movetia
Austausch und Mobilität
Echanges et mobilité
Scambi e mobilità
Exchange and mobility

Erasmus+

UP SKILLS

Content bloc example

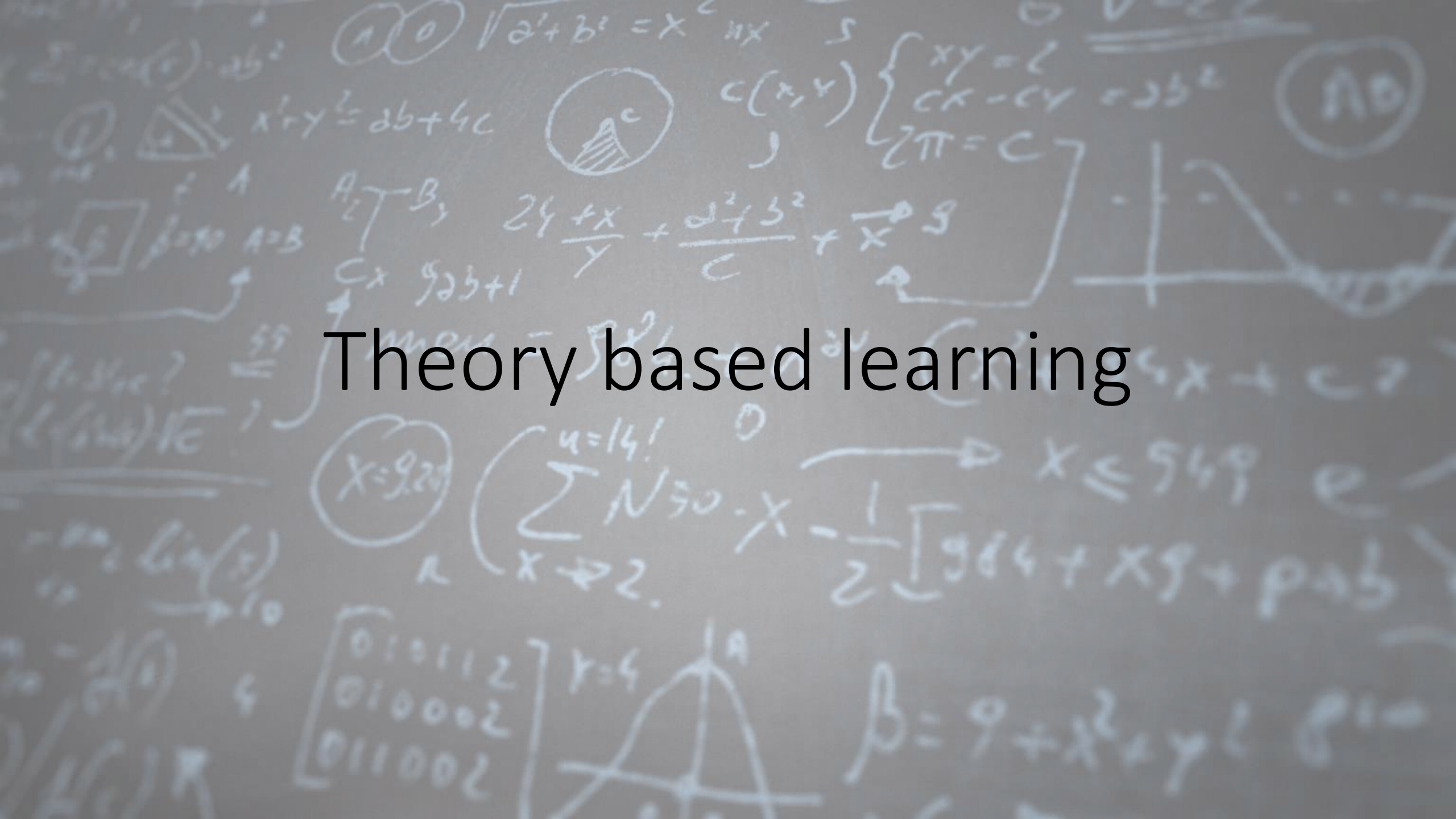
Margherita.Pallottino@unige.ch
Genoveva.Puskas@unige.ch

