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TEACHING ENGLISH IN THE FIRST ENGLISH HANDBOOK FOR POLES OF 1788

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The present paper demonstrates the results of a preliminary analysis of the first grammar of English written in Polish and for the Polish by a Polish teacher, namely Julian Antonovich's *Grammatyka dla Polaków chcących się uczyć angielskiego języka* [*Grammar for Poles who want to learn the English language*] published in Warsaw in 1788. My intention is to make this textbook the subject of linguistic analyses of different kinds carried out from the diachronic perspective. The first observations regarding that text have already been presented[1]. The specific aims of this article are:

– to disseminate the text of the first English grammar as a pioneering example of an intentional use of language[2] to teach English in Poland in the 18th century;
– to examine the content of the handbook in order to demonstrate the approach to teaching modern foreign languages (here English) in the 18th century.

Basic information on the author of the book and the circumstances in which it was written have already been presented , therefore in this paper they will only be briefly recapitulated. *Grammar for Poles who want to learn the English language* is a text which is to be closely associated with the cultural and social trends of the Enlightenment. The age, which affirmed faith in the power of human reason, brought about significant changes in the meaning of the model of education, including foreign language teaching. In the mid-eighteenth century in European countries a utilitarian-real tendency became a popular programme, which demanded the restriction of a philology-rhetorical programme based on Latin to real science. Real science included, among other things:

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[1] I. Kotlarska, *Gramatyka dla Polaków chcących się uczyć angielskiego języka (1788) z historycznojęzykoznawczego punktu widzenia. Rekonesans badawczy*, [in:] *Język w życiu wspólnoty*, eds. M. Hawrysz, M. Uździcka, A. Wojciechowska, Zielona Góra 2015, pp. 73-89.

[2] I use this term in accordance with its definition given by Borawski, *Wprowadzenie do historii języka polskiego. Zagadnienia historiozoficzne*, Warszawa 2000.

geography, physics, natural history and modern foreign languages. Foreign languages were considered a tool for exploring other areas of knowledge and broadening horizons[3]. In Poland, these changes were most clearly reflected in the reforms carried out by the Commission of National Education. Enlightenment activists responsible for the reform of the Polish education stressed that the most important aims and objectives of learning modern foreign languages should be utilitarian, i.e. people should learn them in order to make practical use of new knowledge and skills. Therefore, as early as the end of the 18th century a tension between learning languages for its own sake (now called intrinsic or integrative motivation) and learning them for practical reasons (today referred to as instrumental motivation) was noticed. The value of language learning was quite early followed by practical curricular solutions. The curriculum of the Collegium Nobilium as well the School of Chivalry in the 18th century included not only Polish, but also French, German and Latin as obligatory subjects[4].

The attitude towards learning modern languages in Poland was also shaped by changes caused by the fall of the Commonwealth. With the partitions at the end of the 18th century, when the territory of Poland was divided between Prussia, Austria and Russia, Poles started to be forced to use the official state languages, i.e. German and Russian. This fact made the Polish nobility, bourgeoisie and representatives of the ENLIGHTED MINDS generation protect the Polish language as the main element of national identity. Speaking Polish became a manifestation of patriotism and respect for traditional values. On the one hand, then, there were a number of actions taken in order to preserve the Polish language, on the other hand, owing to the exposure of the above social classes to multiple languages, multilingualism became a common social phenomenon[5].

The status of English in Poland was also affected by a political situation. Whereas in 18th-century Europe English gained popularity as a language of trade and marine, in Poland its importance was enhanced by political context. As Wojciech Lipoński explains, Polish-British cultural contacts at that time were a consequence of a deep fascination with the British economic and philosophical ideas[6]. The Czartoryski Family must be mentioned here, as its members were great anglophiles trying to implement British economic and farming achievements in Poland. What is more, the Family tried

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[3] *Vide*: E. Shramm, *Dzieje nauki języka angielskiego i innych języków nowożytnych w Polsce w okresie zaborów (od schyłku I do narodzin II Rzeczpospolitej)*, Warszawa 2008.
[4] H. Komorowska, *Past, Present and Future of Language Education* [in:] GLOTTODIDACTICA XL/1 (2013), pp. 7-18.
[5] *Vide*: A. Otwinowska, *Cognate Vocabulary in Language Acquisition and Use Attitudes, Awareness, Activation*, https://www.academia.edu/13646438/Cognate_Vocabulary_in_Language_Acquisition_and_Use._Attitudes_Awareness_Activation [date of entry: 28.09.2015].
[6] *Vide*: W. Lipoński, *Polska a Brytania 1801-1830*, Poznań 1978.

