

# Keeping Culture in Mind

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An Intensive course on culture.

Student's Book

High Elementary to Advanced

Valley Music Publications (VMP)

[www.englishteacher.co.nz](http://www.englishteacher.co.nz)

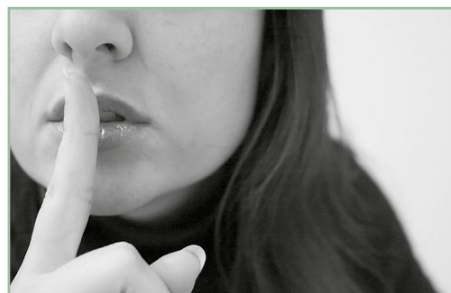
2014

## Unit 4

### Overview of learning outcomes:

to learn about story telling and its impact on culture	to learn about: bi/multilingualism; humour; speech characteristics; social hiatus & silence; Daylight Saving/time sense; order of speakers; censorship	to learn about: agreeing & disagreeing; waving; counting; every day signals; mime	to learn about: feelings; status; position; prediction; background and foreground; order of viewing; colours; audience perspective in images	to learn about: hesitation and silence; paralanguage
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# Unit 4



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*What do you think about 1-6?*

*In small groups talk about your answers.*

1. I think this unit is about entertainment Yes/No Why or why not?
2. I think this unit is about media Yes/No Why or why not?
3. I think this unit is about fun Yes/No Why or why not?
4. I think this unit is only about Maori stories Yes/No Why or why not?
5. I think this unit is about sad things Yes/No Why or why not?
6. I think this unit is about stories Yes/No Why or why not?

How many of us agree to every answer? \_\_\_\_\_



# Reading illustrations (pictures, photos etc)

*In small groups answer the questions below:*

1. Look at the pictures of people. What are the people doing in each picture?

What in the picture helped you to understand?

Are the people outside or inside and how do you know?

Did you know anything about the cultural background of these illustrations (pictures, photos etc) before you saw them Yes/No

Which illustration is about a *tangi* or *tangihanga* (Maori funeral on a marae)?

Ask your teacher to help you with any information about it or google the information on the Internet.

How much about culture do you need to know to answer the questions above:

none at all a little some a lot

How many of you agree with a lot? Write the number in the space below:

\_\_\_\_\_ of us think we need to know a lot about Maori culture to truly understand the photo.

2. In New Zealand black is the colour for funerals - both Maori and *pakeha* (non-Maori).

What does this colour mean in your culture?

Does anybody NOT wear black at funerals in their culture? Why or why not?

Who? \_\_\_\_\_

3. Now look at the photos of the people again. Which feelings do they suggest?

Are any of the people touching each other?

Yes/No Why?

In your culture how do you show you are more important than another person?

Are you in front/behind/your arms or hands are protecting/those around you are lower than you/something else?

Mr Bean (Rowan Atkinson) is looking straight at you. How does this make you feel?

comfortable/uncomfortable/happy/strange

Did just looking at him make you smile? Yes/No

Is he normal? Yes/No How do you know?

Is it OK to look at people's eyes in your culture? Yes/No When and who?

Who in the group feels uncomfortable looking directly at people's eyes? \_\_\_\_\_

In which illustrations do the people look away from you and not at the camera or painter?

(Use your finger, point to them and say, "This one!")

What does the artist want you to look at?

Is it comfortable to look at people when they are not looking at you? Why or why not?

4. Two of the illustrations are emoticons ( they suggest emotion and we use them in emails or on the internet, Facebook etc) Which ones?

(Use your finger, point to them and say, "This one and this one!")

What emotion do they suggest? \_\_\_\_\_

Have you ever used them? Yes/No When and who to?

How many of us have used either one? \_\_\_\_\_

5. Two of the illustrations are from bloggers (writers of journals/diaries on the Internet). Can you guess which ones? (Use your finger, point to them and say, "This one and this one!")

Who agrees? \_\_\_\_\_

Which one writes about secrets? (Use your finger, point to it and say, "This one!") How do you know?

SHHH! What other meaning does this body language have in English?

How many of us knew about the other meaning of 'it's a secret so don't tell anyone?' \_\_\_\_\_

Which one writes about everyday things? How do you know?



## Unit 4: Tell me a story

## 1. Talking about jokes and storytelling [Learn or review useful vocabulary](#)

*Talk to a partner about storytelling and jokes – questions a) to c).*

a) Why does every culture tell jokes and stories? How many reasons can you and a partner think of? \_\_\_\_

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What new reason(s) did another pair think of?

