

CONCEPTUAL OUTLINE

Digest

Michał Daszkiewicz's studies are based on the ERL model, whereby **language operates in education in four domains** – **axiological** (what we THINK OF language), **psychomotor** (what we can DO WITH language), **affective** (how we FEEL ABOUT language) and **cognitive** (how we SEE the world THROUGH) language. His research – prompted by and carried out in line with the 'linguistic turn' – proves (a) the dominance of students' focus on the cognitive and psychomotor domains over the axiological and affective in their approach to language; (b) **language being treated as subservient to education** (students' speech being seen as serving classroom activities rather than classroom activities serving students' speech); (c) "**cult of authorial utterances**", i.e. lower conceptual categories (such as receptive language skills or conventional/*directed utterances*) being downgraded and viewed as inferior to higher concepts (productive skills or spontaneous speech), and (d) neglect of the structural and semantic aspects of language in the learning of native and foreign language learning. His EFL methodology introduces the concept/method of **Composing Your Own English** as an interdisciplinary approach based on pedagogical and linguistic (glottodidactic) theories and findings.

Key words:

educational role of language / language personality / personalness of language experience / directed utterances / experiencing of spoken English / language beliefs / language activity / language affect / language matrices / educational event / dialogic education / glottodidactic paradigm / self-expression / educational linguistics / potential of language / linguistic turn / language reflectivity / language composing

Description

M. Daszkiewicz's scientific work has been carried out under the framework called '**Educational Role of Language - a research and implementation project entitled**'. Its fundamental organisational axis is the so-called ERL Model, which – reaching beyond the cognitive and psychomotor side of learning – looks at language in education from the perspective of students and which has predominantly accentuated the following:

[1] **BALANCE**

The position of language in education requires balance across the four relevant domains. This is related to the fact that *"every school co-determines its pupils' language reality and so promotes some views concerning language, entails activity performed with language, generates emotions with regards to language and co-shapes their language image of the world"* [ERL Book II: 7], which implies that the position of language in education needs to be studied as comprehensively as education itself.



The simultaneity of educational and linguistic phenomena in particular concerns four language skills, each of which “serves education in its unique way and is itself specifically affected by the process of learning, which neither excludes nor contradicts the educational role of language as a whole”. Despite this fact, “language as a subject is not prioritised in educational systems despite its explicit omnipresence, language skills are not examined or practised across the educational board despite their significance for learning and for learners’ vocational success” [ERL Book II: 4, 8].

Key findings:

- “left” domains are underestimated at the level of documents & learners’ and teachers’ approach
- viewing language as serving classroom needs and other school subjects dominates over the view of language as an attribute of personality or educational goal in itself
- there transpires students’ limited capability of explaining their own choices and decisions concerning classroom speech; their remarks on the language use fall within a markedly narrow spectrum and show their inability to “climb the ladder down” (by reflecting on particular utterances) and to “climb the ladder up” (by reflecting on personal opinions of a general character)
- university students prove “not to practise what they preach” with regard to classroom speech in that they declare their belief in its significance for learning but do not choose to speak of their own will

Issues further elaborated in:

[ERL Book I] Daszkiewicz, M., Wasilewska, A., Filipiak, E., Wenzel, R., 2017 [Ed.]. *Educational Role of Language*, Gdańsk: Wydawnictwo Naukowe Katedra. ISBN 978-83-65155-68-9. <http://wnkatedra.pl/pl/p/Educational-Role-of-Language/22522539>

- Section 2. **Educational Role of Language – Its Multi-faceted Scope and Its Social Complexity**, pp. 47-72
- **Construction of personal language critical educational incidents**, pp. 115-136

[ERL Book II] Daszkiewicz, M., Wenzel, R., Kusiak-Pisowacka, M., 2018, *Educational Role of Language Skills*, Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego. ISBN 978-83-7865-719-4.

https://wyd.ug.edu.pl/oferta_wydawnictwa/77860/educational_role_language_skills

- **Education Through the Prism of Language Skills**, pp. 11-20
- Skill 3. **Learn to Speak, Speak to Learn**, pp. 63-73

[2] EXPERIENCE

“Any method in which expressing knowledge becomes the primary means of teaching and learning – no matter whether in a written or spoken form – renders educational events personal.[...] The potential of turning educational events personal lies in the content as well as in the form. Sentences which carry little or no information are doomed to failure by not inciting personally meaningful events. This can be considered to be both a sensible argument against introducing new grammar issues by means of quite uninformative examples as well as a sound argument for the inclusion of educationally potent ones (be it There is a popular zoo in Bristol in lieu of There is a pen on the table).” [Paper I-3: 96-97]. At the same time, the potential of rendering speech a thoroughly personal experience lies also in conventional language expressions, referred to here as “directed utterances” (all language content uttered by learners in which two or more elements combined together are ready given by the teacher, textbook or any other source), which is largely due to the effect of students sensing their control over situations of learning. [cf. Paper I-5: 215-217]. Directed utterances generate a comparable level of satisfaction to that caused by free speech. Another relevant effect relates to another form of language use – dialogic education, which proves to offer possibilities for reducing the likelihood of fossilisation (cessation of language use) occurring [Paper II-1:129]

