

# CZECH Language News

Spring 1995

North American Association of Teachers of Czech

Number Four

## What Is New at NAATC

Since our last meeting in November 1994, the Association has grown both in terms of membership and recognition. Thanks to the untiring enthusiasm of our new president, Laura Janda, NAATC has become affiliated with AAASS, the American Association for Advancement of Slavic Studies. We have decided to hold our annual business meetings in conjunction with AAASS conferences which take place every October or November in one of the major US cities.

This year, the AAASS conference will be held on October 26-29, 1995 in Washington, DC at the Sheraton Washington Hotel. Besides the business meeting, Laura Janda has organized a roundtable entitled "Czech Language in the Light of New Research" with the following participants:

**Alena Kotlarik (University of Toronto),**  
*"Enclitic Placement in Czech"*  
**Jaromira Rakusan (Carleton University),**  
*"Czech Linguistic Totem (Similes with Animals)"*  
**Charles Townsend (Princeton University),**  
*"More on Relational Adjectives in Czech"*

Besides this new affiliation, we also registered NAATC as a non-profit organization in the state of Pennsylvania and consequently became a member of NCOLCTL, the National Council of Organizations of Less Commonly Taught Languages. As the name suggests, NCOLCTL serves as an umbrella organization for associations like ours and offers various forms of support.

Our membership is approaching one hundred now and we hope that it will keep growing. At our last meeting, the suggestion was made that we extend the scope of our interests beyond teaching the language and embrace Czech literature and culture as well. This, no doubt, will be one of the major topics during our next meeting in Washington, DC. We look forward to seeing you at the NAATC business meeting as well as at the roundtable on Czech language!

—Jiří Stejskal

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# North American Association of Teachers of CZECH

## I. The objective of our association is to promote study of the Czech language. Its main goals are:

1. To facilitate contacts among teachers of Czech in North America and elsewhere by organizing meetings, conferences, seminars, and workshops;
2. To encourage research in language learning pedagogy, as well as development and updating of Czech teaching materials;
3. To publish a newsletter to serve as a forum for the exchange of ideas and information among teachers and students of Czech and the interested public;
4. To coordinate teaching programs of the Czech language among North American institutions;
5. To seek contacts and affiliations with Czech academic institutions;
6. To raise funds for scholarships, teaching programs and other activities mentioned above.

## II. Membership dues

1. Regular members: \$15 (150 Kč)
2. Student members: \$8 (80 Kč)
3. Honorary membership: \$50 (500 Kč)
4. Institutional membership\*: \$75 (750 Kč)

## III. Administration

The association is administered by an Executive Committee consisting of 3 members which is elected by the Delegate Convention every two years. The Executive Committee elects the President who takes care of day-to-day operations. Presently, the committee consists of the following officers:

Laura Janda, University of North Carolina at Chapel Hill: President  
Jaromíra Rakušanová, Carleton University: Vice President  
David Short, University of London: Vice President  
Charles Townsend, Princeton University: Vice President  
Jiří Stejskal, University of Pennsylvania: Executive Secretary  
Michael Lenker, University of Pennsylvania: Treasurer

**Please send membership fees for the calendar year of 1995 to one of the following addresses:**

### Members residing in the Czech Republic:

PhDr. Helena Confortiová  
Ústav jazykové a odborné přípravy  
Univerzita Karlova  
Jindřišská 29  
110 00 Praha 1

### All other members:

Jiri Stejskal  
Penn Language Center  
413 Lauder-Fischer Hall  
University of Pennsylvania  
Philadelphia, PA 19104-6330

Please make checks payable to NAATC. The year for which dues have been paid is indicated on your mailing label.

New applicants: Please fill out the enclosed application form and send it to Jiri Stejskal at the address above. We are looking forward to hearing from you.

\*Institutional membership includes one free advertisement (half page), a mailing list of NAATC members, and 5 copies of the *Czech Language News*.

### Czech by Correspondence Study at the University of Texas

Between the 1850s and the outbreak of the First World War, large numbers of Czech-speaking immigrants settled in rural Texas. Their descendents have succeeded today in preserving many elements of their ancestors' culture. Czech language instruction in universities and high schools in Texas has a long tradition. Czech has been taught at the University of Texas since 1915. Students were studying Czech by correspondence at UT as early as in the 1920s.

The UT School of Independent Learning currently offers Czech 506 (first year first semester) and Czech 507 (first year second semester). These courses are designed primarily for beginners. Each component is roughly equivalent to a semester of university classroom study. The fee for each course is \$250.00

Earlier this year, the correspondence school made a decision to scrap the Czech courses. Due partly to a lack of promotion, in recent years there has been no more than a dozen students enrolled at any given time. At the urging of the instructor, however, the correspondence school reversed its decision and decided to retain Czech, on the condition that the first semester course be upgraded and a new study guide be written.

One of the major tasks involved in upgrading the course was the selection of a primary textbook. Several factors had to be considered, including the ready availability of the textbook over the next five to eight years. However splendidly they might be put to use in the classroom, all of the recently published textbooks examined appeared unsuitable for self-study. I found no suitable alternative to Harkins's *A Modern Czech Grammar*, which has been used in the correspondence courses for many years. Somewhat reluctantly, I decided to stick with Harkins as the basic textbook. *Czech for Foreigners* by O. Parolková and J. Nováková (Prague, 1993) is used as a supplementary textbook. The grammatical explanations presented in *Czech for Foreigners* are not suited to self-study, but I have incorporated many of the readings and exercises from this text in the course. I have written a detailed course study guide which points out some of the basic deficiencies and

inaccuracies in the Harkins book, e.g. the infinitive ending *-ti*. The course study guide also provides supplementary information on grammar and culture.

