Pre-workshop Pack for Participants

Dear Participant,

Thank you so much for taking the time to work with me on my PhD project. I am keen to include the inputs of teachers in the resource that I am developing.

In this pack you will find additional information relating to this stage of the research project. Including: a brief demographic survey, the participant information sheet, the consent form, some background information on the method, a preparation sheet, and some draft content that we will be workshopping. Please read all of it carefully, and feel free to send me any questions that you may have. The most important parts are the participant information sheet (so you will be able to sign the consent forms), and the background information on the method.

The workshops will be in two parts. For the most part, the discussions will be happening between the teachers involved in the study, and not with myself, although I may intervene from time to time to clarify something. The first part is intended to develop the draft material I am sending you into something more usable from a teacher's perspective. For any changes that you wish to make to it, I would ask that you justify it clearly, both as to the problem with the original and the way in which your solution addresses it. We will workshop both the content of the materials, and the presentation/formatting of them. In this workshop, I will also ask you to propose a short activity for your class based on the materials we have workshopped.

Between the two workshops, I will ask you to do this activity with your class and reflect on its effectiveness as well as improvements/changes that you would make.

The second part of the workshops will be a discussion and reflection of that activity and of the first workshop. This workshop will take place two weeks after the first, and will be an opportunity for you to share all of your feedback with me.

I am aware that some of you have mentioned that you will need to ask consent to participate in this study, please let me know if I can assist with this in any way.

Thank you once again, and I look forward to working with you.

Please don't hesitate to send me any questions or concerns.

Best wishes,

Lauren Sadow

PhD Candidate Linguistics
School of Literature, Languages and Linguistics
ANU College of Arts and Social Sciences
W2.24 | Baldessin Precinct Building | 110 Ellery Crescent

The Australian National University

Acton ACT 2601

P: +61 431 225 382

lauren.sadow@anu.edu.au

Participant Information Sheet – Focus Groups

Researcher:
My name is Lauren Sadow and I am conducting this research as part of my PhD in Linguistics at the Australian National University in the School of Literature, Languages and Linguistics. I have a Masters of Applied Linguistics (TESOL) from the University of New England. This research represents a continuation of the project started in my Masters' thesis.

Project Title: A Cultural Dictionary of Australian English: From theory to practice

General Outline of the Project:
- **Description and Methodology:** This project aims at compiling a cultural dictionary and teaching resource of Standard Australian English, focussing on cultural key words and ways of interacting in Australia. This project will attempt to bridge the gap between linguistic theory and pedagogical need. The final aim of this project is to produce a theoretically sound and complete working resource for language teachers, including an introduction to the linguistic theories used, reference materials, explanations and classroom exercises.

- **Participants:** Participants are TESOL practitioners teaching intermediate to advanced adult students in Australia. There will be up to 80 participants in total taking place in this research. Some through only the survey section, some through both the survey and the focus groups.

- **Use of Data and Feedback:** I will use information from this research as part of my PhD thesis, which I expect to complete in February 2018. Information from the research may also be used in journal articles and conference presentations before and after this date. I will contact individual participants to confirm quotations if they are to be used. At the conclusion of the project, participants will have an opportunity for a session with the primary investigator to view the final dictionary and resource.

Participant Involvement:
- **Voluntary Participation & Withdrawal:** Please understand that your involvement in this study is voluntary and I respect your right to withdraw from the study at any time. You may discontinue your involvement at any time without consequence and you do not need to provide any explanation if you decide not to participate or withdraw at any time.

- **What does participation in the research entail?** I would like you to participate in a focus group aimed at refining this tool to ensure it is effective for your use. The focus groups will comprise of three segments. Part 1 will be a 2 hour focus group, face to face where we will workshop the tool with other teachers and plan a short activity using the tool. Part 2 will be the teachers carrying out the activity in their classrooms. The activity should take no more than 15 minutes to complete. Part 3 is a feedback session, similar in design to part 1. Part 1 and part 3 will be audio recorded, with your consent.

- **Location and Duration:** The focus groups will take place at a place that is as convenient as possible for you. If there are enough for a full group from one city, then the focus groups will take place in person, otherwise they will take place as a Skype conference call. Part 1 should take 2 hours; part 2 15 minutes (planning should be mostly completed in the focus group); part 3 will take 1 – 2 hours, depending on the amount of feedback.

- **Risks:** It is unlikely that this research will present any risks to the participants. However, in the unlikely event that this research raises issues for participants, such as sensitive topics, or stresses, please speak to the primary investigator. The primary investigator will manage the topics covered to ensure that these are not raised further in the research. If you find this research has raised any personal or upsetting issues you may wish to contact Beyondblue on 1300 22 4636.

