

## On the Need for Practical Knowledge of Slavic Languages<sup>1</sup>, or Pre-War Polish Language Textbooks for the Czechs<sup>2</sup>

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*The paper presents an excerpt from the ongoing research of the beginnings of teaching Polish in Czechia. Its main focus is to analyse two textbooks for learning Polish by Iza Šaunová, designed for Czech students and published in the 1930s. The first one is called Polština pro každého (Prague 1930), the second – Mluvnice jazyka polského (Prague 1934), written by Šaunová together with a great Polish Slavicist, T. Lehr-Splawiński. The paper discusses both the structure of analysed publications, the contents, as well as applied teaching methods. Presented textbooks and their authors thus provide insight not only into the history of teaching Polish in Czechia, but also into the Czech and Polish relations in the pre-war times.*

Keywords: Polish language in the Czech Republic; textbooks for learning Polish; Iza Šaunová

The history of teaching Polish in Czechia has two basic dimensions that mutually affect one another. The first one is the interest in the language resulting, in the simplest of terms, from the Czech and Polish proximity. The proximity here refers not only to the origins of both languages, but also to all social, cultural, historical and economic aspects related therewith. The second dimension is of an institutional nature and relates to the fact that Polish was included in the official curriculum. Naturally the Zaolzie region has always been at the forefront here, as this is where the legendary Juliusz Słowacki Polish Grammar School was founded in the town

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<sup>1</sup> An excerpt from the introduction by the editor, M. Weingart to the textbook: Lehr-Splawiński, T. – Šaunová, I. (1934). *Mluvnice jazyka polského*. Praha: Vesmír, p. 1.

<sup>2</sup> The paper herein was prepared as part of the grant funded project: Czech University Polish Studies before 1939 (from polonophilia to systematic research on the history of the Polish language and literature), The Czech Science Foundation, No. 19-09017S.

of Orłowa in 1909, and after 1918 there were as many as 101 primary and 5 secondary schools with Polish as the medium of instruction<sup>3</sup> here. In 1923 they were joined by the first Institute of the Polish Language and Literature at the Charles University in Prague, which has been operating continually for almost 100 years now.

The history of teaching Polish in Czechia has been documented by a number of dedicated publications, where textbooks play the crucial role. The first textbook ever was written by D. A. Špachta<sup>4</sup> and was first published in 1837. It was the first book from a larger series of publications in numbers that today might come as a surprise. The paper herein will study two such textbooks<sup>5</sup> that were published roughly at the same time (in the 1930s), and which also share the author, namely Iza Šaunová. The first one is called *Polština pro každého*,<sup>6</sup> published in Prague in 1930, the second – *Mluvnice jazyka polského*,<sup>7</sup> which came out 4 years later, is the result of common endeavours of Šaunová and a great Polish Slavist, T. Lehr-Splawiński.<sup>8</sup>

### One-woman institution

Izydora Šaunová, née Horowicz (12 February 1896 – 26 May 1960)<sup>9</sup> was very well known in the pre-war Czech and Polish circles, where she remained active for more than 40 years. A Pole born and raised in Lviv, who came to Prague in 1919 for

<sup>3</sup> For more on the topic of teaching Polish in the Zaolzie region see e.g.: Macura, J. (1998). *Z dziejów szkolnictwa polskiego na Zaolziu*. Czeski Cieszyń: Towarzystwo Nauczycieli Polskich w Republice Czeskiej.

<sup>4</sup> Špachta, D. A. (1837). *Pokus Čecha o naučení se počátkům gramatiky jazyka polského, který s vlastenci svými sdílí Dominik Špachta, farář v Kolči*. Praha: Wáclaw Špinka.

<sup>5</sup> Materials presented in this paper are a fragment of a more extensive research of Polish textbooks for Czech students published until 1939. See also: Rusin Dybalska, R. (2020). “Polish for everyone”. A few notes on the oldest textbooks for learners of Polish in the Czech Republic. *Annales UMCS sectio N Educatio Nova*, 5, pp. 427–440.