A major problem with *Czech for Foreigners* and other recently published materials is that there is almost no mention of Moravia or the speech of Moravia. These materials introduce colloquial forms from *obecná čeština* without indicating that colloquial Moravian forms also exist. I mention this for a practical reason. Many students enrolling in Czech classes at UT have traditionally had at least a limited command of spoken Moravian. Speakers in Texas speak a "Texas Moravian interdialect" which is based upon archaic Lachian and East Moravian dialects. Features of this interdialect include penultimate stress and the absence of *přehláska* and distinctive vowel length. This language is still spoken today in many parts of Texas and

recently has seen a revival, as contacts with Moravia have increased dramatically during the past ten years.

Increasing numbers of students have no Czech background, but those who do typically wish to utilize their knowledge of the spoken language acquired at home. Any attempt to teach Texas speakers to speak a form of *obecná čeština* would be counterproductive. The language of some of these speakers is actually closer to standard Slovak than literary Czech. Slovak has never been taught here, however, and the instructors who have taught Czech effectively in Texas have made some concessions to the many students familiar with Moravian dialects. Students at UT have traditionally learned the Moravian spoken variety of literary Czech.

Correspondence course students are encouraged to develop proficiency in reading and writing standard literary Czech, as well as understanding and speaking one or more varieties of the spoken language. The course study guide contains supplementary information on the Moravian colloquial pronunciation and lexicon, as well as some notes on *obecná čeština*. Those students who are interested only in the standard literary language can ignore this information if they wish.

—Kevin Hannan

**A major problem... is that there is almost no mention of Moravia or the speech of Moravia.**

## *Instruction of Czech Language and Teaching Materials: The Current Lack of Such Products in the Marketplace*

This article deals with the need for teaching materials for high school and college instruction of Czech language, using the communicative, content-based teaching method for language proficiency. These resources need to be based on authentic, informative materials taken from audio and visual sources, such as the Czech press and Czech school manuals for the social and exact sciences. There is also a need for computer programs to drill grammatical structures.

Recognizing this need, we also present an annotated bibliography of Czech teaching materials currently available on the market.

\*

Although the need for communicative proficiency-oriented materials has been met for some languages, there is a lack of such materials for Czech in today's marketplace. It is true that Russian language instruction has seen several books either fully or partially based on the communicative method, but still, all in all, there is a paucity of language manuals containing proficiency-oriented materials for the Slavic languages overall, and for Czech in particular.

In her book, entitled *Teaching Language in Context*, Alice Omaggio lists as a corollary that a proficiency-oriented methodology emphasizes the use of authentic language in instructional materials wherever and whenever possible. She points out that the use of videotapes of authentic or simulated exchanges between native speakers, radio and television broadcasts, films, songs, and the like, has long been advocated by foreign language educators as a stimulating pedagogical aid, and that the proficiency-oriented classroom will incorporate such materials frequently and effectively into instruction at all levels. The problem is, however, that while these materials are readily available for languages such as Spanish, French, Italian and German, they are not available for languages such as Czech, Polish, and Russian.

The result of a survey done by Karen von Kunes of Harvard in 1988 shows that there is a great need for a Czech textbook

based on communication rather than grammar. As stated in the abstract, language proficiency does improve real functioning in the target language, and it speeds up the language acquisition. Still, it depends, as Omaggio points out, on authentic language instructional materials, and these materials, at the present time, are not available either separately or within a textbook.

The only textbooks which present in part the proficiency method are *Contemporary Czech Practice*, developed by Karen von Kunes to accompany the textbook by Michael Heim and Grazyna Privorotsky's book *Reading Authentic Czech*. Privorotsky's book, however, contains only reading comprehension materials. Von Kunes' book uses authentic language in a broader context and as a demonstration of grammar. In addition, the book is intended for students who already have knowledge of another Slavic language, primarily university students of Slavic languages.

Textbook authors in the Czech Republic have access to authentic language, but they are not acquainted with the newest teaching methodologies and therefore do not produce communicative materials either.

### ***What is not available:***

1. Listening comprehension materials: VCR tapes with programs from Czech TV, including news, discussions, movies, and sitcoms, audio tapes of theater productions, adapted for classroom use, short narrations. All materials need to contain exercises and focusing tasks that allow for rapid assimilation of the content without excessive memorization.
2. Reading comprehension materials, autobiographies, newspaper items, such as police reports or simplified feature articles, magazine articles, if necessary simplified, biographical clippings, authentic administrative documents to be filled out by the students, conventional forms of letter-writing styles, samples from contemporary literature.

3. Writing proficiency materials: materials simulating responses to real-life situations, such as letters of application, autobiographies, résumés, letters, short reports.

4. Speaking proficiency materials: materials simulating situations such as asking questions, discussing one's past, present and future, conversing in social contexts, handling simple transactions, hypothetical situations, games of travel (geographic names, motion verbs).

5. Grammatical explanations broken into small illustrations using authentic materials. The grammatical explanations need to be short and offset by graphic means. Suggestions for communicative activities to reinforce the correct use of the grammatical feature in question need to be provided. Care needs to be taken to introduce colloquial Czech in all four language domains, i.e. lexicon, syntax, inflectional morphology and derivational morphology.