Key findings:

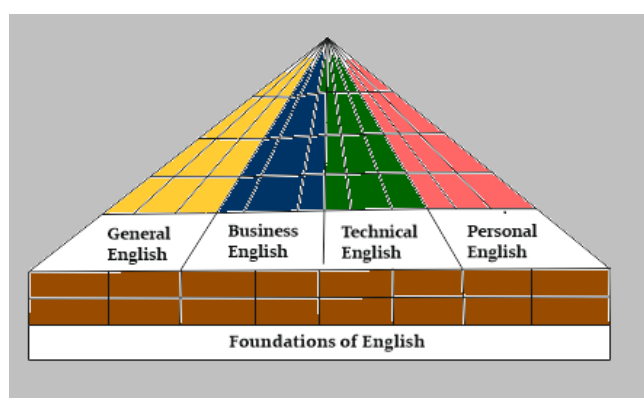
- language learners find directed utterances a source of satisfaction, ease and security and they see them as beneficial and necessary for acquiring various subskills
- learners derive positive feelings from opportunities to other articulating directed utterances
- the affective side of learning and using English by Polish students pre-determine linguistic success, as if the emotional layer kept blocking the cognitive stratum
- categories applied to the teaching of children prove largely suitable to lessons conducted with Polish grown-ups; accordingly, differences associated with language learning by younger and older learners can be seen as detrimental to grown-up learners

Issues further elaborated in:

- [Paper I-3] Daszkiewicz, M., 2015, **Expressing knowledge as a personal educational event.** (in:) *General education and language teaching methodology*, Janczukowicz, K., Rychło, M. (Eds.). Frankfurt am Main: Peter Lang, pp. 95-110. <https://www.peterlang.com/view/title/16863>
- [Paper I-4] Daszkiewicz, M., 2017, **Personal experiencing of spoken English by Poles**, *Problemy Wczesnej Edukacji*, R. 13, nr 1(36), pp. 33-41. <https://czasopisma.bg.ug.edu.pl/index.php/pwe/article/view/714>
- [Paper I-5] Daszkiewicz, M., 2016, **A directed utterance as a personal educational event and a tool for seamlessness between (L1 and L2) reception and production.** (in:) *Language education: controversies, observations and proposals*, Stanulewicz, D., Janczukowicz, K., Rocławska-Daniluk, M. (red.). Frankfurt am Main: Peter Lang, pp. 215-225. <https://www.peterlang.com/view/title/17796>
- [Paper I-6] Daszkiewicz, M., Kerslake, L., 2019, **Dialogue-based school practices as a means of reducing conceptual fossilisation in language learning.** *Kwartalnik Pedagogiczny*, 2019 Numer 1(251), pp. 183-194. <https://kwartalnikipedagogiczny.pl/resources/html/article/details?id=188830&language=en>
- [Paper II-1] Daszkiewicz M., **Learner's utterance as a foundation of personal-experience-oriented classroom diagnostics**, (in:) "Kwartalnik Pedagogiczny", Rocznik 2015, Numer 4(238), Wydawnictwa Uniwersytetu Warszawskiego, pp. 128-138. <https://www.cceol.com/search/article-detail?id=409535>
- [Paper II-2] Daszkiewicz M., **Testing as a source of personal educational experience**, [in:] *General Education and Language Teaching Methodology*. The Gdańsk School of ELT, K. Janczukowicz, Rychło M. (Eds.) Peter Lang, Frankfurt am Main 2015, pp. 147-165. <https://www.peterlang.com/view/title/16863>

[3] LANGUAGE COMPOSING

The theories and practice of foreign language instruction appears to be in dire need of an approach that might successfully supersede the communicative approach, once glorified for depriving FL instruction of the shortcomings of former approaches yet no longer valid in the light of recent findings. The approach coined as “Compose Your Own English” is based on today’s knowledge of the human psyche, applied linguistics, educational processes and sociology, which all take into account and emphasise the role of – widely understood – context strongly determining the situation of a learning individual. The approach – applicable not only to language learning but to education altogether – rests on two-trackedness: the learning of foundations and additions. The approach is here reminiscent of music, the mastery of which involves familiarity with “must-learn” pieces (topics in the case of language), on the one hand, and “can-learn” items less common items, which are subject of learners individual choices, on the other hand [Paper I-7:37 I-8:38]. This logic applies inside and across various semantic fields in the learning of language, but also across multiple disciplines as knowledge can be viewed as advanced – frequently interdisciplinary - “compositions”



