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Anton Ivashchuk

Lviv Polytechnic National University
55, Bandery Street, Lviv, Ukraine, 79013

E-mail: anton.s.ivashchuk@lpnu.ua

<https://orcid.org/0000-0002-7800-5296>

French language instruction in Galicia (1867–1939): Analysis of curricula, programs, and methodologies

Abstract. *This study investigates the evolution of French language teaching methodologies in Galicia from 1867 to 1939, with a particular focus on the transition from the grammar-translation and text-translation methods to the direct method. Utilizing a historical-analytical approach, the research draws upon a wide range of primary sources, including educational curricula, pedagogical reports, and theoretical works by contemporary educators. The study reveals that the early period of French language instruction in Galicia was dominated by methods that prioritized the systematic mastery of grammar through deductive learning, where reading and translating texts played a central role. Writing has been seen as the ultimate goal of language acquisition, while speaking was often relegated to a secondary position. However, a significant shift occurred by the end of the 19th century, influenced by contemporary linguistic theories such as Neogrammarianism and psychological principles like Gestalt psychology. These new approaches emphasized the importance of oral communication, the contextual understanding of language, and the integration of cultural knowledge into language instruction. The direct method, which emerged during this period, aimed to teach French in a more practical and communicative manner, encouraging students to speak the language from the outset and use it in everyday situations. Despite the shift towards the direct method, the study notes that some traditional practices, such as the use of the native language for explaining grammatical concepts, continued to persist. This research concludes that the evolution of French language teaching in Galicia was characterized by a gradual but profound transformation towards more communicative and student-centered approaches, which laid the groundwork for modern language pedagogy in the region. The findings contribute to a deeper understanding of the historical development of language*



teaching methods and suggest areas for further research, particularly in the long-term impacts of these pedagogical shifts on contemporary language education practices.

Keywords: *French teaching methods; Galicia; grammar-translation method; direct method; history of foreign language teaching*

Introduction.

The teaching of the French language in the region of Galicia during the years 1867 to 1939 represents a dynamic interplay between educational policy, linguistic pedagogy, and broader socio-political changes. This period, framed by the complexities of Austro-Hungarian dominion followed by the resurgence of Polish sovereignty, provides a unique case study in the evolution of language education against a backdrop of significant historical upheavals.

French, as a language of diplomacy, culture, and international exchange, was strategically promoted within Galician educational institutions. Its teaching methodologies and curricular inclusion reflect shifting educational goals – from fostering a bureaucratic elite under the Austro-Hungarian Empire to promoting a broader cultural fluency as Galicia integrated into a reconstituted Poland. This study aims to dissect the curricular frameworks, pedagogical methods, and educational policies that shaped French language teaching in Galicia, seeking to understand how these elements were influenced by external political pressures and internal educational reforms.

Significantly, the period under review coincides with pivotal educational reforms across Europe, where language teaching began transitioning from classical methods focused on translation and grammar to more modern approaches that emphasized spoken language and cultural immersion. In Galicia, these changes were often at the mercy of political tides, reflecting broader nationalist and regional educational agendas.

The primary purpose of this study is to provide a detailed analysis of how French language education in Galicia evolved from 1867 to 1939, examining the curricular contents, teaching methodologies, and the socio-political contexts that influenced these educational practices. By exploring archival documents, contemporaneous literature, and educational reports from the period, this research not only contributes to our understanding of language education history in Eastern Europe but also illuminates the broader implications of language policy as a tool of cultural and political integration.

The history of foreign language teaching has been extensively researched by numerous scholars across Europe, reflecting the importance of understanding the evolution of language pedagogy within different cultural and educational contexts. For example, A. P. R. Howatt and Richard Smith's comprehensive work, "The History of Teaching English as a Foreign Language, from a British and European Perspective" (2014), offers an in-depth exploration of the pedagogical shifts and developments in English language teaching throughout Europe. Similarly, Marhabo Avazmatova's "Historical Overview of Foreign Language Teaching in Europe" (2021) provides a broad survey of the historical trends in language education, tracing the progression of various methodologies across different countries.

Richard Smith and Nicola McLelland's "Histories of Language Learning and Teaching in Europe" (2018) delves into the varied approaches and contexts in which foreign languages have been taught, offering valuable insights into the comparative aspects of language education. Ana Clara Santos' research, "A History and Historiography of Foreign Languages Teaching and Learning in Portugal" (2018), focuses on the specific historical trajectory of language education in Portugal, highlighting the unique challenges and strategies employed in this region.

Additionally, the cultural dimensions of language teaching are explored by Fanny Martín Quatremare, Irene Valdés Melguizo, and Ariane Ruyffelaert in their work "Cultural Representations through the Examples of French Language Textbooks for a Spanish-speaking Audience in the 20th Century (1970-1999)" (2023), which examines how cultural elements are portrayed in French language textbooks designed for Spanish-speaking learners. Marie-Madeleine Bertucci's study, "Proposals for a Study of the Notion of Mother Tongue in a Body of Research on the Didactics of French as a Foreign Language/Second Language from 1945 to 2015" (2022), further contributes to the understanding of language teaching by investigating the conceptualization of the mother tongue in French language education.

In Ukraine, the historical development of foreign language teaching has also attracted scholarly attention. Olga Homeniuk's work, "The development of methods for teaching Germanic languages in Bukovina (first half of the 20th century)" (2020), and Oksana Tumak's study, "The Formation and Development of the Methodology of Teaching English in Bukovina (Late 19th–Early 20th Century)" (2018), provide valuable insights into the regional specifics of language pedagogy. Bohdana Labinska's research, "Trends in the Development of Foreign Language Teaching Methodology in Western Ukraine (Second Half of the 19th–First Half of the 20th Century)" (2013), further explores the broader historical trends in language teaching in Western Ukraine.

Despite these contributions, there is a notable gap in the literature concerning the history of teaching French in Ukraine. While substantial research has been conducted on other languages and regions, no comprehensive study has yet addressed the evolution of French language education in Ukraine. This study aims to fill this gap, offering a focused investigation into the development of French language teaching in Galicia from 1867 to 1939. The relevance of this research lies in its potential to contribute to the broader understanding of language education in Ukraine, particularly in the context of its historical and cultural influences.

This exploration is significant for several reasons. First, it enhances our understanding of the historical dynamics of language education within a region subjected to multiple governance structures over a short span of time. Second, it provides insights into the role of language in nation-building and cultural identity formation in multicultural and multi-ethnic societies. Lastly, by examining the transition in pedagogical approaches, this study contributes to the broader historiography of educational practices and their evolution in response to changing political landscapes.

Research Methods.

