

THE USE OF A PARALLEL TEXT CORPUS FOR ANALYZING INTERCULTURAL COMMUNICATION IN TEACHING TRANSLATION

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Abstract. *Intercultural communication plays a crucial role in foreign language acquisition, as understanding cultural nuances enhances language proficiency. This study explores the use of parallel text corpora as analytical tools for assessing intercultural elements in language teaching. By examining linguistic variations across cultures, educators can develop materials that foster intercultural competence. The research employs corpus analysis methodologies to identify patterns in translation shifts, idiomatic expressions, and cultural references, demonstrating the pedagogical value of parallel text corpora in enhancing language education.*

Key words: *parallel text corpora, intercultural communication, FL teaching, translation studies, linguistic variations.*

ИСПОЛЬЗОВАНИЕ КОРПУСА ПАРАЛЛЕЛЬНЫХ ТЕКСТОВ ДЛЯ АНАЛИЗА МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ПРЕПОДАВАНИИ ПЕРЕВОДА

Аннотация. *Межкультурная коммуникация играет решающую роль в освоении иностранного языка, поскольку понимание культурных нюансов повышает уровень владения языком. В этом исследовании изучается использование корпусов параллельных текстов в качестве аналитических инструментов для оценки межкультурных элементов в преподавании языка. Изучая языковые вариации в разных культурах, преподаватели могут разрабатывать материалы, способствующие межкультурной компетентности.*

В исследовании используются методологии анализа корпусов для выявления закономерностей в переводческих сдвигах, идиоматических выражениях и культурных ссылках, что демонстрирует педагогическую ценность корпусов параллельных текстов в улучшении языкового образования.

Ключевые слова: *корпусы параллельных текстов, межкультурная коммуникация, преподавание иностранного языка, исследования перевода, языковые вариации.*

Introduction. *Effective foreign language teaching extends beyond linguistic mechanics; it encompasses cultural awareness and intercultural competence.*

Parallel text corpora - collections of texts aligned in multiple languages - offer a unique method for analyzing intercultural communication. Through a structured comparison of language usage, educators and researchers can identify cultural markers, translation choices, and discourse variations that inform teaching strategies.

Previous studies have demonstrated the relevance of corpus-based approaches in language instruction (Johansson & Hofland, 2000; Baker, 2018). However, limited research focuses on the role of parallel corpora in intercultural communication analysis within foreign language pedagogy.

This study aims to systematically examine how parallel corpora enhance intercultural competence among language learners.

Methods. A corpus of parallel texts was compiled from publicly available multilingual sources, including literary works, news articles, and academic papers in English, Russian, and Uzbek. The texts were aligned using corpus tools such as Sketch Engine and AntConc. The study employed comparative analysis techniques to identify cultural markers in translations. Key focus areas included: **Translation shifts:** Variations in meaning and context due to cultural differences. **Idiomatic expressions:** Cross-linguistic analysis of idioms and fixed expressions. **Discourse structures:** Differences in rhetorical organization across languages. [3, 19]

Quantitative methods were used to calculate the frequency of cultural markers, while qualitative analysis examined nuanced translation choices. Findings were cross-referenced with intercultural communication theories to assess their pedagogical implications.

Results. Analysis of the parallel text corpus revealed significant intercultural variations:

Translation Shifts: Certain terms and phrases underwent conceptual changes during translation, highlighting cultural adaptations (e.g., honorifics in Uzbek vs. direct equivalents in English).

Idiomatic Expressions: The corpus showed differences in idiomatic usage, with some expressions requiring cultural explanations for proper understanding. **Discourse Structures:** Rhetorical strategies differed across languages, with variations in argument structure affecting comprehension. These findings underscore the importance of integrating parallel corpora into language curricula, allowing students to develop both linguistic and intercultural awareness.

Discussion. The use of parallel text corpora presents numerous benefits for foreign language educators. By exposing learners to authentic cross-linguistic variations, educators can enhance students' cultural sensitivity and analytical skills. The results suggest that corpus-based approaches can facilitate intercultural communication competence, particularly in multilingual learning environments.

Using a corpus in teaching translation allows students to analyze real language data, improve their translation skills, and understand the contextual features of language. While analyzing translation strategies teachers can use a corpus of parallel texts (original and translation) to study the strategies used by professional translators. For example, consider the following excerpt: *"He was over the moon about his promotion."* Russian translation: *"Он был на седьмом небе от счастья из-за повышения."* As we see here the corpus helps to identify the correspondence between idiomatic expressions and their equivalents in the target language.

The corpus allows as well analyzing the interlingual interference on the translation. For example, Russian-speaking students may translate "A real problem" 'Реальная проблема' instead of 'Настоящая проблема'. Such cases can be systematized and included in educational materials.

The corpus allows us to analyze the correspondence between the tone of original discourse and its translation: *"We regret to inform you that your request has been denied."* is translated *"К сожалению, мы вынуждены сообщить вам, что ваш запрос отклонён."* Here the corpus shows that formal messages often use polite constructions.

Using the corpus in translation of legal and technical terms helps to identify established terms: *"The contract is legally binding."* Russian translation: *"Договор имеет юридическую силу."* The corpus helps to avoid calquing (юридически обязывающий) by showing natural equivalents. It also analyses syntactic changes, as some structures require restructuring in the target language: *"I saw a man who was walking down the street."* Russian translation: *"Я увидел мужчину, шедшего по улице."* Here the corpus demonstrates the use of participial constructions instead of subordinate clauses.

A language corpus is a valuable tool for teaching translation, allowing students to study real examples and avoid common mistakes.

Future research could expand corpus selection to include informal dialogues and digital communication to enrich intercultural analysis. Additionally, integrating parallel corpus tools into classroom instruction may lead to more effective pedagogical strategies.

Conclusion. Parallel text corpora serve as valuable resources for analyzing intercultural communication in foreign language teaching. This study highlights their potential to enhance learners' understanding of cross-cultural discourse, fostering more comprehensive language acquisition. By incorporating corpus-based methodologies, educators can create more culturally informed curricula that promote both linguistic accuracy and intercultural competence.

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