25
ЖЫЛ

Халықаралық
Бизнес
Академиясы

IK@RUS *e.V.*

*Interkulturelle Kommunikation
und Russische Sprache*

ТІЛДІ ҮЙРЕТУДІҢ ИННОВАЦИЯЛЫҚ ТӘСІЛДЕРІ

ИННОВАЦИИ В ОБУЧЕНИИ ЯЗЫКУ

INNOVATIONS IN LANGUAGE TEACHING

ТІЛДІ ҮЙРЕТУДІҢ ИННОВАЦИЯЛЫҚ ТӘСІЛДЕРІ

ИННОВАЦИИ В ОБУЧЕНИИ ЯЗЫКУ

INNOVATIONS IN LANGUAGE TEACHING

АЛМАТЫ
2013

Рецензенты:

Р.А. Шаханова, зав. кафедрой филологических специальностей Института магистратуры и докторантуры КазНПУ им.Абая, д.п.н., профессор;
Л.Т.Килевая, доктор филологических наук, профессор кафедры
филологических специальностей Института магистратуры
и докторантуры КазНПУ им.Абая;
А.Д. Кутыбаева, кандидат филологических наук, доцент кафедры
«Языковые дисциплины» Международной академии бизнеса;
К.А.Жакибаева, руководитель секции казахского языка кафедры
«Языковые дисциплины» Международной академии бизнеса

Настоящий сборник издан в честь 25-летия Международной академии бизнеса.

В международном межвузовском научно-методическом сборнике статей «Инновации в обучении языку» обсуждаются актуальные проблемы преподавания казахского, русского, английского языков. Сборник издается во исполнение соглашения между Международной академии бизнеса (РК) и немецким обществом «Ик@рус» (ФРГ).

В сборник включены статьи по инновационному обучению языкам ученых из университетов Казахстана (МАБ, КБТУ, КазНПУим.Абая), России (РУДН, РГЛУ, Елабужский институт Казанского федерального университета, Забайкальский госуниверситет, Марийский госуниверситет, Елецкий госуниверситет им. И. А. Бунина), Германии (Университет Грайфсвальда), Болгарии (Университет национального и мирового хозяйства), Китая (Циндао, Университет науки и технологии).

ИННОВАЦИИ В ОБУЧЕНИИ РУССКОМУ И АНГЛИЙСКОМУ ЯЗЫКАМ

Учебный материал способствует систематическому овладению фразеологии причастных языков и, в соответствии с этим, может использоваться в качестве дополнительного учебного материала на аудиторных занятиях (уровни В1 -С1), а также в рамках курса обучения с учителем.

Обучающие программы подобного рода базируются на современных информационныхи коммуникационных технологиях. При разработке программного обеспечения применяются современные технологии эффективных баз данных и программирования графического интерфейса пользователя. Структура учебного материала имеет форму гипертекста. Существенным аспектом является также удобный в эксплуатациипонятныйдизайн упражнений, который даёт возможность учащимся осуществлять высококачественную навигацию по учебному материалу.

При создании дидактического содержания используются возможности анализа языковых корпусов, которые имеются в настоящее время для всех языков, причастных к процессу обучения.

Очевидно, что обучающие программы, предлагающие виртуальное изучение иностранного языка, имеют свои преимущества и недостатки, однако могут быть рекомендованы к использованию в качестве дополнительного средства обучения.

THE ROLE OF BACKGROUND KNOWLEDGE OF L2 STUDENTS IN LEARNING METAPHORIC TERMS IN THE FIELD OF ECONOMICS

T.A.Myrzakhanov
(International Academy of Business.
Almaty)

While dealing with the specialised language of the field of Economics, one might often face a number difficulties relating to English terms of metaphoric origin. Due to their particular status in the field of Economics, it is obligatory to highlight the nature of metaphors and their role in the language of Economics. Furthermore, it

would be useful to analyse various types of metaphoric economic metaphors, and attempt to classify these metaphoric terms according to their thematic criteria.

