



# MINIMALE SPROG SOM EN NY TILGANG TIL L2-PRAGMATIKUNDERVISNING

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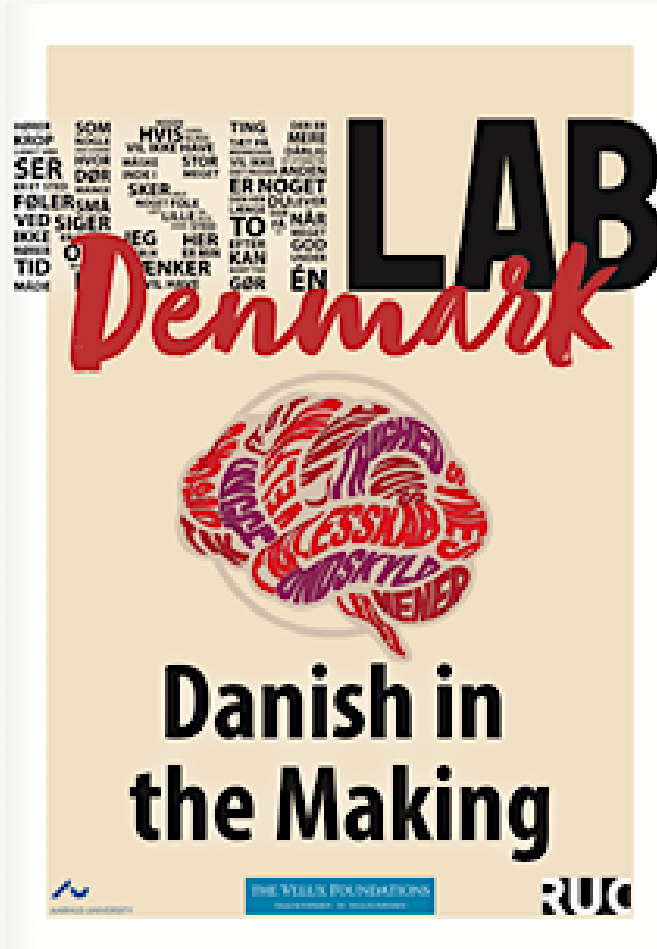
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# Når dansk bliver til: Interkulturel Pragmatik i undervisningen af dansk som andetsprog

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# NSM – NATURAL SEMANTIC METALANGUAGE

> Anna Wierzbicka & Cliff Goddard



<p>I you someone something~thing people</p> <p>body</p>	<p>want don't want know think say feel see hear</p> <p>do happen move</p> <p>live die</p>	<p>be (somewhere) there is be (someone/something) (is) mine</p> <p>kinds have parts</p> <p>words</p>
<p>when~time now before after a long time a short time</p> <p>for some time moment</p>	<p>this the same other~else</p>	<p>where~place here above below far near</p> <p>side inside touch</p>
<p>one two some more</p> <p>all much~many little~few</p>	<p>good bad very true</p> <p>big small</p>	<p>not may can beca if</p>
<p><b>Semantic primes</b></p>		

Reductive paraphrase  
An explanation using simpler and easier words than the original

Focus on cross-translatability

Used for explaining language and cultural norms



# MINIMAL LANGUAGES APPROACH

- › Et ekstremt begrænset ordforråd af ca. 300 ord, som bruges til at forklare begreber.
- › Med udgangspunkt i de 65 universelle semantiske primer fra NSM-forskning
- › Til praktiske anvendelser som fx. sundheds-kommunikation eller sprogundervisning

	Universal			Approximate								
	hands legs head eyes ears mouth nose skin fingers teeth bone blood breasts face voice		stand sit lie sleep breathe hold play laugh sing kill		children men women be born mother father husband wife		eat drink make build		bird fish tree		house village/town family king/chief	Approximate
	sun sky the earth during the day at night		we		long round flat hard sharp heavy		grass seeds		river sea mountain/hill forest		soul ill sweet	
	fire water air light		name be called know someone		wood stone		horse cow +		wheat rice +		number money God law	Culture-specific
	at the top at the bottom in the middle around in front be on (something)		creature grow (in a place) the ground		gold iron glass		read write book		city country		doctor teacher soldier priest scientist	
									brother sister		wheel wire	

# NSM OG MINIMALE SPROG I L2-UNDERVISNING

## 1. Ordforrådsundervisning

*(fx mener vs. tror / happy vs. lykkelig)*

## 2. Undervisning i kulturelle værdier

*(fx kulturelle nøgleord)*

## 3. Undervisning i interaktion og kommunikationssnormer

*(fx kulturelle scripts)*



- › Hvilke aspekter af dansk kommunikativ kultur har elever og lærere i DSA brug for?
- › Hvordan kan de beskrives via minimalt dansk og introduceres i DSA-undervisningen for at fremme interkulturel kommunikativ kompetence?





