

V I D E O A N A L Y S I S

作业视频分析与展播

视频主题：**禁忌与秩序**

英译汉Get a knife, Get a dog, But
Get rid of Guns

阅读：国学：美国的枪支和中国的烟花



Cultural Connotation in Language



Cultural Connotation in Language

晋 中 学 院 外 国 语 学 院



课程名称：跨文化交际



所属专业：英语语言文学

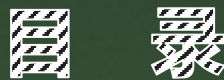


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Jinzhong University





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Analysis



语言文化
Language&
Culture



教学视频
Dynamic
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课后实践
Assignment



Jinzhou University



教学目标 Teaching Aim

01

PART
ONE

- I. How to understand Language & culture
- II. Master the definition of Language
- III. Emphasize the examples of cultural connotation
- IV. Understand the categories of cultural connotation
- V. Analyze the Students video
- VI. Assignment



案例分析Case Analysis

02

PART
TWO

- I. Cases
- II. Li Hongzhang's embarrassment
- III. Questions to deal with the situation



I. Case Analysis of Intercultural Communication

Case Analysis :

“Case Analysis prompts students with the salient issues related to intercultural communication(ICC).Its main focus is on discussions of major problems arising from ICC. The goal is not only to build up students knowledge of ICC, but more importantly to increase their cross –cultural awareness by means of examples and evidence”

-- Random House, dictionary.com



Case1: Li Hongzhang's embarrassment



Li Hongzhang's Embarrassment

1
The case

2
Questions

3
Appropriate
words

4
Translation

Text of Case 1



Li Hongzhang, one of the top officials in the Qing Dynasty, was invited to visit the United States. He was warmly welcomed. One day, Li was hosting a banquet for the American officials in a popular restaurant. As the banquet started, according to the Chinese custom, Li stood up and said, “I am very happy to have all of you here today. Though these dishes are coarse and not delicious and good enough to show my respect for you, I hope you will enjoy them...”

The next day, the English version of his words was shown in the local newspaper. To his shock, the restaurant owner flew into a rage. He thought it was an insult to his restaurant and insisted that Li should show him the evidence of which dish was not well-made and which dish was not delicious. Otherwise, Li intentionally damaged the reputation of the restaurant, and he should apologize. All the fuss made Li rather embarrassed.

Questions

- Why was the restaurant owner flow into rage?
- What should Li solve the clash?

Contrast

“I am very happy to have all of you here today. Though these dishes are coarse and not delicious and good enough to show my respect for you, I hope you will enjoy them...”



(今天承蒙各位光临, 不胜荣幸。我们略备粗馐, 聊表寸心, 没有什么可口的东西, 不成敬意, 请大家多多包涵.....)

“The cuisine of your country is really great. It is my great honor to have a chance to entertain you with them...” (贵国的菜肴真是好极了, 今天能有机会借花献佛, 不胜荣幸之至.....)

Li Hongzhang' s embarrassment

Question 1:

Could the Westerners understand the Chinese modesty?

Question 2:

How could Li get rid of his embarrassment?



- The cuisine [kwi'zi:n](菜肴) of your country is really great. It is my great honor to have a chance to entertain you with them.