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b) When someone tells an English joke, is it easy to understand? Why or why not? \_\_\_\_\_

c) ‘The lovers Hinemoa and Tutanekai’ – does this story tell us about Maori groups, status, rules of society? Yes/No/I haven’t read unit 2.

*If you haven't read or listened to the story [listen here](#).*

## 2. Comparing ideas about jokes and storytelling

*Talk to everyone about storytelling and jokes. Find one person for a) and b).*

a) English jokes are easy to understand. Who agrees with you?  
Name: \_\_\_\_\_

b) There is a national day of fun or a day of jokes e.g April Fools' Day.

Name: \_\_\_\_\_

c) How many of the class like retelling stories in English from TV, the news, the radio, the movies or tell stories from their own life? \_\_\_\_\_

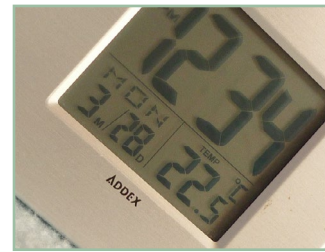
d) How many of us prefer movies to any other kind of programme? \_\_\_\_\_

e) How many of us think silence for 3 seconds before speaking is OK in an English conversation? \_\_\_\_\_

f) How many of us think 'black humour' is important after a national disaster? \_\_\_\_\_



(Quakeopoly is an example of 'black humour' after the Christchurch 2011 earthquake)



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2. *How different is your culture to New Zealand culture?* [Vocabulary help](#)

*Go to this website, click 'About Culture' on the left and do Unit 4: Tell me a story - the approach to jokes, literature and poetry to see how close you are to Maori (collectivist culture), pakeha (non-Maori) or most New Zealanders.*

How many of the pictures above did you read about in the quiz? \_\_\_\_\_

### 3. Your experiences

*Choose one after you finish the quiz above:*

My culture is closest to Maori (A) *pakeha* (B) most New Zealanders (C).

#### 4. Compare experiences

How many of us think A? \_\_\_\_ How many of us think B? \_\_\_\_ How many of us think C? \_\_\_\_

Social Organisation

1. Getting Information from others

a) Work together to fill in the table with notes from G - government i.e. summarise the information.

b) In two groups (I ) and (T), review vocabulary for unit 4: Tell me a story/Social organisation

Group (I ) Listen and write notes in the table on the next page.

Group (T) Listen and write notes in the table on the next page.

c) One person from I and T work together. Retell the information, ask questions about the other group's information and write the new information into the correct part of the table.



G -(Government):

New Zealand Government controls (and often by law)

1. all official time about work:

✓ The number of work hours per day, a 10 minute break every 2 hours, a 30 minute (or more) meal break, 4 weeks paid holiday for full time workers, 5 sick days per year,11 paid public holidays for full time workers.

✓ the yearly (Roman) calendar dates and which cultural days to celebrate.

✓ the start and finish of Daylight Saving to save electricity.

✓ the start and finish of education including school holidays.

x However it does not control Easter as this is a lunar calendar date and Christian religion controls this.

2. story telling:

✓ in the media (radio, TV, DVDs and newsprint only), censorship (what is good and bad for people and the national interest) and taboo words.

✓ the content of culture, including Maori culture, in school curriculum up to 18 years in the public system (Maori education system (Kohanga reo) is different).

✓ what content in school subjects is acceptable for students – censorship, propaganda.

Problem solving

**There is no right or wrong answer.** In class in groups there is one student who always thinks they have a better story to tell than you. They always look bored when you are talking, often interrupt to tell their story or can’t wait for you to finish (they show impatient body language) before they start their story and expect you to laugh and show interest. They are older than you and/or the opposite sex.

What should you do? Choose a) or b) or c)

a) Act bored when they talk and show no interest too.

b) Tell your student classmate to be patient and to try to listen to your viewpoint first.

c) Show interest and hope their behaviour changes in the future.

**Discuss your reasons for your choice with another student.**

How many others in the class agree with you? \_\_\_\_\_

Government  <i>dates but not Easter and work hours</i>	Internet
Groups	Individuals

When you finish, decide how different your culture’s social organisation is to New Zealand.

Put an X on the line below and compare with other students.

The same \_\_\_\_\_completely different

2. Learning about New Zealanders talking together

Go to this website, click ‘About Culture’ on the left and do the unit 4 quiz:

How different is your culture to the speakers of New Zealand?

Put an X in the O after you finish the quiz.

1. Most people in my culture are:

the same as most New Zealanders O

similar but with some important differences to New Zealanders O

completely different from most New Zealanders O

2. Talk to someone from a different culture about which answers are different to New Zealanders.

Who from a different culture agrees the most with you?

