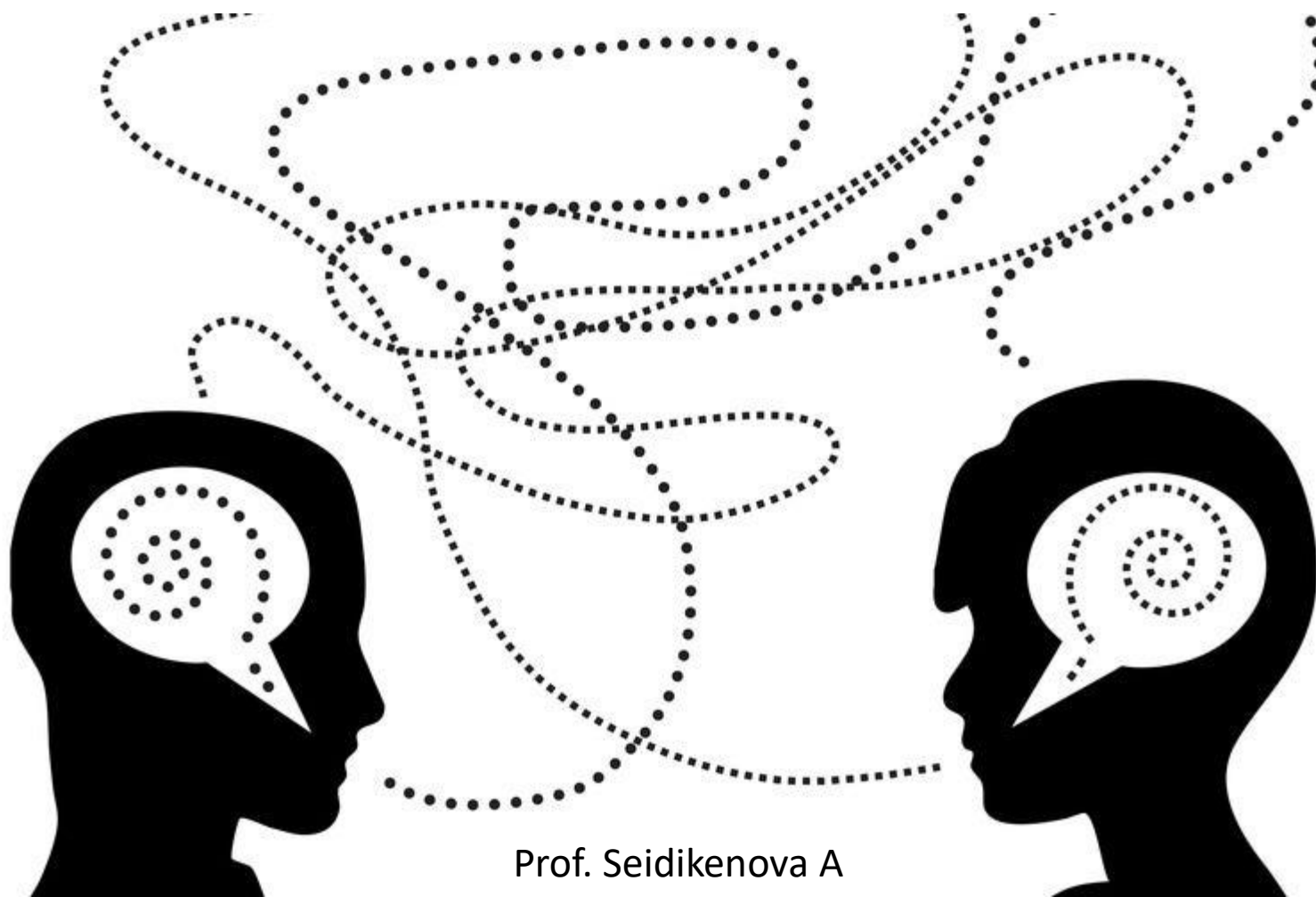


LINGUISTICS RELATIVITY



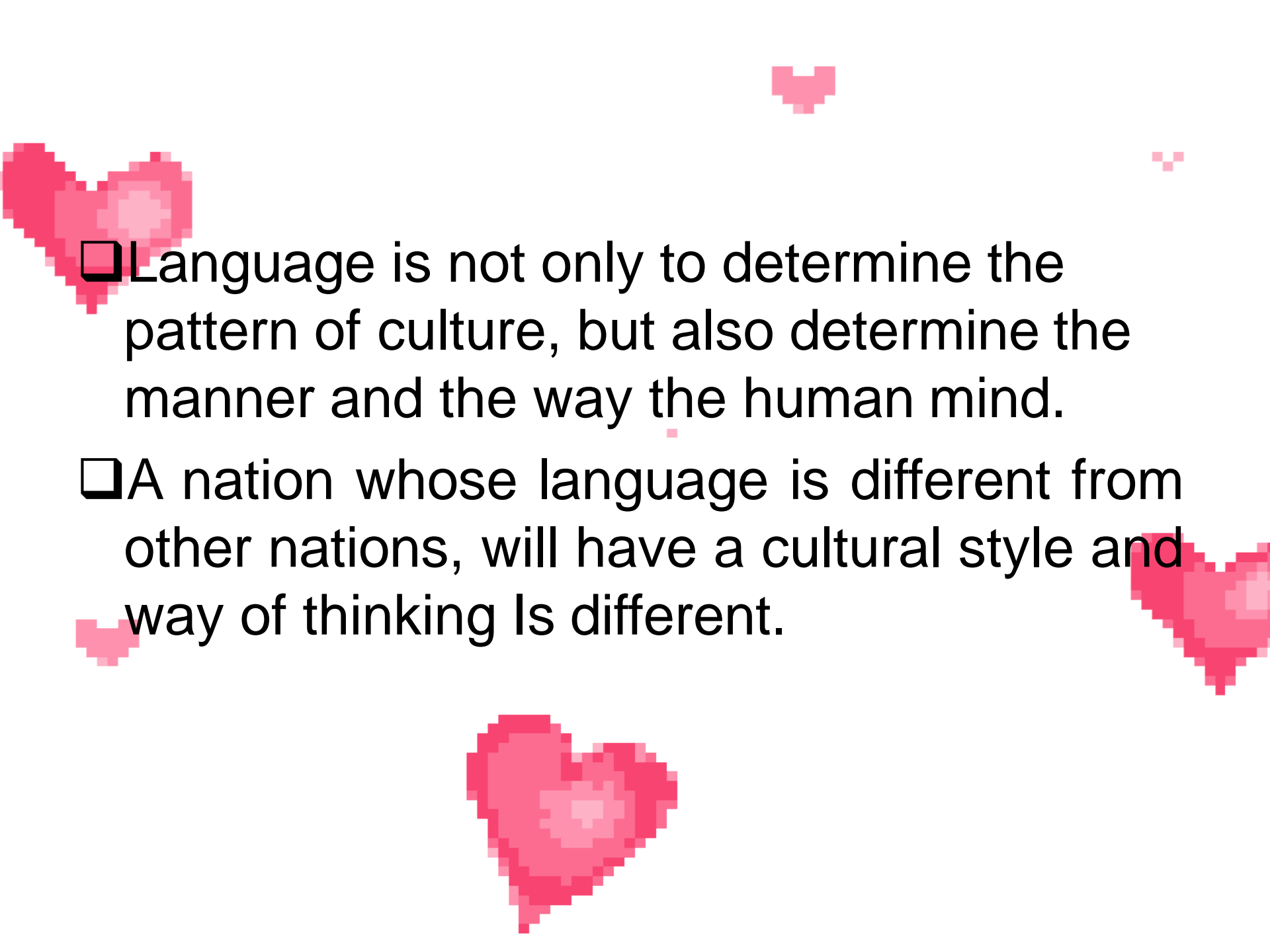
Prof. Seidikenova A

SHORT HISTORY

- First discussed by Sapir in 1929
- The hypothesis became popular in the 1950s following posthumous publication of Whorf's writings on the subject.
- Linguistics relativity was developed by Edward Sapir and Benjamin Lee Whorf
- Also known as the Sapir-Whorf

INTRODUCTION

- The Sapir-Whorf Hypothesis can be defined: every single language is structurally unique.
- Linguistic relativity opens the window to the realization that all languages do not translate to each other.
- Language has a strong relationship with thought. Language and thought are affecting each other.

