

2025 POLISH ENROLLMENT SURVEY

A REPORT CONDUCTED BY
THE NORTH AMERICAN ASSOCIATION OF TEACHERS OF POLISH

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Enrollment Numbers
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The **North American Association of Teachers of Polish** (NAATPI) is a 501(c)(3) nonprofit organization registered in the state of Illinois and an affiliate organization of the American Association of Teachers of Slavic and East European Languages (AATSEEL). Members include faculty, instructors, and Polish language practitioners from the United States, Canada, and Poland.

As a professional organization, we are interested in all aspects concerning the teaching of Polish as a foreign language, or Polish as a foreign language (PFL) teaching, including Polish language pedagogy, Polish language-related conferences and events, Polish language publications.



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Zapraszam do lektury!

KRZYSZTOF E. BOROWSKI
PRESIDENT



INTRODUCTION

In 2025, the [NAATPI Polish Language Enrollment Survey](#) was distributed to 39 institutions of higher education across Canada and the United States that have active or recently active Polish language programs. The survey was sent via both mass and individual emails to college and university instructors and administrators. Of the 39 programs contacted, we received 28 responses, resulting in a response rate of nearly 72 percent.

The initial invitation to participate was sent in late October, and the survey closed in early December. Preliminary results were presented and discussed during a December 4 webinar.

The North American Association of Teachers of Polish would like to thank everyone who contributed to the 2025 survey or helped spread the word about it.

PARTICIPATING INSTITUTIONS

Boston College
Brown University
Cornell University
Georgetown University
Harvard University
Indiana University
Loyola University Chicago
Northwestern University
Rutgers University
Stanford University
University at Buffalo
University of California, Berkeley
University of California, Los Angeles
University of Chicago

University of Illinois Chicago
University of Illinois Urbana-Champaign
University of Kansas
University of Massachusetts Amherst
University of Michigan
University of North Carolina at Chapel Hill
University of Pittsburgh
University of Rochester
University of Southern California
University of Texas at Austin
University of Toronto
University of Virginia
University of Washington
University of Wisconsin-Madison



POLISH PROGRAM CLOSURE AT WAYNE STATE UNIVERSITY

One institution that did not report its Polish enrollment was Wayne State University in Detroit, MI, where the Polish program became inactive following the retirement of its longstanding lecturer, [Dr. Alina Klin](#), Associate Professor of Teaching in Polish and a NAATPI member, who retired in May 2023.

Nevertheless, the university's Department of Classical and Modern Languages, Literatures, and Cultures still [lists Polish as one of available minors](#). Dr. Klin recently confirmed the discontinuation of Polish language instruction at Wayne State where it had been [continuously offered since 1947](#).

As of December 2025, Wayne State offers **no Polish language or culture courses**.





MAJORS, MINORS, CONCENTRATIONS, AND CERTIFICATES

Polish language courses are offered as part of a variety of academic credentials at North American colleges and universities. These include majors, minors, certificates, and concentrations—both as standalone programs and under the broader umbrella of Central European, East European, European, or Slavic Studies. It is also common for Polish to appear in more than one category at the same institution, and varying institutional requirements make comparisons across programs relative.

The following pages present the credentials reported in the 2025 survey.

They include institutions that offer a Polish major or minor—either as a standalone degree or as part of a broader program—a concentration in Polish within a Slavic or related credential, and a certificate in Polish.

MAJORS

Boston College
Indiana University
Loyola University Chicago
University of Illinois Chicago
University of Kansas
University of Massachusetts Amherst
University of Michigan
University of Southern California
University of Toronto
University of Wisconsin-Madison

MINORS

Boston College
Indiana University
Loyola University Chicago
Rutgers University
University at Buffalo
University of California, Los Angeles
University of Chicago
University of Illinois Chicago
University of Illinois Urbana-Champaign
University of Kansas
University of Massachusetts Amherst
University of Michigan
University of Pittsburgh
University of Texas at Austin
University of Toronto
University of Virginia
University of Washington



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2025 ENROLLMENT SURVEY

CONCENTRATIONS CERTIFICATES

Brown University
Northwestern University
Stanford University
University of California, Berkeley
University of Illinois Urbana-Champaign
University of Virginia

University of California, Los Angeles
University of Rochester





ENROLLMENTS

Polish enrollment at North American colleges and universities remains strong overall, reflecting continued student interest in learning the language and culture. Institutions across Illinois dominate in total numbers, with two campuses of the University of Illinois system taking the top two spots. The third position went to the University of Virginia, which in 2025 recorded the highest Polish enrollment in the Slavic department's history. Beyond these leaders, another tier of institutions with solid enrollment emerges, comprising a mix of major public and private universities.

In general, private institutions reported lower Polish enrollment in the 2025 survey. The average total Polish enrollment (including first-year, second-year, and third-year or higher levels, where applicable) stands at **17 students**.

This average divides the surveyed institutions into two groups: those with overall enrollment at or above 17 (see the full list below) and those below it. While useful, this figure should be considered a relative measure of a Polish program's current strength.

