

Cultural Conceptualisations And Language By Farzad Sharifian

Delving into the Intricate World of Cultural Conceptualisations and Language by Farzad Sharifian

Farzad Sharifian's work on cultural conceptualisations and language offers a fascinating exploration into the close relationship between understanding and communication. His research reveals how communal beliefs profoundly mold the way we perceive the world and, consequently, how we articulate our perceptions linguistically. This article will examine key aspects of Sharifian's contributions, highlighting their importance for language studies and cross-cultural communication.

Sharifian's framework is rooted in the cognitive linguistic model, which emphasizes the mental processes underlying language use. He argues that language is not merely a means for transmitting information, but rather an expression of our mental structures. These systems, in turn, are strongly shaped by our cultural backgrounds. This suggests that language is not an impartial medium, but rather a culturally charged tool that reveals the values and worldviews of its speakers.

One of the principal concepts explored by Sharifian is the notion of cultural schemas. These are common interpretations of the world that direct our behavior and interaction. For example, the cultural schema of time can vary significantly across cultures. In some cultures, time is viewed as sequential, while in others, it is considered cyclical. This difference in perception is reflected in the linguistic statements used to talk about time. A linear conception of time might be reflected in the use of precise temporal markers, whereas a repetitive idea might be expressed through similes that emphasize the repetitive nature of events.

Another important contribution of Sharifian's work is its emphasis on the role of metaphors in influencing cultural conceptualisations. He shows how similes are not merely figurative utterances, but rather powerful tools that organize our understanding of abstract concepts. For instance, the simile of "time is money" prevalent in some Western cultures shows a societal principle placed on efficiency and productivity. This analogy not only shapes our perception of time, but also shapes our actions regarding time management.

Sharifian's work possesses substantial effects for a variety of fields, including language teaching, cross-cultural communication, and translation studies. In language teaching, understanding cultural conceptualisations is crucial for designing effective courses that handle the challenges of intercultural communication. Similarly, in cross-cultural communication, consciousness of different cultural schemas can aid individuals to avoid misunderstandings and foster stronger interpersonal relationships. In translation, appreciating cultural models is essential for exact and meaningful communication of meaning across languages and cultures.

In conclusion, Farzad Sharifian's exploration of cultural conceptualisations and language provides an invaluable contribution to our knowledge of the complex relationship between language, cognition, and culture. His work highlights the relevance of considering cultural elements in the study of language and emphasizes the strong role that language plays in influencing our understandings of the world. By grasping these interconnections, we can better our ability to communicate effectively across cultures and develop a more tolerant world.

Frequently Asked Questions (FAQs):

1. **Q: How does Sharifian's work differ from other approaches to language and culture?**

A: Sharifian's work strongly emphasizes the cognitive linguistic perspective, focusing on how cultural models shape our mental representations and linguistic expressions. This differs from solely sociological or anthropological approaches which might prioritize external societal structures over internal cognitive processes.

2. Q: What are some practical applications of Sharifian's research in language teaching?

A: Instructors can use his insights to design culturally sensitive materials, teach students about cultural models influencing language use, and promote cross-cultural communicative competence.

3. Q: Can Sharifian's theories be applied to fields beyond linguistics?

A: Absolutely. His work has relevance for anthropology, sociology, psychology, and even marketing and international business, where understanding cultural nuances is critical for success.

4. Q: What are some limitations of Sharifian's approach?

A: While robust, some critics might argue for a greater focus on the dynamic and contested nature of cultural models, which are not always static or universally shared within a single culture.

5. Q: Where can I find more information on Farzad Sharifian's research?

A: A simple online search for "Farzad Sharifian" will produce numerous results, including articles, book chapters, and potentially his university affiliation.

<https://www.networkedlearningconference.org.uk/91512798/upprepareb/search/aediti/beyond+open+skies+a+new+re>
<https://www.networkedlearningconference.org.uk/36908670/mcommenceq/find/ypreventu/fce+speaking+exam+part>
<https://www.networkedlearningconference.org.uk/76610292/xcoverw/goto/ipourt/big+picture+intermediate+b2+wor>
<https://www.networkedlearningconference.org.uk/56267826/vrescueg/mirror/nconcernu/evidence+the+california+co>
<https://www.networkedlearningconference.org.uk/89992979/wheadt/exe/opreventd/brain+quest+1500+questions+an>
<https://www.networkedlearningconference.org.uk/12939979/wpreparep/slug/hillustratey/the+handbook+of+neuropsy>
<https://www.networkedlearningconference.org.uk/82978913/npacks/url/qillustrateo/atos+prime+service+manual.pdf>
<https://www.networkedlearningconference.org.uk/69813757/kslidep/go/larisew/fifty+shades+of+grey+in+hindi.pdf>
<https://www.networkedlearningconference.org.uk/17925087/lprompte/exe/gbehavez/alba+32+inch+lcd+tv+manual.p>
<https://www.networkedlearningconference.org.uk/93828522/oresemblev/mirror/yillustratez/manual+moto+keeway+>