

CZECH Language News

Fall 1996

North American Association of Teachers of Czech

Number Seven

Summary of the Panel and Business Meeting of NAATC at the AAASS Conference in Boston, November 16-18, 1996

I am sorry that all of our members were not able to join us at the AAASS this year. The weather in Boston was sunny and warm, and the event was made even more festive by a reception and exhibit (on Friday evening) at Harvard commemorating 100 years of Slavic studies.

On Saturday afternoon we gathered and were welcomed by Jan Starý, our Cultural Attaché from the Embassy of the Czech Republic. We had arguably the most diverse panel at the conference, with presentations on topics including semiotics, spoken Czech, discourse phenomena, Slavic dialectology, and politically correct language use. Petr Bílek opened the panel with an analysis of meaning and reference in works of literature. Charles Townsend identified twenty features associated with Central Slavic languages, with particular emphasis on the position of Czech, Slovak, and Ukrainian. Masako Ueda analyzed the use of various conversational strategies (interruption, repetition, manipulation of spoken vs. literary Czech forms) exhibited in a televised debate about the Romany minority. Karen von Kunes discussed the affective connotations of words associated with hot-button issues, such as minority groups and sexuality. She pointed out that in the case of *harašení* "harassment" English influence has motivated Czech to adopt a term that carries more negative baggage than its English counterpart. Neil Bermel closed out the session with a detailed inquiry into the use of spoken Czech features in works of literature by Procházková, Kohout, and Klíma. His statistics offer a hierarchy of feature use that departs somewhat from that suggested by Sgall & Hronek 1982 (*Čeština bez příkras*). Abstracts of these talks will be published in our spring issue for all of us to enjoy.

On Sunday morning we reconvened for our annual NAATC business meeting. The most important item on the agenda was the election of officers, since the term for all officers was due to expire. A major factor in nominating new officers was the fact that two of our most important founders and benefactors, Michael Lenker and Jiří Stejskal, have moved on to new careers and will no longer be able to publish our newsletter at the University of Pennsylvania. As the newly appointed director of our Center for Slavic, Eurasian, and East European Studies at UNC, I will have the staff and office space to take over this responsibility, and have specifically requested funding for the *Czech Language News* in our Title VI grant proposal for 1997-2000. Thus, although I am stepping down as president, I have volunteered to take on the related tasks of producing and financing our newsletter. Here is the complete slate of new officers (some of whom were elected in absentia):

For NAATC:

President:	Masako Ueda
Vice President:	David Short
Executive Secretary-Treasurer:	Laura A. Janda

For *Czech Language News*:

Editor:	Laura A. Janda
Associate Editor:	Angela Cannon
Book Review Editor:	David Short
Editorial Board:	Charles E. Townsend, Michael Heim, Susan Kresin, Jiří Stejskal, Karen von Kunes



Other business discussed included expansion of membership and the possibility of moving our annual meeting to the AATSEEL convention. Neil Bermel volunteered to establish an email list to distribute information to our members and has already posted an announcement of our 1997 panel. If you have not gotten this message, please send your email address to him at: N.Bermel@sheffiled.ac.uk

My thanks to all of our former and new officers, and to all of our members. I appreciate the support you have given me in my term as president, and look forward to the articles and book reviews you will send me as editor.

—Laura A. Janda

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:

President: Masako Ueda
Vice President: David Short
Executive Secretary/Treasurer: Laura Janda

Please send membership fees for the calendar year of 1997 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:

Prof. Laura Janda
University of North Carolina
Department of Slavic Languages
CB #3165, Room 425 Dey Hall
Chapel Hill, NC 27599-3165

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 Laura Janda 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 Studies at the University of London

The *School of Slavonic and East European Studies* is currently one of the University of London's Senate Institutes, but may soon be raised to the status of an independent School of the federal university. The teaching of Czech goes back to the School's inception as an institute within King's College in 1915. One of its founding fathers was T.G. Masaryk, the future president of Czechoslovakia, who also gave the inaugural lecture. The Masaryk connection has not been lost: one of the rooms of the library bears his name in recognition of generous funding from the Czechoslovak government before World War II and a bronze bust of Masaryk looks down from a position of eminence in the Director's study.

As presently constituted, the School has four departments: Russian, History, Social Sciences, and East European Languages and Literature. Teachers of Czech language and literature are members of the last-named, while teachers of other disciplines with a Czech bias (history, economics, politics, etc.) are attached to relevant other departments. There is one full-time senior lecturer in Czech language (the undersigned), a professor of Czech literature, Robert B. Pynsent (both are currently responsible also for the teaching of Slovak language and literature respectively), and a lector hired for periods of one to three years from the Czech Republic (since 1994 there has also been a teacher-fellow in Slovak, to be replaced from 1996 by a new full-time lecturer). The department has similar arrangements for teaching in Bulgarian, Finnish, Hungarian, Polish, Romanian, and Serbian and Croatian studies. Ukrainian is being developed, while Albanian, Estonian, Latvian, and Lithuanian languages, and some other courses in, for example, Belorussian literature or Finno-Ugrian linguistics are also provided.