UNIVERSITÉ DE GENÈVE

Graz, July 5th, 2022

UPSKILLS multiplier event

UNI GRAZ



Theory based learning

1. Context and goals

1.1 What is theory?

- A theory (or theoretical knowledge) is an abstraction over individual manifestations of physical, psychical, intellectual, emotional, etc phenomena that we encounter in our daily lives.
- A theory proposes that whatever these manifestations are, they are governed by **rules.**
- The role of the theory is to determine what these rules are, constructing thus an abstract **model** of the system

1.1 What is theory?

- Theoretical linguistics deals with constructing models of human cognition, specifically oriented towards **knowledge of language**.

1.1 What is theory?

- Saussure was the first scholar to propose that human language is an organized system. This has enabled him:
- (i) to look at the human language not as a collection of words/sentences that a speaker has to learn in order to be able to communicate, but a system in which meanings (at any level) arise from contrast (very much like colors become significant in contrast);

1.1 What is theory?

- (ii) to claim that the diversity of languages is not random:

“Il faut ajouter une faculté d’association et de coordination, qui se manifeste dès qu’il ne s’agit plus de signes isolés ; c’est cette faculté qui joue le plus grand rôle dans l’organisation de la langue en tant que système”(*CLG* : 29).

[one must add a faculty of association and coordination, which manifests itself as soon as we are not facing isolated signs; it is this faculty which plays the major role in the organization of language as a system]

- Linguistic theories have since then developed and become rather diverse, but they all take into account (and actually more and more) the notion of **language as a system**.

1.2 Why integrate theory into learning?

- The goal of the upskills project is to make students in Linguistics aware of – and prepare them for – the requirements the professional world has on people with linguistic skills who will enter the job market.
- Many of the skills involve practical knowledge and hands-on training. Linguistics theory is an interesting field (driving force of most of the research in linguistics in the last 60 years or so!). But it seems that employers don’t really care about theory.
- So what’s the point (aside from the fact that this is what academics, namely teachers in universities, know how to do and teach)?

1.2 Why integrate theory into learning?

- A theory-based approach helps students to:

(i) Learn/discuss/discover a problem, abstracting away from its individual instances

(ii) Build up a framework/the best framework in which the problem will be solved

(iii) Learn to generalize over individual (possibly variable) cases

(iv) View a given problem from various perspectives

(v) Propose coherent solutions, with predictions on what new instances might look like

1.2 Why integrate theory into learning?

And these are the skills that employers look for!

1.3 Expected outcomes of such an approach

- Students will be able to think beyond the individual cases they are submitted
- they will either have a framework in which they will be able to handle the data/facts and propose well-suited solutions, or they will be able to look for/identify a framework fit for their needs
- they will be able to observe facts, construct hypotheses and work on solutions which either align with these hypotheses or contradict them, pushing them to dig deeper to improve their output.

1.3 Expected outcomes of such an approach

- Example:
- Problem: analyzer does not perform well on emotion recognition. Typically, it seems to give similar status to ‘I will prepare a gastronomic meal for our president’ and ‘I should prepare a gastronomic meal for our president’ in terms of intentions.
- Hypothesis 1: each situation has a different emotion/intention
- Hypothesis 2: verbs belong to different classes, which have different emotional ‘force’
- Linguistic theory divides auxiliaries into tense-like auxiliaries (future, present perfect, etc) and modal auxiliaries (must, may, shall, etc..). Modal auxiliaries convey the speaker’s intentions/emotions.
- Solution: integrate the distinction between tense auxiliaries and modal auxiliaries [a theory-based distinction] to identify non-emotive vs emotive expressions.

2. General outline of the course bloc

2.1 Purpose of the course bloc

- The course bloc proposes a content and skills teaching based on a *theoretical approach to language variation*. The general content aims at encouraging students to think about, and work on, differences – but also similarities- between languages.