Name: \_\_\_\_\_



Gestures and Body language

1. Talk with a partner from a different culture about the answers to these questions.
- a) How do you show the meaning of ‘crazy’ without speaking?  
(Ask your teacher to show you.)
  - b) Do you know the famous comedians Mr Bean (Rowan Atkinson) or Charlie Chaplin – he always wore a bowler hat and had a cane?
  - c) Are Mr Bean or Charlie funny? Why?
  - d) Do they talk a lot?
  - e) Do they walk like you and me?
  - f) Does their body language tell us the meaning of their actions?
  - g) Do you like this kind of comedian?
  - h) Is silence (not speaking) important for comedians? Why or why not?
  - i) Do some comedians use their faces, body and movements more than others? Who? \_\_\_\_\_
- How many answers do you agree on? \_\_\_\_\_



2. Learn about some common body language

- a) Listen and repeat
- b) Your teacher will show you some of these meanings to guess:
- |                             |                                   |                            |   |
|-----------------------------|-----------------------------------|----------------------------|---|
| Can I have some money?      | Time to go.                       | Time out/break time.       | What’s the time?                        |
| I don’t understand.         | Be quiet!                         | I understand.              | I’m thinking.                           |
| No, I disagree.             | Really? (I don’t believe you)     | I’m broke (have no money). | Yes, I agree.                           |
| Yuk! That’s awful!          | OK !                              | He’s nosy!                 | She’s a pain in the neck!               |
| Yummm... What’s that smell? | Good! Keep trying!                | Goodbye!                   | Hi! (Over here!)                        |
| Do it again!                | Speak louder (I can’t hear!)      | Stop!                      | Come here! 4 of them (use your fingers) |
| I promise.                  | It costs/you need a lot of money. | Go that way!               | I’m listening.                          |

How many used only the head and neck? \_\_\_\_ How many used hands or arms? \_\_\_\_



3. Practising body language

- a) In small groups show and guess the same meanings from (2.) above.
- b) In your group, how many thought you use **a lot of** different body language than (2.) \_\_\_\_ ?
- c) Is it different when you use body language to someone more important than yourself? How? What do you do?
- d) How many agree with you? \_\_\_\_\_

Words and language (literacy)

1. Oral literacy

New Zealanders typically wait 2-3 seconds after silence before they talk but for *Maori and collectivist cultures* listening is more than speaking when you are learning. Silence is often uncomfortable and not a good idea in a New Zealand job interview. Some English speakers (eg Americans) wait a lot less time when there is silence before speaking (<2 seconds).

Count in your head how long you usually wait before you give an answer. \_\_\_\_ seconds.  
Is the number of seconds the same as your partner’s? Yes/No

- Choose the best answer in each sentence for you from a) - e)
- What does it mean in your culture when you don’t speak (silence with no ‘sound’ words eg arrh, um)
- a) you understand / you don’t understand
  - b) you are waiting for the speaker to continue and you show them with body language / you are angry
  - c) you like / don’t like the speaker’s opinion
  - d) it is important to show the speaker’s role (eg man not woman, boss, colleague etc) is more / less important
  - e) silence is more / less powerful than words?
- Find out who disagrees with you. Why? \_\_\_\_\_
- Name: \_\_\_\_\_



2. (a) Words and phrases New Zealanders use instead of silence

- i. When do English speakers use the following words and phrases:
- to show interest in the speaker (I)?
  - to show they don’t know a word or phrase but they want to communicate (C)?
  - to show they want more time to think (T)?
- Write I C or T after each word below:
- arrh \_\_, umm \_\_, well... \_\_, it’s like... (this) \_\_, is that right? \_\_, yeah..right! \_\_, you know \_\_, it’s a kind of ... \_\_ it’s a sort of... \_\_,uh huh \_\_, mmm \_\_, huh! \_\_, really? \_\_, you see \_\_, the thing is... \_\_, oh no! \_\_, Whaaat? \_\_
- Talk with a partner about your answers. Do you agree completely? Yes/No
- Listen to check your answers **and** listen for two NEW phrases.
- \_\_\_\_\_ and \_\_\_\_\_
- Are these phrases (I), (C) or (T)? \_\_\_\_
- ii. How many of these 20 words and phrases do you regularly use in your conversations with another English speaker ? \_\_\_\_
- iii. Do you have similar words in your language? Yes? Tell the group and show them in a sentence or two in your language.