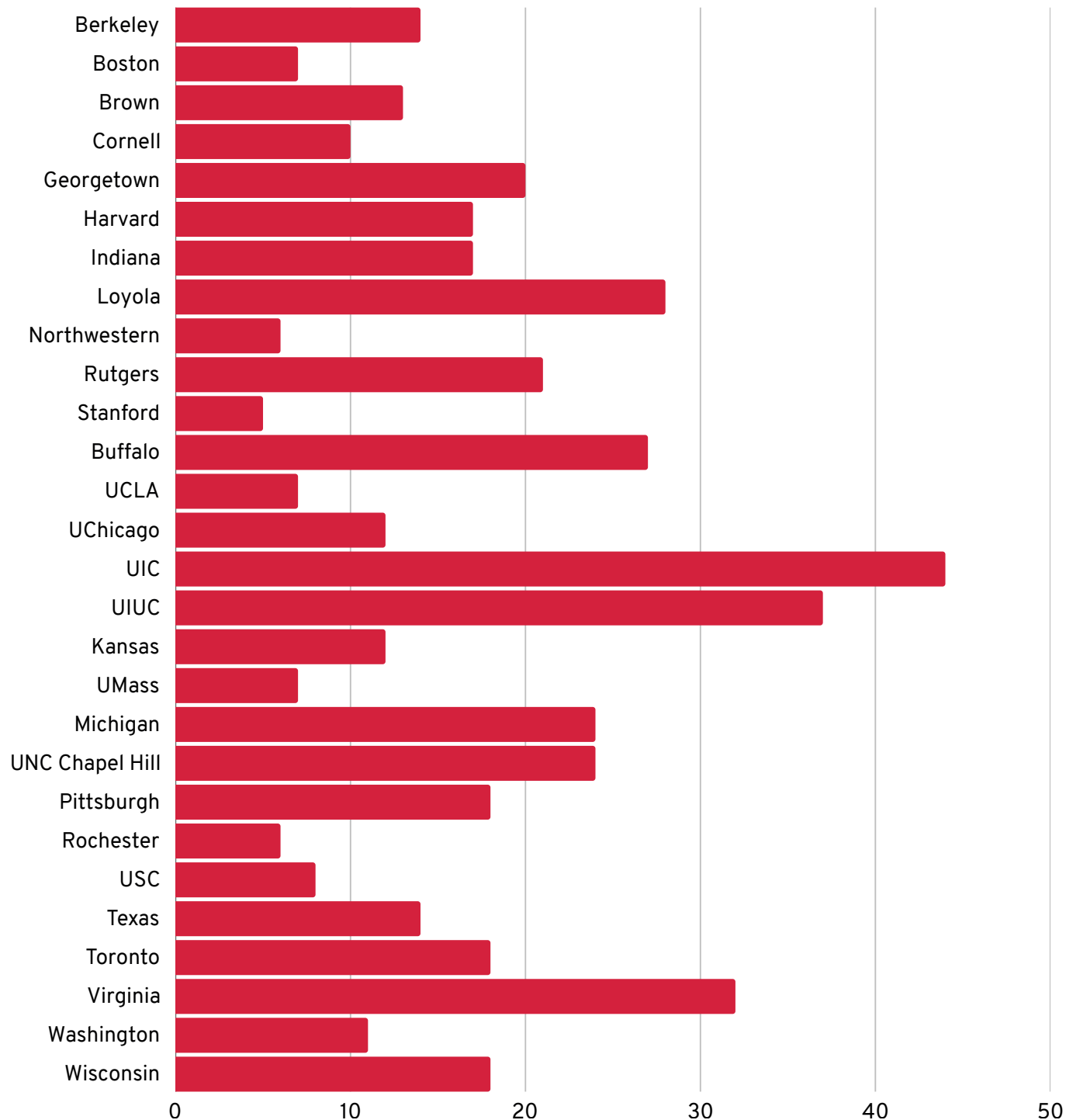
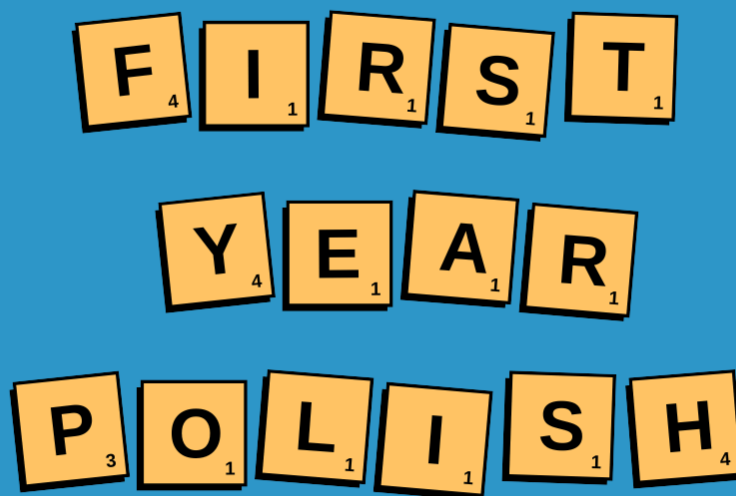


Figure 1. Total Polish language enrollment in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.

INSTITUTIONS MEETING OR EXCEEDING AVERAGE ENROLLMENT

Georgetown University
Harvard University
Indiana University
Loyola University Chicago
Rutgers University
University at Buffalo
University of Illinois Chicago
University of Illinois Urbana-Champaign
University of Michigan
University of North Carolina Chapel Hill
University of Pittsburgh
University of Toronto
University of Virginia
University of Wisconsin-Madison





FIRST-YEAR POLISH ENROLLMENT

Of the 28 institutions surveyed, 25 (just over 82 percent) reported offering first-year Polish courses. The University of Virginia enrolled 19 students at this level, placing just behind Loyola University Chicago, University at Buffalo, and the University of Illinois Urbana-Champaign, each with 20 students. The top spot went to the University of Illinois Chicago with 23 first-year students. Institutions not offering this level include Boston College, University of California, Los Angeles, and the University of Massachusetts Amherst.

A total of **262 students** enrolled in elementary Polish courses, resulting in an average of 10.5 students per course. This average was reached at the University of Michigan, University of North Carolina Chapel Hill, University of Pittsburgh, and University of Washington, among others. Cornell University and Rutgers University followed closely with 10 students each.

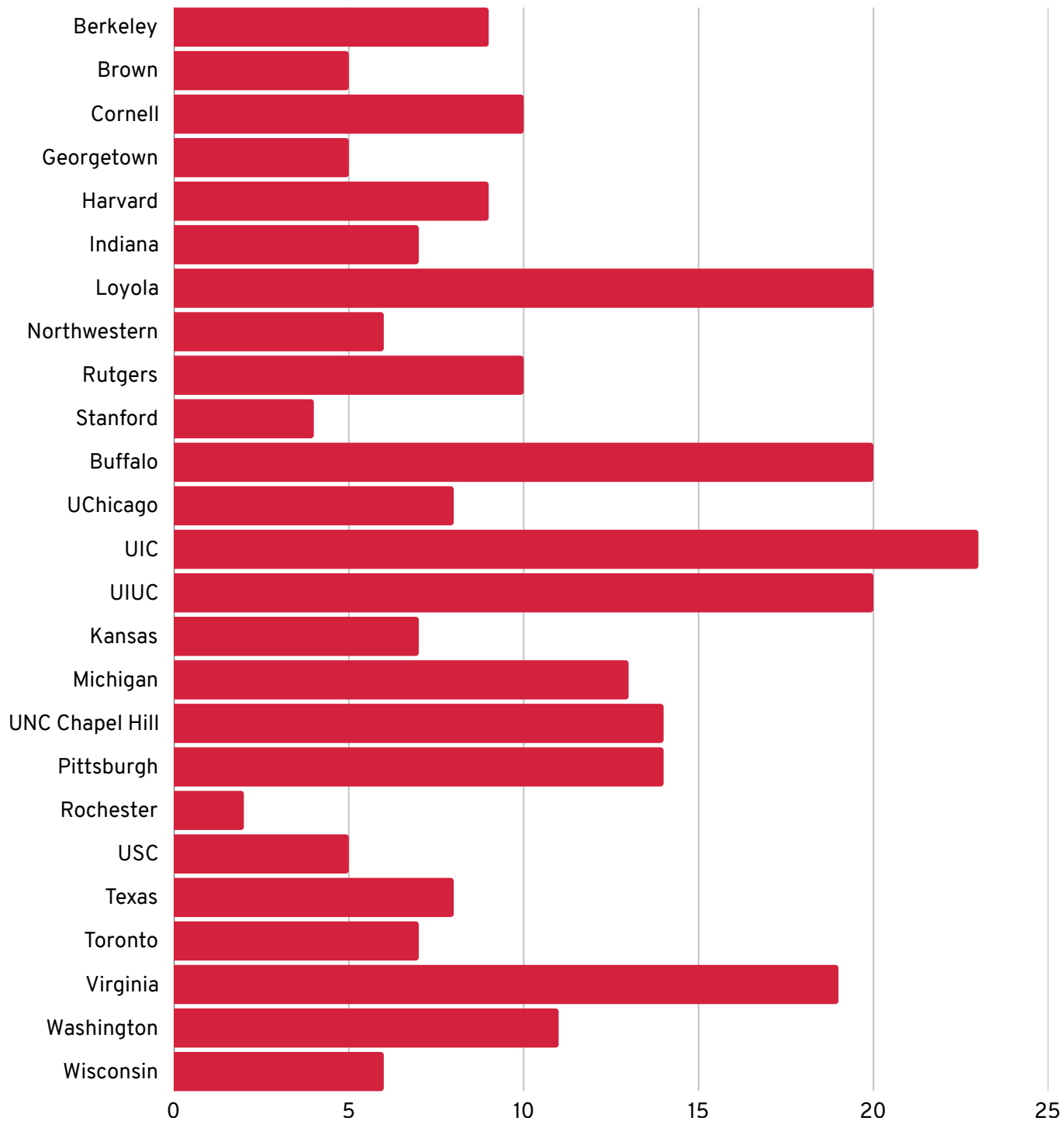
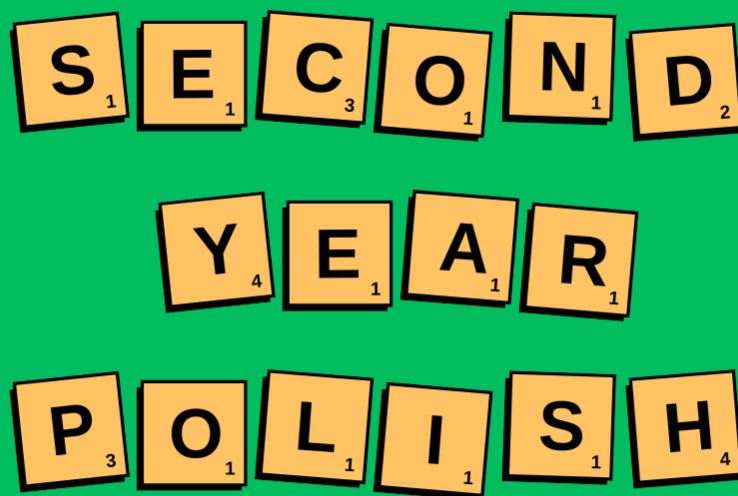