- **Benefits:** We anticipate that the teachers involved in this research will benefit directly as they will be exposed to a new and developing teaching tool, and have the ability to contribute to it. This research will benefit ESL teachers in general, as it will provide them with a new tool to teach a difficult and under-discussed topic in their classrooms. ESL students, and migrants speaking LOTEs will benefit, as this research will provide them with a clear and structured approach to learning skills in their new home country that have previously been untaught, and difficult to learn through observation. This tool will then bring about more effective intercultural communication between migrants and other Australians.

Confidentiality:
- **Confidentiality:** Confidentiality will be protected as far as the law allows, and is requested by the participants. Only the primary investigator and the supervising researchers will have access to the research data. Unless specifically discussed with the individual participant, all participants will be given a pseudonym, and any identifying information will be generalised in the publication of this research. I request that focus group members maintain the confidentiality of group discussions, and that individuals in focus groups refrain from making statements of a confidential nature or that are defamatory of any person.

Privacy Notice:
In collecting your personal information within this research, the ANU must comply with the Privacy Act 1988. The ANU Privacy Policy is available at https://policies.anu.edu.au/ppl/document/ANUP_010007 and it contains information about how a person can:
- Access or seek correction to their personal information;
- Complain about a breach of an Australian Privacy Principle by ANU, and how ANU will handle the complaint.

Data Storage:
- **Where:** Digital recordings of the focus groups, and notes from the focus groups will be kept on a password-protected computer at the ANU, and will be backed up to an encrypted hard drive. Any hard copy materials (such as teacher's notes from the focus groups, and other worksheets) will be kept in a locked filing cabinet in the primary investigator's office at ANU.

- **How long:** Data will be kept for the mandatory five years following the submission of the thesis. If the primary investigator leaves the ANU within the five years, the data will be given to the supervisor on an encrypted hard drive. The primary investigator will also keep a copy of the encrypted data.

- **Handling of Data following the required storage period:** As this data may be useful for further research and further developments of this project, all data will be kept, even after the end of the five years mandatory storage. Data will be de-identified as necessary and kept on an encrypted hard drive if the primary investigator leaves the ANU.

Queries and Concerns:

Contact Details for More Information: Feel free to contact me with any questions about this research by email at lauren.sadow@anu.edu.au or by phone at 02 6125 7084. You may also contact my supervisor Dr Zhengdao Ye zhengdao.ye@anu.edu.au or on 02 6125 2887.

Ethics Committee Clearance:
The ethical aspects of this research have been approved by the ANU Human Research Ethics Committee (Protocol 2016/418). If you have any concerns or complaints about how this research has been conducted, please contact:

    Ethics Manager
    The ANU Human Research Ethics Committee
    The Australian National University
    Telephone: +61 2 6125 3427
    Email: Human.Ethics.Officer@anu.edu.au

WRITTEN CONSENT for Participants of Focus Groups

A Cultural Dictionary of Australian English: From theory to practice

I have read and understood the Information Sheet you have given me about the research project, and I have had any questions and concerns about the project (listed here

_____

_____)

addressed to my satisfaction.

I agree to participate in the project.   YES ☐ NO ☐

I agree to this focus group being audio-recorded   YES ☐ NO ☐

I agree to keep content of this focus group confidential   YES ☐ NO ☐

I agree to be identified in the following way within research outputs:

Full name   YES ☐ NO ☐

Pseudonym   YES ☐ NO ☐

No attribution   YES ☐ NO ☐

Signature:………………………………………………….

Date:………………………………………………….

Pre-workshop Pack for Participants

Demographic Survey

Age:

☐ 18 – 30   ☐ 51 – 60

☐ 31 – 40   ☐ 61 – 70

☐ 41 – 50   ☐ 70+

Gender:

☐ Female   ☐ Male   ☐ Other   ☐ Prefer not to say

Number of years experience teaching (in general, not just ESOL):

☐ Less than 1   ☐ 20 – 25

☐ 1 – 5   ☐ 25 – 30

☐ 5 – 10   ☐ 30 – 35

☐ 10 – 15   ☐ 35 – 40

☐ 15 – 20   ☐ 40+

Type of students usually taught (in ESOL classrooms):

☐ Primary (K – 6)   ☐ Adults – Tertiary (e.g. students doing TAFE qualifications in English language)

☐ Secondary (7 – 12)   ☐ Adults – Tertiary (e.g. University students in supplementary/entry courses for other degrees)

☐ Adults – Community (e.g. Community conversation classes that do not result in a qualification, or IELTS preparatory classes with no inherent qualification)   ☐ Adults – AMEP program

Other comments:

A brief overview of the method

This project is using an approach to reductive paraphrase known as Standard Translatable English to develop its definitions and descriptions of culture. This method is based in the method of semantic and pragmatic description known as the Natural Semantic Metalanguage (NSM). The NSM has been developed over more than 40 years of work by linguists such as Anna Wierzbicka and Cliff Goddard.

