



Silesia

Annotated bibliography

Document title, year of publication	Non-verbal communication in the teaching of Polish as a foreign language using the example of Asian groups: the difficulties, challenges and solutions (2019)	
Complete bibliographical references, access (DOI), if possible	<p>Morcinek-Abramczyk Barbara (2019), 'Non-verbal communication in the teaching of Polish as a foreign language using the example of Asian groups: The difficulties, challenges and solutions' in: 'Acta Universitas Lodziensis, Kształcenie polonistyczne cudzoziemców. Oblicza glottodydaktyki polonistycznej. Powiązania i inspiracje', Łódź</p> <p>Online access:</p> <p>http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi-10_18778_0860-6587_26_03</p>	
Type of publication	<p>Monograph</p> <p><u>Volume with several contributions</u></p> <p>Scientific article</p> <p>Other</p>	<p>theoretical</p> <p><u>practical</u></p>
Language(s)	<p>English</p> <p>(Polish version printed in 2015, bibliography:</p> <p>Morcinek-Abramczyk Barbara (2015), 'Pomiędzy słowem a gestem – błędy glottodydaktyczne wynikające z braku kompatybilności między językiem a mową ciała' in: 'Acta Universitas Lodziensis.)</p> <p>Kształcenie Polonistyczne Cudzoziemców, Błąd glottodydaktyczny', Łódź 2015</p>	

Key words	Non-verbal communication, verbal communication, body language, gestures, errors in foreign language instruction
Abstract	<p>There is a significant gap in the teaching of Polish as a foreign language, particularly regarding non-verbal communication. It may appear that students can acquire the non-verbal cues of Polish alongside the development of their linguistic skills. However, the level of interference between the non-verbal cues from their home country and those typical of the target language is so pronounced that it tends to distort communication.. This is often why teachers' errors stem from a lack of awareness, thus indicating that this aspect of communication should also be part of the teaching curriculum. Therefore, this article seeks to highlight specific areas that teachers should focus on during the teaching process to minimise communicative challenges encountered by students from different cultures.</p>
Content and main findings	<p>Teaching Polish as a foreign language should not only include teaching activities like listening, speaking, reading, writing or grammar competencies. If this is neglected, it lacks a very important part of communication: non-verbal communication. According to worldwide research, non-verbal communication accounts for about 60% of communication (some radical scientists claim that this figure is even higher). Therefore, it is hard to overlook the serious gaps in the teaching process, which then lead to ineffective communication.. The absence of classes highlighting communication through body language results in students being inadequately prepared to operate in a foreign language. The consequences of this incompetence include significant communication misunderstandings, leading to sometimes humorous situations but also serious complications in life or at work. This article presents disturbances in the field of kinesics, proxemics, olfactorics and oculestics, which appear in a comparative study with foreign cultures, such as Polish and Japanese. Observations reveal specific communication scenarios where, despite having knowledge of a language's grammar and vocabulary, students' gestural behaviour did not lead to successful or complete communication. These observations enabled the formulation of conclusions on the importance of incorporating non-verbal communication into the fundamental teaching curriculum in order to ensure comprehensive communication. While the presentation of gestural differences in distant cultures aimed to highlight and facilitate observation of the issue, the conclusions drawn are extensive. Even in languages closely related to those of neighbouring countries, disparities are apparent in body language communication. Awareness of these differences and assistance in the proper use of body language are crucial not only for language acquisition but also for navigating life in a new country, academic pursuits, professional endeavours and establishing seamless interactions with native speakers.</p>