### ***Materials should be gathered, edited, and integrated in the following manner:***

1. A language manual should include grammar and introduce the language. Grammatical facts should be introduced in a logical order, similar to the explanations in existing manuals. The difference should be that authentic materials are chosen for the demonstration of the grammar point itself (in contradistinction to the grammar translation practice in which a text is written in such a way that it shows all the possible uses of the grammatical facts, regardless of the usefulness of the text communication or its interest). The exercises and drills should always be meaningful (in context), and contain valid and interesting information. The manual needs to contain communicative activities, as well as reading and listening exercises.

2. The aim of communicative workbooks for beginning, intermediate and advanced students is to provide communicative materials which are fun to work with. These materials should come from the press, including its audio and visual forms.

3. Tests and quizzes need to be in a communicative format such as fill-ins, cloze, reading and listening comprehension assessment reports. The teachers should be provided with tests and quizzes, and the keys to them. The quizzes should test listening and reading comprehension, writing and speaking skills. The textual part of the quizzes need to take

the form of contextually complete information. For example, instructions on how to administer medication can test the grammar of numbers. The students are assigned the task of describing how they take the medication in question, including the measurements.

4. Accompanying the manuals should be tapes for listening comprehension partially from Prague radio and TV. For beginning manuals, these programs could be edited, and recorded at a slower pace. Once again, as much as possible the point of departure should be the authentic text to be simplified and not the simplification.

5. Computer interactive games should constitute additional teaching material, which would facilitate the integration of language teaching and computer literacy in an enjoyable format.

### ***Annotated bibliography of Czech teaching materials:***

The list of currently available books in the USA and in the world can be divided into two groups: books published in the Czech Republic and in books published in the West. It is important to note that these books are for instruction in both high schools and universities.

#### **Czech Republic**

##### **1. Sova, Miloš: *A Practical Czech Course for English-Speaking Students. With accompanying key and dictionary.* SPN, Prague, 1962**

This manual contains forty lessons, organized around grammatical facts, and at the end contains selections from Czech literature. The book suffers from ideological propaganda (the hard-working class), Marxist vocabulary which renders the text incomprehensible to Western students (the inevitability of historical determinism) and from the lack of informational content in the texts. The positive aspects are at least two-fold. Its grammatical explanations are often quite good. The series of workbooks (Learning Packet Manuals covering the first 30 lessons in Sova) which accompanies this textbook (author Charles Townsend) and which includes tapes and excerpts from literary works, developed by the University of Ohio for phone instruction, constitutes an example of a very good grammar translation workbook. Levels from 0 to 3 (novice to superior).

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**2. Poldauf, Ivan: *Mluvnice češtiny pro cizince (Czech for Foreigners)* SPN, Prague, 1968**

Lessons are centered around grammatical forms, e.g. the conditional, and thematic expansion, such as Daily activities (Lesson 3). Grammatical drills are out-of-context and grammar-centered. There are no communicative tasks. Out of print and difficult to obtain.

**3. Šára, Milan, Jitka Šárová and Antonín Bytel: *Czech for English Speaking Students*, SPN, Prague, 1969**

This book was written for the needs of the intensive two-year instruction of foreign students from all over the world with varied language backgrounds who came to study in Czech universities. It does not include any audio-visual materials. This book is difficult because of the voluminous drills written in the grammar translation method and the amount of vocabulary presented. Articles are well centered around quasi-authentic situations. Less than 5% of the exercises, however, involve communicative tasks such as description of a classroom or a visit. Levels from 0 to 2+ (novice-low to advanced).

**4. Adamec, P., P. Bradenský, D. Brčáková, M. Maroušková: *Mluvte s námi česky (Speak in Czech with Us)*, Audio-aural course of Czech for intermediate students, Charles University Press, Prague, 1977**

Eleven lessons are centered around grammatical forms, for example, the conditional, and thematic expansion, such as Daily activities (Lesson 3). Drills are out-of-context and grammar-centered. Only the narrative texts in the beginning of each lesson (often in the form of dialogues) constitute a linear "story." There are no communicative tasks in the book, although they can easily be introduced into the classroom given the thematic organization of the lessons. Tapes available. Levels of texts 0+ to 2 (novice-mid to advanced).

**5. Holub, Jan: *Czech for Beginners: A Short Elementary Course for English Speaking Students of the Summer Schools of Slavonic Studies*, H&H Publishers, Prague, 1991**

First published in 1978, this book has probably been the most widely used book since its texts do not contain

ideological propaganda. The materials in the book are organized from the simpler grammatical forms to the more complex. The eighteen lessons are centered around items of grammar, for example, verbal tenses, and topics, such as Schools, Prague Galleries, etc. Exercises are in the form of grammatical, out-of-context drills. Each lesson contains a list of 80 to 110 words to be memorized (which is too much). There is no thematic organization to the lessons. No tapes. Level of the texts: 0+ to 1+ (novice-low to intermediate).

**6. Man, Oldřich. *Initiation à la Langue Tchèque (pour étudiants d'expression française)*, SPN, Prague, 1986**

A two-volume manual for French speaking students, based on the grammar translation method. The twenty lessons do not have communicative exercises and an introductory text (in each lesson) is followed by approximately a hundred words to be memorized. The lexical content is centered around specific topics such as Apartment, Letter Writing, Restaurant, etc. There are no communicative tasks in the book, although they can be introduced into the classroom, given the thematic organization of the lessons. No tapes are available. Level of the texts: 0+ to 1+ (novice-low to intermediate).

### Western Manuals

**7. Harkins, William: *A Modern Czech Grammar*, Kings Crown Press, New York, 1960**

This work introduces grammatical facts. The narrative texts that start each lesson demonstrate possible uses for grammatical forms. This manual is based on the grammar translation method and follows the traditional organization of an introductory text, followed by columns of new vocabulary from the text to be memorized, grammatical explanations, and out-of-context drills. It should be pointed out that its grammar presentations are very lucidly organized. No tapes. Level 0 to 2 (novice-low to advanced).