03

PART
THREE

语言文化Language& Culture

✓Language

✓Language and culture



II. Language

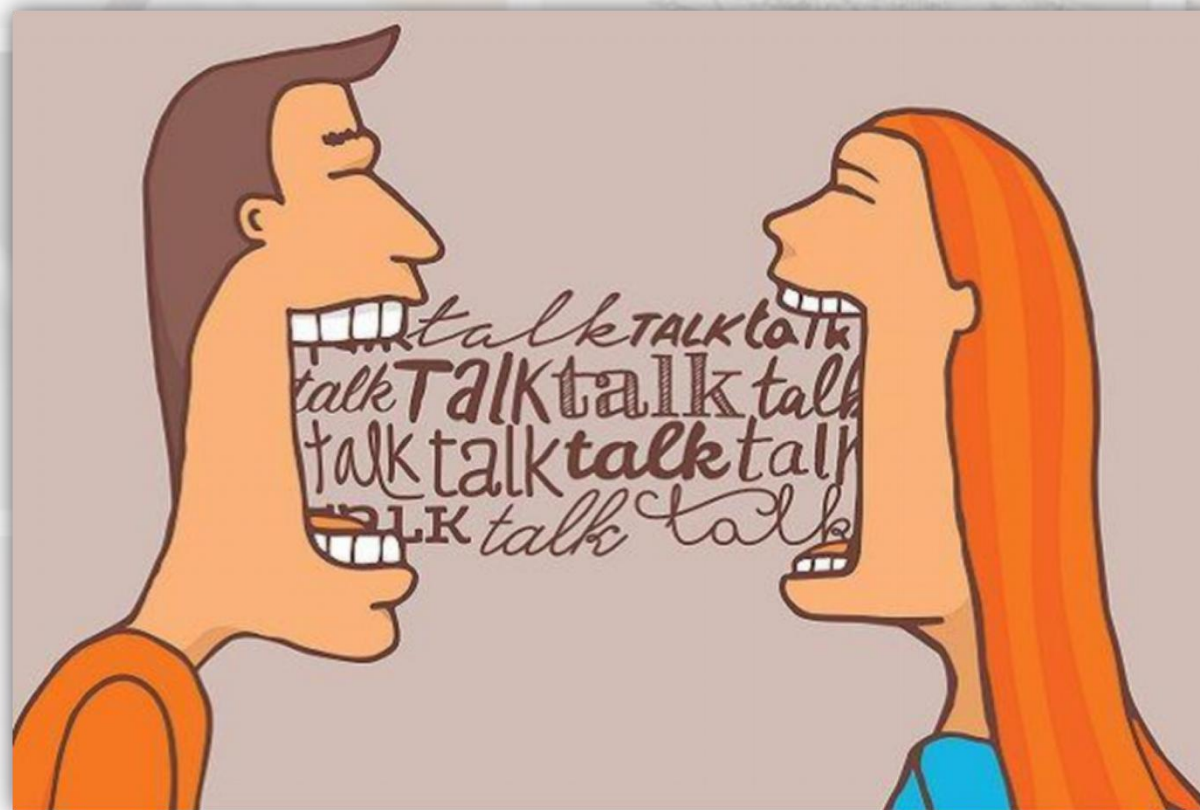


1.What is language?


This sounds like an easy question.

- Language, to put it most simply, is a set of symbols, along with the rules for combining them together. Different groups of people speak and write different languages, that is they have different **codes**, **symbols** and **rules** to facilitate their communication.


2.Can human being only use language?




Can human being only use language?

- 
- Language is the **unique** possession of human being. No other animals enjoy the privilege. Dog can bark, birds can sing, cows can moo. Some intelligent animals can learn to respond to some simple verbal or non-verbal signals like “sit” and “jump”. But none of them can use a systematic way to express complicated thoughts and feelings.
 - With language, we human beings can **communicate** on different topics and on different levels.


3. Language and culture



Language we use and the culture in which we live are closely related. Some compare language and culture to a living organism: language is fresh and culture is blood.



Without culture, language would be dead; without language, culture would have no shape. In other words, they cannot be separated and exist alone.



Some linguists have gone further and propose that the world we live in is based on the language we speak. Even the way of our thinking, they suggest, is shaped and programmed by our language.

Some Ideas Related to language and culture

Interrelationship between culture and language

Each culture has its own peculiarities and throws special influence on the language system. For example, referring to the same common



domestic animal, English chooses the word “dog”, while Chinese has its own character “狗” ; Chinese has the phrase “走狗” while English has the expression “running dog”, but the meanings attributed to the two expressions are completely different according to Chinese culture and Western culture

Some Ideas Related to language and culture

respectively. To Westerners, “running dog” has a positive meaning since the word “dog”, in most cases, is associated with an image of an animal pet—the favorite friend, thus they have the phrases “lucky dog” (幸运儿), “top dog” (胜利者), “old dog” (老手), “gay dog” (快乐的人), and it is usually used to describe everyday life and behavior, as in “Love me, love my dog” (爱屋及乌), “Every dog has its day” (凡人皆有得意日). But in Chinese “走狗” refers to a lackey, an obsequious person. Since Chinese associates derogatory meaning to the character “狗” depending on the cultural difference, Chinese has such expressions as “狗东西”, “狗腿子”, “狗仗人势”, “狗胆包天”, “狗嘴里吐不出象牙”, “狼心狗肺”, “痛打落水狗”, “狗急跳墙”.