to make an alliance with British politicians to stop a growing influence of Russia in Europe. It was Adam Kazimierz Czartoryski, the head of the School of Chivalry, who decided to make English one of the extracurricular subjects in that school in 1768. He asked John Lind - a native speaker of English - to have English classes with Polish students. At the same time Lind was the governor of the school. He was given that position by the Polish King Stanisław August Poniatowski, who appreciated Lind's earlier job as a tutor to Prince Stanisław Poniatowski. Lind was also politically engaged against the First Partition of Poland. In his work *Letters concerning the Present State of Poland* he wrote: (…) *all have served to convince the writer that the humanity and generosity of the British nation feel themselves interested in the cause he pleads*[7]. At the beginning of the 19th century the famous Polish Krzemieniec Lycee, a model school of the times, offered systematic teaching of Polish, Latin, Greek, Russian, French and German. The Rabbinical School of Warsaw (1826–1862) offered courses in Polish, English, French, German and Italian[8].

The above mentioned circumstances led to an urgent need to publish the book, which would allow the Polish people to learn English in their native language[9]. The person who could meet such a need was a Basilian monk, Julian Antonowicz, the head of a highly regarded school run by the Uniate Basilian monks in Włodzimierz Wołyński. It is not clear where Antonovich learned English. Library research revealed no information about his trip to England or any regular studies of English. He could have had contact with it when studying in Italy and simply have learnt it on his own as a linguistically gifted and hard-working person. It is known for sure, though, that he regarded the English language and culture as valuable and wanted to promote them among Polish students. That was one of the most important reasons for his writing of *Grammatyka dla Polaków chcących się uczyć angielskiego języka*. The direct opportunity for publishing the textbook was a personal meeting of Julian Antonovich with King Stanisław August Poniatowski in 1787. The King was then travelling to Kaniów with a British ambassador Charles Whitworth and on their way to Kaniów they visited the Basilian school in Włodzimierz. Antonovich greeted them with a speech given in English which was then published[10]. Presumably, the King and the British diplomat encouraged Antonovich to publish the textbook and supported

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[7] J. Lind, *Letters concerning the present state of Poland: with an appendix containing the manifestoes of the Courts of Vienna, Petersburgh, and Berlin, and other authentic papers*, London 1773, https://archive.org/details/lettersconcernin00lindiala, date of entry: 22.09.2015.

[8] H. Komorowska, *op. cit.*

[9] There were grammars of English written in German or French, as well as German and French translations of the most significant works by Locke or Newton, but using them demanded a thorough knowledge of French or German.

[10] Powitanie Nayjasniejszego Króla Augusta Krola i Pana naszego Przeieżdżaiącego przez Włodzimierz do Kaniowa od Szkoł tamecznych pod dozorem Bazylianow Prowincyi Litewskiei Roku 1787

him financially. The book was published in the Royal Printing House, where lots of syllabuses and textbooks for schools newly reformed by the Commission of National Education were published.

Antonovich's complaints about a general lack of the knowledge of English in Poland, his utilitarian attitude towards teaching English and respect for British philosophical and scientific achievements as well as a belief that his mission is to make the knowledge of English more widespread in Poland, are expressed in the bilingual dedication which opens the handbook:

> **I was moved to make this Grammar of the English tongue by neceſſity,** and both by the greatest respect of Your Lordship and Your Gracious Permiſſion to give it out under Your Illuſtrious Name.
> **Full of eſteem for this langugae as it facilites the knowledge of immortal works,** and having a share in the publick Education I thought, that under the protection of the wiſeſt KING STANISLAS AUGUST I should very well deſerve of the Commonwealth of Learning had I contributed to render English more common to my Countrymen. The glory of being the native Country of Creative Genius's is granted to Great Britain by all Europe. It was this happy Kingdom that has brought forth the famous Bacons and Newtons, to whom it ſeems nature has opened its cloſet, an moſt of Engliſh Authors have the character of thad noble freedom which animates the political Body of their country; it is therefore, nature pleaſes to ſpeak by them.
> **Then it is pity, that this Language is not ſtill ſo univerſally known, as it deſerves to be, above all, in the Kingodm to which the bleſſing of liberty is common with Great Britain.** There are indeed ſome translations of English works, but the difference that paſſes, eſſpecially as for eloquence, between an original and a translation is only unobſerved by ſuch that never compared them.