**8. Townsend, Charles: *Czech Through Russian*, Slavica, Columbus, 1981**

As the title indicates, this manual is designed for students who, after having mastered Russian, want to study Czech as their second Slavic language. The manual is based on the grammar translation method and consists of grammatical explanations demonstrated by textual examples. The

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Grammar is reinforced in out-of-context drills. No tapes available. Levels 0+ to 2 (novice-low to advanced).

**9. Heim, Michael: *Contemporary Czech, Slavica, Columbus, 1982***

This manual is designed for students who study Czech as their second Slavic language, mainly its structure, after having mastered Russian. The manual is based on the grammar translation method and consists of grammatical explanations demonstrated by textual examples. The grammar declensions are introduced on one page within the chapter dealing with the category. The grammar is reinforced in out-of-context drills. The texts in the book consist of disconnected sentences. Tapes produced by Karen von Kunes. Levels 0+ to 2 (novice-low to advanced).

**10. Stromšíková, Věra: *Modern Czech, Blair House, Omaha, 1984***

This manual is based on the grammar translation method and follows the traditional organization of an introductory text, followed by columns of new vocabulary from the text to be memorized, grammatical explanations and out-of-context drills. The vocabulary has a Moravian flavor and sometimes could lead to miscommunication. Grammar is introduced in categories, all the cases at once, which causes difficulties for students. There are introductory texts. The author introduces colloquial lexicon, although she does not introduce Moravian colloquial inflectional morphology. A key to the exercises is at the end of the book. Tapes are available, but move at a slow pace and contain mainly drills. Level 0 to 1 (novice-low to novice-high).

**11. Naughton, J. D. *Colloquial Czech, Rutledge & Kegan, London, 1987***

This manual of Czech has as its aim the introduction of colloquial Czech, which probably means spoken Czech. (Colloquial Czech in American Slavic terminology designates *hovorová čeština*; in other words, the spoken form of literary Czech, as spoken by educated speakers and codified by academic grammarians in Prague. *Hovorová čeština* has been translated as 'colloquial Czech' by Henry Kučera.) According to James Naughton, colloquial Czech means the use of relaxed lexicon as younger people would use it. The colloquial grammar is present mainly in syntax. As a part of the explanation of inflectional morphology the use of colloquial variants is pointed out. The book follows the grammar translation methodology and its traditional

format. The chapters begin with a narrative text or a dialogue demonstrating the usage of grammar which is explained in the section dealing with grammar. The text is followed by vocabulary consisting of approximately fifty words per lesson. Drills are grammatical transformations of contextually disconnected sentences. The drills are very short and centered around exceptions to the general grammatical rule to said memorization. The content of the dialogues is somewhat sexually oriented (dating, liking-disliking the opposite sex), ethnically biased (heavy drinking) and has a sexist flavor for American students. The texts do not have any informational content apart from presenting grammatical forms. A key to the exercises is provided and tapes are available. Level 0 to 1+ (novice-low to intermediate).

**12. Townsend, Charles: *Manuals for Individualized Studies. Elementary Czech I and II, Intermediate Czech I and II, Advanced Czech I and II, Reading Czech I and II, OSU Slavic papers, Columbus, 1987***

These materials were developed (for telephone instruction) by the Ohio Center and accompany Sova's manual *A Practical Czech Course for English Speaking Students*. The exercise books constitute excellent grammar translation materials, with some suggestions for communicative activities. They are accompanied by tapes. The main problem with these materials remains the fact that they are used with Sova's manual. Level 0 to 3 (novice-low to superior).

**13. Von Kunes, Karen: *Contemporary Czech Practice: Grammar Exercises, Grammar Readings and Dialogues, Story Adaptation, Selected Readings, Unpublished***

This is probably the best exercise book for linguistics students who study the structure of Czech and Czech as a second Slavic language. It is designed to accompany Heim's book and follows its plan. It introduces all the grammatical cases for the same part of speech in the same lesson, on the same page, in their paradigmatic form followed by out-of-context grammatical exercises. In addition, the work contains selections from Czech literature in the form of several paragraphs (out of wider context) and is accompanied by tapes. Answer keys, although needed, are not provided. Levels 1 to 3+ (novice to advanced).

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### 14. Grazyna Lipska-Privorotsky: *Reading Authentic Czech*, Center for Applied Linguistics, to be published

These materials are a contextually-based collection of reading exercises. This work is centered around forty units dealing with everyday topics, such as health, transportation, food, entertainment, housing, communications, education, etc. It is designed for students of first, second and third year Czech. It contains a wealth of authentic materials. The context is introduced either in introductory cultural notes or in pre-reading activities or pre-questions serving as an excellent advance organizer. The content is contemporary, relevant and informative, concerning Czech cultural and other activities and customs. The content of the exercises is not only culture specific, but relevant for American students. Answer keys at the end of chapters are provided. Levels from 0+ to 2+ (novice-low to advanced). The pre-reading questions use too much English on the intermediate and advanced levels.

### Other Czech instructional materials

**Fryšćák, Milan:** *Say It in Czech*, Dover, NY, 1973  
Compilation of useful expressions for tourists.

**Heim, M., Y. Mezerstein, & D. Worth:** *Readings in Czech, Slavica, Columbus, 1985*

As the title indicates, the book consists of collections of reading materials mainly from literary works.