Some Ideas Related to language and culture

We can obviously see that the meaning attributed to language is cultural-specific. A great deal of cross-cultural misunderstanding occurs when the “meanings” of words in two languages are assumed to be the same, but actually reflect different cultural patterns. Some are humorous as when a Turkish visitor to the U.S. refused to eat a hot dog because it was against his beliefs to eat dog meat.

Some are much more serious as when a French couple on a trip to China took their pet poodle into a restaurant and requested some dog food. The dog was cooked and returned to their table on a platter!



Some Ideas Related to language and culture

We can summarize the relationship between culture and language as the following: language is a key component of culture. It is the primary medium for transmitting much of culture. Without language, culture would not be possible. Children learning their native language are learning their own culture; learning a second language also involves learning a second culture to varying degrees. On the other hand, language is influenced and shaped by culture. It reflects culture. Cultural differences are the most serious areas causing misunderstanding, unpleasantness and even conflict in cross-cultural communication.



语义内容

语义内容。词汇是语义的重要承载单位。在跨文化交际中，词汇可以根据指示意义和内涵意义分为重合词汇、平行词汇、全空缺词汇、半空缺词汇和冲突词汇几种。概念意义相等而文化内涵意义不同的半空缺词汇和冲突词汇是交际过程中最容易造成误解的部分。如我们常将“peasant”一词翻译为“农民”，这个翻译在汉语中往往含有中性和偏褒义的感情色彩。而事实上“peasant”还有另外一个义项，即“a coarse, unsophisticated, boorish, uneducated person of little financial means”（一个粗俗而野蛮，未受过教育的穷人）。从这个义项上来说，它是完全贬义的。实际上在英语中，“farmer”才是与汉语“农民”更为贴近的中性词，但“farmer”主要指拥有自己农舍和田园的农场主，这又和中国的农民情况不尽相同，只能粗略地画等号。

4.Sapir-Whorf Hypothesis

- Since no two languages are ever precisely alike, it follows that neither can any two social realities represented by language be considered the same. This is the well-known “Sapir-Whorf Hypothesis” proposed by two American linguists in the early years of last centuries.

4.Sapir-Whorf Hypothesis

[səˌpɪr ˈwɔːf haɪpəθəʊsɪs]

Tips:

A theory developed by **Edward Sapir** and **Benjamin Lee Whorf** that states that the structure of a language determines or greatly influences the modes of thought and behavior characteristic of the culture in which it is spoken.

Jack Wolf
1935-2011



4.Sapir-Whorf Hypothesis

➤ Linguistic determinism

- The strongest form of the theory is linguistic determinism, which holds that language entirely determines the range of cognitive processes. The hypothesis of linguistic determinism is now generally agreed to be false.

4.Sapir-Whorf Hypothesis

➤ Linguistic influence

- This is the weaker form, proposing that language provides constraints in some areas of cognition, but that it is by no means determinative. Research on weaker forms have produced positive empirical evidence for a relationship.



4.Sapir-Whorf Hypothesis



The Sapir-Whorf theory, named after the American linguists Edward Sapir and Benjamin Lee Whorf, is a mould theory of language. Writing in 1929, Sapir argued in a classic passage that:

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the “real world” is to a large extent unconsciously built upon the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached... We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation. (Sapir 1958 [1929], p. 69)

4.Sapir-Whorf Hypothesis



This position was extended in the 1930s by his student Whorf, who, in another widely cited passage, declared that:

We dissect nature along lines laid down by our native languages. The categories and types that we isolate from the world of phenomena we do not find there because they stare every observer in the face; on the contrary, the world is presented in a kaleidoscopic flux of impressions which has to be organized by our minds — and this means largely by the linguistic systems in our minds. We cut nature up, organize it into concepts, and ascribe significances as we do, largely because we are parties to an agreement to organize it in this way — an agreement that holds throughout our speech community and is codified in the patterns of our language. The agreement is, of course, an implicit and unstated one, but its terms are absolutely obligatory; we cannot talk at all except by subscribing to the organization and classification of data which the agreement decrees. (Whorf 1940, pp. 213-14; his emphasis)

5.Cultural connotation

- When we use words, sometimes we use their literal meaning, that is the basic meaning of the words. Yet, sometimes we use the implied or figural meaning of the word.