It is worth mentioning that the text of the dedication follows the stylistic and structural rules of that time, which testifies to Antonovich's proficiency in using English not only when it comes to linguistic competence but also linguistic performance[11].

No systematic linguistic research has so far been conducted on the textbook[12]. However, those scholars[13] who write about Antonovich's work state that it does not

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dnia 7. Marca z aktów szkolnych wyięte, http://rcin.org.pl/dlibra/doccontent?id=16554&from=FBC, date of entry: 23.09.15.

[11] I use these terms in their classical Chomskyan understanding. More information on Antonovich's style, *vide*: I. Kotlarska, *op. cit.*

[12] The work has been mentioned by researchers interested in the history of teaching foreign languages in Poland, the history of Polish linguistic terminology and the beginnings of bilingual Polish-English/English-Polish lexicography. Surprisingly, it was not mentioned by any Western scholars who described the spread of English language teaching in Europe in the 17th and 18th century. It is not mentioned by R. Howatt who enumerates the early vernacular grammars of English written in the Netherlands, France, Germany, Scandinavian countries and even Russia (R. Howatt, *A History of English Langugae Teaching*, Oxford OUP, 1985). E. Shramm (*op. cit.*, p. 67) states that there was no mention of the handbook in the works of Kelly and Titone who also dealt with the history of English language teaching. This fact suggests that the knowledge about Polish contribution to teaching EFL is inadequate.

[13] M. Cieśla, *Dzieje nauki języków obcych w zarysie,* Warszawa 1974; E. Mańczak-Wohlfeld, *Parę uwag o pierwszej gramatyce języka angielskiego wydanej w Polsce*, "Języki Obce w Szkole" 1996,

differ from other textbooks for studying modern languages that were in use in the eighteenth century. The common feature of these textbooks was their dependence on the methodology of teaching classical languages, first of all Latin. The reason for this is that the introduction of modern, living languages to school curricula did not mean a simultaneous revolution in the methods of teaching. Since the Middle classical languages had been the only foreign languages taught in an institutionalized manner. Therefore, grammarians who wrote textbooks of modern languages used the familiar patterns from Latin textbooks. What is more, there was a general belief in the universal and logical nature of Latin grammar, which contributed to a mechanical transmission of grammatical categories developed in the past for classical languages to the description of modern languages[14]. That is why most of the handbooks written in the 18th century describe modern languages using philological perspective.

Since, as mentioned above, there is no comprehensive description of Antonovich's handbook, the next part of the article will be an attempt to answer the question what language elements were treated by Antonovich as the necessary components of teaching English and what skills were considered essential in the process of learning it.

The starting point for learning a language was grammar, which was described in the way developed in the seventeenth century by the Port Royale grammarians. They proposed a system of linguistic categories based on logic and reason which were, in principle, applicable to all languages. In Poland this model of description was adopted by Onufry Kopczyński. The description of grammar in textbooks was usually simplified and restricted to those elements which were perceived as essential for acquiring a foreign language, namely: orthography (understood as pronunciation and spelling), morphology (understood as the study of parts of speech) and syntax. Antonovich sticks to this pattern and organizes his book in the following way:

Całą tę grammatykę dzielimy na cztéry częsci. W piérwſzéy mówić będziemy o wymawianiu głoſek, dwógłoſek; wdrugiéy o wyrazach osobno wziętych; wtrzeciéy o składni; w czwártéy o iloczasie. Przydamy do tego ſłownik wyrazów potrzebnych. Rozmowy potoczné, ſpoſoby tłumaczenia ſię oſobliwſzé, Liſty niektóre, i kawałki moralné w prozie i poezyi. (p. 1)

According to Antonovicz's words cited above, the main part of the book, which could be called *grammar proper*, consists of the following parts:

1. Part I – *O głoſkach i dwógłoſkach czyli o Piſowni* (pp. 1-33),
2. Part II – *O wyrazach osobno wziętych* (pp. 33-56),
3. Part III – *O składni, czyli o należytym wyrazów ułożeniu* (pp. 56-94),
4. Part IV – *O iloczasie* (pp. 94-105).

