



PRESENTATION OF THE PROJECT “DANISH IN THE MAKING: INTERCULTURAL PRAGMATICS FOR LEARNERS AND TEACHERS OF DANISH AS A SECOND LANGUAGE”

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MINIMAL LANGUAGES APPROACH



Based on the NSM
approach

Anna Wierzbicka and Cliff
Goddard



Limited defining
vocabulary

Approx. 300 simple words



Reductive paraphrase

An explanation using simpler
and easier words than the
original



Focus on cross-translatability



Used for explaining language and cultural norms



Captures insider perspectives



Appropriate for mixed background cohorts
(backgrounds/education/learner levels)



EXAMPLE

Han talte sort

He said some things. He didn't say these things the way people often say things when they want someone to know something. He said it in a different way.

If another person hears it, this other person can think like this: "I can't know anything because of this. I don't know why that person said this."

It is bad if someone says something in this way.



EXAMPLE

Han talte sort

Han sagde nogle ting. Han sagde ikke de her ting sådan som folk tit siger ting, når de vil have nogen til at vide noget. Han sagde det på en anden måde.

Hvis en anden person hører det, kan den her anden person tænke sådan: “jeg kan ikke vide noget på grund af det her. Jeg ved ikke hvorfor den person sagde det her.”

Det er dårligt hvis nogen siger noget på den her måde.

NSM AND MINIMAL LANGUAGES IN SECOND/FOREIGN LANGUAGE TEACHING

1. Teaching vocabulary and meaning

(mener vs. tror / happy vs. lykkelig)

2. Teaching culture and values

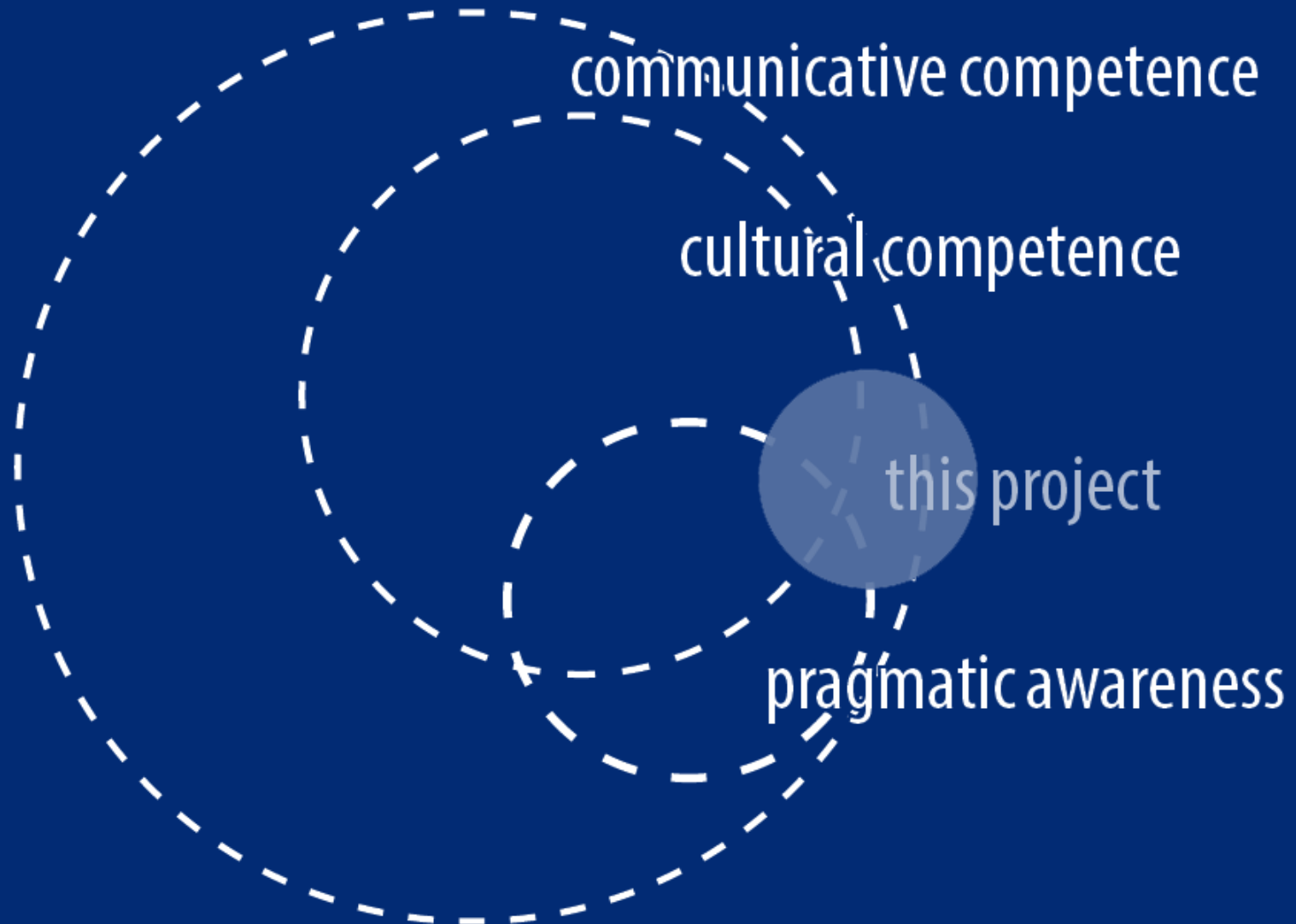
(e.g. cultural keywords)