Czech is taught chiefly within the Department's main undergraduate program, *East European Languages and Literature and Regional Studies*, as the 'Czech core'. Apart from a compulsory Slovak element, the Czech language and literature core may be built on by the student's taking additional course-units (a year's workload consists of four course-units) with a direct Czech relevance, by further enhancing either the language or literature side, or by expansion into history, economics, environmental studies and so forth. Alternatively, and subject to approval, the

student may take in a course-unit or two from another language area (conversely, Czech language is a popular floating unit taken by students of other subjects), or, again, the Czech element may constitute fifty percent of the student's engagement, the other fifty percent being in, say, French, German, Italian, Russian, history, economics... - the nearest thing to the older type of joint degree. (In the case of non-East European languages the split may cross institutional boundaries: currently there is a student taking Czech and Italian, her Italian component provided by another School of the University.)

Students in the first year are divided into those with an existing high level of knowledge of Czech (native speakers or similar, holders of a school-leaving certificate at the appropriate level), and those with anything less; the latter range from absolute beginners, through people with fragmentary Czech picked up in the country, to those whose native-speaker attainment goes little beyond the 'kitchen' variety. The first group, whose language element equates to one course unit, constitute a 'fast track' and have the benefit of being able to take early an extra unit from beyond the core; the language component for the 'slow track' (beginners) equates to two course units.

From the second year, all students on the Czech core have an element of (passive) Slovak in their language units, and the core literature courses also have both a Czech and a Slovak dimension. At this stage students also begin to consider, in addition to the core language and literature course-units, the various special options available on both sides - in the history or descriptive grammar of the language, or on individual periods in the literature. 'Decadence and Symbolism' and 'Czech 14th-century literature' are popular choices. Which options are taken in the second or fourth year depends on a number of practical factors.

The third year must be spent abroad, at a Czech university (or one semester at one and the other at another). If an individual student's interests are better served by another arrangement, such as one semester at a Czech university and one in Slovakia (or France, Germany, etc., according to case), there is usually no problem in meeting the need. At all events, we have to rely on the cooperation and flexibility of the receiving institutions. The year abroad is a relatively

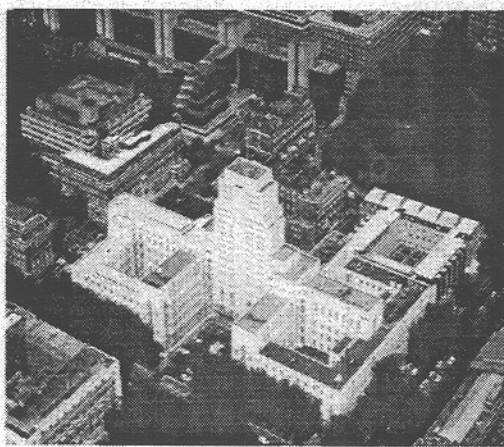
recent innovation, applying as much to students of Romanian or Polish as to students of Czech, and to date there have been very few problems. The students go out with an idea (from relevant prospectuses) of what courses they would like to attend, their particular 'menu' being more or less cleared with the receiving university's offices beforehand. Until such time as comparability can be assured, we do not expect them to be examined on courses attended abroad; on the other hand, they are also expected to use the time away to prepare for their final-year extended essay, which is examinable. The time away offers the students a unique opportunity to draw on the resources of the host university's library, and they will have an appointed 'consultant' appropriate to the subject of their extended essay (this will usually be a literary topic, but could equally be in language or history).

By the fourth - final - year, most students should have become very proficient linguistically and thus be able to make good use of Czech (not just English-language) sources as aids in any of their four final-year course units. In the fourth year in particular the student has the chance to switch the emphasis from 'Czech (with Slovak)' to 'Czech and Slovak', for which, notwithstanding the break-up of Czechoslovakia, we continue to believe there is good reason. (The mirror-image of a 'Slovak (with Czech)' core and an ultimate 'Slovak and Czech' balance also applies.)

Between the first and second year we encourage all students to attend a Czech summer school; unfortunately, owing to the increased demand nationwide for the limited

number of scholarship places, some end up paying for themselves. Others are quite content to spend the summer in the Czech Republic by whatever means their initiative or imagination can provide, and we certainly place no obstacles in the way of their invention. Between the second year and the year abroad, it is sometimes appropriate for those with the right interest and/or aptitude to attend a Slovak summer school, though here too a scholarship can no longer be guaranteed.

