

Linguistic Worldview and Corpora in Developing Intercultural Communicative Competence

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Due to the growing multilingualism and multiculturalism in Europe, it has become crucial to promote the intercultural dimension in language pedagogy. This need has been clearly reflected in the European policy on language, culture and education as well as in the literature on applied linguistics (e.g. Byram, 1997; Kramsch, 1998; Bandura, 2007). Now, more often than ever, language learners expect and are expected to develop intercultural communicative competence (ICC) (Byram, 1997), which is supposed to be achieved with the help of a variety of teaching procedures devised to attain this goal.

It seems that one of the main concepts explored by Polish ethnolinguists, i.e. linguistic worldview (Bartmiński, 2009a, 2009b, 2009c), supported with carefully chosen corpus data, might significantly enrich the existing procedures. Thus, the purpose of this presentation will be twofold: (1) to suggest ways in which the notion of linguistic worldview might be used to improve ICC in foreign language learners and (2) to suggest ways in which corpora might help in achieving this aim. The presentation will consist of four parts: first, it will define ICC; second, it will discuss the most common teaching techniques for improving ICC in foreign language learners; third, it will present the concept of linguistic worldview, as it is understood by the Polish Ethnolinguistic School of Lublin (Zinken, 2004); and, finally, it will suggest ways in which the notion might be adapted and illustrated with corpus data to enrich some of the existing techniques.

Recent studies (e.g. Bandura, 2007) provide evidence that developing ICC in the foreign language classroom is perceived as truly relevant to students' current needs. Therefore, it follows that the European policy on language, culture and education should continue strengthening the intercultural dimension, and in this respect, it should inspire the educational policies of particular countries to encourage educational institutions, teachers and materials writers to integrate the intercultural component into their curricula. It is hoped that the suggestions for improving the teaching procedures for ICC development will serve as a useful contribution in such undertakings.

References

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