**Less, W. R., & Z.:** *Czech*. Hedder & Stoughton, London, 1987

Simplified introduction to the Czech language for tourists.

Note: In addition, the Foreign Service Institute produced Czech communicative teaching materials which are not available to the public.

The School of Slavic Languages at the Defense Language Institute also produced an approximately one-semester long communicative manual of the Czech language, under validation and unavailable to the public. These materials have been designed for intensive instruction, low student-teacher ratio (3-10 students), and high contact hours (30 hours per week).

—Míla Šašková-Pierce

## Recent Publications

**Míla Šašková-Pierceová, Ivana Bozděchová.** *Čeština pro komunikaci-pracovní sešit*. Prague: Karolinum, 1995. 122 pages. ISBN 80-7066-979-99. Includes 12 conversation themes (family, clothes, restaurant, etc.), vocabulary and exercises. Tapes included.

**Karen von Kunes.** *Everything You Wanted To Know About Czech and Were Afraid To Ask: 72 Discussions of the Czech Language to Make You Think, Learn and Entertain*. Prague: Práh Publishers, 1995. 80 pages. ISBN 80-85809-19-2. Gives insight into the Czech language, history and culture through grammar.

**Slovník cizích slov: Slova známá a neznámá.** Prague: Encyklopedický dům, 1995. 251 pages. ISBN: 80-901647-0-6. Compiled by authors and consultants of the Encyklopedický dům. Contains international words currently used in the Czech press and by speakers in everyday communication.

**Lenka Ježková.** *Czech Conversation I*. Prague: Angličtina Express, 1995. 25 pages. Consists of a Pronunciation Overview and four lessons on conversational themes and practice (travel, meeting people, leaving a message, etc.). Includes some basic grammar.

**Tom Lofton,** *Obrázkový anglicko-český slovník: Student Memorization Lists*. Prague: Angličtina Express, 1995. 51 pages. Gives a list of Czech-English equivalents for each of 47 topics as introduced in *Obrázkový anglicko-český slovník*, Plzeň: Jiří Fraus, 1993. Intended to be used as "flash cards."

**Karen von Kunes.** *Check your Czech: Intermediate and Advanced Czech* (available for distribution), 1995. 233 pages. Based on communicative approach, this textbook advances Michael Heim's *Contemporary Czech* and von Kunes' *Contemporary Czech Practice*. Includes additional grammar, practice, original readings, newspaper clippings, and magazine articles. Available with or without separate literature reader.

—Karen von Kunes

- Oldřich Minihofer, Miroslav Havlíček and Jaroslav Starý (comp.), *Anglicko-český slovník: zpracování dat, telekomunikace, kancelářské systémy*. Prague: LEDA - Ercos, 1994, 621 pp. (ISBN 80-901664-1-5)
- Augustin Merta and Dagmar Mertová, *Anglicko-český slovník knihovnictví a informatiky*. Prague: LEDA, 1994, 176 pp. (ISBN 80-901664-2-3)
- Aleš Klégr and Norah Hronková, *Znáte anglická přídavná jména?* Prague: LEDA, 1994, 378 pp. (ISBN 80-901664-0-7) (Reviewed from copies supplied by publisher.)



These three samples of the recent output from the energetic LEDA publishing house are serious aids to the work of anyone involved in tasks where Czech meets English. The first two cases are among the best of recent terminological dictionaries and certainly a vast improvement on the rather haphazard dictionaries available at times in the less recent past.

The first one explicitly, and the second one probably, have been computer-prepared from a constantly updated database,



and they contain 28,000+ and 14,000+ entries respectively. Constant updating in both fields will continue, if only because, as the compilers of the Dictionary of Library and Information Science and Practice (its English sub-title) say, developments in the respective fields are always outstripping the standardization of terminology in any language, not just Czech. They have, however, taken full account of existing national and international terminological standards and recommendations, most particularly ISO, UNESCO, the Library of Congress and the British Library. The Dictionary

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of Data Processing, Telecommunications and Office Systems employs an unusual, but eminently sensible, strategy to compensate for the problems of working with newly stabilized terms: many entries are followed by a strict definition, in English and Czech, of the entry-word and its suggested equivalent. Comprehensive as it is, actual use (and I have been using it regularly for some six months and have rarely been thwarted or frustrated) reveals that there is already some updating to be done: 'memory card' only appears as 'memory chip card', and 'flash memory card' is missing, while, as in the LISP dictionary, there are still elements of the puristic tendency in modern Czech terminologies: for example, despite everyday Czech practice which regularly uses 'software' and 'hardware', both dictionaries persist in using preeminently *programové* and *technické vybavení*, while acknowledging in part the utility of the international (i.e. English) expressions in derivation (specifically the almost unavoidable use of the adjective *softwarový*). The biggest individual shortcoming of the data-processing dictionary is that at 600+ paper-bound pages it is not up to constant use; my copy has already collapsed into several parts.