Standard Translatable English (STE) builds on the foundation of NSM and aims to be more intuitive and more easily accessible. This is a brand new pedagogical tool and method of description that I am developing through this research project.

STE is, in essence, a mini version of English, using only concepts that are easily translatable into any other language. By using these sorts of concepts to describe complicated cultural ideas, we can be sure of students understanding the concepts, even when their first language does not have an equivalent. While NSM strictly adheres to the rules for cross-translatability, STE is more flexible, and will sometimes sacrifice exact translatability for a more idiomatic expression.

STE works on the basis of using only these shared concepts, plus the grammar needed for them to make sense. In this way, you can construct grammatical English phrases and paragraphs, but still be only using translatable words.

A sentence using this method might look like this: "I can feel something good towards you." "I know you are someone like me." These sentences may not be said in Standard Australian English in this way, but their meaning is clear. Below are the translatable words that make up STE.

I~ME, YOU, SOMEONE, SOMETHING~THING, PEOPLE, BODY
KIND, PARTS
THIS, THE SAME, OTHER~ELSE
ONE, TWO, SOME, ALL, MUCH~MANY, LITTLE~FEW
GOOD, BAD
BIG, SMALL
KNOW, THINK, WANT, DON'T WANT, FEEL, SEE, HEAR, SAY
WORDS, TRUE
DO, HAPPEN, MOVE, TOUCH
BE (SOMEWHERE), THERE IS, BE (SOMEONE)'S, HAVE, BE (SOMEONE/ SOMETHING)
LIVE, DIE, HOLD, MAKE, KILL, PLAY, LAUGH, SING, EAT, DRINK, SLEEP, SIT, GROW (IN THE GROUND), LIE, BUY, DRAW, READ, WRITE
WHEN~TIME, NOW, BEFORE, AFTER, A LONG TIME, A SHORT TIME, FOR SOME TIME, MOMENT
WHERE~PLACE, HERE, ABOVE, BELOW, FAR, NEAR, SIDE, INSIDE
NOT, MAYBE, CAN, BECAUSE, IF
VERY, MORE
LIKE~WAY~AS
HANDS, MOUTH, EYES, HEAD, EARS, NOSE, FACE, LEGS, TEETH, FINGERS
TAIL, WINGS, FUR, FEATHERS
CHILDREN, MEN, WOMEN, MOTHER, FATHER, WIFE, HUSBAND, BE BORN, NAME
LONG, ROUND, FLAT, HARD, SOFT, STRAIGHT, SHARP, SMOOTH, HEAVY, SWEET
TOP, BOTTOM, END, FRONT, BACK

SKY, GROUND, SUN, FIRE, WATER, DAY, NIGHT, WOOD, STONE
QUICKLY, SLOWLY
GOD, MONEY, BOOK, COLOUR, LANGUAGE, NUMBER, MUSIC

Descriptions developed using this method will always be intelligible regardless of a student's (or teacher's) first language.

A description of a value (in this case "*Softening disagreement with partial agreement in Anglo English*") in these terms might look something like this:

When I want to say something like this to someone: "I know what you think about it, I don't think about it like you"
It can be bad if I say it like this: "I don't think the same"
It can be good if I say it like this: "I think about some of this thing like you, I don't think about all this thing like you"

A description of a word (happy) may look something like this:
Someone is happy (at this time):
Someone thinks like this at this time:
"Many good things are happening to me as I want, I can do many things now as I want – this is good"
Because of this, this someone feels something good at this time, like someone can feel when they think like this.

This has been a very brief overview of the justification and the groundwork for this method. This research project aims to refine this method in a number of ways. The first is the phrasing. I will be asking for feedback on the individual phrasing of components (lines), as well as their ordering. I will also be asking for feedback on the content of the descriptions – do they include all the information that you (and your students) will need to understand the concept? Finally, I will be asking for your feedback on their presentation. The examples that I have given, and that I will begin each workshop with are formal in nature, but their presentation is flexible. The perspectives of the descriptions can be changed (e.g. from third to first person, or to a different participant in a conversation), as can their tone. The final workshops in this stage will also be looking at how the descriptions connect to one another. Even if you are not in one of the workshops working on one of these aspect, please feel free to comment on other aspects if you have thoughts on it. You can do this by email, or in the Skype sessions if you wish.

Finally, if anything is not clear, please don't hesitate to contact me. This is a new pedagogical development, and the more questions and feedback I get, the better a tool it can be developed into.