2.1 Purpose of the course bloc

- After the completion of this unit bloc, students will be able to:
  - Collect linguistic data
  - Organize and annotate the data
  - Confront the data with a theory
  - Compare analyses
  - Interact minimally with programming
  - Elaborate a report of their research activities

2.2 Organization of the course bloc

- The course bloc is constructed around different learning goals distributed within the 5 units of the course

  A. Language variation (as a concept)

  B. Data collection (hands-on linguistic activity)

  C. Introduction to scientific research (methodology)

  D. The syntax of the DP (linguistics content)

2.2 Organization of the course bloc

- **Unit 1 – Introduction to language variation**
    - Languages are diverse but not indefinitely
    - Dimensions of variation (parameter)

- ***Activity***: use the game “Guess the language” → icebreaker in class

ORA and THEO Coster, 1979

Features | Glossary | AI : 16

PLAYER CARD

TURKISH
- Cha for Tea
- Reduplication
- Binary Politeness
- Indefinite Article
- Pro-Drop
- Future Morphology
- Imperative Morphology
- Past Morphology
- Order Adj-Noun
- Order Poss-Noun

CHINESE
- Cha for Tea
- Reduplication
- Binary Politeness
- Tone
- Pro-Drop
- Order Adj-Noun
- SVO
- Order Poss-Noun

EGYPTIAN ARABIC
- Cha for Tea
- Reduplication
- Grammatical Gender
- Definite Article
- Pro-Drop
- Future Morphology
- Imperative Morphology
- Past Morphology
- SVO
- Order Prep-Noun

ENGLISH
- Definite Article
- Indefinite Article
- Past Morphology
- Order Adj-Noun
- SVO
- Order Poss-Noun
- WH-Fronting
- Order Prep-Noun

FINNISH
- Binary Politeness
- Pro-Drop
- Imperative Morphology
- Past Morphology
- SVO
- Order Poss-Noun
- WH-Fronting

FRENCH
- 20 Base
- Binary Politeness
- Grammatical Gender
- Definite Article
- Indefinite Article
- Diff Btw Self And Reflex
- Future Morphology
- Imperative Morphology
- Past Morphology
- SVO
- WH-Fronting
- Order Prep-Noun

GERMAN
- Binary Politeness
- Grammatical Gender
- Definite Article
- Indefinite Article
- Diff Btw Self And Reflex
- Imperative Morphology
- Past Morphology
- Order Adj-Noun
- WH-Fronting
- Order Prep-Noun

HINDI
- Cha for Tea
- Reduplication
- Binary Politeness
- Grammatical Gender
- Pro-Drop
- Future Morphology
- Imperative Morphology
- Past Morphology
- Order Adj-Noun
- Order Poss-Noun

HUNGARIAN
- Reduplication
- Binary Politeness
- Definite Article
- Indefinite Article
- Pro-Drop
- Past Morphology
- Order Adj-Noun
- SVO
- Order Poss-Noun

JAPANESE
- Hand as Segment of the Arm
- Cha for Tea
- Reduplication
- Indefinite Article
- Pro-Drop
- Imperative Morphology
- Past Morphology
- Order Adj-Noun
- WH-Fronting
- Order Prep-Noun

KOREAN
- Cha for Tea
- 20 Base
- Reduplication
- Diff Btw Self And Reflex
- Future Morphology
- Past Morphology
- Order Adj-Noun
- Order Poss-Noun

NORWEGIAN
- 20 Base
- Binary Politeness
- Definite Article
- Indefinite Article
- Diff Btw Self And Reflex
- Imperative Morphology
- Past Morphology
- Order Adj-Noun
- WH-Fronting
- Order Prep-Noun

RUSSIAN
- Hand as Segment of the Arm
- Cha for Tea
- Binary Politeness
- Grammatical Gender
- Diff Btw Self And Reflex
- Imperative Morphology
- Past Morphology
- Order Adj-Noun
- SVO
- WH-Fronting
- Order Prep-Noun

SPANISH
- Binary Politeness
- Grammatical Gender
- Definite Article
- Indefinite Article
- Diff Btw Self And Reflex
- Future Morphology
- Imperative Morphology
- Past Morphology
- SVO
- WH-Fronting
- Order Prep-Noun