The third volume under review is a Czech-English dictionary of noun-adjective pairing. In effect, it is a dictionary of clichés, some idioms, certain terminological combinations and certain 'good ideas' for how to handle some combinations which may not have become quite so automatic as the majority (these are not always successful, e.g. *konflikt vyhrocený* = 'knife-edge conflict'). Although the entry-words are in Czech, searches in the reverse direction are not precluded if the user is prepared to use his intuition, i.e. combinations with 'room' are to be sought under *místnost*, since there is no entry for *pokoj*. The work also seeks to cater for expressions that are adjective+noun in structure in only one of the languages, hence *parlament bez převahy některé ze stran* = 'hung parliament,' *hákový kříž* = 'swastika' or *procházka zdravotní* = 'constitutional'; occasionally space is given to expressions that employ other qualifiers than adjectives, e.g. *křižovatka dějin* = 'crossroads of history.' The dictionary can only be as useful as the corpus it contains; this user has several times been frustrated by absent phrases. Among those present, the Czech provenance is revealed by some oddities in the English equivalents, e.g. *politik tuctový* - 'hack,' or *nadání (talent, vlohy) pozorovací* = (by implication) 'talent' or 'gift of observation,' with no hint of any constraints, and, in the same entry *nadání technické* = 'technical talent/mind.' Would I be alone in regretting that no space or solution was found here for the Czech *technický*

These three samples of the recent output from the energetic LEDA publishing house are serious aids to the work of anyone involved in tasks where Czech meets English.

*antitalent?* Part of the problem (which could have been solved, even without recourse to an entry *antitalent*), is that *talent* is not listed separately (cf. *pokoj* above). Despite these quibbles, there is a large body of useful material here, better perhaps for mind-jogging than for absolute reliance.

—David Short

Ludmila Nováková,  
*Čeština jako cizí jazyk II:  
Výběrová bibliografie příruček  
češtiny jako cizího jazyka.*

Prague: Univerzita Karlova, 1992. 159 pp.

ISBN 80-7066-641-2

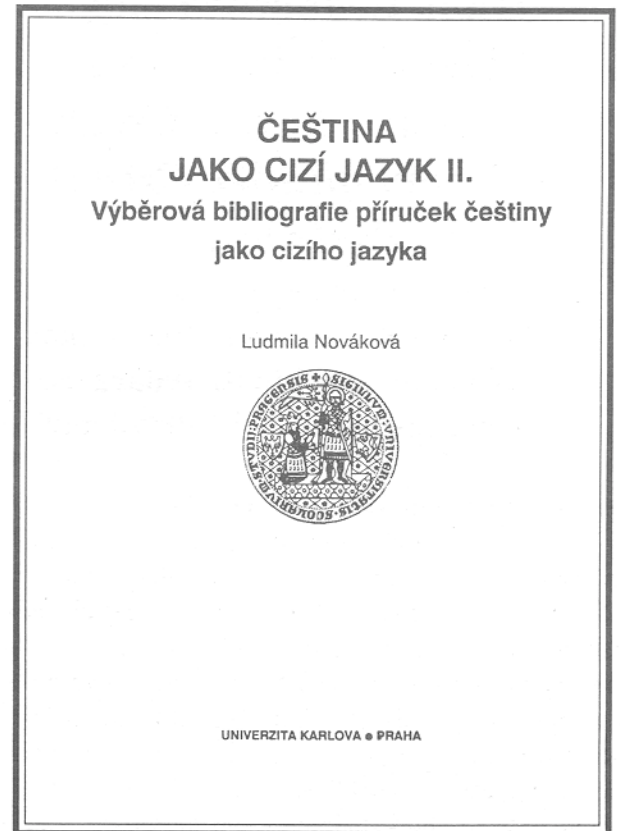
(copy supplied by author)

For anyone interested in the history of Czech language teaching this is an indispensable tool; it was printed in 500 copies only. The book updates the first edition of the bibliography (Prague: SPN, 1985, 113pp.) by provision of more recent titles and supplementation of (some of) the previously missing data. It is *výběrová* to the extent that the compiler has not succeeded in obtaining quite all the requisite details of all known publications, and that it contains, with few exceptions, only book publications. Orientation among the 1395 entries is partially aided by the division of the book into the following subsections:

Books published on the territory of what was to become Czechoslovakia up to 1918;  
Books published in Czechoslovakia up to 1945;  
Books published in Czechoslovakia since 1945;  
*Skripta* published by Czech universities and colleges;  
Works published outside Czechoslovak territory before 1945;  
Works published outside Czechoslovak territory since 1945;  
Textbooks for Polish-language primary and middle schools;  
Textbooks for Czech schools in Romania;  
Textbooks for Czech schools in Jugoslavia;  
Textbooks for Czech schools in the USA (up to 1935);  
Textbooks for German schools;  
Other school textbooks (one Hungarian, one Ruthenian);  
Addenda.

However, since it lacks an index of names, any search for works by particular authors (who may well figure in several different sections) can be a cumbersome exercise.

The entry layout is consistent: author, title, place of publication, and details of each successive edition. Entries are numbered, and here there are one or two oddities: there is no entry 26, 27 or 919; 685 and 806 each occur twice. In addition, there is some minor mis-alphabetizing (Krčmová 589, Hanch 1043, Reizema 1154-55) and a couple of instances where an author's first name is inconsistent (Šimová Miroslava/Miloslava; Masáková Libuše/Miluše).



The final shortcoming is that this second edition has been printed in the A4 *skriptum* format on short-life paper (unlike the first edition, whose life expectancy may be longer). Otherwise, this is an impressive list which I commend to all my colleagues with an interest in our subject's history.

— David Short

Postscript: To compensate for the lack of an index of names in this publication, I have created my own, copies of which can be sent to any reader who already has a copy of the bibliography and might find this supplement useful.

<u>Fischer</u> , Rudolf	
Wir lernen tschechisch sprechen.	
1.vyd. Halle, Sprach und Literatur 1963. 111 s.	1018
Leipzig, Enzyklopädie	
2.vyd. 1965. 111 s.	1019
3.vyd. 1966. 111 s.	1020
4.vyd. 1967. 111 s.	1021
5.vyd. 1968. 111 s.	1022
6.vyd. 1970. 111 s.	1023
7.vyd. 1973. 111 s.	1024

**Ivana Bednářová and  
Magdalena Pintarová**  
***Come and Learn Czech***  
***(Communicative Czech)***  
***Part One.***

n. p. 1993, 147 pp. Private publication  
available for Kč 98 from Milan Pintar,  
Wolkerova 4, 586 01 Jihlava  
(Review copy supplied by distributor.)