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- ❑ Language is not only to determine the pattern of culture, but also determine the manner and the way the human mind.
 - ❑ A nation whose language is different from other nations, will have a cultural style and way of thinking is different.

LANGUAGE AND THOUGHT

- The languages we speak influence the way we think.
- Language simply reflects our thoughts. For example, racist terms exist because people have racist attitudes.
- The Sapir Wharf Hypothesis very transparently presents a view of reality being expressed in language and thus forming in thought.
- the question is still debatable: thought then language or language then thought?

ONE LANGUAGE CANNOT BE EQUIVALENTLY TRANSLATED TO OTHER LANGUAGES

- For example : the Punjabi word “joot.” This word in its most literal translation to English means the “unclean,” “not pure,” or “with-germs” (as in half eaten food).
- No matter how many definitions one tries to construct—“joot” cannot be translated in its full meaning.
- This brings to mind that notion that language is relative, thus the same word can have different meanings for different people and these subjective meanings let rise varying cognitions.

RELATIVITY

- In order to speak any language, you have to pay attention to the meanings that are grammatically marked in that language.
- For example :
- In English, it is necessary to mark the verb to indicate the time of occurrence of an event you are speaking about.
- It's raining; It rained; and so forth.

The background of the slide is a solid light pink color. In the upper left and center, there is a cluster of balloons. One balloon is a vibrant pink, another is a light purple, and several are white with gold or brown speckles. The balloons are tied together with thin white strings that extend downwards.

CONT..

- In Turkish, it is impossible to simply say, 'It rained last night'. This language, has more than one past tense, depending on one's source of knowledge of the event.
- There are two past tenses—one to report direct experience and the other to report events that you know about only by inference or hearsay.

CONT..

- If you were out in the rain last night, you will say, 'It rained last night' using the past-tense form that indicates that you were a witness to the rain.
- If you wake up in the morning and see the wet street and garden, you are obliged to use the other past-tense form—the one that indicates that you were not a witness to the rain itself.

EVERY LANGUAGE IS UNIQUE

- If you regularly speak a language in which you must pick a form of second-person address (you) that marks your social relationship to your interlocutor.
- Such as Spanish *tu* ('you' for friends and family and for those socially subordinate)
- *usted* ('you' for those socially above in status or for those with whom you have no close connection)
- Or French *tu* versus *vous*—you must categorize every person you talk to in terms of the relevant

IMPLEMENTATION OF LINGUISTICS RELATIVITY IN TEACHING LANGUAGE

- Some language teaching theorists have recognized that learning a language means not just learning the language but also the way of life that goes with it.
- The implementation of linguistics relativity in language class is mostly needed in translation class.

- Learning and translating a foreign language into a mother tongue or the other way would prove to be problematic, or virtually impossible, as students would need to completely alter their thought processes.
- Pinker (2007) states that the ability to learn languages of other cultures is associated with the understanding of words and grammatical problems and not to different ways of thinking.

EXAMPLE

- Example of differences word order:
- Japanese : Watashi wa kouen made arkimasu.
- English : I park to walk (correct sentence is “I walk to the park”)
- The concept of sentence in English must be effectively taught by language teachers along with various examples and exceptions of the rule in order to be able to fairly test and assess student’s knowledge

CONCLUSION

- ❑ We cannot think without a language
- ❑ Language affects perception
- ❑ Language affects patterns of thinking

origado

Dank U

Merci

mahalo

Kösz

hacubo

Grazie

Thank
you

mauruuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos