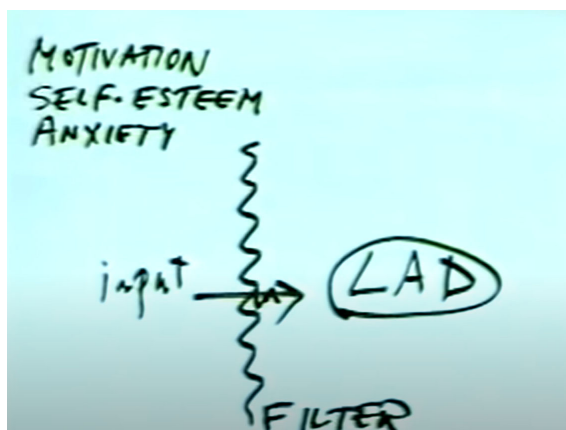
## Theoretical Linguistics – Applied Linguistics

In fact it can take many years until a theory or hypothesis can be empirically tested. For instance, Krashen launched his Monitor Hypothesis, based on the distinction between acquisition and learning, in the late 70s (Krashen 1977). Several researchers (e.g. McLaughlin 1978) criticized this hypothesis because Krashen had not shown how acquired and learned knowledge could be empirically operationalized, and hence distinguished. However, almost twenty years later, cognitive neuro-scientists reached a consensus that declarative, factual knowledge (Krashen's 'learned knowledge') is stored in the medial temporal lobe (in particular in the hippocampus), whereas procedural, relatively unconscious knowledge (Krashen's 'acquired knowledge') is stored and processed in various (mainly frontal) regions of the cortex (Squire & Knowlton 2000). Thus one could argue that, in contrast to thirty years ago, Krashen's Monitor Hypothesis can now be regarded as an empirical claim. (Hulstijn 2013, 516)

„... pre-scientific theories (i.e. theories that incorporate ideas that are not testable) ... Krashen's Monitor Model is a good example.“ (Ellis 2021, 202)

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## From Krashen to investigating FLA/FLE



<https://www.youtube.com/watch?v=NiTsduRreug>

FLA: Foreign Language Anxiety  
since the 1980s

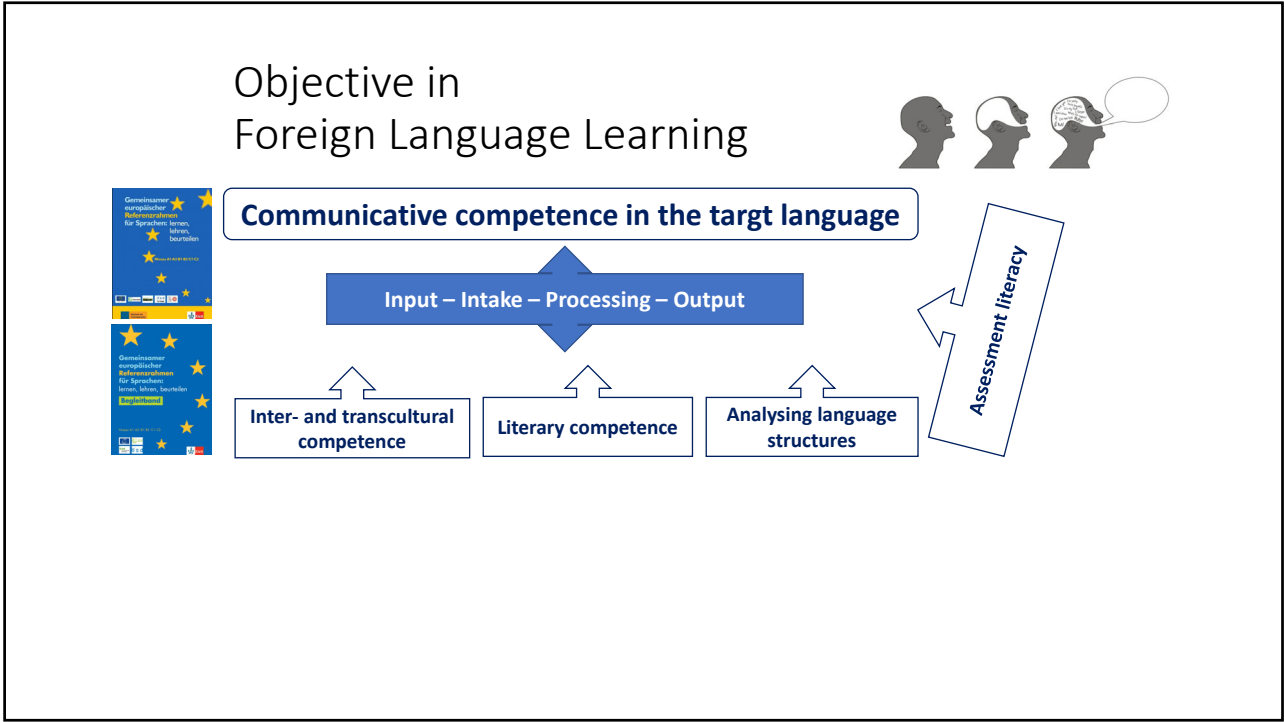
FLE: Foreign Language Enjoyment  
since the 2010s

Safe Speaking  
Environments –  
What? Why? How?

