

The background is a dark blue gradient with a subtle pattern of small white dots. Overlaid on this are several white circular and semi-circular elements. On the left side, there is a large circular scale with tick marks and numbers ranging from 150 to 260. To the right, there are several concentric circles and arcs, some with arrows indicating a clockwise direction. The overall aesthetic is technical and modern.

MINIMAL ENGLISH AS A PEDAGOGICAL TOOL

WORKSHOP

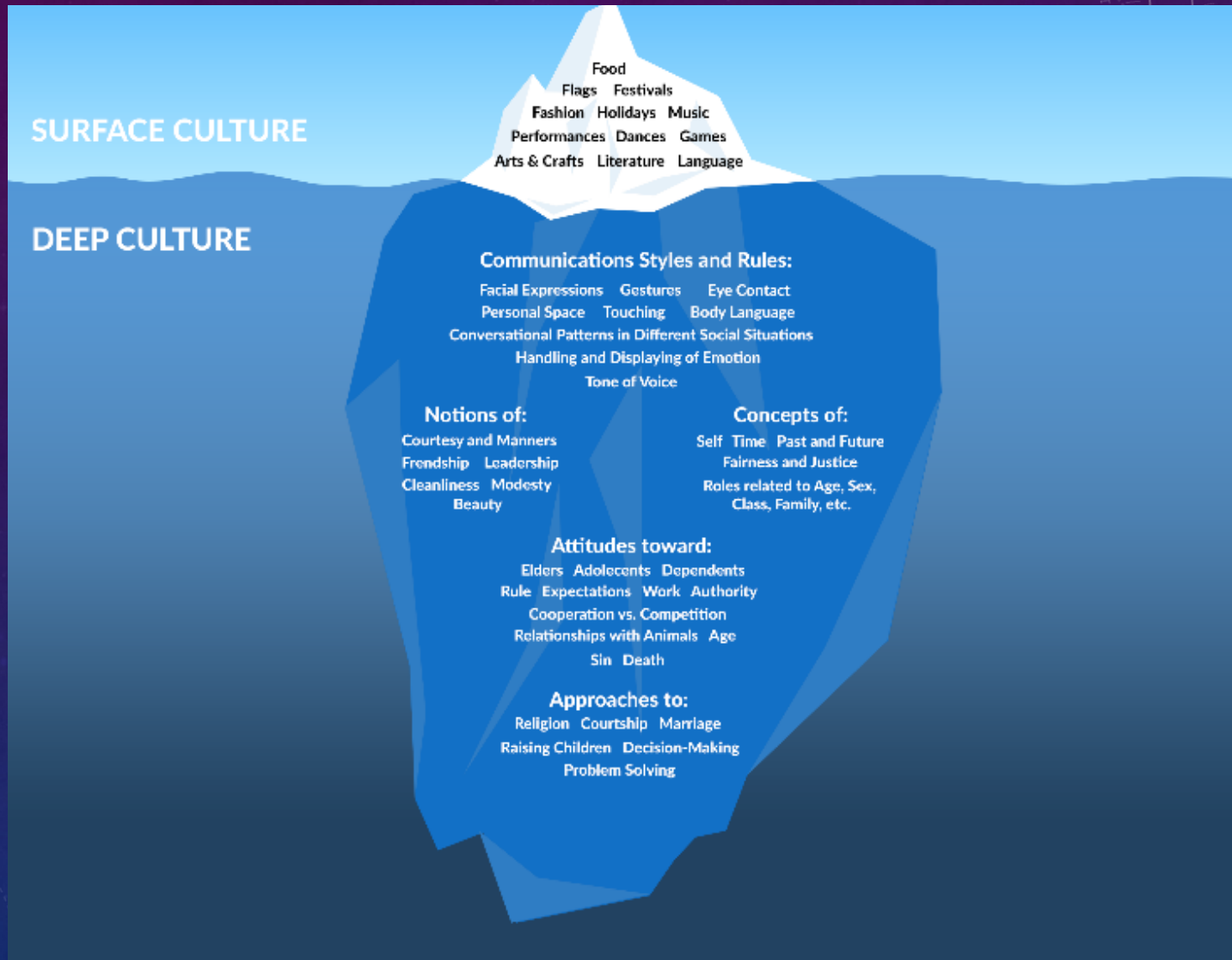
ATESOL ACT

FRIDAY 6 MAY 2016

OVERVIEW

- Introduction
- Minimal English
- Cultural Scripts and Explications
- Classroom Applications
- Further Resources

THE CULTURAL ICEBERG



- VALUES
 - ATTITUDES
 - INTERACTIONAL NORMS
- 
- The background is a dark blue gradient with a subtle pattern of small white dots. On the right side, there are several circular graphic elements. A large, semi-circular scale with numerical markings from 0 to 210 is visible, along with several concentric circles and arrows, some of which are dashed or semi-transparent.