The naiveté that comes across in the title pervades the book as a whole with its modest format, typesetting and drawings. Yet there is something to the approach that is innovative and refreshing. It reflects both the new type of students who wish to study Czech (the authors acknowledge the help of their Peace Corps students) and the new type of environments in which they study it. True, diehard adepts of the communicative school may balk at the use of "Communicative Czech" as a subtitle: the texts - a combination of short dialogues and narratives - are not "authentic," and each lesson contains a modicum of more or less traditional grammar. But the texts are simple, straightforward, and full of well-chosen, everyday vocabulary, and the grammar explanations are so pared down as to enable instructors either to ignore them completely or expand on them as they see fit. Herein lies the beauty of the book: its minimalist approach allows the teacher to place emphasis on conversation, drill, or grammar. The basics are there. The same holds for the exercises, which consist largely of either substitution and replacement drills or role-playing (in either pairs or groups). Each lesson includes several sets of exercises, and each exercise, which typically consists of five to ten items, is followed by straightforward, easy-to-answer questions.

The book is made up of ten lessons plus a review lesson, each lesson containing a vocabulary list of approximately forty items. It cannot be recommended for self-study, because some of the minimalist explanations shrink away to nothing (the vocative is introduced on p. 52 as "Vocativ [The Vocative Case] *pane Nováku, Lenko, Pavle .....*" plus a chart of endings, that is, it gives no definition of the term, not even a translation of *pane Nováku*) and others are

downright misleading (on p. 122 *dělej* and *zeptej se* are given as examples of the "irregular imperative" and *ať nečte* and *ať koupí* as examples of the "indirective [sic] imperative"), but a linguistically aware teacher can easily take care of these problems in class. Even better, a linguistically aware editor (preferably one who has taken a class through the book) could incorporate the necessary adjustments (preferably maintaining the minimalist approach) in a future edition.

A gallant attempt, therefore, one that will improve with the proper fine tuning and one that is methodologically interesting enough to make us wonder what the Part Two implied in the Part One of its title will bring.

— Michael Heim

## ***Czech Language Programs Abroad***

The Institute of Language and Professional Preparation at Charles University in Prague is opening a new five-week program in May 1996 (May 15-June 20, subject to review). Its aim is to establish a custom-designed summer program for students interested in continuing with Czech beyond the program offered at their institutions. Students are provided with an opportunity of Czech-language-training in literature, culture, history and government. This program is open to any student whose knowledge of Czech is sufficient to participate.

A prerequisite is an adequate fluency in Czech for the student to be able to attend lectures conducted entirely in Czech. At Yale, for instance, students are required to study the language for two years; however, students who demonstrate sufficient knowledge after completing first-year Czech at Yale, or any other institution, are also eligible to participate. If necessary, additional Czech language training will be provided by the Prague Institute faculty members. Students may be tested before acceptance to the program.

Room and board are provided in Charles University residence halls, or at the Poděbrady Castle (about 40 miles east of Prague), if students prefer to have the program outside of Prague. The participants will have access to libraries and daily contact with Czech students.

Depending on the number of participants (minimum 3 and maximum 10), the fees average \$900 (include tuition fees, room

*continued on next page*

and board, textbooks, and a fieldtrip). The round-trip air fare to Prague is not included in the price. Credits for successful program completion may be arranged. Availability of scholarships is under review.

The program director in Prague is Helena Confortiová, PhDr., CSC., and the program director in the US is Karen von Kunes, Ph.D. Students are encouraged to propose courses of their choice. Proposal and application deadlines are January 31, 1996.

The preliminary 1996 curriculum consists of three of the following seminars:

**Přehled české literatury a kultury od počátku do 19. století.** Survey of Czech literature and culture from the beginning to the 19th century. Emphasis on Czech literature of the Middle Ages, the Hussite Reformation, the Renaissance, the Baroque, and the National Revival. Conducted in Czech.

**Přehled české literatury a kultury 19. a 20. století.** Survey of Czech literature and culture of the 19th and 20th centuries. Emphasis on literary movements in poetry and prose: The Nationalism versus Cosmopolitanism, the Decadence, the Avant-Garde and the postwar generation. Conducted in Czech.

**Pražská Lingvistická škola.** Prague School of Linguistics and Poetics. A survey of the linguistics, literary, and semiotic theories of this important structuralist movement. Discussions and readings in Czech.

**Česká vláda a politika v současnosti.** Czech government and politics of the 1989 post-Velvet Revolution period until the present. Study of the current Czech Republic government policies. Conducted in Czech.

**Přehled českých dějin od počátku do současnosti.** Survey of Czech history from the beginning to the present. Emphasis on major events that have shaped the history of Czechs: Charles IV, Fall of the Kingdom of Bohemia, Enlightened Absolutism, Fight for National Freedom, the two Wars. Conducted in Czech.

**Thesis tutorial.** Designed for students interested in conducting research for their thesis topics under the supervision of Czech experts. Offered in Czech or English, depending on the candidate's preference.

For more information and an application contact Karen von Kunes, Department of Slavic Languages and Literatures, P.O. Box 208236, Yale University, New Haven, CT 06520-8236. Telephone 203-432-1346; fax 203-432-0999.