The theoretical and methodological framework for the study of French language instruction in Galicia from 1867 to 1939 is interdisciplinary in nature. We employed a multi-level theoretical and methodological toolkit, encompassing four levels: philosophical (general principles of cognition and philosophical categories that define the overall epistemological direction of the research, including principles of objectivity, unity of historical and logical aspects, etc.), general scientific (based on systemic, synergetic, and paradigmatic approaches), specific scientific (including regional, chronological approaches, critical analysis of literary sources, study and generalization of positive teaching experiences in French language instruction, historical-comparative method, and terminological analysis method), and technological (methods of archival material selection, narrative and hermeneutic methods). These levels enabled us to obtain a scientific foundation for studying the selected phenomenon.

The analysis of the source base for this research has been conducted with reference to approaches to classifying historical materials. The entire source has been divided into three groups. The first group includes sources that directly highlight the process of the formation and development of the methodology of teaching French in schools and gymnasiums of Galicia from 1867 to 1939. The second group consists of scientific publications related to the methodological foundation of the research. The third group includes works related to the history of pedagogy, which at different times, mainly starting from the second half of the 19th century, reflected the development of pedagogical thought in Galicia.

Results and Discussion.

1. Evolution of School Curricula, Reports and Educational Programs

The characterization of the French language instruction in Galicia from 1867 to 1939 encompasses a scientific substantiation of the periodization of the stages of development of this methodology. Retrospective research on the formation and development of French teaching methodology in Galicia enabled us to develop criteria for transitioning from one stage of development to another during the second half of the 19th century to the first half of the 20th century. These criteria include: 1) historical-social and educational-organizational prerequisites for teaching French; 2) the influence of foreign methodologies of teaching foreign languages; and 3) changes in methodological science resulting from the emergence of new methodological ideas, goals, content, methods, and teaching tools. Based on these criteria, we identified the main stages in the formation and development of the methodology of teaching French in Galicia: the first stage (1867–1890) – the formation of the methodology of teaching French; and the second stage (1890–1939) – the development of the methodology of teaching French.

The primary educational documentation that has guided the instructional process across various types of educational institutions for centuries has been the curricula and teaching plans. Although the requirements for drafting and structuring such educational

documentation have evolved over time, their fundamental importance remains constant, regardless of the changing circumstances.

According to Władysław Seredyński (1880), the curriculum serves as a crucial tool for organizing information and reporting, which should be an indispensable component of the documentation of any educational institution. The curriculum outlines the school subjects taught to students, along with the scope of the material covered within these subjects. Additionally, it specifies the time allocated for mastering each discipline, and it articulates the educational objectives for each subject. Seredyński viewed the school curriculum as a guarantee of consistency and continuity in the study of school subjects, likening it to a geographical map of the scientific knowledge that a student is expected to acquire throughout their schooling. The time allocated for each subject was typically presented in terms of the number of hours per week (Seredyński, 1880, pp. 49–50).

When drafting curricula, educators of the time were careful to include only those subjects that were appropriate for the level of education and the intellectual development of the student. They also considered whether it was feasible to comprehensively cover a subject within the time allocated for school education. The distribution of educational material was structured to ensure that students could absorb and later reproduce the knowledge acquired. In other words, if a subject was included in the curriculum, the number of hours and the distribution of educational material needed to be in harmony with other school subjects, a factor deemed crucial for the quality of education (Seredyński, 1880, pp. 51–52). Thus, from the perspective of educators of that era, the curriculum needed to be aligned with the psychological and intellectual development of the student at each stage of their education. Several factors were considered in curriculum design, including the time available for schooling, the intellectual development of the student, and the coherence of school subjects.

Let us proceed to the analysis of curricula and school reports in which French is listed among the subjects. We have identified the curriculum of an eight-grade girls' school in Lviv, dated 1879, as well as school reports from Galician Real Schools (1875, 1888, 1889) and gymnasiums (1876, 1889).

First, we will analyze the reports of the Lviv Real School for the years 1875, 1888, and 1889. Although the reports do not specify the objectives of French language education, an examination of the described educational material suggests that the primary goals were to teach French grammar, engage with works of French literature, and familiarize students with the biographies of the authors studied. Among the tasks proposed was the translation of simple texts from the native language into French. The 1875 report shows that French was studied in two sections, with three hours allocated weekly. In the 1888 and 1889 reports, the period of study increased, while the number of hours decreased, with French being taught in three sections, two hours per week. It should be noted that in the terminology of the time, the words "section" and "class" were synonymous when referring to Real Schools and gymnasiums.

According to the 1888 report, the teaching of grammatical material in the first year began with the conjugation of the verbs *avoir* and *être*, an introduction to articles and nouns, the main rules for forming the plural of nouns and adjectives, as well as the

formation of the feminine gender. In the second section, students studied regular verbs, pronouns, and numerals. In the third section, they covered irregular verbs, the word order in French sentences, the agreement of past participles with nouns, and the rules for using tenses.

The instruction in reading was described in the third section, where students were expected to read small texts with translation into their native language, as well as works by well-known French writers and their biographies. The students used the textbook by A. Świtkowski and the anthology by J. Amborski. The 1889 report was identical.

Thus, the reports from the Lviv Real School for the years 1888 and 1889 placed significant emphasis on the teaching of grammatical material and included translation exercises, which were the main features of the translation methods prevalent in foreign language education at the time.

We now turn to the analysis of the reports from the Franz Joseph Real Gymnasium in Drohobych for the years 1876, 1889, and 1890, where French was also studied as an elective subject. In 1876, French was taught in three sections, with two hours allocated weekly. In the first section, instruction began with phonetic material, specifically the rules of French pronunciation. Additionally, students learned the pronunciation of French sounds and compared them with those of their native language, a distinctive feature considering the translation methods prevalent in the region at the time.

The teaching of grammar in the first section started with the rules for using nouns and verbs. In the second section, students continued to learn parts of speech and their usage rules, including the formation and use of tenses. The third section focused on the word order in French sentences and the subjunctive mood. Reading instruction in the first section involved small texts containing specific grammatical structures. In the second and third sections, students began reading literary texts in the original language, specifically literary excerpts from J. Amborski's anthology. Additionally, in the third section, students read Voltaire's novel *The History of Charles XII*.

The teaching of speaking skills has also been included in the report. In the first section, students recited memorized texts that contained necessary grammatical structures and vocabulary. In the second and third sections, students summarized the literary works they had read and memorized certain excerpts. Among the tasks in the third section was a summary of the novel by Voltaire. Writing instruction in all three sections was conducted through the completion of one written homework assignment after each lesson, with two assignments per month completed in class. The tasks included translation exercises from the native language into French and grammar exercises.

For the first section, the recommended textbook was W. Czechomski's grammar; in the second and third sections, A. Świtkowski's grammar and J. Amborski's reading anthology were used. The content of the 1889 report was identical. The 1890 report shows that the number of hours did not change. During the first year of study, students were introduced to the rules of French pronunciation and the forms of nouns and verbs, with homework assigned after each lesson. The second year was dedicated to studying all parts of speech and verb tense forms. During the third year, students reviewed the previously learned French grammar and read texts from the anthology (Sprawozdanie

dyrekcyi c.k. realnego Gimnazyum im. Franciszka Józefa w Drohobyczu za rok szkolny 1890, 1890, p. 12).