- “it’s powerful, and it isn’t addressed, it’s like the elephant in the room, in a way... Now I’m more aware of it, I’ll make an effort”
- “...you can’t really explain to people why it’s like that in Australia because I’m not really sure why.”
- “And yeah, so as a teacher I struggle with explaining some of it sometimes and in easier terms to understand.”

STUDENTS CONCERNS

Theme	Number of times mentioned	Percentage of themes mentioned in 28 surveys
Conversation	30	12.35%
Making friends	22	9.05%
Language problems	20	8.23%
Australian mannerisms	19	7.82%
Work	18	7.41%
Speaking	16	6.58%
Public services	14	5.76%
Watching TV	12	4.94%
Isolation	10	4.12%
Connecting with people	10	4.12%

- “We don’t know how to talk politely, we talk our way, but it’s not best way”
- “Don’t know what people are expecting, we don’t know what’s right and wrong.”

- “[cultural scripts] give me some idea about how people might think about some things” – Fajr (Egypt)
- “I see other students, they need to know this [cultural scripts]. They behave not good in class. But it’s difficult for them, because their beliefs so different.” – Chun (Laos)
- “I knew that some cultures think differently, but I didn’t know that people might understand the same words differently” – Fajr (Egypt)
- “Australians are very gentle, if someone was talking like this to me, I would take it lightly, not serious. Now, I will think it is more serious.” – Amit (Bangladesh)
- “I know something bad and something good if you tell me this is something bad then I understand that” – Enam (Sudan)

WHY USE MINIMAL ENGLISH?

- Clarity
- Universality
- Translatability
- Structured approach

NSM SEMANTIC PRIMES

I~ME, YOU, SOMEONE, SOMETHING~THING, PEOPLE, BODY	substantives
KIND, PARTS	relational substantives
THIS, THE SAME, OTHER~ELSE	determiners
ONE, TWO, SOME, ALL, MUCH~MANY, LITTLE~FEW	qualifiers
GOOD, BAD	evaluators
BIG, SMALL	descriptors
KNOW, THINK, WANT, DON'T WANT, FEEL, SEE, HEAR	mental predicates
SAY, WORDS, TRUE	speech
DO, HAPPEN, MOVE, TOUCH	actions, events, movement, contact
BE (SOMEWHERE), THERE IS, BE (SOMEONE)'S, HAVE, BE (SOMEONE/ SOMETHING)	location, existence, possession, specification
LIVE, DIE	life and death
WHEN~TIME, NOW, BEFORE, AFTER, A LONG TIME, A SHORT TIME, FOR SOME TIME, MOMENT	time
WHERE~PLACE, HERE, ABOVE, BELOW, FAR, NEAR, SIDE, INSIDE	space
NOT, MAYBE, CAN, BECAUSE, IF	logical concepts
VERY, MORE	intensifier, augmentor
LIKE~WAY~AS	similarity

MOLECULES

HANDS, MOUTH, EYES, HEAD, EARS, NOSE, FACE, LEGS, TEETH, FINGERS	body
TAIL, WINGS, FUR, FEATHERS	animal body parts
CHILDREN, MEN, WOMEN, MOTHER, FATHER, WIFE, HUSBAND, BE BORN, NAME	social
LONG, ROUND, FLAT, HARD, SOFT, STRAIGHT, SHARP, SMOOTH, HEAVY, SWEET	physical
TOP, BOTTOM, END, FRONT, BACK	topological
SKY, GROUND, SUN, FIRE, WATER, DAY, NIGHT	environmental
GROW (IN THE GROUND)	biological
WOOD, STONE	materials
HOLD, MAKE, KILL, PLAY, LAUGH, SING, EAT, DRINK, SLEEP, SIT, LIE, BUY, DRAW, READ, WRITE	actions and activities
QUICKLY, SLOWLY	manner
GOD, MONEY, BOOK, COLOUR, LANGUAGE, NUMBER, MUSIC	miscellaneous

THE MOVIE WAS...