SWAHILI
- Hand as Segment of the Arm
- Reduplication
- Definite Article
- Diff Btw Self And Reflex
- Pro-Drop
- Future Morphology
- Imperative Morphology
- Past Morphology
- SVO
- Order Prep-Noun

TURKISH
- Cha for Tea
- Reduplication
- Binary Politeness
- Indefinite Article
- Pro-Drop
- Future Morphology
- Imperative Morphology
- Past Morphology
- Order Adj-Noun
- Order Poss-Noun

YORUBA
- 20 Base
- Reduplication
- Binary Politeness
- Diff Btw Self And Reflex
- Tone
- Pro-Drop
- Order Adj-Noun
- WH-Fronting
- Order Prep-Noun

Does your language have indefinite articles?

YES | NO

Does your language have only separate words referring to the hand and (a segment of) the arm?

Ask question | Finish turn

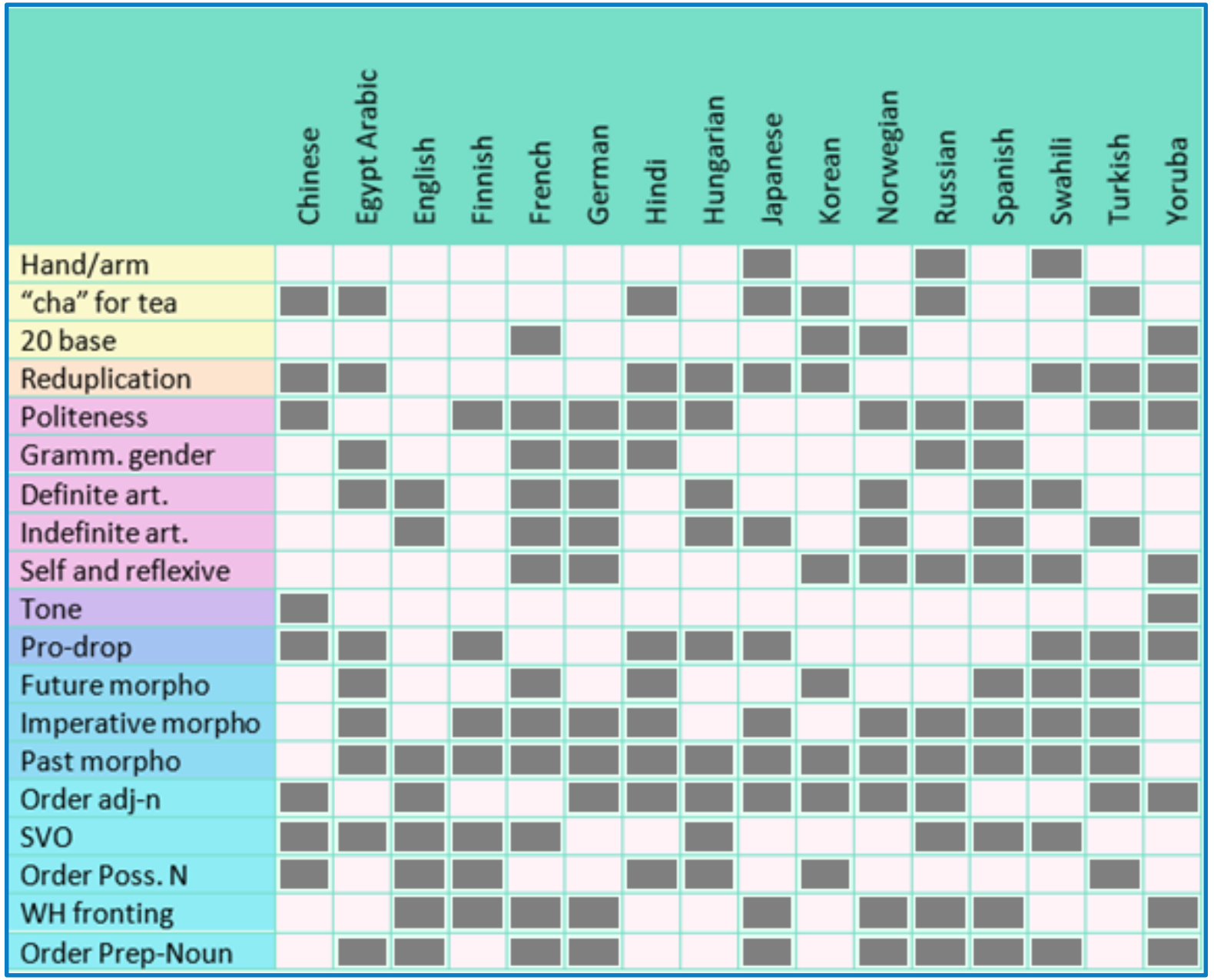
GUESS THE LANGUAGE!