2. (b) Practising words and phrases to replace silence in a conversation

- Listen and repeat. In teams practise using (T) phrases by talking for one minute and giving NO information about one of the following topics. Whoever gives the least information is the winner:
- homework breakfast going for a walk tea chicken trees children chairs weather bags
- Your partners are going to count how many bits of information you tell in one minute.
- Who gave the least amount of information with the least amount of pauses (silence) and used the most amount of phrases instead of silence? \_\_\_\_\_

Reflections

1. Look at least three different partner’s results from 1-8.  
Who from another culture thinks nearly the same as you?

(Name) \_\_\_\_\_  
What do you have in common with them?  
We both (like/are/have/go to/come from) \_\_\_\_\_



2. How I speak shows my class, gender, part of my country? Yes/No/sometimes

3. How often do you tell stories to children or tell stories/jokes from your culture?  
a) never b) occasionally c) not very often d) sometimes e) often (once a week or more)

4. Do you prefer watching stories on TV, DVD etc? Why? \_\_\_\_\_

5. Chants, songs and stories in my religion are more important than the ones in my culture.  
Yes/No/ partly true

6. Which view of time a) or b) below do you agree with more ? \_\_\_\_\_  
a) Maori (how long you take is not as important as doing something properly).  
b) European (the start and end of the time to do something is more important).

7. Silence is important for communicating status (position in society) in my culture. Yes/No/sometimes

8. Silence speaks louder than words in English. Yes/No

9. Being too polite is not always a good idea in New Zealand. Yes/No

10. What is the most interesting difference about language, politeness, time, silence?  
\_\_\_\_\_  
\_\_\_\_\_

Are you more of an individualist or a collectivist? Put an X on the line.

**Individualist** \_\_\_\_\_ **Collectivist**

Plans for the future

- I am going to:
- a) think about which stories from my culture are important for retelling. Yes/No/Maybe
  - b) change my view of time to suit the English speaking situation eg job, work at home Yes/No/Maybe
  - c) start using little phrases in my English conversations instead of silence. Yes/No/Maybe
  - d) start retelling stories from TV and DVDs to show I am part of a group. Yes/No/Maybe
  - e) start using new phrases to help me explain a difficult word. Yes/No/Maybe
- c) What am I never going to do and why?



Social Organisation text from podcast

- Internet:
- ✓ The government does not control the Internet sites or stop you getting to them but some sites have their own censorship.
  - ✓ Networking sites are increasing communication between everyone.
  - ✓ Most young New Zealanders use emoticons :), pictures of feelings, in text messages and in online chat.  
A lot of people also use the emoticons and photos to tell stories and improve communication on networking sites e.g. Facebook.

- (T): Teams and groups
- ✓ Movies on TV or DVDs, especially, are the modern kind of story telling for everyone and they maintain traditional culture and influence it. NZ has a growing movie industry.
  - x But most of the movies are American and they are a lot cheaper than local productions. There is a growing global ‘American culture’ because American industry advertises fashion, food, acceptable behaviour, democracy etc through these movies.

- (I): Individuals:
- ✓ tell gossip (personal stories about other people with or without facts!) about people who are not in the group or not present.
  - ✓ tell similar stories to the first story (capping) to increase group feeling.
  - ✓ can change the view of time e.g. public holidays in work contracts.
- Maori culture (high context culture) has a different view of time:
- ✓ ‘Maori time is not about being on time, more about allowing enough time to do things properly.’ This means *hui* (getting together for ceremony or discussion) and *tangihanga* (the ceremony for the death of an individual) takes 3 days to a week and both are often a lot longer than European (low context culture). However, this varies a lot between younger Maori individuals now, especially those who live in Australia.

Literacy:

2. Words and phrases New Zealanders use instead of silence
- When do English speakers use the following words and phrases:
- to show interest in the speaker (I)?
  - to show they don’t know a word or phrase but they want to communicate (C)?
  - to show they want more time to think (T)?
- Write I C or T after each word below:
- arrh T, umm T, well... T, it’s like... (this) C, is that right? I, yeah..right! I, you know C, it’s a kind of C, it’s a sort of... C,uh  
huh I, mmm I, huh! I, really? I, you see T, the thing is... T, oh no! I, Whaaat? I  
New phrases: Let me see T Let’s see T

Further Reading:

- [Cross cultural communication](#) especially read about time
- [employment laws in NZ](#)
- [High School language curriculum guidelines](#)
- [NZ public holiday information:](#)
- [NZ statistics](#)
- [1. Information about tangi -how to behave](#)

Demise of tangi a threat to culture - professor [NZHerald](#) 5:30 AM Saturday Jun 9, 2012 online  
By Yvonne Tahana