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no. 5, pp. 395-398; E. Shramm, *op. cit.,* s. 137-140; R. Butterwick, *Poland's Last King and English Culture: Stanisław August Poniatowski, 1732-1798*, Oxford 1998.

[14] *Vide*: E.A. Ronowicz, *Kierunki w metodyce nauczania języków obcych*, Warszawa 1982, pp. 47-49.

The grammatical knowledge was presented in the form of rules which were to be learned by heart by the learners. The most challenging task Antonovich had to undertake was to present the principles of English pronunciation. He gives very detailed rules of pronouncing the sounds of English, associating them with specific spelling rules. This careful way of describing pronunciation had to do with the general belief that the major difficulty for English learners was pronunciation and its complex relationship to spelling. Antonovich had to develop an original transcription system adapted to the needs of Polish speakers. He describes the pronunciation of English sounds (vowels, diphthongs, consonants) in the following way: first, he gives (in alphabetical order) the graphic sign of the phoneme which is being described (e.g. A, O, AU, Eo, B, C and so on); then, he gives the pronunciation of phonemes by comparing them to Polish sounds, e.g. *I brzmi jak ay*. As he is aware that English letters can be read in different ways, he provides all ways of the pronunciation of a given sound he knows. He also associates these different ways of pronunciation with the position of a given phoneme in a word (*na początku*, *na końcu*), its proximity to other letters, and the numbers of syllables in a word. Finally, the author provides an example of a word containing a given sound, followed by its Polish translation and transcription[15], as well as a list of words which do not follow the described rule.

Y.

Brzmi iak *ay* 1. na końcu iednozgłoſkowych *n: P: by* przez *bay*. Lecz *my* móy mówi ſię czaſem podług rozmaitych okoliczności *mi* i *may*,
1. Gdy po niém idzie ſpółgłoſka z *e* niemém *Lyre* lira *layr*.
2. Na końcu wyrazów gdy oſtatniá zgłoſka ma ſię przeciągnąć *n: p: to apply* przykładać *tu applay* i na końcu trzy zgłoſkowych kończących ſię na *fy n.p. to amplify* rozſzerzać *tu amplifay*.
3. W piérwszéy zgłoſce wyrazów wielogloſkowych kiedy ſię ta powinna przeciągnąć *np. hyacynth* Jacynt *hajaſint*.

 Wyłączaią ſię *Chymiſt* Chymik *kimiſt, hypocrite* zmyślony nabożniś *hypokrot, ſyſtem* ułożenie *ſyſtem, ſycophant* podchlebca *ſykofent, ſynod* zbór *ſyned, typical* znaczący co taiemnégo *typikel, phyſick* nauka lekarſká, *fizyk, phyſical* lekarſki *fizykel, clyſter* Klyſtera *kliſter, chryſtal* kryſztał *kryſtel, gypſy* wróżka cyganka *dżipſy, hymn* pieśń *hymn, myrh* mira *mir*. Lecz te ſię takoż piſzą przez *i*. (pp. 12-13)

The quoted passage confirms that Antonovich believed his most important task was to formulate rules regarding English pronunciation, even if he was aware that there were a number of words that would violate them. That was probably a consequence of the belief that the description of language should above all indicate regularities in the occurrence of language forms.

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[15] Transcription proposed and used by Antonovich deserves a more detailed description and it will become the subject of my research in the future.

The belief that the idea behind describing a language is to formulate rules determines the way linguistic phenomena are described in the other parts of *Grammatyka dla Polaków....* The second part of the book entitled *O wyrazach osobno wziętych* consists of the following four chapters: *O przedimku* (pp. 34), *O imieniu* (pp. 34-38), *O zaimku* (pp. 38-40), *O słowie* (pp. 40-56). It deals with parts of speech and, more specifically, provides their names and types, and discusses their declensions or conjugations. As in the first part, a rule is followed by examples of how it is used, accompanied by Polish translations, e.g.:

Przymiotniki u Anglików nie odmiéniają ſię co do liczb: ſpadkują ſię zaś jak imiona rzeczowne, za tém na ſamo ich tylko ſtopniowanie mieć wzgląd należy. Stopniują ſię zaś dwojakim ſpoſobem.