Figure 2. First-year Polish language enrollment in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.



SECOND-YEAR POLISH ENROLLMENT

Twenty-two institutions (78.6 percent) reported offering second-year Polish courses. The top three enrollments at this level were at the University of Illinois Chicago (17 students), University of Virginia (13 students), and Rutgers University (11 students). Two other public institutions—the University of Illinois Urbana-Champaign and University of North Carolina Chapel Hill—recorded strong enrollment with 10 students each.

Cornell University, Loyola University Chicago, Northwestern University, Stanford University, the University of Southern California, and the University of Washington did not offer Polish at this level.

A total of **141 students** enrolled in intermediate Polish courses, producing an average of 6.4 students per course. This average was reached at Boston College, Georgetown University, University at Buffalo, University of California, Los Angeles, and University of Michigan.

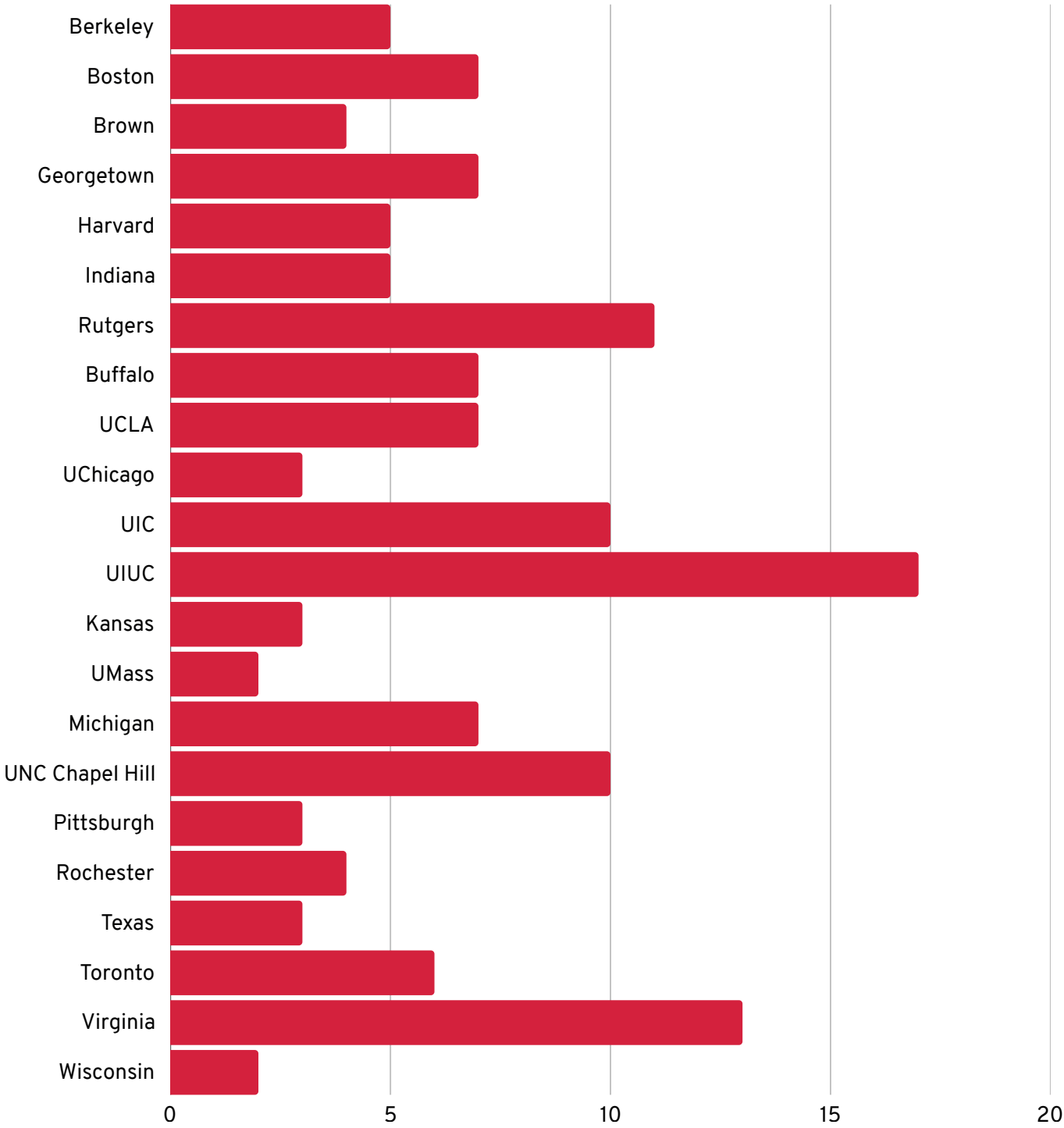
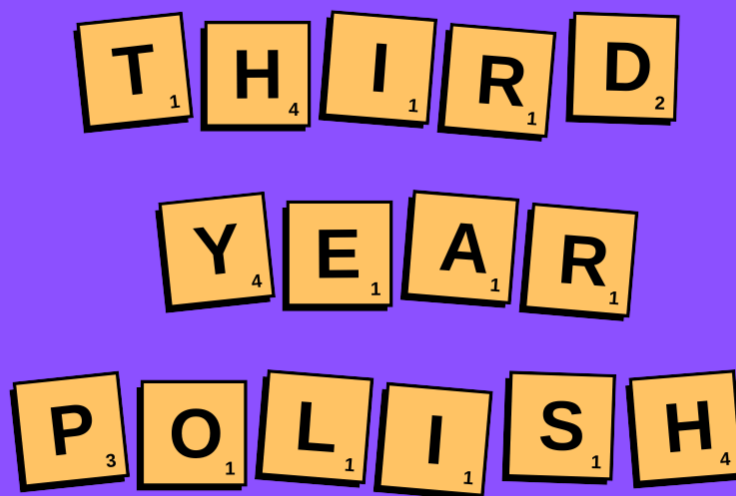


Figure 3. Second-year Polish language enrollment in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.