3. Teaching interaction and behavioral norms

(cultural scripts)

What aspects of Danish communicative culture do learners and teachers of L2 Danish need, and how can they be described and introduced in the L2 Danish classroom to promote intercultural communicative competence through a minimal languages approach?







Subproject A

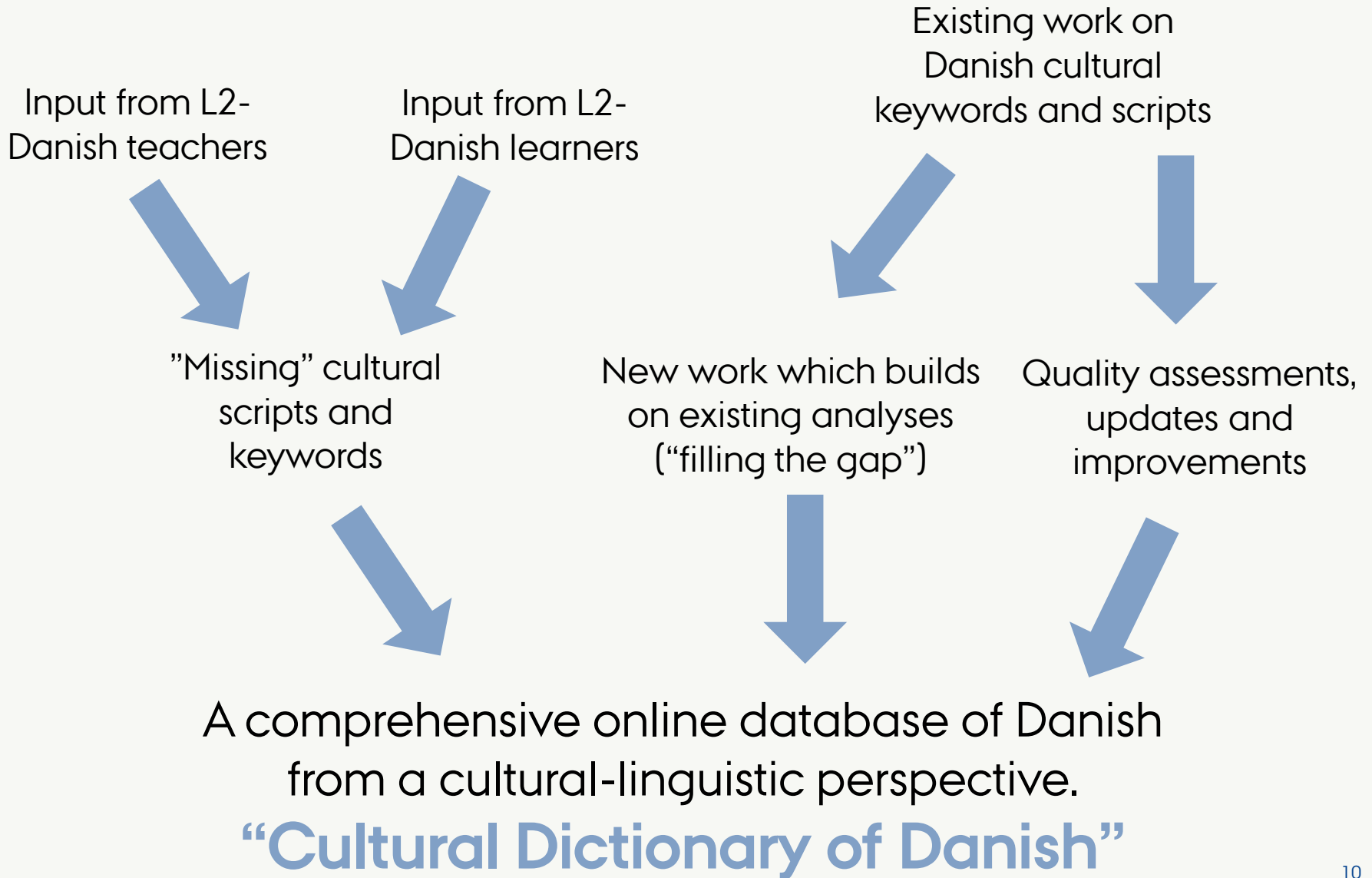
Danish
communicative
culture

1. To identify and describe the essential vocabulary needed for a metalanguage to talk about culture, “Minimal Danish”
2. To describe key elements of Danish communicative culture through the use of minimal language
3. To develop a “Cultural Dictionary of Danish” for the L2 Danish classroom

Subproject B

L2 Danish
teachers and
learners

4. To understand the needs of L2 Danish teachers and learners regarding intercultural competence in order to design apt pedagogical materials
5. To develop and test classroom practice with focus on intercultural competence through the use of minimal language and the cultural dictionary





The Australian Dictionary of Invisible Culture for Teachers

HOME

BY TOPIC

BY PART OF SPEECH

ENTRY INDEX

ABOUT

HELP

SEARCH

Home

Welcome to the Australian Dictionary of Invisible Culture for Teachers. This site is designed for English language teachers in Australia to provide clear and accessible explanations for complex concepts. If you have any suggestions, please use the suggestion box [here](#).



Explore by
Topic



Explore by
Part of Speech



View all entries
alphabetically



Search for
an entry



The website:
ausdict.translatableenglish.com



WHAT CONTENT?

→ NOT a dictionary of slang

→ Instead:

- Cultural values
e.g. *“ytringsfrihed”*
- Interactional norms
e.g. *“expressing opinions with ‘synes’”*
