

Trans-cultural Competence, Emotional Awareness, and Language Corpora

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There are two main objectives of the present paper. The primary goal is to argue for a rise of *transcultural competence* in non-native speakers of L2 and to exemplify the extent to which monolingual and parallel corpus data can be effectively used to compare native and foreign cultures for didactic purposes. The other objective is to present the place and function of *emotions* and *emotion terms* in a psycho-social portrayal of a given culture and to exemplify the use of translation Polish-English corpus data to substantiate claims of a varying degree of interlinguistic correspondences in this respect.

In the first part of the paper it is argued that communication among people from different linguistic and cultural backgrounds involves both a combination of independent linguistic and cultural inputs from the native and non-native systems as well as a development of new cognitive categories, which represent a third quality, emerging at the points of contact. The presentation of the constitutive elements of culture in the second part of the paper will identify the place of emotion terms and their culture-specific character. The contribution of corpus-based didactic materials to the rise of general cultural and emotional awareness with non-native learners of the language will be discussed, both with respect to their own as well as to a foreign culture.

The materials for the presentation are drawn from the British National Corpus (BNC), Corpus of Contemporary American (COCA) and the National Corpus of Polish (nkjp.pl) as well as from Parallel (Translation) English-Polish and Polish-English corpus materials, collected at the Department of Computational and Corpus Linguistics of the Institute of English Studies at the University of Lodz.