Document title, year of publication	Oberschlesien – Sprache und Identität, 2011	
Complete bibliographical references, access (DOI), if possible	Tambor, Jolanta (2011), Hildeshaim-Zürich-New York: Georg Olms Verlag	
Type of publication	<u>Monograph</u> Volume with several contributions Scientific article Other	<u>theoretical</u> <u>practical</u>
Language(s)	German	
Key words	Upper Silesia, identification, ethnic group, Silesian ethnolect, stereotype	
Abstract	<p>This publication focuses on the current state of the Silesian dialect. It offers a description of the socio-political landscape of Upper Silesia, exploring both its historical roots and contemporary dynamics. Special emphasis is placed on the use of the Silesian dialect in educational settings and within family dynamics, including situations involving mixed-marriage couples. Drawing from area research, which includes recordings of interviews and conversations, the publication aims to highlight the most enduring and transient features of the Silesian ethnolect, while considering its interaction with dominant languages like German and Polish. The final chapter is dedicated to exploring Silesian stereotypes and auto-stereotypes.</p>	
Content and main findings	<p>The fundamental aim of this monograph was to present an up to date state of the Silesian ethnolect through empirical research. This was deemed a pressing task due to the absence of language descriptions focusing on the urban areas of Upper Silesia, which had been overlooked by Polish dialectology for many years. The research was conducted against a backdrop of detailed socio-political context, spanning both historical and contemporary perspectives. Special emphasis was placed on clarifying terminology, particularly in distinguishing between various language phenomena such as local dialects, dialects and languages.</p> <p>Ultimately, it was acknowledged that these terms do not always refer to the same domain. The term "regional language," commonly used in legal and political contexts for languages like Kashubian, differs from the linguistic terms "dialect" and "regional dialect." The distinctive characteristics of the Silesian ethnolect were gathered from recordings and compared with existing general knowledge about this dialect. Special attention was given to expressive features, incorporating Trudgill's theory on salience, which includes those characteristics most</p>	

	<p>recognisable in speech, as well as those least recognisable, which may persist due to their difficulty in being eliminated.</p> <p>The final chapter, dedicated to heterostereotypes and autostereotypes concerning Silesia, highlighted that while ethnic identification is highly developed in Upper Silesia, language awareness is comparatively low and relies on conventional wisdom. This combination of factors, including low language awareness and the standardization of the Silesian ethnolect, along with the disappearance of many traditional features (such as numerous German borrowings), poses a significant threat to the resilience of the Silesian ethnolect.</p>
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Document title, year of publication	Polish and French politeness. Differences and similarities	
Complete bibliographical references, access (DOI), if possible	Gałęziowska-Krzystolik, Anna (2015), 'Grzeczność polska i francuska. Różnice i podobieństwa', in: Zieniewicz, Andrzej and Rabczuk, Anna (eds.) 'Czym kultura polska może uwieść frankofona?', Warszawa	
Type of publication	Monograph <u>Volume with several contributions</u> Scientific article Other	<u>theoretical</u> practical
Language(s)	Polish	
Key words	Polish model of courtesy, French model of courtesy, <i>savoir-vivre</i> , behaviour, rules of conduct	
Abstract	<p>In the age of frequent business and social interactions between Poles and French, it's crucial to recognise the similarities and differences stemming from the distinct underlying norms of courtesy in each country. Ignorance of these norms can lead to unnecessary misunderstandings and disappointments.. For a significant period, France served as a model of elegant behaviour and good manners for many European nations. Admiring and emulating French manners and behaviour, numerous phrases and expressions were adopted that are still prevalent today in various aspects of life, especially in social contexts. Following the behavioural standards of France from the period of 1876 to 1922 was particularly favoured, marked by the widespread popularity of translations of French manuals on etiquette. In this article, I address the issue of the Polish and French models of courtesy and the resulting codes of conduct that govern social interactions. These codes dictate what is acceptable and unacceptable behaviour in the company of others, specify obligations towards elders and superiors, and delineate the</p>	

	conduct of men towards women. I analyse the nuances of polite conversation, the act of a man kissing a woman's hand and the attitudes of Polish and French students towards the concept of <i>savoir-vivre</i> .
Content and main findings	<p>This article explores the similarities and differences in polite behaviour between Poland and France. In an era marked by extensive business and social interactions between individuals from both nations, this issue is particularly significant. The lack of understanding regarding the norms of appropriate behaviour, which reflects the mindset of each respective nation, can result in unnecessary misunderstandings and errors.</p> <p>The author underlines that France served as the epitome of elegant behaviour and good manners for many European nations over an extended period. Poles held France in high regard, admiring and emulating the customs and behaviours of the French people. To this day, the Polish language incorporates numerous French expressions across various disciplines including art, architecture, astronomy, botany, zoology, chemistry, diplomacy, military affairs, linguistics, medicine, commerce, gastronomy and in everyday life.</p> <p>The norms of behaviour among the French were particularly imitated during the years 1876-1922, when translations of French etiquette manuals were highly valued throughout Poland. In the article, the author compares the Polish and French models of behaviour, examining what is socially endorsed and what is not accepted with regards to attitudes towards elderly individuals, subordinates towards superiors and men towards women. The author analyses the rules of polite conversation, hand-kissing and the attitudes of Polish and French students toward the concept of '<i>savoir-vivre</i>'.</p>