- Cultural keywords
e.g. *“fællesskab”*
- Phrases
e.g. *“tak for i går”*



EXAMPLE (SCRIPT)

A Danish cultural script for, roughly, “anti-materialism”

Many people in Denmark think like this:

It is bad if someone thinks like this: “I want many things to be mine. If these things aren’t mine, I can’t live well.”

EXAMPLE (SCRIPT)

A Danish cultural script for, roughly, “anti-materialism”

Mange folk i Danmark tænker sådan her:

Det er dårligt hvis nogen tænker sådan her: ”Jeg vil have at mange ting skal være mine. Hvis de her ting ikke er mine, kan jeg ikke leve godt.”



EXAMPLE (KEYWORD)

Fælleskab

Often people in Denmark think like this: There are many people here. All these people are people of the same kind. I am one of them. The same things happened to all these people. All these people want to do the same things. When it is like this, people can do many things because of it. One person cannot do these things.

At the same time, when it is like this, people can't do everything as they want. When it is like this, people have to think before they do some things. It is good if they think like this: I don't want bad things to happen to other people here. I can't do something if something bad happens to the other people here because of it.

It is good when it is like this. If people do not do many things, it can't be like this.



EXAMPLE (KEYWORD)

Fælleskab

Folk i Danmark tænker ofte sådan her: Der er mange mennesker her. Alle de her mennesker er den samme slags mennesker. Jeg er én af dem. De samme slags ting er sket for alle de her mennesker. Alle de her mennesker vil gerne gøre de samme ting. Når det er sådan her, kan folk gøre mange ting på grund af det. Én person kan ikke gøre de her ting.

