



# Silesia

## Annotated bibliography

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Language(s)	English (Polish version printed in 2015, bibliography: Morcinek-Abramczyk Barbara (2015), 'Pomiędzy słowem a gestem – błędy glottodydaktyczne wynikające z braku kompatybilności między językiem a mową ciała' in: 'Acta Universitas Lodziensis.) Kształcenie Polonistyczne Cudzoziemców, Błąd glottodydaktyczny', Łódź 2015

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>