<sup>6</sup> Šaunová, I. (1930). *Polština pro každého*. Praha: Masarykův Lidovýhonný Ústav.

<sup>7</sup> Lehr-Splawiński, T. – Šaunová, I. (1934). *Mluvnice jazyka polského*. Praha: Vesmír.

<sup>8</sup> These are not all Polish language textbooks published by Šaunová. Due to the project timeframe the following publications have been excluded from the analysis: Šaunová, I. (1958). *Jazyk polský. Příručka pro vysoké školy*. Praha: Státní pedagogické nakladatelství.

<sup>9</sup> For more on the topic see also e.g.: Benešová, M. – Rusin Dybalska, R. – Zakopalová, L. (2013). *90 let pražské polonistiky – dějiny a současnost / 90 lat praskiej polonistyki – historia i współczesność*. Praha: Univerzita Karlova, pp. 140–142; Ubrańczyk, S. (1960). Šp. Iza Saunova. *Język polski*, 4 (40), pp. 306–08; Baron, R. (2013). *Ambasadorowie wzajemnego zrozumienia. Niedocenieni twórcy pomostów między polską i czeską kulturą (XIX–XXI w.)*, Toruń: Adam Marszałek, pp. 176–182.

personal reasons. She followed her husband, Josef Šaun, who just like his wife was an associate of the Academic Association of the Friends of Poland (AKPP). In Prague Šaunová completed her German studies that she had commenced in Lviv and defended her doctoral thesis in Slavonic studies on German influence on the literary work of Adam Mickiewicz. She used her knowledge and command of German and Polish languages<sup>10</sup> in her editorial, proofreading, translation and, most of all, in her popularizing and teaching work. Before she began her over 20-year-long career as an associate professor at the Institute of Polish Studies at the Charles University in Prague in 1930, she used to teach in secondary schools in Prague and on courses of Polish organized by AKPP.

Both her students and her associates considered her to be an excellent teacher of Polish. Apart from the textbooks discussed or mentioned herein, she penned various compositions for reading practice in Polish<sup>11</sup>, she worked with authors of Polish–Czech dictionaries (J. Fuhrich,<sup>12</sup> E. Votoček<sup>13</sup>) and published entries in the *Ottův slovník naučný encyclopaedia*.<sup>14</sup> The latter tackled not only education, but also modern Polish cultural life, because Iza Šaunova was, first and foremost, an activist. She used to organize trips, visits of guests from Poland, to help Poles, also financially, thus earning a title of a non-designated ambassador of the Polish culture. Her life and her work in the area of Polish and Czech affairs is best summarized in the words of a great Polish linguist, professor S. Ubrańczyk: *After her death it will not be easy to find a person who would represent such neat combination of exquisite intelligence, education, practical competence, active kindness and love for the Polish culture*.<sup>15</sup>

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<sup>10</sup> In 1953 Šaunová became an assistant professor and a teacher of Czech as a foreign language at the Institute of the Czech Language, General Linguistics and Phonetics at the Charles University, which only proves that her command of Czech was equal to her command of Polish and German.

<sup>11</sup> Beringer, A. – Šaunová, I. – Zpěvak, F. (1929). *Čítanka srbskočhorvatských, ruských a polských textů*, Praha: Státní nakladatelství v Praze.

<sup>12</sup> Fuhrich, J. (1925). *Diferenční slovník polsko-český*. Praha: J. Fuhrich.

<sup>13</sup> The Polish - Czech dictionary was submitted for publication in print in 1939, however the war made the printing impossible.

<sup>14</sup> A Czech popular encyclopaedia published from 1888 till 1908. It was published by a bookseller, Jan Otto. After his death the project continued from 1930 until 1943 (*Ottův slovník naučný nové doby*).

<sup>15</sup> Ubrańczyk, S. (1960). Šp. Iza Saunova. op.cit. p.308.