På samme tid, når det er sådan her, kan folk ikke gøre alt som de gerne vil. Når det er sådan her, skal folk tænke før de gør nogle ting. Det er godt hvis de tænker sådan her: Jeg vil ikke have at der sker dårlige ting for andre mennesker her. Jeg vil ikke gøre noget hvis der vil ske dårlige ting for de andre mennesker her på grund af det.

Det er godt når det er sådan her. Det kan ikke være sådan hvis ikke folk gør mange ting.

FEATURES – IDEAS AND CONSIDERATIONS

Multiple language support – Danish
English? Arabic? Ukrainian? Mandarin?

Multiple search pathways:

- By topics
- By “parts of speech”
- Alphabetical list
- Search
- Cross-referencing
- Others?

Pedagogical exercises

Multimedia files – Pronunciation? Reading
entries aloud? Scenario recordings? etc



Explore by
Topic



Explore by
Part of Speech



View all entries
alphabetically



Search for
an entry



MY CULTURAL KEYWORD LESSON PLAN

Lesson objectives:

Students can recognise how language reflects the way they think.
Students can explain elements of concepts important to their identity.
Students can evaluate differences between words with similar meanings in two languages.

Introduction:

Words that we use every day can show us something about the way that we think about the world. Some words show us how we think about people, some how we think about places, and some how we think about things. Every language has words like this, and every language's words are different. In this lesson, you will find out more about words that are important to you, and compare them to words that are important to speakers of Australian English.

Activity sequence:

1. My cultural keyword worksheet

Get students to complete the worksheet 'My Cultural Keyword' individually. Try to get students who speak the same language to focus on different cultural keywords.

2. Discussion

Ask students to say something about their cultural keyword and how it is different from the translation into English. Why is that word important for them?
Choose two entries from Module 2 of the AusDICT for discussion.
How do these words translate into the languages of the class?
How are these words important in Australian English?
How do these words show how people think about the world?

AusDICT references:

All of Module 2: Cultural Keywords
mate
tall poppy

MY CULTURAL KEYWORD

Illustrate a situation where it is used:

Blank space for drawing or illustration.

Write it out:

Blank lines for writing the word and its meaning.

My word: _____

Three sentences where it is used:

Blank lines for writing three sentences.

What it means:

Blank lines for writing the meaning of the word.

What I think when I say it:

Blank lines for writing personal thoughts.

How I feel when I say it:

Blank lines for writing how the student feels.

I FEEL

good

bad

What I think someone else feels when I say it:

Blank lines for writing how others might feel.

THEY FEEL

good

bad



Module 5: The Classroom

CLASSROOM CULTURE BINGO

I THINK LIKE THIS:

- Teachers are someone above me.
- It is good if I don't say things in class.
- It is good if I think the same as my teacher.
- It is good to call a teacher by their first name.
- It is good if I often say many things to other students in class time.
- I want the teacher to tell me what I should think.
- If I think something different to someone, it is good if I say it.

Don't know	Not true	True	Very true
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIND SOMEONE WHO:

(Write their name in the box)

Thinks the same as me on [1]	Thinks something different to me on [6]	Thinks the same as me on [5]	Thinks something different to me on [2]
Thinks the same as me on [6]	Thinks something different to me on [7]	FREE	Thinks the same as me on [2]
Thinks something different to me on [3]	Thinks the same as me on [3]	Thinks something different to me on [4]	Thinks the same as me on [7]
Thinks something different to me on [5]	FREE	Thinks the same as me on [4]	Thinks something different to me on [1]

REFLECT: Discuss how schools are different in Australia, and in other countries. What do you like? What don't you like?



a workshop for L2 Danish teachers, which shares and demonstrates the use of these teaching materials and the Minimal Danish approach.



a development framework for teaching materials using minimal languages, so that further paraphrases in minimal language can also be developed into teaching materials.