THIRD-YEAR AND ABOVE POLISH ENROLLMENT

Seventeen institutions (about 60 percent) reported offering third-year or higher-level Polish courses. Because institutions do not always offer or distinguish between third- and fourth-year courses, the survey combined enrollment for these levels. The University of Illinois Chicago led with 11 students, followed by the University of Wisconsin–Madison (10 students) and two private institutions—Georgetown University and Loyola University Chicago—each with 8 students.

A total of **77 students** enrolled in advanced Polish courses, resulting in an average of 4.5 students per course. This average was reached at Indiana University, University of Massachusetts Amherst, and University of Toronto. Brown University and University of Michigan followed closely with 4 students each.

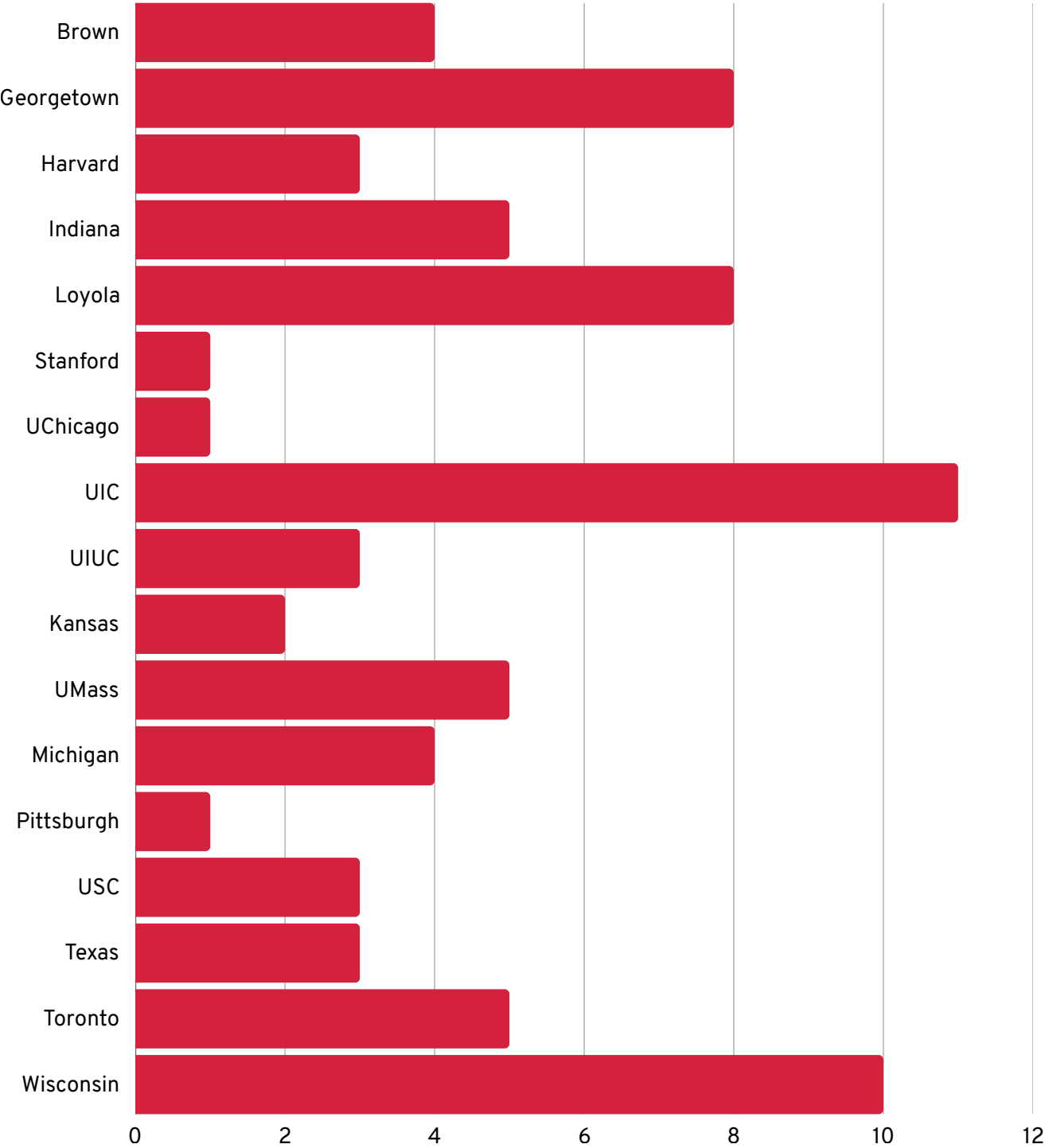
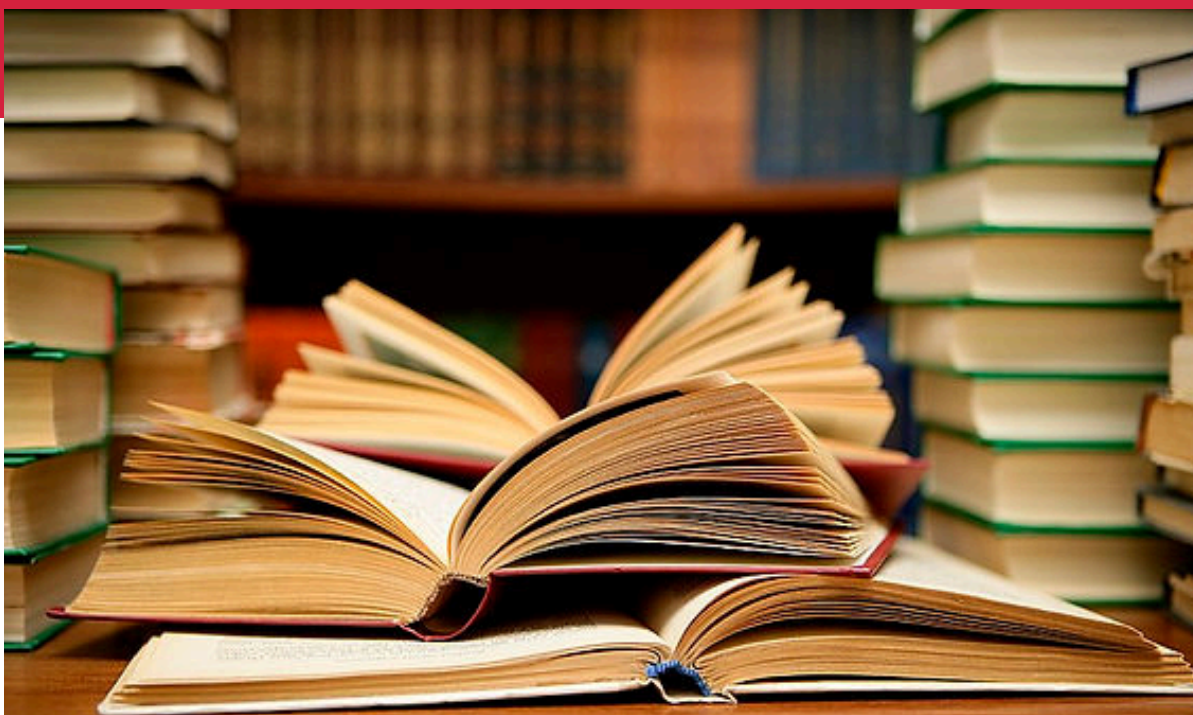


Figure 4. Third-year and above Polish language enrollment in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.