The proposal to introduce French as a mandatory subject appeared only in 1886. According to the proposal submitted to the Central School Council, it was suggested to begin teaching French in the third class with four hours per week. For the fourth through seventh classes, three hours per week were recommended. The specific educational content was not detailed (Czyński, 1887, p. 21).

Based on our analysis of French language education prior to 1890, we will now explore the significant changes that occurred once French was established as a compulsory subject in schools. The curricula and reports become more detailed; they more clearly outline the educational material according to the year of study, and an increasing number of textbooks recommended for French language teaching are published. Educational programs also emerge where "French Language" is a mandatory subject. Let us now analyze in detail the curricula, plans, and school reports used in Galicia during the specified chronological period. Among the documents we have identified are the plans of the Higher Real School from 1896, the reports of Gymnasium No. 5 in Lviv (1897, 1898, 1899), the reports of the Higher Real School (1895, 1896, 1898), the curriculum of the Higher Real Gymnasium from 1910, as well as the educational program (*Program nauki*) from 1937, all of which include "French Language" as one of the subjects studied by students.

Let us analyze the reports from the Higher Real School in Lviv for the years 1895, 1896, and 1898, where the study of French is documented. The reports provide a fairly detailed account of the educational material and list the textbooks used for teaching French. French was introduced as a second foreign language (following German) starting from the third class.

The reports do not include a specific description of the objectives for teaching French. However, after analyzing the provided material, it can be inferred that the primary goals were to teach grammar, develop the ability to express thoughts both orally and in writing, cultivate skills in summarization and recitation, familiarize students with examples of classic French literature, and, in the final class, also provide an overview of treatises on natural and technical subjects. It is important to note that the direct method of teaching foreign languages emphasized practical language acquisition, particularly spoken language. Teachers aimed to use exclusively monolingual methods, establishing direct associations between words and concepts. This method did not involve translation exercises.

The instruction followed a gradual progression, with material presented from simple to complex, building on previously acquired knowledge. Let us examine the documents found, focusing on their descriptions of phonetic, lexical, and grammatical material, as well as texts for reading, speaking (both dialogue and monologue), and writing.

Grammar instruction in the third class began with the study of nouns, articles, adjectives, and pronouns. Students learned the conjugation of regular verbs and the formation of key compound tenses. In the fourth class, the material was reviewed and expanded to include further study of parts of speech and grammatical structures,

focusing on adjectives, numerals, pronouns, adverbs, and prepositions, with particular attention given to the most important irregular verbs. In the fifth class, students deepened their knowledge of noun declensions and irregular verbs, as well as impersonal expressions and conjunctions. Grammar instruction in the sixth class concluded with the study of adjectival and adverbial phrases, while in the seventh class, the focus was on reviewing the grammatical material previously covered.

Information about reading material appears in the curriculum for the sixth class, where students began exploring descriptive and narrative French prose, epic and lyric poetry, and brief biographical information about the authors studied. In the seventh class, students continued to study French literature and also read treatises on natural and technical topics.

Speaking exercises for the third, fourth, and fifth classes were uniform: students summarized texts they had worked on by answering questions about their content. In the fourth and fifth classes, the tasks for developing speaking skills were more complex than in the previous class, with fifth-grade students summarizing the texts they had studied. For the sixth and seventh classes, speaking tasks were not specifically detailed. However, the development of both dialogic and monologic speaking skills was emphasized, a characteristic feature of the direct method of foreign language teaching.

Writing skills in the first half of the third class were developed through weekly short dictations composed of learned expressions. In the second half of the year, such dictations were written every four weeks. The material in the fourth class was identical, but it was noted that the requirements for writing dictations and assignments were more challenging. In the fifth class, short free compositions and translation exercises from the language of instruction into French were introduced. In the sixth class, students were tasked with reproducing texts they had read, condensing complex texts, rewriting descriptive prose passages, writing letters, and translating sentences into French using the grammar rules they had learned. Writing instruction in the seventh class followed the same pattern as in the previous year (*Sprawozdanie dyrekcji c.k. szkoły realnej we Lwowie za rok szkolny 1895, 1895/96/97/98*). As we can see, despite the presence of translation exercises, they were not of primary importance. More emphasis was placed on forms of writing that exclusively used French, which was also a characteristic of the direct method.

For the third through sixth classes, the recommended textbook was J. Amborski's *Book for Learning the French Language* in four parts (each part corresponding to a specific class). There was no recommended textbook for the seventh class, which can be explained by the fact that students worked with original texts, and grammar work was solely focused on reviewing previously learned material. It should be noted that all three reports (for 1895, 1896, and 1898) are identical.

In the curriculum of the fifth-grade girls' school for 1896, we also find that French was a mandatory subject. The goal of French language instruction was the ability to express one's thoughts in both oral and written communication in everyday and social situations. The curriculum includes descriptions of materials for grammar, reading, speaking, and writing, as the plan was divided into sections: "Reading and

Conversation," "Grammar," and "Writing." The plan also contains a note for the teacher that lessons should be conducted exclusively in French.

Grammar instruction in the fourth class began with morphology – the study of nouns, adjectives, numerals, pronouns, adverbs, and prepositions. Students learned to conjugate regular verbs and form the most important compound tenses. They also studied the most important irregular verbs. In the fifth class, the material from the fourth class was reviewed, and students memorized irregular verbs, imperfective aspects, and impersonal expressions. Conjunctions were added to the parts of speech. It was noted that systematic review of the learned grammatical material was required throughout the year.

Reading instruction in the fourth class began with the reading of phrases and short texts. Later, students were expected to read the assigned texts expressively. The reading material in the fifth class was identical.

Speaking instruction in the fourth and fifth classes involved the expressive retelling of short texts, discussions about the content of the readings, and conversations about everyday life. Students memorized and recited prose excerpts and poetic works. It is important to emphasize that speaking instruction was practically oriented, with students being taught to communicate on topics related to everyday life situations, which was also a feature of the direct method of foreign language teaching.

Writing skills in the fourth class were developed through the completion of three assignments per month in class, including answering questions about the content of the texts read, short descriptions and stories, and dictations. In the fifth class, the number of assignments per month was reduced to two (one homework and one in-class), but the types of writing tasks were expanded to include letter writing, text condensation, descriptions, and short stories (Plany naukowe szkoły wydziałowej męskiej i szkół wydziałowych żeńskich 3-, 5- i 6-klasowych, 1896, p. 26).