It is well-known that metaphors are part and parcel of our every day's language. Some of these metaphors have stopped being perceived as such due to their frequent use in our daily speech. Traditionally, scholars regarded it as a linguistic phenomenon and defined it as a figure of speech in which an implicit comparison is made between two unlike entities. From this traditional perspective, the metaphor expresses the unfamiliar through the familiar. It was considered that it was used for some artistic and rhetorical purpose. As a rhetorical device, a metaphor is described by Fowler [1, 144] like this: "In general, a metaphor ascribes to some thing or action X a property Y which it could not literally possess in that context". Therefore its study was restricted mostly to literature and rhetoric, its role being primarily decorative and ornamental.

However, in 1980 Lakoff and Johnson developed quite a new theory that has become known as the *cognitive view of metaphor*. According to this new approach, the metaphor is defined as a cognitive mechanism whereby one conceptual domain is partially mapped onto a different conceptual domain, the

second domain being partially understood in terms of the first one: "the essence of metaphor is understanding and experiencing one kind of thing in terms of another." [2, 5]. The domain that is mapped is called the *source* and the domain onto which it is mapped is called the *target*. He also stated that "our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature". [2, 4]

Peter Newmark, who regards metaphors as typical rhetorical devices, states that "metaphors [...] help the reader to gain a more accurate insight, both physical and emotional [...] and may be added to the technical terminology of a semantic field and therefore contribute to greater accuracy in the use of language" [5, 297].

In contrast to Peter Newmark, Lakoff sees metaphor not as a figure of speech, but as a mode of thought defined by a systematic mapping (Lakoff, 1996:210).

Lexicographic research and analysis have shown that the English language of Economics contains a wide range of specific meta-

phoric terms which can be classified according to different criteria. In this respect, various classifications of the metaphoric economic terms were put forward.

According to the classification of metaphors proposed by Ullmann (1962:214), the following metaphors are distinguished:

a) *anthropomorphic metaphors* whereby the meaning transfers from human beings and their body parts to inanimate objects, e.g. *Samurai market* (the foreign market in Japan),*Samurai bond* (a bond issued in Japan by a foreign institution and denominated in yen and can be bought by non-residents of Japan), *Yankee market* (the foreign market in the U.S.), *arm's length price* (the price at which a willing buyer and a willing unrelated seller would freely agree to transact), *lifting a leg (*closing out one side of a long-short arbitrage before the other is closed), *etc.*

b) *animal metaphors*whereby*the meaningtransfers* from the animal field to other fields, e.g. *Bulldog market* (the foreign market in the U.K.), *bear* (an investor who believes a stock or the overall market will decline), *buck* (slang for one million dollars), *bull market*(a situation in a stock market or currency market where prices are raising and lots of shareholders are buying), *shark*(a person who lends money at a very high rate of interest), *stag*(a person who applies for shares with the intention of selling them immediately for profit), *wildcat* (of a project that is very risky financially), *etc.*

c) *metaphors that translate abstract experience into concreteterms*, e.g. *heavy industry, light industry,* etc. Such terms display a high frequency of occurrence, due to their powerful evocative virtue, as they appeal to the basic human method of cognitive appropriation of abstract concepts, processes and entities, i.e. by means of concrete illustration.

d) *synaesthetic metaphors,* i.e. metaphors based upon the transposition from one sense to another, focused on economic concepts and entities. Such metaphors are highly suggestive and expressive: *frozen assets*, *hot industry*, *overheated economy*, *to cook/ salt the books, etc.*

According to the metaphor's degree of freshness or moment of creation advanced by Peter Newmark, metaphorical economic terms fall into six categories: 1) *dead metaphors*, e.g. *black economy, hard*

currency, liquidity, pie chart, price war, to flood the market, pyramid selling, red tape, wage-freeze, etc.;

2) *cliché metaphors*,consisting of either stereotyped collocations, usually made up of a figurative adjective and a literal noun –*blacklist, ballpark figure*(an approximate figure), *predatory pricing;*

3) *stock metaphors(i.e. universal metaphors),*e.g.*gentleman's agreement;*

4) *adapted metaphors(metaphors adapted for a foreign language),*e.g.*daughter company(subsidiary);*

5) *recent metaphors,* e.g. *headhunter, angel investor;*

6) *original metaphors(i.e. individual metaphors that belong only to specific authors).*

The metaphorical economic terms can also be divided into two main groups. The first group of terms belongs to proper names whereas the second group belongs to common names. The first group is divided into two subgroups known as toponymical and anthroponomical terms.