2.2 Organization of the course bloc

- **Unit 2 – Data collection**
    - Searching for available data
    - Literature
    - Human subjects
    - WALS
- ***Activity:*** create a language card for the game “Guess the language” ➡ looking at languages as sets of features.

		ALEX	ALFRED	ANITA	ANNE	BERNARD	BILL	CHARLES	CLAIRE	DAVID	ERIC	FRANS	GEORGE	HERMAN	JOE	MARIA	MAX	PAUL	PETER	PHILIP	RICHARD	ROBERT	SAM	SUSAN	TOM	TOTAL
HAIR STYLE	HAIR PARTITION	NO	YES	YES	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	YES	NO	YES	NO	6
	CURLY HAIR	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES	NO	YES	YES	NO	YES	NO	NO	YES	NO	NO	NO	NO	NO	6
	HAT	NO	NO	NO	NO	YES	NO	NO	YES	NO	YES	NO	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	5
	BALD	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES	NO	YES	NO	YES	5
	HAIR STUFF	NO	NO	YES	NO	YES	NO	NO	YES	NO	NO	NO	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	5
	LONG HAIR	NO	YES	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES	NO	4
HAIR COLOUR	GINGER HAIR	NO	YES	NO	NO	NO	YES	NO	YES	NO	NO	YES	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	5
	WHITE HAIR	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES	YES	NO	NO	NO	YES	YES	NO	5
	BROWN HAIR	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	NO	NO	NO	YES	YES	NO	NO	NO	5
	BLOND HAIR	NO	NO	YES	NO	NO	NO	YES	NO	YES	YES	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	5
	BLACK HAIR	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES	4
FACIAL ATTRIBUTES	BIG MOUTH	YES	NO	NO	NO	NO	NO	YES	NO	YES	YES	NO	YES	NO	NO	NO	YES	NO	YES	YES	NO	YES	NO	YES	NO	10
	BIG NOSE	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	YES	NO	YES	NO	NO	YES	NO	NO	NO	5
	RED CHEEKS	NO	NO	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	YES	NO	YES	NO	5
	BLUE EYES	NO	YES	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	YES	NO	NO	YES	5
	SAD LOOKING	NO	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	4
FACIAL HAIR	FACIAL HAIR	YES	YES	NO	NO	NO	YES	YES	NO	YES	NO	NO	NO	NO	NO	NO	YES	NO	NO	YES	YES	NO	NO	NO	NO	8
	MOUSTACHE	YES	YES	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	NO	NO	NO	NO	5
	BEARD	NO	NO	NO	NO	NO	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	NO	NO	NO	NO	4
OTHERS	GLASSES	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	YES	NO	NO	YES	NO	NO	NO	NO	YES	NO	YES	5
	EAR RINGS	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	2
	FEMALE	NO	NO	YES	YES	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES	NO	5

https://chalkdustmagazine.com/blog/cracking-guess-board-game/


Chinese
Egypt Arabic
English
Finnish
French
German
Hindi
Hungarian
Japanese
Korean
Norwegian
Russian
Spanish
Swahili
Turkish
Yoruba
Hand/arm
“cha” for tea
20 base
Reduplication
Politeness
Gramm. gender
Definite art.
Indefinite art.
Self and reflexive
Tone
Pro-drop
Future morpho
Imperative morpho
Past morpho
Order adj-n
SVO
Order Poss. N
WH fronting
Order Prep-Noun

2.2 Organization of the course bloc

- **Unit 3 - Data analysis**

  What are features? (in-class activity: Compare faces and languages)

  - Data that matches the expectations/features
  - Data that does not fit into the frame
  - Possible approaches
    (sweep under the carpet vs modify the theory/feature)

- ***Activity*** : create a new game feature to be added to the game
  "Guess the language" by looking at the data on WALS

  identifying relevant features

Uses of the game

How to prompt more sophisticated reflections on linguistic features by using a game:

- What is the linguistic equivalent of a hat?
- What is the linguistic equivalent of having read hair?