The goal of French language instruction in the six-grade girls' school in 1896, as in the five-grade school, was the ability to express one's thoughts in oral and written communication within the context of everyday life and social relationships (Plany naukowe szkoły wydziałowej męskiej i szkół wydziałowych żeńskich 3-, 5- i 6-klasowych, 1896, p. 27). A new element in the curriculum was the introduction of independent reading of French literature and familiarization with the most important works. The educational material for the first three classes was similar in content to that of the five-grade school. The material for grammar, speaking, and writing instruction was identical to that of the five-grade girls' school. The only difference was the reading material. In the fourth class, students began reading prose and poetic works. In the fifth class, students were introduced to the biographies of the authors whose works were being studied. It was noted that home reading was mandatory. In the sixth class, a chronological overview of the most important French writers and their works was included (Plany naukowe szkoły wydziałowej męskiej i szkół wydziałowych żeńskich 3-, 5- i 6-klasowych, 1896, p. 33).

Let's analyze the curriculum intended for Galician Real Gymnasiums, dated 1910. The curriculum indicates that students were offered a choice between French and English; however, German and Latin were mandatory subjects. The objective of

learning French was to develop proficiency in oral and written expression in everyday social communication, to facilitate independent reading of texts, and to familiarize students with some French authors (Sprawozdanie dyrekcji c.k. szkoły realnej we Lwowie za rok szkolny 1910, 1910, p. 8).

French language instruction began in the fourth class and continued until the eighth, with three hours per week dedicated to the subject. The curriculum includes descriptions of the grammatical material, reading, speaking, writing, and translation.

Grammar instruction in the fourth class focused on the study of basic parts of speech (nouns, adjectives, pronouns), verb conjugations, and the formation of the most commonly used tenses in French. In the fifth class, students reviewed and deepened their understanding of verb conjugations and studied adverbs and prepositions. Compared to the previous year, more time was allocated to the study of irregular verbs. The grammar material for the sixth class introduced impersonal expressions and imperfect tenses. The seventh class was dedicated to completing grammar studies, including the imperative and subjunctive moods, as well as participial phrases. In the eighth class, the previously learned grammar material was reviewed.

For reading instruction in the fourth, fifth, and sixth classes, short, simple texts and dialogues were recommended. In the seventh and eighth classes, the reading material included narrative and descriptive prose, lyrical and epic poetry, and biographies of the authors whose works were studied.

Speaking instruction in the fourth, fifth, and sixth classes was based on reading – students summarized texts they had read, engaged in simple dialogues based on the readings, and composed and answered questions. In the seventh and eighth classes, students memorized and recited texts and poetry.

Writing skills in all classes were developed through the written summarization of texts and the completion of two dictations per month. Starting in the sixth class, translation exercises from the language of instruction into French were added to the writing tasks. Students in the seventh and eighth classes also wrote friendly letters.

Thus, in the Real Gymnasium, we also observe a practical focus in the teaching of French – students worked on developing skills in reading, dialogic and monologic speaking, and letter writing. Despite the presence of translation exercises, it is evident that the direct method of French language instruction was predominantly used.

We now turn to the analysis of the program for Galician gymnasiums with Polish as the language of instruction, dated 1937. According to this program, French was studied as both a first and a second foreign language. It is presumed that the choice of foreign languages in the gymnasiums was left to the students or their parents. Let us examine the schedule of hours for studying French as a first and second foreign language (Program nauki (tymczasowy) w państwowym gimnazjum ogólnokształcącym z polskim językiem nauczania, 1937, p. 16; p. 400).

The program states that the goal of teaching the first foreign language was to enable students to communicate orally and in writing in everyday and professional contexts, to understand simple texts, to work with more complex texts using a dictionary, and to learn and apply the basic norms of grammar. For the first time, the program specifies a method of language instruction, namely the direct method,

although it also mentions that this method does not necessarily exclude the use of the native language (Program nauki (tymczasowy) w państwowym gimnazjum ogólnokształcącym z polskim językiem nauczania, 1937, pp. 275–277). It is stated that the student should first perceive words aurally and infer their meaning from context. Later, the student should use the words independently in speech, and only afterward learn to recognize them in reading and reproduce them in writing. Let us examine the instructional material in more detail.

Phonetics instruction was integrated with vocabulary learning. Teachers of the time asserted that phonetic material did not require separate time for study and should be learned alongside other aspects of the language, although the importance of teaching correct pronunciation was repeatedly emphasized.

In the first class, grammar instruction included the study of definite and indefinite articles, with emphasis on their omission in cases involving the words *beaucoup* and *plein*. Nouns and their plural forms were also studied, including words ending in *-al*, *-eau*, and *-eu*. Irregular verbs studied in the first class included *avoir*, *être*, *aller*, *venir*, *tenir*, *sortir*, *faire*, *dire*, *lire*, *écrire*, *prendre*, *mettre*, *recevoir*, *voir*, *savoir*, *vouloir*, and *pouvoir*. Pronoun verbs and the most important tenses of the indicative mood were also taught. In the second class, students studied sentence structure (subject, predicate, object, adverbial), the formation of plural nouns and adjectives, and the formation of adverbs from adjectives. The study of articles continued, including indefinite, definite, and partitive articles. New tenses and moods introduced included the simple past tense, pluperfect, and the conditional mood. The use of the preposition *de* instead of an article was also specifically addressed.

The grammar material for the third class became significantly more complex. Students studied compound and complex sentences, infinitive constructions, and additional tenses and moods, including *passé antérieur*, *futur antérieur*, *conditionnel passé*, *subjonctif présent* and *passé*, *participe présent* and *passé*, and conditional sentences with *si*. In the fourth class, students learned the sequence of tenses. Other grammatical topics included *participe présent*, *adjectif verbal*, *gérondif*, *infinitif passé*, *imparfait*, and *plus-que-parfait* of the subjunctive mood.

Moreover, the program emphasized that all selected material should develop not only language knowledge but also general culture in the student. Teachers were encouraged to use materials about French life and culture to familiarize students with everyday life and culture in France. Reading literary works was also important. Vocabulary was to be learned through dialogues, anecdotes, songs, and texts that illustrated everyday life at home and in the city. The program indicated that texts should reflect family relationships, a love for nature, the student's responsibilities at home and school, and love for their city. Reading was to be expressive and with proper intonation. Teachers were expected to monitor pronunciation accuracy during reading and correct mistakes immediately if they occurred. Speaking was practiced through the creation and reproduction of dialogues about objects in the students' immediate surroundings, school, family, and nature. In higher classes, students discussed the works they had read and expressed their own opinions. In all classes, students practiced reciting short

poems and singing French songs, which, according to teachers, would not only improve speaking skills but also enrich the students' vocabulary (des Loges, 1934, p. 3).