狼心狗肺

We don't mean, the person has the heart of a wolf and the lungs of a dog, rather , we refer to people who are cruel and fierce to their friends like wolves and dogs when these animals are attacking their enemy.

Culturally Loaded Words

- What is loaded words?

Loaded words and phrases are those which have strong emotional **overtones** (n. 暗示, 弦外音, 寓意) or **connotations** (n. 涵义, 言外之意), and which evoke strongly positive or negative reactions beyond their literal meaning.



“胖”的禁忌-----语用失误

案例 22

“胖”的禁忌

高三B班是一个非常优秀的班级，学生们已经学习了三年汉语，汉语水平比较高。学生们的听力、阅读和写作都比较优秀，但语音、口语表达和口语交际方面比较薄弱。我想造成此类问题的主要原因是学生们接触的汉语母语教师太少，我作为唯一的汉语母语教师，每周只给他们上一次听说课。因此，针对高三B班的情况，我的教学设计一直是以交际和练习为主，最大限度地提升学生的开口率，以达到训练学生运用汉语进行交际的目的。其中有一节课的教学目标是描述人的外貌特征。学生之前已经学习过“高、矮、胖、瘦、大、小”等形容词和描述外貌的名词，如身高、体重、五官等。因此我对这节课的教学设计思路是：逐层操练，先简单复习，然后进行交际性练习，再巩固加强。但我没想到的是在进行交际练习时发生了一件非常不愉快的事情。

我针对本课内容设计了一个小游戏：让一个学生自愿到讲台上当模特，别的学生对他/她的外貌特征进行描述。我在“模特”身边对学生们的描述进行引导。前三轮游戏都非常顺利，学生们的参与度、积极性也非常高，大家你一言我一语，不亦乐乎。而问题就出在了第四个上台的女孩儿——伊丽莎白身上，因为伊丽莎白有一点儿胖，但她非常可爱，上课也非常认真，汉语学得也很好。这时学生们开始描述她的外貌，大多数学生都说“她很漂亮”“她的眼睛很大”“她的鼻子很高”“她的头发很黑很漂亮”等，但班上有一个比较调皮的男孩儿突然说了一句“她很胖！”这时，我说“不对，不是很胖，是有一点儿胖，但是她很可爱。”在我说完这句话准备回



意大利高中汉语课堂（刘庆辉供图）

下一个问题的时候，伊丽莎白竟然哭了，我一时手足无措，这时我的教学搭档周老师将伊丽莎白带出了教室。课后，周老师很认真地告诉我，意大利人认为“grasso（胖的）”是一个非常严肃的、带有歧视性色彩的形容词，无论见到多么胖的人你都不应该用这个形容词，也许在中国“胖”代表着可爱、有福气，但意大利人除了辱骂别人一般不会用到这个形容词。听完周老师的一番话，我陷入了深深的自责与内疚之中。

（侯东海）

胖？？？ Fat？？？



6.Categories of cultural connotations

- When we study the cultural connotations, we can roughly divide words into three categories based on their similarities and differences.
- We use “c” to represent “connotation”, “C” and “E” for “Chinese” an “English”.

6.1 Categories of cultural connotations

1) $cC=cE$

In this categories, the Chinese and English word have the similar connotation.

FOX

Being cunning(狡猾的)

Pig

Being lazy and dirty

6.2 Categories of cultural connotations

- 2)cC≠cE

Many word in two language appear to have the same meaning, but actually their connotations are totally different.

RED

Yellow

Pornographic books or magazines

It refers to the publications that exaggerated the news to create sensations and attract readers.