### Polština pro každého

The first analysed textbook is very special – it is a teach-yourself companion for systematic self-study for students who are supervised and guided by the author. The publication came as one of the volumes in the series of printed correspondence courses *Domácí učení* (English: *Study at home*). It consists of 45 units with two introductions. The first one was written by Marian Szykowski.<sup>16</sup> Professor Szykowski discusses not only the advantages of the practical command of Polish, but also encourages readers to consider studying at the first Institute of Polish Studies in Czechia, arguing that the textbook developed by an author with such extensive teaching experience might be helpful in getting accepted for the studies. The second introduction was written by the author. She starts with a short presentation of the Polish language and lists the advantages of having a good command of Polish, but she mainly introduces her publication and explains how to work with it for best results. According to the author, the textbook will not be enough to master the language, however, it can serve as a solid basis for further efforts in this area. The practical nature of the information it presents allows the student to learn the informal language, but also to study the reality of everyday life in Poland and Polish geography. Finally, the author recommends specific study methods, which include copying and inflecting new vocabulary, writing and reading aloud, completing recommended exercises in writing. She believes it is good to listen to Polish radio broadcasts and to consult a Polish friend in the matters of correct pronunciation.

The grammar is presented here according to the parts of speech. The author discusses most extensively the verb (17 units: 4, 7, 10, 23–33, 36–37, 39), the noun is the second most thoroughly covered part of speech (7 units: 6, 8–9, 11–14) while the numerals come in third (4 units: 5, 20–22). Pronouns, prepositions, adjectives and adverbs are all discussed in two units each (18–19; 43–44; 15–16 and 34–35 respectively). The last two parts of speech are additionally presented in a single, common unit about comparing (unit 17). The final discussed part of speech, namely the interjection, was covered as part of another unit dedicated to verbs (unit 30). The author devoted first three opening units to the topic of Polish phonetics (pronunciation, spelling, stress). In the final part of the book there is a set of 3 units

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<sup>16</sup> Marian Szykowski (1883–1952) – a literature theorist, scholar researching Czech and Polish literary influence, the first professor of the Institute of Polish Language and Literature at the Charles University in Prague, for more on the topic see also: Baron. R. (2019). *Misja życia. Praski polonista Marian Szykowski (1883–1952) a idea polsko-czeskiego zbliżenia na polu kultury*. Warszawa-Praga: IH PAN – Historický ústav.

(unit 40 to 42) discussing syntax. It is however worth mentioning that notes on this topic are available also in other units as extra input (e.g. unit 19, 34, 36, 38, 45). The final unit 45 is different in nature. It is dedicated to private and work correspondence with additional relevant information about Polish spelling and writing rules (e.g. capitalisation, small letters, word division).

According to the rule adopted and declared in the introduction, the theory is presented from the practical perspective, which is reflected on many levels. The first such level, and the most obvious one, is when she adds practice work to introduced rules. In the beginning there are some exercises on correct pronunciation, supported by the transcription of more challenging words, followed by copying, inflecting, filling in correct forms and memorizing activities. From unit 2 on there is also translation practice available. From the very beginning all activities are adapted to the needs of the Czech speaking audience. More challenging words are translated, similarities (false friends) are highlighted, there are also lists of vocabulary items that can prove problematic for various reasons. Another level of linguistic practicality is reflected in how the presented content is combined. For example, the discussion of cardinal and ordinal numbers is included in the same unit as principles for telling time and age, while a set of reading activities on Polish geography is preceded by notes on conjugation of verbs *iść* (to go) and *jechać* (to drive, ride, go). The last example refers to yet another level, namely the overall design of grammar instructions. As mentioned above, the author starts with pronunciation rules. They are followed by the verb *być* (to be) and cardinal and ordinal numbers. The subsequent section deals with nouns however, it is interrupted three times with information about selected verbs (the already mentioned *iść* and *jechać*) or groups of verbs (verbs ending with *-ać* or *-ić/-yć*). Next come adjectives, pronouns and numerals, and only then the section on conjugation is presented, only this time it also includes detailed explanation of formation and division into classes. The section dedicated to verbs discusses questions regarding adverbs and conjunctions as well. The next level of practicality is demonstrated by the fact that the book is meant for self-study, and thus there is a bulk of extra revision activities that the student is supposed to send to his or her teacher as homework. Five sets of such exercises can be found in units 9, 18, 27, 36 and 45 respectively. Sets of 5 exercises are designed for revision and consolidation of covered topics.