TEXTBOOKS

Textbooks used to teach Polish as a foreign language tend to revolve around two leading series: *Hurra!!! Po polsku* by Prolog and *Polski krok po kroku* by Glossa. Together, these two titles are chosen by over 90 percent of instructors for first-year Polish courses and more than 80 percent for second-year courses.

The third most common choice among surveyed programs is self-created materials, which account for only 4 percent at the elementary level but rise to 45 percent at the advanced level—making them the most popular option at that stage and surpassing the *Hurra!!! Po polsku 3* textbook. This trend also suggests a need for more textbooks designed for upper-intermediate and advanced Polish learners.

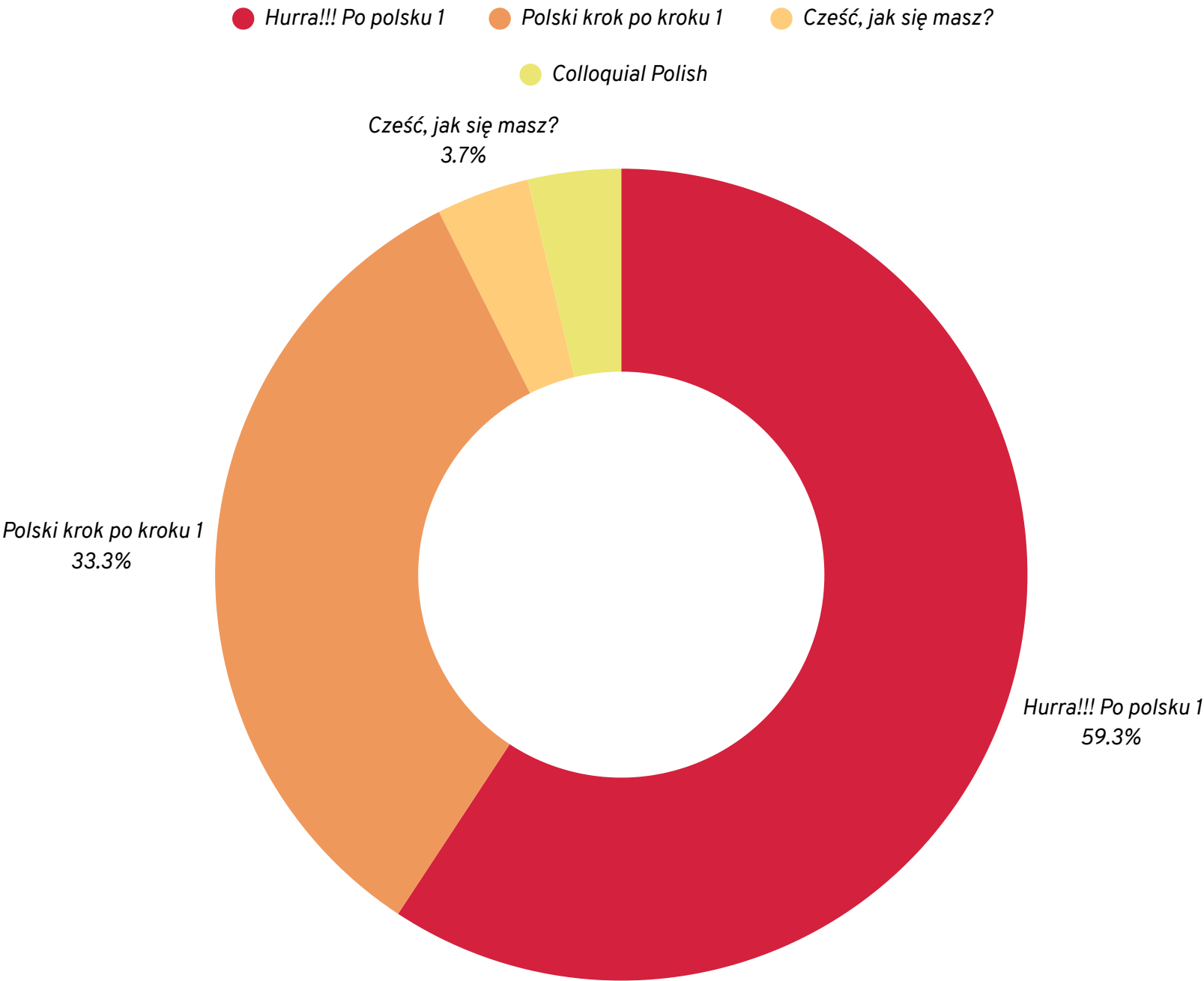


Figure 5. First-year Polish textbooks used in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.

- Hurra!!! Po polsku 2
- Polski krok po kroku 2
- Self-created materials
- Cześć, jak się masz? (part 2)