“Yellow Kid” 黄孩子

Color words

Chinese Culture

Connotations:

- 
- ① festive, jubilant
e.g. 红娘, 红火
 - ② revolutionary
e.g. 红军, 红色政权
 - ③ successful, smooth
e.g. 红人, 走红
 - ④ beautiful, nice
e.g. 红颜, 红装
 - ⑤ envious, jealous
e.g. 眼红

Connotations

- ① young
e.g. 绿窗(指少女闺阁); 红男绿女
- ② knightly, chivalrous, feral
e.g. 绿林好汉; 绿林大盗
- ③ low-classified, shameful
e.g. 戴绿帽子

Connotations

- ① royalty, power
e.g. 黄袍, 黄马褂, 黄榜
- ② erotic, base, sensual
e.g. 黄色书刊

Few connotations

Color words

- Connotations

- ① funeral, sadness

- e.g. 红白喜事

- ② failure, unvalued, foolish

- e.g. 白费力气, 白旗, 白痴

- ③ tricky, crafty

e.g. 白脸

- ④ politically reactionary

e.g. 白匪

Connotations

- ① wicked, sinister

e.g. 黑心肠

- ② secret, tricky

e.g. 黑幕, 黑名单

Color words

- Chinese
- Purple
- nobility dignity
- 紫气东来

English
purple
nobility dignity

be born in purple; marry in the purple

Pink
Lovely

1. Homosexual
Eg: a product developed for the pink customers
- 2 The best condition
In the pink of health

6.3 Categories of cultural connotations

- 3) $cC=0$, $cE \neq 0$, or $cC \neq 0, cE=0$

Connotations of words in one culture seem to lack equivalences in the other.

Mei lan zhu, ju

Eight & nine

FA

Jiu

7. The contrasts between Chinese and Western writing in English.



	Chinese writing	Western writing
Style	Poetic Present the ideal picture	Objective Present a real picture
Purpose	General; make a good impression	Specific; persuade the intended audience
Main Idea	Reader infer writer's intention	Main idea is stated at the beginning

7. The contrasts between Chinese and Western writing in English.

	Chinese writing	Western writing
Introduction	Broad perspective	Keep to the specific topic
Language	Create an impression Sensory images General statements Reader fills in detail	Convey concrete information Observable facts Specific statements All relevant details included
Structure	Loosely structured	Tightly structured

7. The contrasts between Chinese and Western writing in English.

	Chinese writing	Western writing
Argument	Present all the details and let the reader decide	Convince the reader
Statistics	Included in text	Given in separate chart
Conclusion	Present an optimistic view of the Future Urge the reader to behave well	Restate and expand the main idea Urge the reader to take a specific action

04

PART FOUR

教学视频Dynamic Video

✓ **My Fair Lady**

✓ **Groups Video**



Section A: My Fair Lady

My Fair Lady(窈窕淑女) is a 1964 American musical film adapted from the Lerner and Loewe eponymous stage musical based on the 1913 stage play Pygmalion by George Bernard Shaw. The film depicts a poor Cockney flower seller named Eliza Doolittle who overhears an arrogant phonetics professor, Henry Higgins, as he casually wagers that he could teach her to speak "proper" English, thereby making her presentable in the high society of Edwardian London.

Section A: My Fair Lady

- The wager is won when Eliza successfully poses as a mysterious lady of patently noble rank at an embassy ball, despite the unexpected presence of a Hungarian phonetics expert trained by Higgins himself.









Watch a video clip from My Fair Lady and answer the following questions:

1. What made the people at the ball believe that Miss Dolittle, the former flower girl is a Hungarian princess?

Miss Dolittle was well trained to speak so good English that only a foreign princess could do kind of English better than what locals could speak.

Write T or F

- () Everybody is satisfied with Eliza's performance at the party.
- () Higgins is completely sure of his achievements in changing Eliza into a fair lady.
- () Zoltan Karpanthy plays every trick to strip the mask of Eliza but failed.
- () Eliza is happy with her fake identity.

Video Analysis

Language

- Pronunciation
- Intonation

Create a new
speech

- Change the language
- Change the man

Group video Analysis

1601班第三组视频My Fair Lady

杨颖 马德琪 席福冉 卢如

- 虚拟实训室录制
- 学生角色表演
- 作品评价





PART FOUR

实践练习 Assignment

- ✓ Search Words of $cC=cE$
- ✓ Search Words of $cC \neq cE$
- ✓ Search Words of $cC=0$, $cE \neq 0$, or $cC \neq 0, cE=0$



Homework

主题视频录制:

定式与偏见

- 英译汉 Don't let Stereotype wrap your Judgment
- 国学:男人 第一段



感谢聆听

T H A N K Y O U F O R W A T C H I N G