There is a special concern about the student that permeates the practice material. The author is curious about the progress in the study process – *Do you remember to palatalize your consonants before “i”?* – and gives some practical advice – *Remember to pronounce each syllable accurately!* – or motivates the students to further study – *Groups of consonants are difficult to pronounce, but if you pay attention to the pronunciation of each individual consonant, you will see that*

*although it seems strange, yet it is not too difficult for the tongue.*<sup>17</sup> She builds her authority also by introducing notes to accompany the instruction, some of which are even marked as important. The last identified level contributing to the practical nature of the discussed publication are the non-linguistic materials included therein. The author shares with her students not only the secrets and intricacies of the Polish language, but also reveals Poland to the them, showing many places that in her eyes are worth knowing. These include such cities as Cracow, Warsaw, Gdynia, Lodz, Lviv or Vilnius, but also specific places, such as the Poznań Zoo or the Central Institute for Physical Education in Bielany (Warsaw). She takes the students for some real-life tours – to the hair-dresser's, travel agent's, to see a tailor or buy some cold cuts with the help of two guides, naturally a Pole and a Czech, Tadeusz from Poznań and Josef from Prague respectively. In this part the textbook offers extra poems, proverbs, aphorisms, jokes and songs, including the Polish national anthem.

### Mluvnice jazyka polského

The second of the discussed textbooks was prepared by I. Šaunová in cooperation with a great Polish linguist and Slavist, T. Lehr-Splawiński.<sup>18</sup> But the scale of the Prague–Cracow, or rather Charles University–Jagiellonian University partnership was much larger. Its institutional framework was set by both universities, but the mutual contacts played an equally important role here. The co-author of the discussed textbook is a perfect example here. The diverse and broad academic interests of Lehr-Splawiński included also the Czech language that he discussed extensively in his numerous papers and publications.<sup>19</sup> He was also a member of

<sup>17</sup> All examples taken from page 10.

<sup>18</sup> Tadeusz Lehr-Splawiński (1891–1965) – a linguist, Slavist, professor, dean and the chancellor of the Jagiellonian University in Cracow. He was also an associate professor at the Poznań University and John Casimir University in Lviv. He studied Slavonic languages and Indo-European linguistics. The author of approx. 400 papers in dialectology, etymology, comparative grammar of Slavonic languages, history of the Polish language, onomastics, as well as university textbooks and dictionaries. The founder and member of many Polish and international scholar societies (e.g. PAU, PAN, Slavonic Institute in Prague, Learned Society in Lviv). For more on the topic see also e.g.: Urbańczyk, S. (1972). Lehr-Splawiński. In: E. Rostworowski (ed.), *Polski Słownik Biograficzny*, Wrocław: Zakład Narodowy Im. Ossolińskich, XVII, p. 6–8.