After reviewing the 1937 French program, we conclude that it clearly defined the goals, content, and duration of French language instruction. Methodological recommendations for organizing the learning process were also provided. The outcomes of French language instruction met the requirements of the educational institution type, namely the gymnasium. The curriculum included the allocation of hours for learning French, with specific linguistic and communicative material outlined for each year of study. However, it should be noted that the grammatical material was the most fully described; other aspects of the language were presented quite briefly and generally. There were no recommendations for current and final assessments of French language learning achievements, nor was there a list of recommended textbooks.

After analyzing the aforementioned curricula, plans, and reports, we conclude that the content of French language instruction during the selected period aligned with the need for proficiency in oral and written expression in everyday communication. For instance, in the Higher Real School, attention was given not only to oral and written communication but also to the study of texts related to natural and technical fields, whereas in girls' schools, the primary focus was on communication in everyday situations. The curricula and reports specify the works of classical French literature and the authors studied by the students according to their year of study. We assume that the vocabulary material was described in the recommended textbooks for each type of school. However, methods of ongoing and final assessments were not mentioned. The recommended textbooks are only found in the reports; such information is absent in the curricula and plans.

It is important to emphasize that during the selected time period, grammar served as a tool for language instruction and was one component of French language education, alongside other aspects, but it was not the primary focus. Teachers of that time were more interested in teaching students to express themselves on everyday topics, both orally and in writing. The study of French literature also gained significant importance.

Having reviewed the French language curricula, plans, and reports from the investigated time period, we conclude that the primary goal of foreign language instruction was to develop students' ability to communicate in everyday situations, express basic facts, and share their own thoughts in French. Great emphasis was placed on reading literary works, particularly French classical prose and poetry, summarizing them, memorizing passages, and reciting them. Regarding written communication, students were taught to write letters, further demonstrating the practical focus of language learning. Based on a detailed analysis of the educational documents, it is reasonable to assert that the direct method of French language instruction was applied.

2. Practical Approaches and Teaching Methods in French Language Instruction

In the second half of the 19th century, theoretical works with a methodological-didactic focus began to emerge in the Galician lands, which were used by teachers in

the process of teaching foreign languages in the region. Upon searching for such literature, we observe a significant number of methodological works dedicated to the teaching of Latin and Ancient Greek, as these classical languages were an integral part of the school education of the time. Many publications also pertain to the teaching of the German language. In the 1880s, the first theoretical work describing the methodology of teaching French was published. A few studies also highlight the specific features of teaching foreign languages in general. Let us examine in more detail the pedagogical views of foreign language teachers in Galicia during this period.

The work of Marian Chyliński, titled *Thoughts on the study of foreign languages with the addition of a short method for practical learning* (1861), was published in Krakow and recommended for use by foreign language teachers in Galicia. Despite the prevailing trend at the time to teach classical and modern languages using nearly identical methodologies, the author argued that no nation in the world has naturally learned, nor learns, a language starting with grammar (Chyliński, 1861, p. 15). Throughout the work, the author provides numerous arguments in favor of the idea that modern foreign languages should be learned through exposure to authentic language examples, such as literary works or periodicals. Czylinski believed that the first thing a teacher should instill in a student when teaching any living foreign language is a sense of the language. Language learning, he argued, should be based on cultivating a feeling for the language, which later aids in selecting the correct grammatical structures and linguistic forms (Chyliński, 1861, p. 141).

The educator believed that a student should acquire language gradually, taking small steps. By progressing from the simplest linguistic forms and phenomena, the student can eventually master more complex modes of expression. Czylinski was convinced that this approach would guarantee the acquisition of solid foreign language skills (Chyliński, 1861, p. 148).

Analyzing this theoretical work, we conclude that its author was a proponent of the text-translation method of foreign language teaching. Reading was given significant attention, with the recommended practice being to thoroughly analyze and translate texts into the native language to aid in the semantic understanding of unfamiliar vocabulary. Grammar instruction was primarily contextual: students analyzed the texts they read and learned new grammatical phenomena and structures accordingly. Pronunciation instruction was conducted through reading texts aloud.

A notable work published in 1887 is *A few remarks on the teaching of the French language in secondary and private schools* by Czesław Czyński, a French language teacher at a gymnasium and real school in Krakow. This book is the first theoretical work specifically dedicated to the methodology of teaching French (whereas the previous work we analyzed pertained to the teaching of all foreign languages taught in various types of schools in Galicia). According to the author, the teaching of French in schools and gymnasiums has either a pedagogical or practical objective. The study of both classical and modern languages was considered a means of developing logical thinking, a sense of logic, and cultivating the inner culture of the student (Czyński, 1887, p. 3).

As with the previous methodological work, Czyński was inclined to believe that French could not be taught using the same method as Latin and Ancient Greek in schools, as the study of French requires the student to learn to express themselves in the language, not just to understand and interpret literary works. A similar feature of both works is that Czyński asserted that the study of French should not be grammar-centric, as grammar is merely a means to an end, not the end itself (Czyński, 1887, p. 4). Grammar rules should not serve as a tool for illustrating language material; instead, they should be explained contextually and only as commentary on the texts read.

Thus, the author emphasized the importance of teaching French in schools and gymnasiums not exclusively through memorization of grammar rules, meaning that the educational objective was not solely the explanation and study of grammar.

The educator identified four key components of successful French language learning: gradual progression, proportionality, equivalence, and balance. By gradual progression, he referred to the consideration of the student's age characteristics in the process of learning French. It was deemed inadvisable to start learning before the child reached seven years of age, as this is when a child begins to develop thinking abilities, and the physiological development of the body creates favorable conditions for the start of school education (Czyński, 1887, p. 5). The term "proportionality" was used by the author to describe the alignment of educational material with the student's age characteristics. All words, phenomena, and concepts that the student learns in the process of mastering French should be comprehensible and relevant to their everyday life. The importance of ensuring that all lexical items studied in French should be familiar to the student in their native language was also emphasized.

For the author, equivalence meant that equal attention should be given to the harmonious development of the child, instilling moral and spiritual qualities, fostering imagination, humanity, wit, consciousness, and more. The study of French should be one of the components of the harmonious upbringing of the individual, but not the main one. In the process of learning French, it was advisable to refer to objects in the student's surroundings, their feelings, emotions, life situations, descriptions of nature, and their homeland, so that French could serve as one of the means of cultivating a well-rounded and conscious individual (Czyński, 1887, p. 7).

By balance, the author meant a balanced study of French and the native language. A student can only learn to read and write in a foreign language if they have already achieved this in their native language. The author asserted that the balance between learning French and the native language could be achieved by the tenth year of the student's life (Czyński, 1887, p. 8).

The methodological work reveals that French language instruction during the selected chronological period was closely linked with the native language. All grammar and pronunciation rules were explained to the student exclusively in the native language. After working on a short text or phrase, the student was asked to translate words or expressions from the native language into French.