- Interesting
- Fantastic
- Amazing
- Wonderful
- Great
- Terrific
- Inspiring
- Exciting
- Moving
- Brilliant
- Impressive
- Compelling

Great: I think about it like this: “this is something very good, not many things are like this.” When I think like this, I feel something very good because of it.

Awesome: I think about it like this: “this is something very good. People can think like this: ‘it can’t be like this’.” When I think like this, I feel something very good because of it.

Wonderful: I think about it like this: “this is something very good. People can feel something very good if they know about this.” When I think like this, I feel something very good because of it.

CULTURAL SCRIPTS

- Addresses beliefs, values, assumptions and ways of interacting

CHINESE

Hán yǎng

People (in China) think like this:

When a person feels something, it is not good if other people can know this when they see this person's face

CHINESE

A Chinese cultural script for concealing displays of 'feeling good'

People think like this:

When a person feels something very good because something very good happens to this person

It is not good if other people can know this when they see this person's face

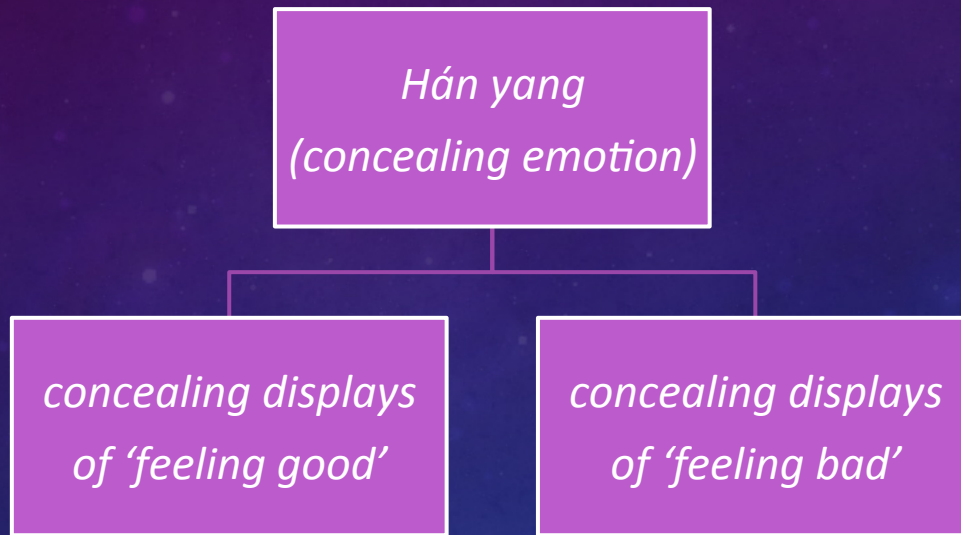
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AUSTRALIAN ENGLISH

personal autonomy

[people think like this:]

when someone does something, it is good if this someone can think like this:

"I am doing this because I want to do it"

AUSTRALIAN ENGLISH

Freedom of expression:

[people think like this:]

if I think something about something I can say: “I think about it like this”

everyone can do this

AUSTRALIAN ENGLISH

Everyone has the right to say what they want

[people think like this:]

when someone says to me about something: “I think about it like this”

if I don't think the same

I can say to this person: “I don't think the same”



SOFTENING DISAGREEMENT WITH PARTIAL AGREEMENT

softening disagreement with partial agreement

[people think like this:]

when I want to say to another person about something:

“I don’t think the same [as you]”

it is good to say something like this at the same time:

“I think the same [as you] about some of these things

I don’t think the same [as you] about all these things”

THE ADAPTATIONS - INTENTION

[D] when I want to say to someone something like this:

“I know what you think about this, I don't think the same”

[E] it can be bad if I say it like this:

“I don't think the same”

[F] it can be good if I say it like this:

“I think the same as you about some of these things I don't think the same as you about all of these things”

THE ADAPTATIONS - INTERPRETATION

[G] when someone says to me something like this:

“I think the same about some of these things (X), I don't think the same about all of these things (X)”

[H] I can know that they want to say something like this:

“I don't think the same about X”

[I] I can know that they say it like this because they don't want me to feel something bad

THE ADAPTATIONS - INTERACTION

Person A says: “I think about X like this”

Person B says: “I think the same about some of X
I don't think the same about all of X”

[Person B thinks: “I don't think the same about X”]

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RESOURCE IN DEVELOPMENT

LAUREN'S PHD PROJECT

THANK YOU