Key findings:

- EFL learners from different countries value language practices enhancing their lexis, fluency and correct language use higher than those improving their structural orientation
- EFL learners demonstrate uncertainty as to how they should feel about thoughtful organisation of language elements within and across topics
- EFL learners’ reflection concerning the “subjective” component (construed as pertaining to axiological and affective domains) proves markedly less regular or advanced as compared to their reflection on the “objective” component (construed as covering language activity and cognition)
- there occurs discrepancy between EFL learners’ beliefs and experience on the level of questions concerning what they think of and how they feel about what they say: on the one hand, they recognise the beneficial effect of sharing their views on language and speech, but, on the other hand, they show not to have encountered many of such questions as posed by their teachers

Issues further elaborated in:

- [Paper I-7] Daszkiewicz, M., 2017, Compose your own English. Theoretical foundations and practical aspects of a personalized speaking-oriented EFL approach, *Filologičeskie Nauki. Naučnye Doklady Vysšej Školy*, No. 2, pp. 37-50; DOI: 10.20339/PhS.2-17.037. <https://filolnauki.ru/ru/archive/1206/3739>
- [Paper I-8] Daszkiewicz, M., 2017, Psycholinguistic study of personal approach of EFL students to learning English topical vocabulary, *Filologičeskie Nauki. Naučnye Doklady Vysšej Školy*, No. 6, pp. 38-49; DOI: 10.20339/PhS.6-17.038. <https://filolnauki.ru/ru/archive/1270/3801>
- [Paper I-9] Daszkiewicz, M., 2018, Language conventions - paradoxically - as grounds for EFL students' (oracy-oriented) personal experience, *Filologičeskie Nauki. Naučnye Doklady Vysšej Školy*, No. 5, pp. 26-34; DOI: 10.20339/PhS.5-18.026. <https://filolnauki.ru/ru/archive/1346/3882>
- [Paper I-10] Daszkiewicz, M., 2019, Language personality as a four-dimensional construct falling outside university students' reflection, *Filologičeskie Nauki. Naučnye Doklady Vysšej Školy* No. 2, pp. 21-30; DOI: 10.20339/PhS.2-19.021. <https://filolnauki.ru/ru/archive/1379/3922>

[4] IMPLEMENTATION

Prompted by findings relating to the balance between the ERL Model's four areas, purposefulness of language education, hierarchisation of conceptual categories and articulation of subject matter, Michał Daszkiewicz undertook scientific activity of an international character, as it is only through studies confronting educational systems of different countries and cultures we are able to reliably verify the scope delineated by the *ERL Model* - which follows from the fact that language beliefs, activity, affect and matrices are socially and culturally conditioned. The *ERL Model* proves itself useful for research carried out in the international context, unravelling disproportions between the areas and enabling delineation of research problems concerning relationships between them. The *ERL Model* has provided grounds for wide international activities aimed at systematic and coordinated studies of the global extent performed with scientists focused on research problems derived from the *ERL Model*. The course of these activities, the leading motive of which is implementation of the *ERL Model* into extensive scientific and educational practice, encompasses (from the chronological perspective):

| <i>a. Educational Role of Language Network</i> | <i>b. International Association for the Educational Role of Language</i> | <i>c. Educational Role of Language Journal</i> |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| informal group (consisting - as of 21.03.2019 - 103 researchers from 26 states) | formal scientific society (entered to the register of associations on 26.02.2018) | scientific journal (registered in the court as <i>ERL Association's</i> publication on 04.10.2018) |
| role served by M. Daszkiewicz: initiator, founder, coordinator | role served by M. Daszkiewicz: initiator, co-founder, representative | role served by M. Daszkiewicz: initiator, founder, editor-in-chief |

Further delineated at:

<http://educationalroleoflanguage.org/erla-projects/>

<http://educationalroleoflanguage.org/wp-content/uploads/2019/07/ERL-WHY-HOW-WHAT.pdf>

<http://educationalroleoflanguage.org/wp-content/uploads/2019/07/ERL-WHO-WHERE-WHEN.pdf>

<http://educationalroleoflanguage.org/erl-journal/erl-journal-mission-statement/>

Reports on ERL events initiated and coordinated by M. Daszkiewicz

- on ERL I Conference: <https://czasopisma.bg.ug.edu.pl/index.php/pwe/article/view/722> (in Polish)
- **Educational Role of Language – past, present and future visions?** (in English, by E. Kovacikova): <http://educationalroleoflanguage.org/wp-content/uploads/2019/08/ERL-Journal-Volume-1-E-Kovacikova-Educational-role-of-language%E2%80%93past-present-and-future-visions.pdf>