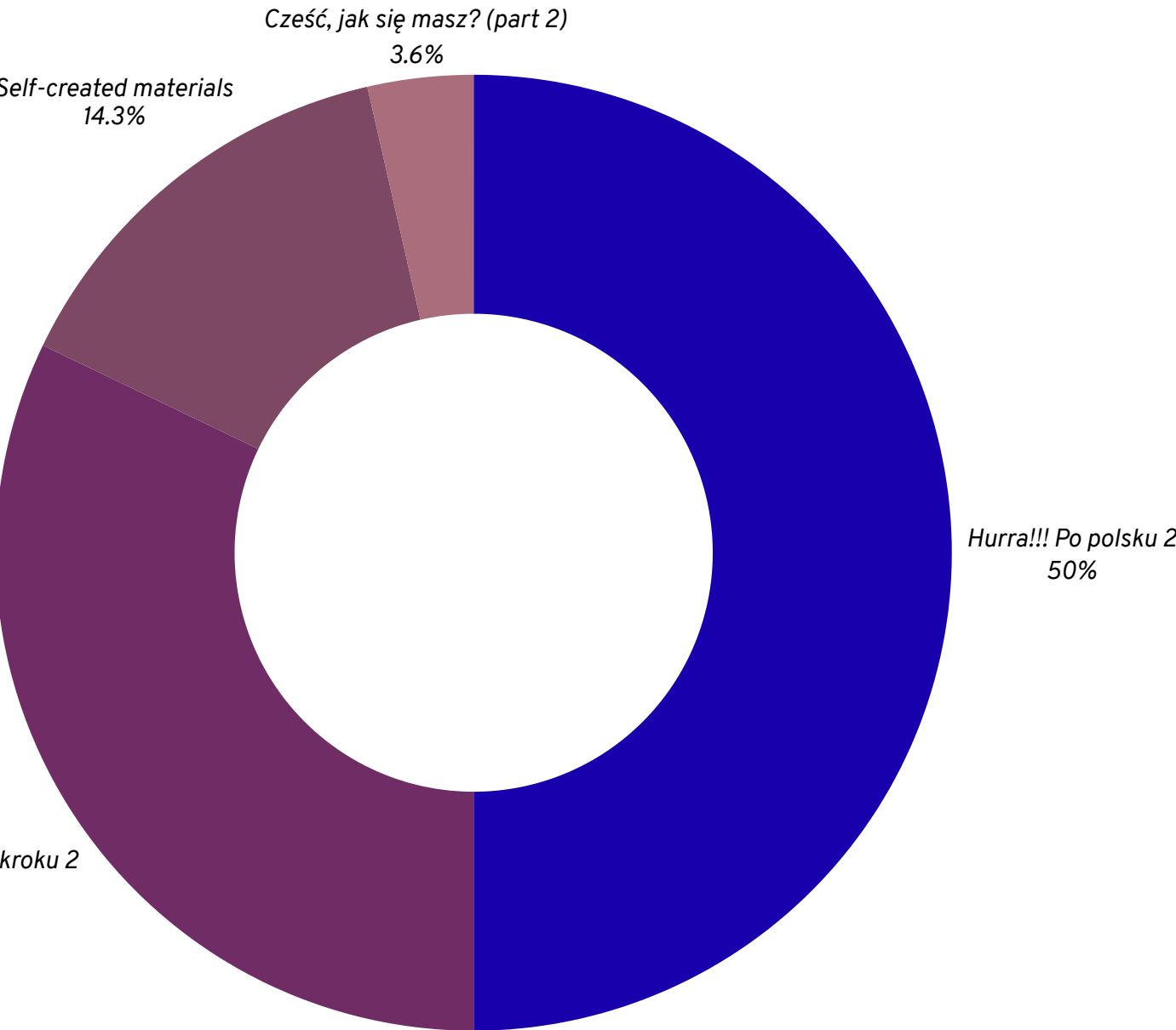


Figure 6. Second-year Polish textbooks used in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.

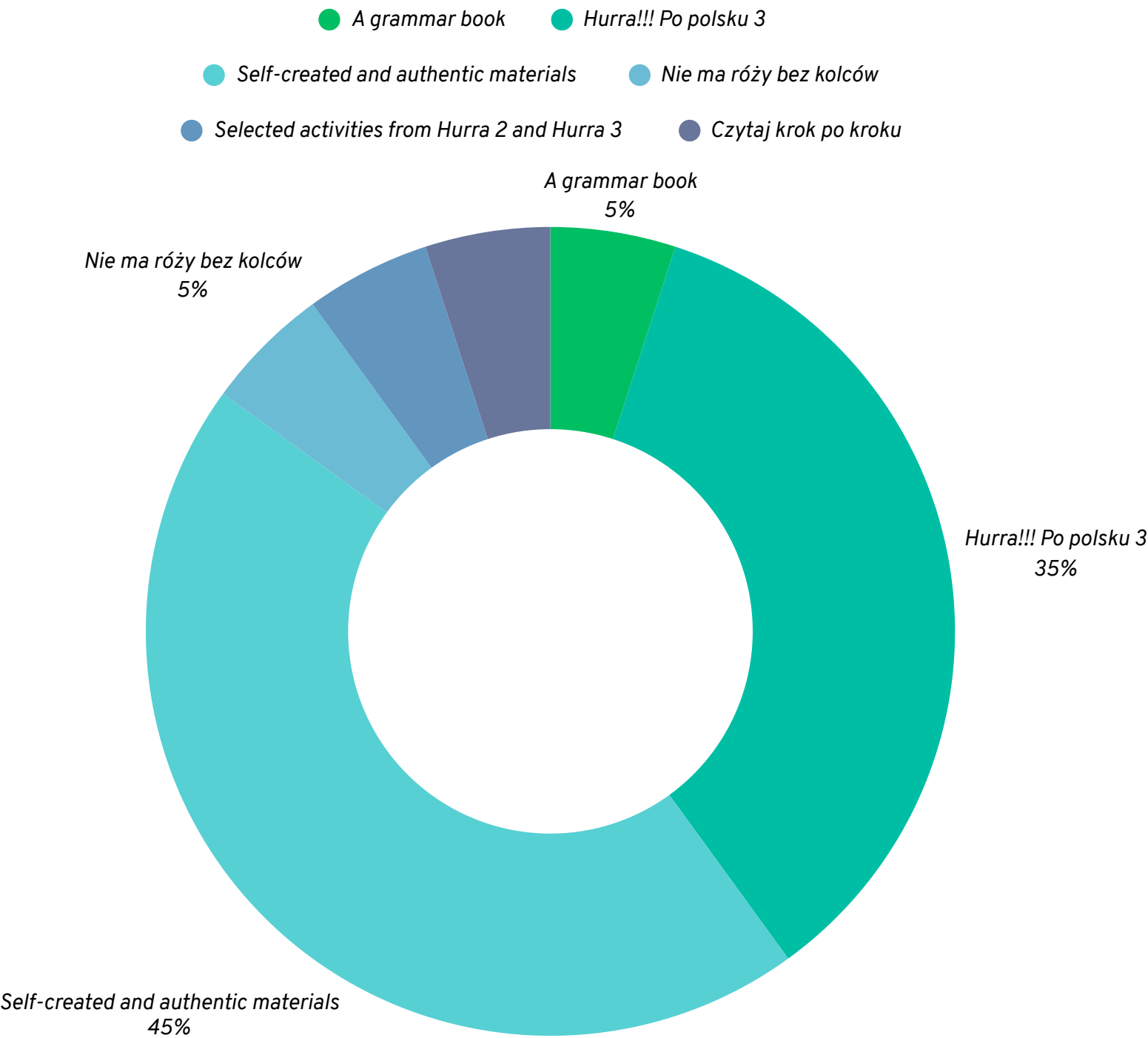


Figure 7. Third-year and above Polish textbooks used in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.



ADDITIONAL LEARNING OPPORTUNITIES

In addition to regular classroom instruction, surveyed programs offer a variety of opportunities to engage with Polish language and culture. The ones mentioned by name include conversation meetings, events with invited guests, film screenings, and student clubs or organizations.

Among these, language tables and conversational hours were the most frequently mentioned, cited by 50 percent of respondents. Polish clubs and student organizations ranked second, followed by film screenings in various formats.