1. Kończącé ſię na *e* dobiérają głoſkę *r* w ſtopniu wyżſzym, inné zgłoſkę *er*, a zaś w ſtopniu náywyżſzym piérwſzé *ſt* drugié *eſt np. brave* waleczny *braver, braveſt; black* czárny *blacker, blackeſt;*

Wyłączają ſię *good* dobry, *well* dobrze, *better* lepſzy lepiéy, *beſt* náylepſzy náylepiéy, *bad* zły, *ill* zle, *worſe* gorſzy, gorzéy, *worſt* náygorſzy, náygorzéy, *many* wielu, *much* wiele *more* więcéy, *moſt* náywięcéy, *little* mały, mało, *leſs* mniéyſzy, mniéy, *leaſt* náymniéſzy, náymniéy.

2. Drugi ſpoſób ſtopniowania jeſt przez dodanié wyżſzego, lub náywyżſzégo ſtopnia przyrzeczonych przyſłówków nieforemnych podług okoliczności, *np. more brave* waleczniéyſzy , *moſt brave* náywaleczniéyſzy. Drugim tym ſpoſobem lubo wſzyſtkié przymiotniki ſtopniować ſię mogą, oſobliwie jednak zakończoné na *al, ate, ing, ous, able, ible, ant, ent, ed, id, er,* i niektóre zakończoné na *own, eſt, iſh,* bo te piérwſzym ſpoſobem ſtopniować ſię niémogą, *np. general* powſzechny, *more general* powſzechniéyſzy, *moſt general* náypowſzechniéyſzy. (pp. 37-38)

The most illustrative example of seeking regularity in language is a chapter devoted to verbs (*O słowie*). Here, the author puts numerous tables with paradigmatic forms of lexical and auxiliary verbs as well as an alphabetical list of irregular verbs.

The description of parts of speech is continued and completed in the third, largest part of the textbook entitled: *O składni, czyli o należytym wyrazów ułożeniu.* It consists of 8 chapters: *O przedimku* (pp. 56-58), *O imieniu* (pp. 59-63), *O zaimku* (pp. 63-66), *O słowie* (pp. 67-73), *O imiesłowie* (pp. 73-74), *O przysłówkach* (pp. 74-79), *O spójnikach* (pp. 79-81), *O przyimkach* (pp. 81-91). Here, the emphasis is on the description of word order in sentences of different types. This description is often supplemented with remarks concerning the meaning and usage of some of the described parts of speech, e.g.:

Upon położoné przed Imieſłowem lub rzeczownikiem ſłownym znaczy okréślenie czaſu *n.p. upon his going away* Gdy wyieżdżał. *Upon his arrival* przy iégo przybyciu.

Na koniec przyimek ten kładnie ſię przed rzeczoma, o które ieſt ſpór i z których ſię żyie, od których ſię zawisſło, i po wſzyſtkich ſłowach znaczących włożenié bądź właściwe, bądź przenośne. (p. 84)

Most remarks of the pragmatic nature accompany the description of modals:

May i *can* używają ſię z tą różnicą, że *May* znaczy moc określoną, warunkową, albo dopuſzczenie, *Can* moc zupełną, i tak gdyby ſię pytano, *Can you do this*, czy możeſz to uczynić, to ſamo by znaczyło, iak gdyby ſię ſpytano, czy ieſteś w ſtanie uczynienia tégo, albo czy maſz moc uczynić to. Lecz gdyby rzeczono *May I do this?* Czy mogę uczynić to, znaczyłoby to niby mogęż to uczynić bez urazy twoiéy, albo podoba ci ſię, ażebym to uczynił? (p. 71)

A careful reading of the manual reveals that the richness and diversity of the English language prevented Antonowicz from creating rules on all of the addressed issues. This was the case in the discussion of the syntax of prepositions:

Składni rządu ſłów wyłuſzczenie do ſłowniak raczey iak do Grammatyki należy; ponieważ u Anglików przypadek ſię od przypadku nie różni, wyłączywſzy niektóre zaimki, iak tylko przez przyimek; a ztąd tyle można rachować przypadków, mówiąc ściśle, ile przyimków. Byłoby zaś rzeczą bardzo długą dawać prawidła, które ſłowo z iakiemi i w iakiém znaczeniu kłaśdź ſię może przyimkami: bo tém ſamém obiąćby potrzeba wſzyſtkié okoliczności, do których znaczenia ſłużą przyimki. (pp. 72-73)