—Karen von Kunes

## “What’s the Buzz?”

The Czech journalists who accompanied President Václav Havel to Cambridge, Massachusetts, to watch him receive his honorary degree at Harvard University, mentioned the word *hučiči* on several occasions. Apparently, that’s the president’s neologism for people who try to exert pressure on him to adopt various proposals and alternatives.

This formation comes from *hučet*, which in the general sense corresponds to English “humming.” But it doesn’t seem that the president has in mind a lively murmuring, buzzing or droning. His formation is based on the colloquial meaning, which translates as “brainwashing.” Indeed, a person who *hučí do někoho*, literally “hums into someone,” exercises mental pressure on the person to change his or her views.

According to the rule for noun formations from verbs, the word should be *hučeči* (cf. *uklízeči*, “cleaning people,” from *uklízet*). Verbs ending in *-et* as in *hučet* form nouns denoting professions with the suffix *-eč*, while the verbs ending in *-it*, such as *volit*, “to vote” form their nouns with the *-ič* suffix: *volič*, “voter.” The reason for the president, or any other native Czech, to prefer the grammatically incorrect *hučiči* is simple: The old form of the verbal infinitive *hučet* is *hučeti*, in which the sound [t] is pronounced as the soft Czech [t̃], similar to British English “tune.” *Hučeči*, though, almost sounds like what a speaker with a speech defect or lisp might say instead of *hučeti*.

*Hučiči* is a great addition to the Czech-language inventory, and affirms that *hučet* really corresponds to “brainwashing,” which some have claimed is untranslatable. While not as novel as Havel’s *Ptydepe*, an artificial language he invented in his play *The Memorandum*, it nevertheless shows the president’s active linguistic inventiveness.

(Reprinted with the permission from *The Prague Post*, Vol. 5, No. 26, 1995).

Contributions (250-300 words) to the Czech Language Corner are welcome. If longer than 500 words, they will be sent to the author for editing to the required length.

—Karen von Kunes

## *Czech Job Bank*

A possible sabbatical replacement for the 1995-96 spring semester at a community college north of Boston. Teaching cultural courses with emphasis on East European (Czech) literature, Introduction to literature and ESL courses. A possibility of "housing and car exchange" if similar (at least an apartment) is offered in Prague. Send CV to Professor Susan Herman, 35 Moulton Street, Newburyport, MA 01950.

Freelance translators (Czech to English and English to Czech) needed by a business firm located in Prague. Contact Stuart Roberts(011-42-2)-24-87-5510, or fax your resume at the same number.

For academic positions in US consult the MLA Job List, published in mid-October and mid-November 1995, and also in February and April 1996. For teaching positions in the Czech Republic (an average monthly salary is Kč 5000), contact Features Editor, Karen von Kunes, at the following numbers: 617-969-8451, or 203-432-1346.

### ATTENTION DEPARTMENT HEADS

If you anticipate any openings in Czech (in combination with other fields, full-time, part-time, temporary, short-term, etc.), please contact Karen von Kunes, Features Editor, to list your position in the Czech Job Bank. Tel. 617-969-8451, or 203-432-1346.

## *1. kongres světové literárněvědné bohemistiky*

se konal v Praze ve dnech 27. června - 1. července 1995 pod záštitou ministra kultury České republiky Pavla Tigrida a s podporou Ministerstva zahraničí České republiky. Kongresové jednání se uskutečnilo v prostorách prezidia Akademie věd ČR na Národní třídě naproti Národnímu divadlu. Součástí kongresu byl také koktejl pořádaný Ministerstvem zahraničí, recepce na polské ambasádě, představení Čechovova *Racka* v divadle Na zábradlí a výlet na Písecko, který uspořádala Obec spisovatelů.

Kongresu se zúčastnili bohemisté z celého světa. Přednášky byly rozděleny do dvou paralelních sekcí, ve kterých předneslo své referáty bezmála 100 účastníků z více než 20 zemí. Kromě očekávané účasti z evropských zemí se dostavili i bohemisté z Austrálie, Brazílie, USA a Kanady.

Cílem kongresu bylo setkání bohemistů z různých geografických oblastí. Referáty byly zaměřeny zejména na literární vědu, značná část se ovšem věnovala informativnímu přehledu bohemistiky v dané zemi. Řada referátů se týkala Pražského lingvistického kroužku a jeho ohlasu ve světě. Mezi přednášejícími nechyběli ani členové NAATC - se svým příspěvkem se zúčastnila Veronika Ambros, Naděžda Siegllová, Jiří Stejskal a Jindřich Toman.

— Jiří Stejskal

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## *CZECH Language News*

*Czech Language News* is a newsletter published by the North American Association of Teachers of Czech under the auspices of the Penn Language Center. It serves the diverse and growing Czech language community as a forum for information on research, teaching and organization of Czech language instruction. It is intended to contribute to the promotion of interdisciplinary and international cooperation as well as the integration of theoretical and applied aspects of language study.

*The News* is an open exchange of information and ideas, and the editor welcomes ideas and submissions for inclusion in the next issue.

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## Submissions

*Czech Language News* welcomes submissions of articles, comments, letters to the editor, advertisements, etc. The contributions can be written either in English or in Czech, and should include the name of the author and his/her affiliation. Please include a diskette with your submission to save us time with retyping. The size of diskette can be either 3.5 or 5.25", and both IBM and Macintosh formats are accepted. Please indicate on the diskette label type of the operating system and word processor you are using. You can contact the editor at the address/phone/fax shown on the left or send an e-mail message to:

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