Toponymical terms are related to the terms with geographical names.

e.g. *Belgian dentist, Dutch disease, New-York interest, Wall Street crash.*

Anthroponomical terms are terms named after people's proper names.

e.g. *Dolly, Ginnie Mae, Lady Macbeth strategy, Tiffany list.*

The second groups borrowed from common names come from different sources:

• Zoology: *Alligator property, African lion, American eagle, bull market, bear market, dove, rat trading, dog and pony show, yellow dog contract, dead cat bounce, black Swan;*

• Botany: *carrot equity, daisy chain, lemon, lemon laws;*

• Religion and mythology: *act of God, Aladdin bonds, fallen angel, horns and halo effect, phantom competition, pirate issue, Christmas tree, Sleeping Beauty, Santa Clause rally, zombies;*

• Family relations: *mother Hubbard clause, aunt Millie, junior bond, Granny bonds, mom-and-pop store, marrying price, married put, problem child, seven sisters, twin shares, weak sister;*

• People's parts of body: *ankle biter, footloose industries, head and shoulders, lifting a leg, arm's length transaction, face interest rate, face value;*

- People's clothing: *shoe leather costs, belts and suspenders;*
- Names of days of the week and months: *Marlboro Friday, black Friday, May Day, black Monday, Monday effect, Saturday night, weekend effect;*
- Colours: *blue list, green investing, green washing, green revolution, golden handcuffs, golden share, golden handshakes, grey market, pink sheets, orange goods, grey list;*
- Names of food items, kitchen supplies and cooking: *eating stock, financial menu, menu costs, falling knife, pie chart, oil scandal, sandwich generation;*
- Army&Navy: *anchor capital, currency regime, shotgun approach, gun jumping, golden parachute, camouflage compensation, trigger price, radar alert, price war, tax haven;*
- Sports: *hockey stick bidding, soccer mom indicator;*
- Culture-specific concepts: *Chinese Walls, gentleman's agreement, Hara-kiri swap, Samurai bond, Geisha bond.*

Judging by the terms mentioned above, the source domain is easily mapped onto the target domain making our language bright and colourful. It is often eye-catching and very amusing. However, most of the meanings of these metaphoric terms would remain vague and obscure unless one knew the history and the cause of origin of the term. To underline how important the background knowledge about the history of the metaphoric terms in Economics can be, we would like to consider a number of metaphoric terms. The first term concerns *'shoe leather costs'*, which is used to describe the 'inflation'. Since inflation erodes the real value in our wallets, the point is to keep more of our wealth on interest-bearing savings accounts and less in our wallets. This, of course, implies more frequent trips to the bank, hence the metaphoric phrase. As Mankiw puts it: "The actual cost of reducing your money holding is not the wear and tear on your shoes but the time and convenience you must sacrifice to keep less money on hand than you would if there were no inflation". [4, 625]

Another term for describing the cases of inflation is *'menu-costs'*. The term is borrowed from a restaurant's cost of printing new menus, but it applies to all sorts of firms having to decide on new prices, to print catalogues, to advertise the new prices, to send the new price lists, etc. As we can see, the two metaphoric terms dea-

ling with costs are unlikely to pose any problem to L2 (non-native) learners, unless their meanings have been cleared. Actually, they are easy to remember and to re-use.

Other kinds of metaphoric terms are more complex and therefore more difficult to grasp, as we shall see now.

The terms *Goldilocks economy, fallen angels, horns and halo effect* may pose some problems to L2 (non-native) students as they come from the field of fairy-tales and religion.

The difficulty that here lies is how to map the word '*Goldilocks*' onto the '*economy*'. In order to understand this term, L2 students need to refer to the source of origin of the '*Goldilocks*'. *Goldilocks* first has to be associated with the children's tale about the little girl who, once in the house of the bears, has to constantly look for the right-sized chair, plate, bed – neither too big nor too small, just right. Once the source has been identified, it is needs to be considered a term for an economy that combines low inflation with steady economic growth. Such an economy is 'not too hot, not too cold, but just right' – like the porridge in the story of *Goldilocks and the Three Bears*.

As for the term *'fallen angel'* (which stands for *Satan, the devil*), L2 (non-native) learners will aso find it difficult to apply this religous term in the field of Economics. As an economic term, it is now used to describe '*a security in the US market that has dropped below its original value'*.