<sup>19</sup> See e.g.: Lehr-Splawiński, T. – Piwarski K. – Wojciechowski, Z. (1947). *Polska-Czechy. Dziesięć wieków sąsiedztwa*, Katowice-Wrocław: Wydawnictwo Instytutu Śląskiego; Lehr-Splawiński, T. (1950). *Gramatyka języka czeskiego*, Wrocław-Warszawa: Książnica-Atlas; Lehr-Splawiński, T. – Stieber, Z. (1957). *Gramatyka historyczna języka czeskiego*. Warszawa: PWN.

the Slavonic Institute (Slovanský ústav) and the Royal Bohemian Society of Sciences (Královská česká vědecká společnost). For his services to the development of Czech and Polish cooperation he received the Commander's Cross of the Czechoslovak Order of the White Lion in 1929, while the Charles University celebrated his work by awarding him the *honoris causa* doctorate.<sup>20</sup>

The examined textbook is one of the two foreign language versions<sup>21</sup> of the book titled *Gramatyka języka polskiego (Polish grammar)*,<sup>22</sup> published in 1927 and written by T. Lehr-Spławiński and R. Kubiński.<sup>23</sup> The book was well received by linguists who appreciated its practical approach and the student-friendly presentation of the content. It had 7 editions altogether. And the very fact that it was published also in other languages confirms not only its popularity, but also bears witness to its value. When compared to the original, the Czech version maintained the same structure of contents, the authors often used the same examples and compositions. However, after a more detailed study it becomes evident that the book was carefully customized to the needs of the Czech audience, which most probably is the doing of Šaunová.

The book was published as the first title in the series of *Practical Guides to Slavonic Languages*.<sup>24</sup> In his preface, the series editor Miloš Weingart<sup>25</sup> reflects on the undeniable need for the practical knowledge of Slavonic languages and the lack of teaching materials to fulfil this need. At the same time, he provides a clear definition of the basic notions applied in the methodological framework. Each book is to be developed independently and introduce the language in comparison with Czech, while the basic structure will always include grammar rules, because without internalizing them it is impossible to learn any language, even your mother

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<sup>20</sup> For more on the topic see also Zaręba, A. (1966). Tadeusz Lehr-Spławiński jako badacz języków słowiańskich. *Zeszyty Naukowe Wyższej Szkoły Pedagogicznej w Katowicach, Prace Językoznawcze*. III (31), pp. 151–164.

<sup>21</sup> The second language version, Lithuanian, was published in cooperation with H. Szwejkowska in 1935 in Kaunas.

<sup>22</sup> Lehr-Spławiński, T. – Kubiński, R. (1927). *Gramatyka języka polskiego. Podręcznik szkolny. Z 19 rycinami w tekście, tablicą i mapą narzeczy*. Lwów–Warszawa–Kraków: Wydawnictwo Zakładu Narodowego im. Ossolińskich.

<sup>23</sup> Roman Kubiński (1886–1957) – a Polish studies scholar, director and teacher in secondary schools in Warsaw, ministerial instructor on readers and recommended readings for secondary schools.

<sup>24</sup> Next announced publications that were to follow in the newly launched series included books for the study of Russian, Serbo-Croatian, Bulgarian and Ukrainian.

<sup>25</sup> Miloš Weingart (1890–1939) – a professor of Slavonic comparative linguistics and Old Slavonic at the Comenius University in Bratislava and the Charles University in Prague.

tongue. The second short foreword presents the textbook itself. It includes profiles of the authors and main differences between Czech and Polish languages that may prove to be challenging for the reader. It also states that the book is designed not only for future university students of languages, and thus the authors deliberately limit the specialised information about history or etymology of the Polish language. For those who want to dig a little deeper, a list of 25 Czech-Polish and Polish-German dictionaries is provided at the end of the foreword for reference.