Some linguistic properties result from historical accidents, others are encoded in the DNA of the language.

2.2 Organization of the course bloc

- **Unit 4 - The structure of nominal constituents**
  - Introduction to theoretical approaches to nominal constituents
  - Examining cross-linguistic specificities
  - Establishing comparisons between these specificities

- ***Activity***: make 5+ languages comparable by annotating the data

working on the notion of features, and levels of granularity

2.2 Organization of the course bloc

‘Variation in the noun phrase’

Make decision on how to annotate features

Example:

(1)	(…saw)		this		small	gray	donkey	(EN)
(2)	(…sah)		diesen		kleinen	grauen	Esel	(GE)
			this-masc-acc		small-masc-acc	gray-acc	donkey	
(3)	(…láttam)		ezt	a	kis	szürke	szamarat	(HU)
			this-acc	the	small	gray	donkey-acc	
(4)	(…vi)	a	este		pequeño	burro	gris	(SP)
		a	this		small	donkey	gray	

2.2 Organization of the course bloc

- **Unit 5 – Survey on variation**

Running a survey on variation within the DP by

- Designing the survey
- Collecting the data
- Interpreting the data
- Reporting the outcome as an individual research project

This unit is also proposed as a Student Project

2.2 Organization of the course bloc

‘Variation in the noun phrase’

- **Topic example: classifiers (Svenonius 2007, Borer 2005)**

(1) The three tall yellow flowers — English

(2) The three big **bags** of rice

(3) A három hosszú **szál** sárga virág — Hungarian
the three long string yellow flower

(4) A három nagy **zsák** rizs
the three big bag rice

3. A modular approach

- The content of the course consists of five units. **Units 1 to 4** can be proposed to the students in a sequence and form together a course of **4 ECTS.**
- **Unit 5** can be adopted as stand-alone student project. It requires an estimated workload of **2 ECTS**.
- **Unit 5** can be added to the course as conclusive project. The course will then weigh **6 ECTS.**

3 A modular approach

- **Unit 1** is propaedeutic and is meant to function as an introduction to the remaining units. Units 2, 3 and 4 can be proposed independently from one another but together with the introduction of the course (Unit 1 “Introduction to language variation”).

Unit 1 + Unit 2 = **2 ECTS**

Unit 1 + Unit 3 = **2 ECTS**

Unit 1 + Unit 4 = **2 ECTS**

3. A modular approach

Recap of the ECTS

(i) Unit 1 + Unit 2 + Unit 3 + Unit 4 = **4 ECTS**

(ii) Unit 1 + Unit 2/3/4 = **2 ECTS**

(iii) Unit 5 = **2 ECTS**

(iv) Unit 1 + Unit 2 + Unit 3 + Unit 4 + Unit 5 = **6 ECTS**

4. Learning outcomes

4. Learning outcomes

- Identify and use suitable infrastructures and techniques for **obtaining literature** (Units 1, 2, 3, 4, 5)
- Identify and use suitable infrastructures and techniques for **obtaining, sharing and managing data** (Unit 2, 3, 4, 5)
- Identify and use suitable infrastructures and techniques for **analysing data** (Units 3, 4, 5)
- Adapt a research design to the available **research infrastructures** (Units 4, 5)
- Create a suitable **research design** for the topic (unit 5)
- Report on their **performed research** (unit 5)
- Sketch **general research** design (unit 5)

in adequation with Upskills goals

Thank you!

Guess the Language!

No mobile version available yet.

http://latlntic-a.unige.ch/~berthmb0/guess-the-language/play.html