The term *'horns and halo effect'* also stems from the field of religon where *'horns'* stands for *the devil* whereas *'halo'* stands for *angels*. In the economic context this term is used to describe *an effect in which one person's judgement of another is unduly influenced by a first impression; it may be either unfavourable (horns) or favourable (halo)*. The effects can be misleading when interviewing job applicants. For example, a well-qualified candidate who arrives late for an interview, for a good reason, may be passed over as a bad timekeeper, while a poorly qualified but punctual and well-groomed candidate may be offered the job.

There are also a majority of specific terms that are difficult to decode for L2 (non-native) learners. Terms like *yellow dog contract, dead cat bounce, carrot equity* sound amazing and at the same time seem confusing.

The term *'yellow dog contract'* means a contract between a worker and an employer in which the worker agrees not to remain in or join a labour union.

The history of origin of the term is associated with the name of the breed of dogs raised in South Carolina. This breed is also known as Carolina Dog. The term was used first after the election in the State of Kentucky and resembled a dog fight.

When dealing with the term *'dead cat bounce'* L2 (non-native) learners will definitely have problems. This term is used to describe *a temporary recovery in share prices after a substantial fall, caused by speculators buying in order to cover their positions.* The name of the term reflects the fact that the '*dead cat*', which slipped from a high place, suddenly jumps up. The term is borrowed from the proverb *'Even a dead cat will bounce if it falls from a great height'*.

The term *'carrot equity'* means *incentiveshares(conferring the right to acquire additional shares of the company in the event of reaching certain financial targets)*. The origin of this term is associated with the term *'carrot-and-stick approach'*. This method is used by the driver of the donkey, who attached *a carrot* in front of the donkey (as an incentive for its motion) and at the same time used *a stick* to hit a stubborn donkey (if it refused to move).

Thus, within this article, we have highlighted the issues of metaphors from the viewpoint of L2 (non-native) learners of English for Economics. We have attempted to show how efficient metaphors are by classifying them in term of source domains and analysing the origin of metaphors in the field of Economics and identifying the different types of metaphoric terms and the specific difficulties with which L2 learners are confronted. We have established that the obstacles that they have to overcome are mostly of a semantic and cultural nature.That is why the process of studying metaphoric economic terms requires a language and culture-based approach.

R e f e r e n c e s

1. Fowler, R. (ed.) 1987.*A Dictionary of Modern Critical Terms.* London and New York: Routledge.

2. Lakoff, G. & M. Johnson. (1980). *Metaphors we live by.* Chicago: Chicago University Press

3. Lakoff, George. 1996. *Newsletter.* Chicago University Press

4. Mankiw, N. G. 1998. *Principles of Economics.* Fort Worth, TX: Harcourt College Publishers.

5. Newmark Peter. A Textbook of Translation. – Harlow: Pearson EducationLimited, 2008.

6. Ulmann, Stephen. 1962. Semantics. An Introduction to the Study of Meaning. Oxford: Basil Blackwel

ТРУДНОСТИ УСВОЕНИЯ КИТАЙЦАМИ РУССКИХ ПРЕДЛОЖНО-ПАДЕЖНЫХ ФОРМ С ПРОСТРАНСТВЕННЫМ ЗНАЧЕНИЕМ

Яо Цзяжу
(Российский университет дружбы народов. Москва
Университет науки и технологии. Циндао)

При изучении русского языка в иностранной, в том числе и китайской аудитории важное место занимает тема «Пространственные отношения в русском языке». Под пространственными отношениями понимаются различные положения лиц или предметов относительно друг друга. Пространственные отношения в русском сознании имеют тройственный характер, это может быть местоположение и два направления. Эти отношения представляются либо с точки зрения статики, либо с точки зрения динамики, т.е. пространство может являться как местом осуществления действия, так и конечным или исходным пунктом движения или направленного действия [2].

Для выражения пространственных отношений в русском языке выработано богатое разнообразие лексических и грамматических средств, образующих лексико-грамматическое поле пространственности. Синтаксические единицы с пространственным значением могут быть двух типов – номинативные и коммунативные; первые представляют собой словосочетания (*дом в лесу, книга из библиотеки, жизнь на Земле*), вторые – предложения (*Дом стоит у реки; Музей находится на соседней улице; Геологи вышли из тайги.Земля вращается вокруг Солнца по своей орбите*).