The content was divided into three main sections: *I. Głosownia* (English: *On Phonics*), *II. Nauka o wyrazach* (English: *On Words*), *III. Wiadomości ze składni* (English: *On Syntax*). Each section presents the content in the format of a lecture. Only in section I, reading activities based on 5 selected literary works can be found.<sup>26</sup> The differences between sections are immediately clear when one compares their length. The section dedicated to the phonetic features of the language is the shortest and includes merely 10 pages with activities (pp.7 to 17). It provides instruction on pronunciation and notation of all Polish sounds, the stress and sound alterations. Syntax is covered on 17 pages (pp. 80 to 97). It begins with the discussion of elements of sentence construction, namely the subject, predicate, object, attribute, adverbial (discussion and usage examples), prepositions taking one, two or three case forms, coordinating and subordinate conjunctions plus two parts of speech, i.e. the interjection and the particle (functional word). The final part is dedicated to formation of subordinate clauses. The section 'On words' is the longest, as consists of 61 pages (pp. 18–79) divided into two parts: 'Word formation' and 'Inflection'. The first part begins with a short introduction of basic terms, such as *root*, *prefix*, *affix*, *simple words and compounds* followed by the presentation according to speech parts. Authors discuss suffixes used to form nouns, adjectives, pronouns, numerals, verbs and adverbs. The last paragraph covers the topic of prefixes. Inflection notes start in the unit on declension. It begins with the discussion of the noun (overview of forms, inflection patterns, two for each gender, the remains of dual forms, pluralia tantum, inflection of words of foreign origin), followed by the adjective (overview of forms, inflection patterns, comparisons), the pronoun (inflection of personal and generic pronouns) and numerals (inflection of cardinal, ordinal numbers, notes on other types of numerals). In the next part dedicated to the conjugation the verb is presented as follows: stem of the verb, singular (simple) forms, impersonal forms, complex forms, conjugation patterns (active and passive voice, all tenses, moods and conditionals, participles), athematic verbs.<sup>27</sup> At the end of the book

<sup>26</sup> All texts are available in original and transcribed.

<sup>27</sup> The overview of the verb division into conjugation groups is also available in a table added as an insert to the book.



the student will find a list of 63 verbs that can be especially challenging for Czechs together with selected, more difficult forms.

Despite initial provisos, sometimes the instruction that concentrates, as suggested, on the literary language, is enhanced with notes on the informal language or with some fun facts from the history or etymology. *There are some adjectives which in the 1 case have zero suffix forms, e.g. wesół, additionally to the form "wesoly". These are old nominal forms inflected according to the noun pattern; Informal language uses only 3rd person forms.* At every turn the student is confronted with comparisons to Czech – ś, ź;<sup>28</sup> *these two consonants are pronounced similarly to the Czech š, ž, but softer; In Polish like in Czech there are many nouns that have only the plural form, e.g. dzieje, więzy, nożyce).*

The final fourth section of the textbook presents reading compositions consisting of fragments of 7 literary works. Each fragment includes a short profile of the author together with some more challenging vocabulary items. As it is noted in the introduction, the works by E. Orzeszkowa, H. Sienkiewicz, S. Żeromski, or W.S. Reymont are by no means a representative selection, but were included in order to demonstrate specific linguistic notions.

Presented publications make an intriguing study material for a number of reasons. Theoretically each is dedicated to the same audience, namely Czechs, secondary school or university students who want to learn Polish. And the Czech-orientation is clear through and through. It originates from and is based on the differences between Polish and Czech, discussed to a greater or lesser extent, and is further reflected by ubiquitous references to the Czech language, translation of more challenging vocabulary items or the transcription of problematic words, by notes on topics that are difficult for Czechs, sometimes presented in separate paragraphs.

Each of the discussed books highlights their practical dimension. It is much clearer in the first case, as the self-study format leaves more room for manoeuvre. The content is divided into sections, units, revision exercises, homework assignments which are all meant to motivate students to work systematically supervised as a rule by the teacher, which essentially means they should get some feedback on their efforts. The layout of the book is not only coherent, and theory aptly combined with practice, but also it supports proper focus and motivation of the student, and tries to make the grammatical topics more attractive by adding real life information about the country whose language the student wants to learn. This awareness of

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<sup>28</sup> op. cit. p. 7.

the importance of the context is definitely the result of the extensive teaching experience of the author and demonstrates her attempts to break with the predominant teaching methodology of her times.