Czyński emphasized the importance of students' homework in French. He pointed out that the number of hours allocated for learning French in school or gymnasium was

insufficient, and therefore daily practice at home, reviewing the material covered in class, was necessary. The educator recommended increasing the number of hours for French instruction in schools to six per week, as he believed that with six hours of instruction at school and daily review at home, students could achieve the ability to independently express themselves on simple, everyday topics in French by the end of the first year of study. In addition to reviewing material, students were required to memorize texts and poetry in French. However, in class, it was essential to ensure that every lexical item and grammatical phenomenon was thoroughly reviewed and understood by the student. One of the homework assignments was also to describe familiar objects and impressions (e.g., descriptions of a home, room, garden, street, etc.) (Czyński, 1887, p. 12).

The outcome of French language instruction at the end of a two-year period was expected to be the student's fluent command of the language within familiar topics. The educator stressed the importance of not only developing reading and speaking skills in French but also proficient writing. He recommended lessons with native speakers or teachers for further improvement of knowledge and acquisition of better proficiency in pronunciation and speaking. It was emphasized that the native speaker should necessarily be examined by a French language teacher, as a native speaker who lacks teaching skills cannot effectively explain the rules of their language. Additionally, it was considered unnecessary to cover too much material in class, as "a good teacher is not one who teaches a lot, but one who teaches well" (Czyński, 1887, p. 15). The ultimate goal of language instruction, namely confident language proficiency, was expected by the end of the third year of study, with the optimal age for this three-year period being between 10 and 13 years old (Czyński, 1887, pp. 12–13).

At the time of the publication of this methodological work, the choice of method for teaching French was still a significant issue. The author believed that each teacher tended to use their own method of French language instruction, which significantly complicated the learning process. As students transitioned from one teacher to another, they sometimes could not progress because the teaching methods differed from one teacher to another, leading to uneven progress (Czyński, 1887, p. 16).

Thus, after reviewing another theoretical work, we conclude that grammar was not considered the primary focus of French language instruction in Galician schools and gymnasiums. Grammar was not intended to serve as a means of illustrating French language material. We also note the significant attention given to the connection between French and the native language: the teaching of lexical items, grammatical phenomena, pronunciation rules, and the reading of French literature were to be presented to students in close connection with their simultaneous acquisition of knowledge in their native language and literature.

French language instruction in Galicia during the period of 1867–1890 was based on the grammar-translation and text-translation methods of foreign language teaching, where primary attention was given to the systematic mastery of grammatical material, which was illustrated through a deductive approach. Within the framework of translation methods, the acquisition of a foreign language was grounded in students'

conscious understanding and comprehension of its rules and patterns, the study of grammar rules, and the performance of translations. Reading and the study of grammar rules were of paramount importance in the process of learning French. Writing was considered the ultimate outcome of successful French language study, while speaking was given a secondary role.

In the context of the grammar-translation method, instruction began with the study of grammar rules. In contrast, the text-translation method started with reading a text or literary excerpt, based on which grammatical phenomena were then studied. Translation was used as a means of semanticizing vocabulary.

It is important to note that the comparison of French grammatical constructions with those of the Polish language, rather than with classical languages, was particularly significant. Grammar study was based on conscious understanding rather than mechanical memorization and reproduction of grammatical rules. The primary source of vocabulary was reading texts.

Distinctive features of the implementation of translation methods in French language instruction in Galicia include the teaching of pronunciation at the initial stage and the explanation of the difference between sounds and letters. Additionally, some textbooks included keys to exercises, which at that time was an innovative component of the materials offered for foreign language instruction.

Thus, French language instruction during the second half of the 19th century was grounded in didactic and methodological principles. Students were introduced to the finest examples of literary works. The comparison of French grammatical phenomena with those of the native language is considered a positive aspect. Among the main shortcomings of the methodology of that time, we note that the goal of French language instruction was not the development of speaking skills. The educators of that period were more interested in mastering French from a theoretical perspective.

Certain techniques of translation methods are still employed in French language instruction today: familiarization with the language system and certain aspects of grammar presentation continue to have a place in foreign language teaching. Despite the drawbacks associated with translation methods, it is important to research these methods to enable the application of some of their successful techniques in modern foreign language teaching practices.

Having explored the methods employed before 1890, we now turn our attention to the period following this pivotal year to analyze the evolution of French language teaching methods and their subsequent developments.

Educators of the time insisted that the teaching of modern languages could not follow the same methodology as the teaching of classical languages such as Latin and Ancient Greek. Stefan Kwiatkowski (1932), in his work *Methodology of Teaching Living Languages*, writes, "...modern language structures are formed under different conditions than those of Latin and Ancient Greek, and the psychological element plays a significant role in the formation of living languages. As a result, the logic of teaching living languages must differ from that of teaching classical languages" (Kwiatkowski, 1932, p. 13). According to the author, the differences in teaching classical and modern languages were as follows:

- The study of classical languages does not consider the possibility of communication in them. The perception of classical languages is much narrower – passive, as they are used exclusively for understanding literary works.
- The study of classical languages relies on a certain immutable logic since the structure of classical languages has crystallized and remains unchanged over centuries.
- In the case of modern languages, we strive not only to perceive them passively but also to communicate in them.
- When learning modern languages, we aim to express our thoughts in the same way as our contemporaries, the native speakers of the language. The structure and logic of their expressions are less "fixed" than in the case of Latin or Ancient Greek.

This need for the practical use of foreign languages prompted the shift from translation methods to the direct method of foreign language teaching. Bohdana Labinska (2013) believes that the direct method of language teaching prioritized the practical goal of teaching oral communication, which allowed students to achieve quick, albeit not entirely accurate and somewhat limited, proficiency in a foreign language, particularly enabling them to engage in brief dialogues with foreigners (p. 115).

The new linguistic trend called "Neogrammarianism," which emerged in the 1870s in Germany (Leipzig), significantly influenced the contemporary methodology of foreign language teaching. The main achievement of the Neogrammarians was the rejection of verbal-scholastic methods of research and old views on language in favor of studying the living, spoken language and recognizing the priority of oral speech over written language (Labinska, 2013, p. 116). Neogrammarian scholars reduced the study of language to identifying the relationships between linguistic usage and the speech activity of individuals, asserting that the description of usage itself was the goal of grammar research. The importance of oral speech was emphasized because language cannot exist independently of people; it exists only within individuals. Therefore, any changes in language occur exclusively through the involvement of individuals engaged in the speech process.

Neogrammarians considered it a significant shortcoming of past linguistics that language was studied separately from the people and the real society in which it was used. They viewed language as a part of culture, as both culture in general and language in particular reflect the mental activity of humans (Udovychenko, 1980, p. 64). Previous linguistics was characterized by a lack of attention to the study of speech in general and its technical aspects in particular.