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THANK YOU

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jeg~mig
du~dig
nogen
noget~ting
folk~mennesker

krop



vil (gerne)~vil have
vil ikke~vil ikke have
ved
tænker
siger
føler
ser
hører

gør
(der) sker
bevæger sig

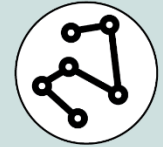
lever
dør



er (et sted)
der er
er (nogen/noget)
(er) min

slags
(har) dele

ord

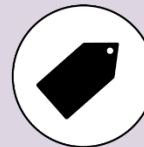


tid~når~gange
nu
før
efter
længe
kort tid

(i) et stykke tid
øjeblik



den her
samme
anden



hvor~sted
her
over
under
langt fra
tæt på

på (én) side
inde i
rører



en/én~et
to
nogle

alle~alt
meget~mange
lidt~få

mere~flere



god
dårlig
meget

stor
lille~små

det passer



ikke
måske
kan
hvis
fordi~på grund af

som~måde



Semantiske primer



1. ansigt	34. fjer	65. hovedsted	96. konge	129.mænd	161.skov	191.trækker vejret
2. arbejder	35. fjernsyn	66. hud	97. krig	130.måne	162.skrive	192.tråd
3. arme	36. flad	67. hund	98. kul	131.måned	163.smile	193.tung
4. avis	37. flod	68. hurtigt	99. kursister	132.navn	164.sne	194.tynd (papir, snor, person)
5. bag(ved)	38. fly	69. hus	100.kvinder	133.nederst	165.soldat	
6. begge	39. flyve	70. hvad	101.køber	134.noget at drikke	166.solen	195.tænder
7. ben	40. foran	71. hvede	102.kød	135.næse	167.sover	196.tøj
8. benzin	41. foto	72. hvor	103.land	136.nøgle	168.spids	197.tørke
9. betaler	42. frø	73. hvorfor	104.landsby	137.olie	169.spiser	198.uddannelse
10. biler	43. fugle	74. hvornår	105.lang	138.om dagen	170.stemme	199.uge
11. bjerg/bakke	44. gift	75. hænder	106.laver	139.om natten	171.stemmer demokrati	200.uld
12. bliver født	45. gik/tog (et sted) hen	76. hår	107.lavet af	140.papir	172.sten	201.underviser
13. blod	46. glas	77. hård	108.ledning	141.pas	173.stjerner	202.universitet
14. blød	47. glat	78. I løbet af	109.lege	142.penge	174.storm	203.ur (klokke)
15. bog	48. gras	79. ild	110.levende ting	143.plastic	175.står	204.vand
16. bränder	49. griner	80. ingentin/intet	111.ligger	144.radio	176.sukker	205.varm
17. bryster	50. gris/svin	81. is	112.ligner	145.regering	177.sulten	206.ved hvordan
18. by	51. gummi	82. jern	113.loven	146.regner	178.sundhed	207.vej
19. bygge	52. hale	83. jord(en)	114.luft	147.ren(t)	179.syg	208.vi
20. børn	53. har	84. Jorden	115.lys	148.ris	180.sygplejerske	209.videnskab
21. båd	54. har (tøj, briller, hat) på	85. kat	116.læge	149.rund	181.synger	210.vind
22. cykel	55. havet	86. kender (et sted)	117.læser	150.rundt om	182.sød	211.vinger
23. dage	56. hedder	87. kender (nogen)	118.mad	151.rør	183.tage (nogen) med	212.vokser (et sted)
24. Danmark	57. hest	88. kind	119.majs	152.salt	184.tager noget med	213.væsen
25. drikker	58. himmel	89. klasse	120.mand	153.sekunder	185.tale/snakker	214.æg
26. dræber	59. hjerne	90. klasseværelse	121.medicin	154.ser på	186.telefon	215.Ø
27. eller	60. hjerte	91. kniv	122.mel	155.sidder	187.time	216.øjne
28. er lukket	61. hjul	92. knogler	123.metal	156.sig selv	188.tog	217.ører
29. er på (noget)	62. holder	93. ko	124.midt i	157.sjæl	189.træ	218.ørken
30. familie	63. hospital	94. kold	125.mor	158.skarp	190.træer	219.øverst
31. far	64. hoved	95. kone	126.motor	159.sko		220.år
32. finge			127.mund	160.skole		
33. fisk			128.musik			