While talking about parts of speech, he uses a number of grammar terms (e.g. *Czas przeſzły nie złożony, Imieſłów térazniéyſzy, przeſzły, biérny*). There are passages piled with such terms, e.g.:

Anglicy mają ſłowa czynné, biérné, nijakié i zaimkowé, te zaś oſobiſté albo nieoſobiſté, foremné albo nieforemné. Porządek wyciągałby kłaśdź naprzód foremné, ale iż ſamé poſiłkowe ſłowa, bez których inné czaſować ſię niemogą, ſą nieforemné, od tych zaczniemy; inné zaś nieformené na końcu Rozdziału położemy. (p. 40)

A vast number of terms which are not defined or explained in any other way proves that Antonovich assumes the learners have a fairly good knowledge of the native grammar. This is yet another typical feature of foreign language textbooks written in the 18th century. Not only native language was used to talk about the target grammar, but also the grammar of learners' native language was used as the point of reference in the description of foreign grammar. This is noticeable not only in an extensive use of terms, but also in some comparative remarks, e.g.:

Kiedy w Polſkim ięzyku używamy Imieſłowów, uſłyſzawſzy, uyrzawſzy i tym podobnych w znaczeniu czynném, do Imieſłowa czaſu przeſzłégo Anglicy dodaią *having;* w biérnym *be-ing,* który oſobliwie oſtatni w wiérſzach prawie zawſze, a czaſem i w prozie opuſzcza ſię. *n.p. Some few by temp'rance taught aproaching slow. To diſtant fate by eaſy journeys go* Mało jeſt tych, którzy przez wſtrzemięźliwość zlekka ſię zbliżaiąc, idą powolnym krokiem ku odległému przeznaczeniu (*being taught*). (p. 74)

Antonovich's handbook is representative of its age not only in the way grammar is presented there, but also when it comes to other teaching materials used by the author.

As the main form of activity in the class was grammatical analysis, the handbook contains English texts, which were to be read and analysed. There is a separate chapter with texts in *Grammatyka*. It consists of eleven unnumbered pages and contains examples of private and business letters, as well as five Aesop's fables. The choice of these texts is also typical of handbooks of that time. The texts are not accompanied by translations into Polish to be more useful for study. Poems were used much less frequently as a material for analyses, while Antonovich published them in his book. He quotes extensive excerpts of English poems in a chapter describing accentuation and prosody. They were probably used to extend students' vocabulary and develop their sense of aesthetic and style.

Texts were the necessary elements of handbooks of foreign languages, as reading was the crucial skill in teaching and learning classical, dead languages. This is confirmed by the following comments by Antonovich:

„Są i inné ∫krócenia tym podobné których czytanié i rozmawianié nauczy." (p. 32)

„Jak się robią przymiotniki z rzeczowników lub słów, i iaki rząd maią, czytanie naylepiey nauczy." (p. 63)

„Czytanie słowników i innych k∫iążek i obcowanie tégo nauczy." (p. 73)

Texts, especially letters, were also used as a template for students for how to create their own written utterances. It proves that writing was also perceived to be important in the SLA process, especially when it comes to the ability of writing letters. That is why there is the following passage in the handbook: *SPOSOB Zaczynania li∫tów podług ∫topnia i godności O∫ob, do których ∫ię pi∫ze* (pp. 91-94). It gives learners of English a list of initial phrases that could be used while mastering the art of writing letters. As the list is compiled with regard to the social position of addressees, it once again proves Antonovich's linguistic competence and his awareness of the social nature of language.

Another key activity in foreign language classes was translation from the target to the source language and *vice versa*. That is why handbooks of foreign languages had to be accompanied by vocabulary lists. Antonovich compiled *Słownik Potrzebniéy∫zych wyrazów [Dictionary of needed words]* (pp. 106-144). Vocabulary lists are arranged thematically and presented in the form of a bilingual list to be memorized. The thematic sections are as follows: *Of the world in general* (pp. 106-108), *Of time* (pp. 108-111), *Of mankind* (pp. 111-118), *Of cloaths and thing carried about one* (pp. 118-119), *Of eating and drinking* (pp. 119-122), *Degrees of kindred* (pp. 122-125), *Eccle∫ia∫tical and Temporal dignities* (pp. 125-126), *Of a church* (pp. 126-125), *Of art∫ and ∫ciences* (pp. 127-131), *Countries and cities* (pp. 131-133). This dictionary deserves special attention, as it is the first Polish-English inventory of words ever compiled. Two vague

issues are the criteria for the choice of vocabulary items adopted by Antonovich and possible sources of the dictionary.