It should be noted that Galician educators only partially supported the Neogrammarian convictions. For example, they did not consider oral speech to be superior to written speech. Analyzing the curricula, plans, and reports, we find that both oral and written speech were equally important in the teaching of French. The idea of completely discarding the native language in the process of foreign language learning was also not fully supported, as the native language was still used by educators to explain theoretical grammar rules, and some translation exercises were employed. On the other hand, during the described period, a significant amount of cultural material was incorporated into French language teaching, with students being

introduced to French customs and culture, literature, and art. Another contribution of Neogrammarianism to foreign language teaching methodology was the recognition of the importance of phonetics, distinguishing sounds from letters, and the introduction of phonetic transcription.

In addition to linguistics, contemporary foreign language teaching methodology was influenced by developments in psychology, including Gestalt psychology, one of the leading trends in Western European psychology, which emerged in the first third of the 20th century in Germany. According to the principles of Gestalt psychology, in the process of perception, the whole cannot be reduced to the sum of its parts, and over this sum of sensory elements, certain higher processes are superimposed (Shynkaruk, 2002, p. 119). From this, it follows that the unit of language learning should not be the word, but the sentence, which represents something whole (a gestalt). It is evident that the concept of Gestalt psychology was utilized in French language teaching in Galicia, as speaking instruction was conducted using whole sentences within the context of conversational topics.

The textbooks of the period under study reflect the uniqueness of the time, which mirrored the transition from translation methods to the implementation and blending of the direct method of language teaching. According to scholar O. Homeniuk (2020), the main goal of the direct method was "to teach speaking, which allowed students to communicate at an early stage of language learning. They would then begin to learn reading and writing. According to the pioneers of this method, students should begin learning a foreign language as children do, that is, by speaking first" (Homeniuk, 2020, p. 125).

A significant theoretical work of the time is Stefan Kwiatkowski's *Dydaktyka i metodyka nauczania języków nowożytnych (Didactics and Methodology of Teaching Modern Languages)* (1932), which states that educators in the 1920s used a method for teaching foreign languages known as the "direct," "intuitive," or "natural" method – synonyms for the term "direct method." Furthermore, the educator expressed the view that foreign language instruction in schools should consider the comprehensive and harmonious development of the student, with the primary goal of foreign language education being the ability to express thoughts in oral and written forms and to read literary and scientific works in the language being studied (Kwiatkowski, 1932, p. 21). The author noted that foreign language instruction in secondary schools should be closely linked with the teaching of other subjects to promote the student's overall development (Kwiatkowski, 1932, p. 16).

According to the contemporary educator S. Ciesielska-Borkowska (1930), the direct method should use only the foreign language, without comparing it to another language. The starting point of language instruction should be the word and the grammatical rule. From the very first lessons, linguistic units of the foreign language should be used. Thus, the direct method is initially based on imitation (Ciesielska-Borkowska, 1930, p. 21).

As we can see, educators who taught French during the period under study asserted that the direct method of language teaching posed greater challenges than translation methods (Kwiatkowski, 1932, p. 30). In their view, the use of the native

language ensured that phenomena studied in the foreign language would be explained and understood correctly. In contrast, with the direct method, there was a risk of incorrect interpretation of words and phenomena, leading to the formation of incorrect associations. Students began learning a foreign language at an age when native language skills were already established. Therefore, according to contemporary scholars, the process of creating similar cognitive processes in the foreign language was significantly more complicated. Learning a foreign language should rightly begin when the concepts surrounding the student have already been established in the native language, making acquaintance with the same concepts in the foreign language more conscious. However, this formation will inevitably occur unnaturally, at a faster pace than in the case of the native language, and situations of using the foreign language will be artificially constructed. Therefore, it is necessary to select linguistic material in such a way that incorrect associations between foreign words and concepts in the student's mind are excluded. In other words, the material should be chosen considering the student's level of psychological development and range of interests, as well as the complexity level of the linguistic material. These points are the postulates of the direct method of foreign language teaching. Such an approach to foreign language acquisition at an early age provides a solid foundation for further mastery of abstract concepts and ideas that the student will encounter at a more mature age (Kwiatkowski, 1932, pp. 35–37).

Thus, foreign language instruction using the direct method takes place at four levels:

1. Learning the names of objects, phenomena, and activities that can be observed directly;
2. Mastering linguistic material related to objects and phenomena that are part of everyday life but not in the student's immediate surroundings;
3. Expanding and enriching language based on previously acquired linguistic material;
4. Mastering linguistic material related to distant things and abstract concepts (Kwiatkowski, 1932, p. 28).

Objects, phenomena, and activities constitute the lowest level of educational material learned through the direct method. The names of objects and activities with which the student interacts in daily life should serve as material that motivates the student to study the foreign language. According to Galician scholars, in the initial stages of foreign language learning, emphasis should be placed on two main parts of speech – nouns and verbs (Kwiatkowski, 1932, p. 30). The things within the student's observation and activity radius are the primary material for foreign language study, which will later be expanded and supplemented.

At the same time, the formation of associations is of great importance. Muscle memory plays a significant role in this process. For example, in the act of writing on the board in the classroom, the teacher should simultaneously comment on the actions in the foreign language. Students should imitate the teacher's actions, repeating after them the material – names of objects (nouns) and types of activities (verbs).

Simultaneously, students imitate the teacher's movements, which helps fix the meaning of words and expressions in their memory (Kwiatkowski, 1932, p. 32).

Only after mastering material related to surrounding objects and actions did the instruction move to pictures, scenes, and situations from life that were not directly observable. For this purpose, it was recommended to use drawings depicting scenes from the students' everyday life. Great importance was placed on the cultural aspect of foreign language study, particularly the use of material for description that reflected concepts and realities unique to the people of the country whose language was being studied. It was recommended that the drawings or paintings illustrating the seasons, villages or cities, landscapes, or even train stations be created by artists well-versed in the culture of the nation, who deeply understood the characteristic features of the people. These images were seen as an essential part of the foreign language study material, providing students with an opportunity to familiarize themselves not only with the language but also with the culture of the country.

Contemporary scholars believed that linguistic material initially mastered through direct observation of objects and later through the description of pictures was comprehensive and universal. At the next stage, it could serve as a starting point for further vocabulary enrichment.

Avoiding the native language should become a habit for the student, requiring constant attention and mental effort, which will eventually facilitate communication in the foreign language. During foreign language instruction, the teacher should refrain from using the native language from the very first lessons, replacing it with gestures, facial expressions, and images. Subsequently, it was allowed to use synonyms and antonyms for already known words, and so on.