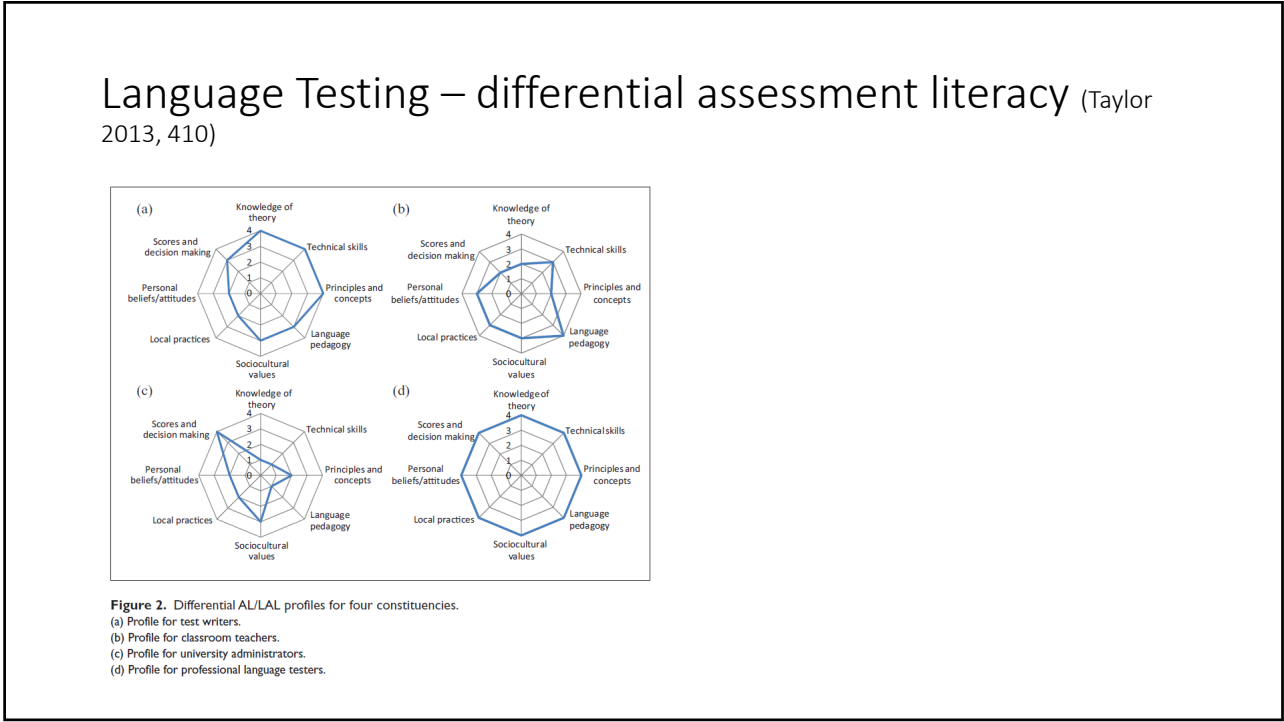
Zoltán Dörnyei  
University of Nottingham

<https://www.youtube.com/watch?v=-wDml-DUT-c>

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## But ...

- ... are all those who work in a particular university department in the same boat?
  - Do we know what our colleagues teach, study and research?
  - Do we exchange our teaching philosophy?
  - Do we cooperate?
  - Can our students see and sense our collaboration?
  - Do we interpret the curricula goals on a common basis?
  - Do we share and discuss the curricula goals with our students?
  - Do we share our professional development and our job history with our colleagues and with our students?
  - How mindful are we with each other, with ourselves and with our students?

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I am not sure whether I have met your expectations  
but I definitely appreciate your ...



questions



remarks



insights



additional  
information and



thoughts



Thank you for your attention

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## Literature

Decke-Cornill, Helene/Küster, Lutz (2015), *Fremdsprachendidaktik*, narr.

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✓ Please, cite as

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