Interestingly, Antonovich included in that part of the handbook a bilingual list of English proverbs and a list of common phrases (*Familiar formſ of ſpeech*, pp. 133-141). Proverbs were often used as a material for translation exercises as well as to be learned by heart. The list of phrases consists of five parts entitled: *Of meeting, ſaluting and enquiring after one's friends health*; *For aſking, refuſing, giving, helping*; *For ſaying, affirming, denying, conſenting*; *Of time*. These titles suggest that they were chosen and enumerated on the basis of their pragmatic properties and probably were to be used to practise some dialogues. Thus, while writing the handbook, Antonovich probably wanted to make it useful also for teaching speaking.

Clearly, there is yet much to be done in the research area concerning the first Polish grammar of English. Therefore, next papers analyzing that text are planned, i.e. the analysis of grammar terms used by the author, more detailed stylistic and genre studies and some comparative papers including the early 19th century materials for learning English written by Polish authors. One of the most challenging tasks is to find the textbooks that Antonovich's work owes its inspiration to. Another interesting issue is to examine the extent of the use of the manual and its reception by readers and Antonovich's successors, i.e. later authors of materials for teaching English. The study of this issue is at the initial stage, but there is at least one book whose author not only knew, but also copied Antonovich's book. It is a handbook entitled *Wypisy angielskie, czyli Xsięga pożyteczna i łatwa do czytania dla uczących się ięzyka Angielskiego, która iest poprzedzona Grammatyką krótko zebraną, a po którey nastupuie Słownik Angielsko-Polski wyrazów znajduiących się w tey xiędze [English Chrestomathy, or a Book Useful and Easy to Read for Learners of English, Which is Preceded by a Brief Grammar and Followed by an English-Polish Dictionary of the Words Included in this Book]* and published by Józef Zawadzki in Wilno in 1813. In this *Brief Grammar* mentioned in the title there are passages almost identical with some parts of *Grammatyka dla Polaków chcących się uczyć angielskiego języka*, especially in the section about morphology. It is a matter of further research to find out, if the anonymous author of *Wypisy* copied Julian Antonovich, or rather they both used the same source.

As this study has tried to show, the historical perspective on language learning and teaching might allow tracing the roots of some phenomena associated with language education of the present times and that is why the old teaching materials deserve the analyses of the diachronic type.

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Nauczanie języka angielskiego
w pierwszym podręczniku angielskiego dla Polaków z 1788 roku

Streszczenie: Artykuł przedstawia wstępne wyniki badań nad pierwszym podręcznikiem do nauki języka angielskiego, napisanego przez Polaka dla Polaków, czyli *Grammatyką dla Polaków chcących się uczyć angielskiego języka* Juliana Antonowicza, opublikowaną w Warszawie w 1788 roku. Szczegółowym celem artykułu jest zaprezentowanie sposobu nauczania języków nowożytnych, w tym przypadku języka angielskiego, w XVIII wieku. Pod tym kątem omówiona została zawartość podręcznika, który jest pierwszym w dziejach polszczyzny przykładem intencjonalnego użycia języka w celu nauczania Polaków języka angielskiego.

Słowa klucze: historia nauczania języków obcych w Polsce, historia nauczania języka angielskiego, Julian Antonowicz, dawne polskie podręczniki

Teaching English in the first English handbook for Poles of 1788

Summary: The article presents the results of a preliminary analysis of the first grammar of English, namely *Grammatyka dla Polaków chcących się uczyć angielskiego języka* [*Grammar for Poles who want to learn the English language*] written by Julian Antonovich, a Polish teacher, and published in Warsaw in 1788. The aim of this article is to demonstrate the approach to teaching English, and more generally modern languages, in the 18th century. To this end, the study examines closely the content of the handbook which is a pioneering example of an intentional use of language to teach English to Poles.

Key words: history of foreign language teaching in Poland, history of English teaching, Julian Antonowicz, Polish old manuals