However, the complete rejection of the native language was not entirely endorsed. For example, contemporary scholars Kwiatkowski (1932, p. 23), Ciesielska-Borkowska (1930, pp. 33–34), and des Loges (1934, p. 2) did not object to the use of the native language in foreign language lessons. This was due to the educators' conviction that the direct method in school education posed far more questions and challenges than translation methods. By using the native language, even as a starting point, one could be sure that foreign language material would be explained and understood correctly. Specifically, S. Kwiatkowski believed that at the higher levels of foreign language instruction, it was appropriate to resort to translating sentences from the native language into the foreign language (Kwiatkowski, 1932, p. 40).

The direct method of foreign language teaching, according to S. Ciesielska-Borkowska (1930), should be based on the following psychological principles:

5. The importance of visualizing words and concepts (in the initial stages of learning, each new expression should be visualized using an object or phenomenon from the student's immediate environment);
6. The effective method of associations (linguistic material is better learned through the creation of associations, with the understanding that the association of the word with the object should be direct, i.e., without using the student's native language);

7. The importance of repetition of previously covered material (previously acquired knowledge serves as a solid foundation for acquiring new knowledge);
8. The complexity of texts and tasks should gradually increase, with each new stage of learning logically continuing the previous one;
9. Consideration of different types of memory and mental abilities of the student (attention should be paid to the type of memory that helps the student best memorize new expressions – auditory, visual, or motor) (Ciesielska-Borkowska, 1930, pp. 40–41).

It is noteworthy that S. Kwiatkowski and S. Ciesielska-Borkowska, educators who published significant theoretical works directly related to the methodology of teaching French in Galicia during the studied period, adhered to the same ideas. For both scholars, the method of associations, through which students mastered the linguistic material of French, and the minimal use of the students' native language in the learning process were important. Additionally, both educators emphasized the importance of gradually increasing the complexity of the material presented to students in the process of learning French.

Analyzing French language instruction, we can assert that during the period of 1890–1939, the main principles of the direct method of foreign language teaching were applied in Galicia. The primary focus was on developing reading, speaking, and writing skills.

Reading practice held a special place in foreign language teaching as it served not only as a goal of instruction but also as an effective means. Reading helped students master grammatical material, which was taught inductively, that is, through reading texts. Through reading, students became familiar with the culture, history, and customs of France, explored samples of French literature, learned about the biographies of the most famous writers and poets, and discovered advancements in science and technology. Based on the texts they read, students practiced self-dictation, retelling the texts, and reciting poetic works. The goal of French language teaching in Galicia during this period was to achieve proficiency in French for everyday communication, enabling students to express their thoughts on various topics. Students were also taught to discuss and analyze literary works, journalistic texts, treatises related to science and technology, and more. Writing skills were developed according to the same principles, with students learning to write summaries of texts, essays, friendly and official letters.

It is important to note that the implementation of the direct method of French language teaching in Galicia had its own characteristics. Primarily, this concerned the reluctance of educators to completely abandon certain theoretical aspects of French language study, particularly the study of language theory. The French language textbooks of the studied period included printed supplements with grammar theory and exercises. There were also instances of using translations of foreign words into the native language. In textbooks from the 1890s to the 1910s, we see that the initial stages of instruction involved mastering pronunciation and grammar rules. However, starting from the 1920s, instruction increasingly focused on learning linguistic material without translation or explanation of certain linguistic phenomena. Vocabulary was often visualized in textbooks through illustrations. Lexical and grammatical material was

learned through creating contexts from which students inferred the meaning of a word or grammatical structure.

The techniques of the direct method of French language teaching were widely used in the process of learning French in Galicia during the years 1890–1939. It is important to emphasize that certain aspects of this method are debatable. For instance, the complete rejection of the native language significantly complicates the explanation of certain concepts and phenomena. The complete abandonment of grammar theory or the exclusive use of the inductive method to learn grammatical phenomena is also questionable. We agree on the undeniable importance of speaking and writing as the primary goals of learning any foreign language. However, it is clearly inappropriate to dismiss the study of theoretical material, which could further contribute to the correct formation of speech.

Conclusions.

In conclusion, the research successfully analyzed the evolution of French language teaching methodologies in Galicia from 1867 to 1939, focusing on the transition from grammar-translation to direct methods. The study demonstrates that while the earlier period was dominated by translation-based approaches emphasizing grammar and textual analysis, the later adoption of the direct method marked a significant shift towards practical language use, particularly in speaking and writing. This methodological evolution was influenced by contemporary linguistic and psychological theories, which emphasized the importance of oral communication and the contextual understanding of language. The research objectives outlined in the introduction were met through a detailed examination of historical curricula, pedagogical works, and educational reports, which collectively illustrate the gradual shift in teaching practices. Ultimately, this study highlights the complex interplay between traditional and innovative methods in shaping the pedagogy of French language instruction in Galicia, thereby contributing to a deeper understanding of historical language teaching practices.

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Антон Іващук

Національний університет «Львівська політехніка», Україна

Викладання французької мови у Галичині (1867–1939): Аналіз навчальних планів, програм та методик

Анотація. У дослідженні розглянуто еволюцію методик викладання французької мови у Галичині з 1867 по 1939 рік, з особливим акцентом на перехід від граматики-перекладного та текстово-перекладного методів до прямого методу. Використовуючи історико-аналітичний підхід, дослідження ґрунтується на широкому спектрі первинних джерел, включаючи навчальні програми, педагогічні звіти та теоретичні праці сучасних педагогів. Дослідження показує, що на початковому етапі викладання французької мови в Галичині домінували методи, які надавали перевагу систематичному оволодінню граматики через дедуктивне навчання, де основну роль відігравали читання та переклад текстів. Письмо розглядалося як кінцева мета оволодіння мовою, тоді як усному мовленню часто відводилося другорядне місце. Однак наприкінці XIX століття відбувся значний зсув, під впливом тогочасних лінгвістичних теорій, таких як неограматизм, та психологічних принципів, як-от геїштальт-психологія. Ці нові підходи наголошували на важливості усного спілкування, контекстуального розуміння мови та інтеграції культурних знань у викладання мови. Прямий метод, що виник у цей період, мав на меті навчати французької мови у більш практичний та комунікативний спосіб, заохочуючи учнів говорити

мовою з самого початку та використовувати її в повсякденних ситуаціях. Незважаючи на перехід до прямого методу, дослідження відзначає, що деякі традиційні практики, такі як використання рідної мови для пояснення граматичних понять, продовжували зберігатися. У дослідженні доходимо висновку, що еволюція викладання французької мови в Галичині характеризувалася поступовою, але глибокою трансформацією у напрямі до більш комунікативних і орієнтованих на учня підходів, що заклало основу сучасної методики викладання французької мови в регіоні. Отримані результати сприяють глибшому розумінню історичного розвитку методів викладання мов і вказують на напрямки для подальших досліджень, особливо щодо довгострокових наслідків цих педагогічних змін на сучасні практики викладання мов.

Ключові слова: методи навчання французької мови; Галичина; граматико-перекладний метод; прямий метод; історія викладання іноземних мов

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