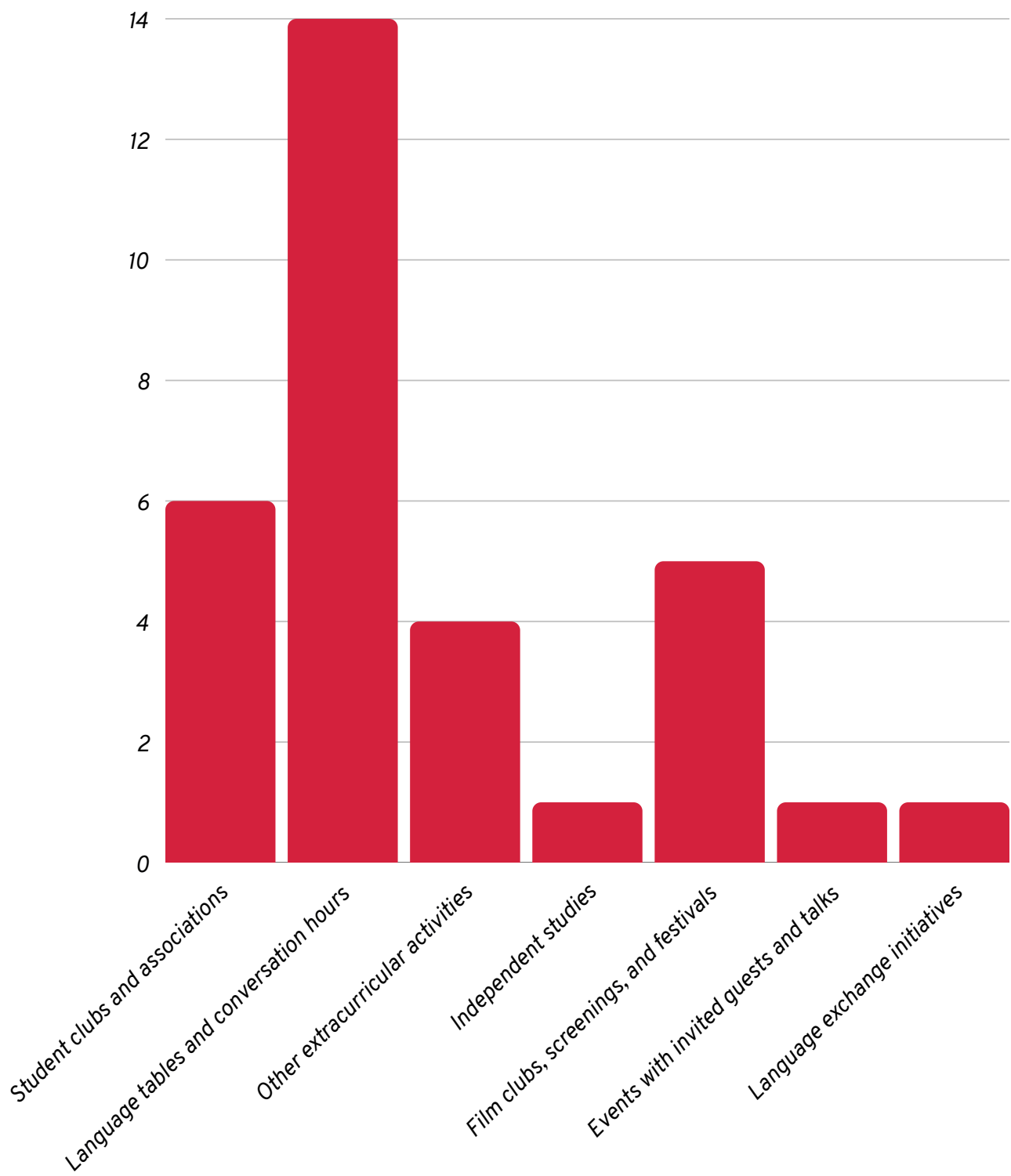


Figure 8. Additional learning opportunities for Polish students in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.



ADDITIONAL TEACHING MATERIALS

While the number of popular textbooks for teaching Polish as a foreign language is relatively limited, the opposite is true for language pedagogy and grammar books used alongside those textbooks. In fact, respondents to this year's survey listed about 20 titles in each of these two categories, highlighting the abundance of supplementary resources that support learning and practicing Polish.

Beyond guides published as part of established textbook series such as *Hurra!!! Po polsku* and *Polski krok po kroku*, there are numerous books focused on specific skills or grammar practice that instructors readily incorporate into their classrooms.

GRAMMAR BOOKS

Dana Bielec, *Basic Polish: A Grammar and Workbook*

Dana Bielec, *Intermediate Polish: A Grammar and Workbook*

Dana Bielec, *Polish: An Essential Grammar*

Kamila Dembińska, Karolina Fastyn-Pleger, Agnieszka Małyska, Marta Ułańska, *Gramatyka dla praktyka*

Joanna Machowska, *Gramatyka? Ależ tak!*

Joanna Machowska, *Gramatyka? Dlaczego nie?!*

Liliana Madelska with Geoffrey Schwartz, *Hurra!!! Discovering Polish: A Learner's Grammar*

Bartłomiej Maliszewski, *Gramatyka z kulturą*

Władysław Miodunka, *Cześć, jak się masz?*

Polonicum, "Polski z Anią" YouTube series

Iwona Sadowska, *Polish: A Comprehensive Grammar*

Alexander M. Schenker, *Beginning Polish* (vols. 1, 2)

Anna Stelmach and Iwona Stempek, *Polski krok po kroku. Tablice gramatyczne*

Oscar E. Swan, *A Concise Grammar of Polish*

Oscar E. Swan, *A Grammar of Contemporary Polish*

Oscar E. Swan, *First Year Polish*

Oscar E. Swan, *Polish Grammar in a Nutshell*



ADDITIONAL BOOKS

Czytaj po polsku series (Wydawnictwo Uniwersytetu Śląskiego)

Agnieszka Dixon, Agnieszka Jasińska, *Hurra!!! Po polsku 2*

Marta Galewska-Kustro, *Pucio* series

Marek Gołkowski, Anna Kiermuć, Maria Kuc, Małgorzata Majewska-Meyers, *Gdybym znał dobrze język polski...*

Izabela Górnicka-Zdziech, *Polska mozaika filmowa*

Wioletta Gurdak, Wojciech Sosnowski, *Polskie czytanki*

Klara Janecki, *301 Polish Verbs*

Clara Kaipio, *201 Polish Verbs*

Joanna Machowska, *Gramatyka? Ależ tak!*

Joanna Machowska, *Gramatyka? Dlaczego nie?!*

Liliana Madelska with Geoffrey Schwartz, *Hurra!!! Discovering Polish: A Learner's Grammar*

Małgorzata Małolepsza, Aneta Szymkiewicz, *Hurra!!! Po polsku 1*

Stanisław Mędak, *Liczebnik też się liczy. Gramatyka liczebnika z ćwiczeniami*

Małgorzata Pasieka, *Język polski dla cudzoziemców*

Józef Pyzik, *Przygoda z gramatyką*

Anna Seretny, *Kto czyta – nie błądzi. Podręcznik do nauki języka polskiego*

Anna Seretny, *Per aspera ad astra. Podręcznik do nauki języka polskiego*

Iwona Stempek, Anna Stelmach, Sylwia Dawidek, Aneta Szymkiewicz, *Polski krok po kroku*

Anna Stelmach, *Czytaj krok po kroku*

Renata Szpigiel, *Gramatyka*

Weronika Wilczyńska, *Teksty z ćwiczeniami, Rok w Polsce, Czytam po polsku*





DIGITAL RESOURCES

The wealth of supplementary books is complemented by numerous digital and online resources, including reputable sources of current news and cultural content (Culture.pl, Polska Agencja Prasowa), online dictionaries and translators (DeepL.com, Diki.pl), and Polish language-focused video and podcast series (EasyPolish, HelloPolish podcast, Polski z Anią from Polonicum).

This is in addition to freely available teaching materials and online learning modules (Polski.info, PolskiNaWynos.com, [Po.polsku po Polsce](http://Po.polsku.po.Polsce)), language games (Stowle), and tools for creating learning activities (LearningApps, Wordwall). Created by both professionals and language enthusiasts, these resources expand the variety of input available to learners, exposing them to content that resonates more strongly with today's college-age generation.