The practical dimension in the second analysed textbook is best seen in the selection of the content which, according to the authors may prove to be most useful for (a) a foreigner, (b) a Czech. It becomes clear at first sight that grammar rules play the key role here, which is of course in line with the adopted rationale and format. The layout of the content is designed as an open format, where from the very beginning inquisitive students receive tips and instruments for further self-study efforts. These can be anything from specific recommended readings to notes skilfully added to the lecture or presented as footnotes. Every choice is always a question of compromise and not all suggested solutions seem obvious. In this specific case, according to the grammar-translation teaching method applied at the time, it is pronunciation topics that got brushed off.<sup>29</sup> The section on syntax also raises some reservations. The *notes* as the title already suggests include a paragraph on interjections and particles, while the discussion of compound and complex sentences is divided into two separate notes: the subordinate clause is presented in a separate paragraph, while coordinate clauses are included in the discussion of coordinating conjunctions only as examples. The presentation of content in both examined textbooks makes them complementary with each other and thus they can be approached as elements of one whole, which is actually suggested by the author in one of her prefaces.

The textbooks in question are appealing from the obvious historical point of view. In terms of historical value of the grammar content the second title is definitely more interesting. For example, in the most extensive section dealing, as the title suggests, with words, the content on word formation is presented based on a number of key notions. The basic division is made according to suffixes typical for individual speech parts. In case of the noun, however, they are presented not according to individual morphological categories, but according to gender. The discussion of inflection of adjectives includes additionally the phenomenon of mixing case endings of the instrumental and locative case in masculine and neuter genders (*prostym* or *prostem*, *wielkim* or *wielkiem*). In the discussion of inflecting verbs, on the other hand, the authors identify two conjugations (stem-changing in the 1st person singular to *-ę*, and with unchanged stem – 1st person singular to *-m*), divided into two classes depending on the ending of the stem. Each class consists of two clusters: a common root and a different root cluster, further broken down

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<sup>29</sup> It is worth noting however that in the first of the two analysed publications the content is presented in a much greater detail.

into groups depending on the ending in the future tense from 1 to 5. This complex hierarchy is simplified to a single level in the self-study companion, where the author presents conjugation patterns for verbs by introducing 6 classes depending on the ending of the root in the infinitive and present tense. Both publications mention also the past perfect tense forms with the suggestion that they are not widely used any more. As far as moods are concerned, there are 4 identified in the books, namely the indicative, conditional, imperative and indefinite, i.e. the infinitive.

In both textbooks examples of old linguistic terminology can be found. The authors e.g. apply the term *rodzaj żeńsko-rzeczowy* (niemęskoosobowy) for the non-masculine gender, *przedmiot* (dopełnienie) for object, *przyrostek fleksyjny* (końcówka) for ending or *zdanie poboczne* (podrzędne) for the subordinate clause. In some cases, both terms are used which is the harbinger of the imminent switch to only one of them, e.g.: *partykuły – wyrazki* (for particles), *okolicznik – określenie przysłówkowe* (for adverbial modifiers). As far as adverbial modifiers are concerned, the authors identify merely 6 types thereof, namely of time, place, manner, reason, purpose, degree.

But it is not only the terminology that changes. So do the culture-specific realities, which means that some presented situations, e.g. the dialogue *W wędliniarni* (In a deli shop, unit 44) or sightseeing in Polish cities of that time, such as Lviv (unit 41) or Vilnius (unit 44) become a real treat not only from the linguistic point of view.

As it was already mentioned in the introduction, the two analysed publications are merely two representatives of the larger series of textbooks, dictionaries or grammar companions that were dedicated to the study of Polish in the discussed period. They unarguably demonstrate the popularity of the language and are a proof of its popularisation in various forms. As the discussed cases show, presentation of specific topics was not only based on and stemmed from the personal experience of the authors or their scholar contacts, but also from Polish publications. And thus, the discussed textbooks become an intriguing study material both from the perspective of the Polish language teaching history in Czechia and the perspective of mutual Czech and Polish relations.