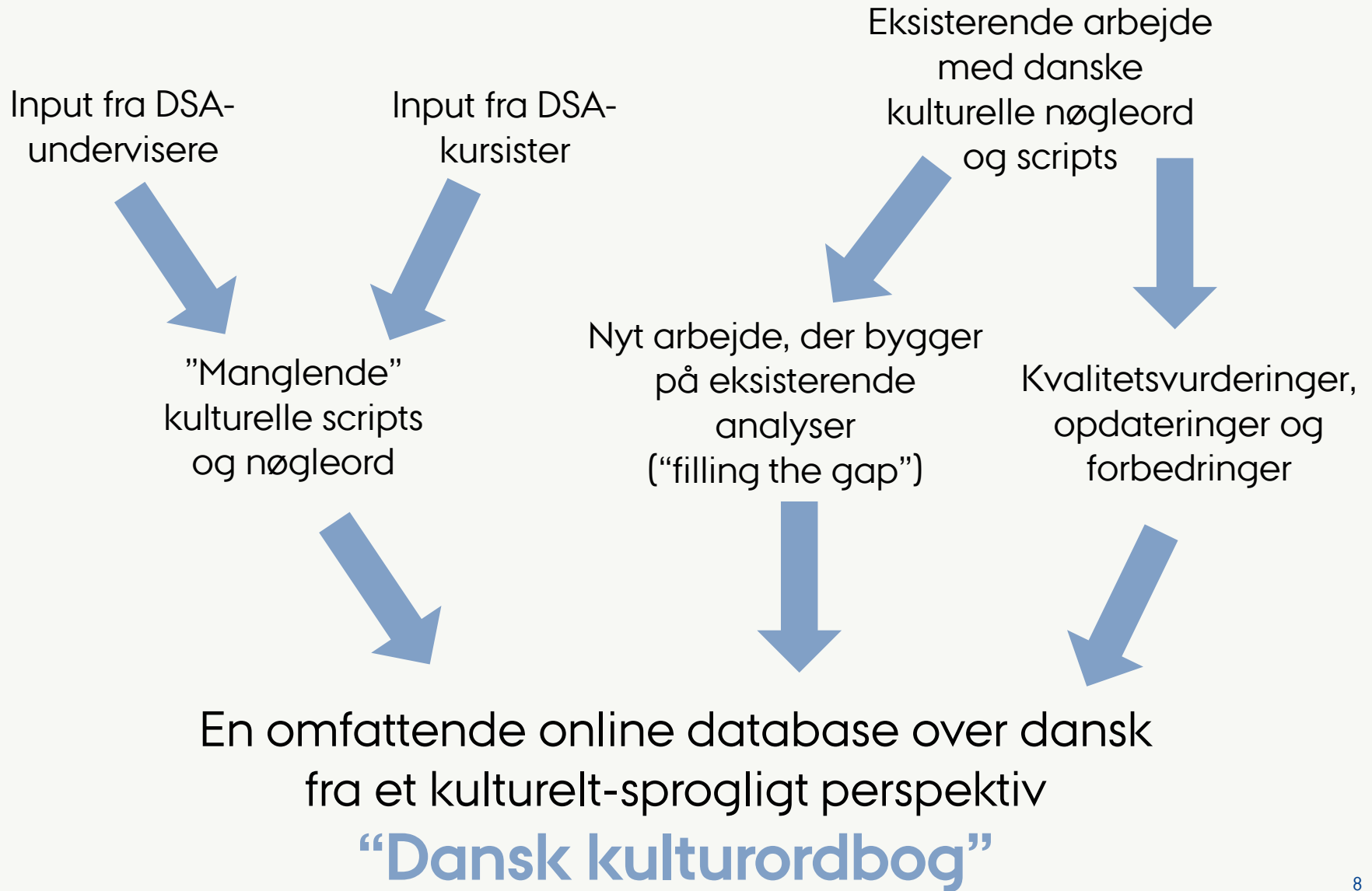
**Subprojekt A**

Dansk  
kommunikativ  
kultur

1. At identificere og beskrive det væsentlige ordforråd, der er nødvendigt for at tale om kultur, "Minimalt dansk"
2. At beskrive centrale elementer i dansk kommunikativ kultur gennem brug af minimalt sprog
3. At udvikle en "Dansk Kulturordbog" til DSA-undervisning
4. At forstå DSA-underviseres og -kursisters behov vedr. interkulturel kompetence med henblik på at designe passende pædagogiske materialer
5. At udvikle og teste klasseværelsespraksis med fokus på interkulturel kompetence gennem brug af minimalt sprog og den kulturelle ordbog

**Subprojekt B**

DSA-  
undervisere og  
-kursister







# HVAD ER INDHOLDET?

- Kulturelle værdier  
fx *“ytringsfrihed”*
- Interaktionsnormer  
fx *“udtrykke meninger med synes”*
- Kulturelle nøgleord  
fx *“fællesskab”*
- Fraser  
fx *“tak for sidst”*





# ET EKSEMPEL

## > Tak for mad

>

> Mange tænker sådan:

> Når en person laver mad til mig, er det godt hvis jeg siger 'tak for mad'. Jeg siger det ikke når jeg spiser. Jeg siger det bagefter.

>

> **Note:**

> **Hjemme hos nogen:** Når jeg spiser sammen med andre, er det godt hvis jeg siger 'tak for mad' til den person, der har lavet maden.

>

> **På en restaurant:** Når jeg spiser sammen med andre, er det godt hvis jeg siger 'tak for mad' til den person der har betalt for maden.

>

> **Børn:** Mange tænker sådan: Det er godt, hvis børn siger 'tak for mad', efter de har spist.

> **Børn:** Mange forældre lærer deres børn at sige 'tak for mad'





# 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:

Write it out:

My word: \_\_\_\_\_

Three sentences where it is used:

What it means:

What I think when I say it:

How I feel when I say it:

**I FEEL**

good

bad

What I think someone else feels when I say it:

**THEY FEEL**

good

bad



**en workshop for DSA-lærere**, som deler og demonstrerer brugen af disse undervisningsmaterialer og Minimal dansk-tilgangen.



**en udviklingsramme for undervisningsmaterialer**, der anvender minimalisprog, således at yderligere eksplikationer i minimalisprog også kan udvikles til undervisningsmaterialer.





AARHUS  
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VELUX FONDEN



MANGE TAK!

OG HJERTELOG TILLYKKE, ANNE!

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# SOME REFERENCES

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