AUTHENTIC MATERIALS

The survey shows that Polish instructors actively incorporate authentic teaching materials into their courses. Among these, video and audio content were the most frequently cited, with 27 and 25 mentions, respectively. Literature and films followed, each with 20 mentions, while news websites and blogs received 19 mentions.

Of the 11 categories listed, 7 were mentioned by at least 50 percent of respondents (respondents could select more than one option), indicating that a wide variety of authentic materials are being used in North American Polish classrooms.

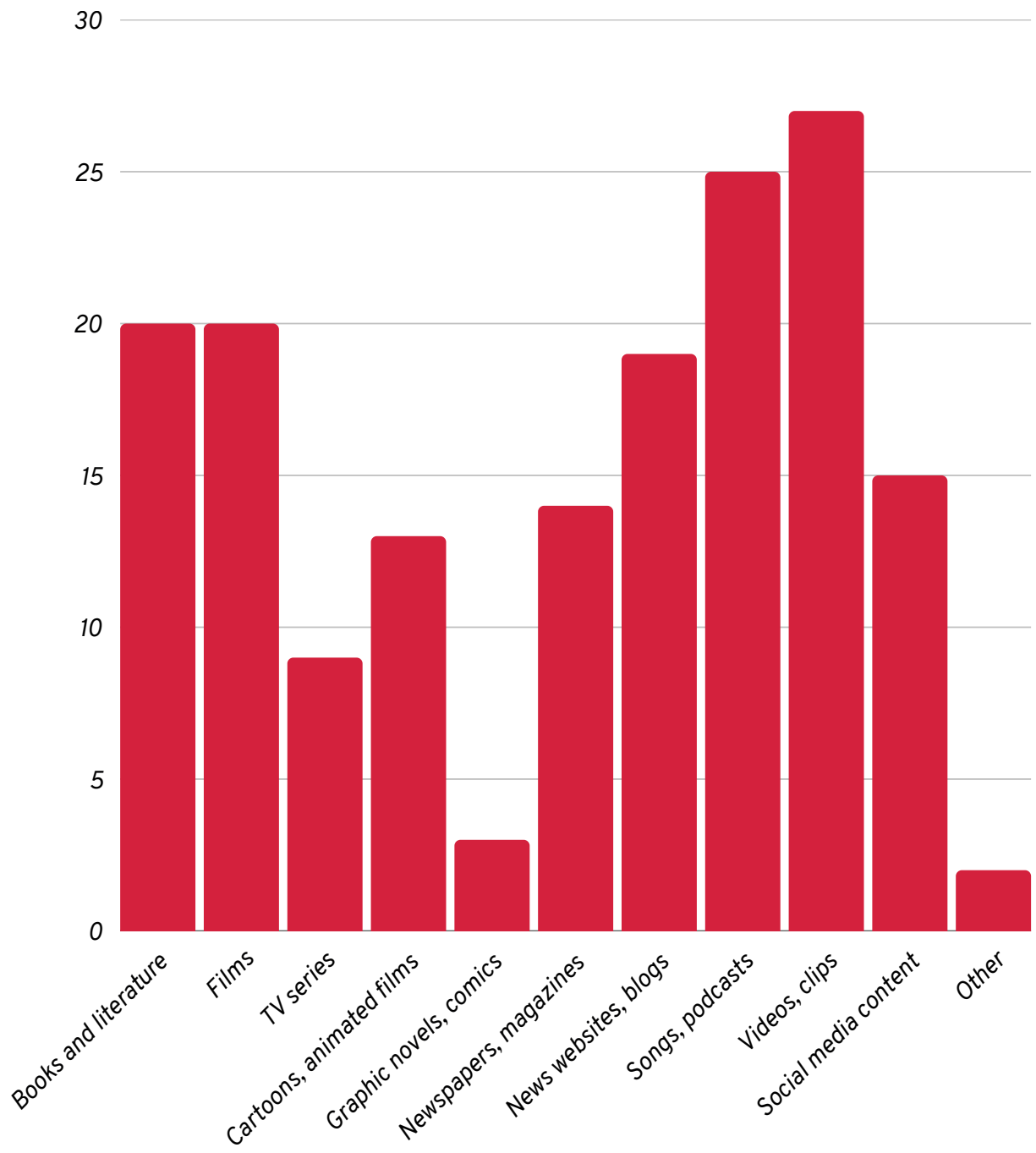


Figure 9. Authentic materials used to teach Polish results in the United States and Canada.
Source: 2025 NAATPI Polish Language Enrollment Survey.



FUNDING AND SCHOLARSHIPS

Among the funding and scholarship opportunities mentioned in the survey, two sources of financial support for Polish students stood out: the Kosciuszko Foundation and the Polish National Agency for Academic Exchange (NAWA). Respondents also cited national scholarships such as Fulbright, Boren, Critical Language Scholarship, and Foreign Language & Area Studies (FLAS), along with regional awards offered by organizations in Buffalo, Chicago, Massachusetts, Michigan, and Wisconsin.

This picture is further complemented by internal funding opportunities, the availability of which depends on individual programs and their institutions. Current and future Polish students are strongly encouraged to contact their instructors to learn more about existing internal and external funding opportunities to support their study of Polish language and culture locally, nationally, and abroad.

LIST OF FUNDING AND SCHOLARSHIP OPPORTUNITIES

[Kosciuszko Foundation](#)

[Polish National Agency for Academic Exchange \(NAWA\)](#)

[Fulbright U.S. Student Program](#)

[Boren Awards](#)

[Critical Language Scholarship](#)

[Foreign Language and Area Studies \(FLAS\) Program](#)

[PSFCU Scholarship Program](#)

[Pulaski Association Scholarship](#)

[Polish Arts Club of Buffalo Scholarship](#)

[Chicago Society Foundation Kulze Scholarship](#)

[Heritage Polonia](#)

[Lemanski Family Scholarship \(Massachusetts\)](#)

[Polanki College Achievement Awards \(Wisconsin\)](#)

[Polish Heritage Club of Madison Scholarship \(Wisconsin\)](#)

[American Council for Polish Culture Scholarships](#)



2025 POLISH ENROLLMENT SURVEY

CONCLUSIONS

The North American Association of Teachers of Polish continues its mission to monitor Polish language programs in Canada and the United States. The 2025 survey reflects sustained efforts to offer Polish as a foreign language across North America. Instructors provide students with multiple ways to engage with Polish language and culture, often while being the sole person responsible for both instruction and extracurricular activities. Institutions report steady enrollment numbers, and overall interest in learning Polish at the post-secondary level appears to be growing, [according to SRAS](#).

A notable trend is the extensive use of supplementary publications by Polish instructors in their teaching practice. This is complemented by a growing effort to create digital-first materials in audio, video, and other formats. The availability of modular, free online courses suggests that learning Polish is increasingly positioned as a consumer-friendly product—an attractive offering given Poland’s continued rise into the world’s top 20 economies. While structural and demographic challenges facing the higher education remain, we hope these positive trends will continue in the years ahead.



ACKNOWLEDGMENTS & HOW TO CITE

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Acknowledgments

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North American Association of Teachers of Polish

Creating and maintaining an active community of Polish language teachers in North America
by promoting excellence in language teaching, learning, and research.