University of London School of Slavonic and East European Studies



Czech Reading Courses

The SSEES Social Sciences Department hosts a staple three-year BA program in 'Contemporary East European Studies'. The program options include 'reading courses' in any of the languages available within the School (Albanian, Bulgarian, Czech, Estonian, Finnish, Hungarian, Latvian, Lithuanian, Polish, Romanian, Russian, Serbo-Croat, Slovak, Ukrainian) during the first two years of their course; Czech is usually the most heavily subscribed language under this program. The courses aim to equip the future social scientist with at least a reading

capability in the language, and some concession can be made, especially in the second year of the option, to the particular special interest(s) of any one year-group. Since instruction is geared towards reading in the language, no attention is paid to written skills or literature, and there is only a modest, unexamined element of spoken Czech. As non-linguists, many of the largish numbers who express an initial interest, take fright at the task and find it injudicious to go beyond the first year. Some, however, prove to be good linguists and attain an impressive level of competence, even beyond the requisite 'reading' level.

Czech Language Programs Abroad

Czech and the MA at SSEES

The standard MA program consists of three examinable lecture-based courses and a dissertation. It lasts 12 months, or 24 months part-time. Students select their menu either with a view to a particular country (or countries), or to a discipline. The program is broken down into tracks - by discipline: Contemporary Studies (economics, geography, international relations, politics), History, Language and Linguistics (where the Czech interest is in 'The Contemporary Czech Language' and 'Language, Literature and Nationalism'), and Literature; or by area: Central and Eastern Europe, South-Eastern Europe, and Russia and the former Soviet Union. There is a Czech/Slovak dimension to the work of the School's *Centre for the Study of Minorities* and the popular MA course on minorities taught by the head of the Centre. A minimum of two course options must be selected from one track (the student's 'main track'). The third option may be selected from the same track or from another track, subject to tutor guidance as to the appropriateness of the combination (likewise in the case of a third option chosen from the repertoire available at a different college). Or the student may, for the third option, choose a language from whichever languages taught in the School are available in a given year; under this program Czech finds regular takers (with at least one US student each year). The chosen language has to be 'new', i.e. one of which the student has no previous knowledge and which will therefore require intensive study (as appropriate at the MA level); applicants must, however, demonstrate suitable evidence of language-learning ability. The same courses may be attended by people for whom the given language is not 'new' and not therefore part of their MA program proper; in this case a separate charge is levied and, if the examination is passed, an appropriate certificate awarded.

Library resources

SSEES has one of the finest collections in Europe for the study of all aspects of Central and Eastern Europe (including the language, literature, history and culture of the Czechs). It contains some 320,000 items (books, periodicals and pamphlets), takes about 1,100 current periodicals

(including c. 100 newspapers), and is growing annually by some 6000 volumes. In Britain, the collection is second only in size to the East-European collection in the British Library Humanities and Social Sciences Division, which is nearby and to which students may also be granted access.

SSEES has one of the finest collections in Europe for the study of all aspects of Central and Eastern Europe (including the language, literature, history and culture of the Czechs).

Publications

The School publishes *The Slavonic and East European Review*, to which the Czech teachers contribute articles (occasionally) and book reviews (regularly). It also publishes a series of monographs, *SSEES Occasional Papers*, which already includes a number of works in the field of Czech studies. Another journal, *Slovo*, is edited and published by the School's postgraduate students, under guidance from teaching staff and the School's publication office; staff and postgraduates from other universi-

ties also contribute. It is an invaluable forum for the first (refereed) publications of future scholars in the field, and, for its editorial staff, a serious means of acquiring editorial skills.

Undergraduate and postgraduate prospectuses and a course-unit handbook can be obtained from the Registry, School of Slavonic and East European Studies, Senate House, Malet Street, London WC1E 7HU; for details of the School's publications write to the Publications Office at the same address. Some information about the School is also available on the Web: <http://www.ssees.ac.uk>

Czech Studies may also be pursued in the United Kingdom at the universities of Cambridge, Oxford and Glasgow, while Czech language is taught, usually within a Slavonic studies or modern languages context, at such universities as Sheffield, Bristol, Wolverhampton and Westminster and at the University of Manchester Institute of Science and Technology, with university-associated evening courses also at Leeds. The list is not exhaustive.

- David Short (e-mail: d-short@ssees.ac.uk)

“Communicating in Czech” is a new column devoted to techniques for teaching students to communicate effectively in Czech. The first of this issue’s articles focuses on the use of literature to develop specific communicative skills (“Teaching Culture in the Czech Language Classroom” by Masako Ueda). The second article shows how one can use a feature of Czech culture, namely, house signs, to teach specific points of grammar (“Teaching the Genitive Case Through a Walk Around Prague” by Susan Kresin). All members of NAATC are invited and encouraged to contribute to this column. Please submit 2-3 page (double-spaced) articles to Susan Kresin at either kresin@humnet.ucla.edu or Dept. of Slavic Languages and Literatures; 115 Kinsey Hall; Box 90095-1502; University of California; Los Angeles, CA 90024-1502.

Teaching Culture in the Czech Language Classroom

Recent textbooks of Slavic languages are making attempts to incorporate more cultural information into the language classroom than before. Inclusion of cultural components is more acute in teaching Czech (and perhaps other Slavic languages) than Russian for two reasons: less availability of content courses specifically dealing with Czech culture and civilization in colleges and general shortage of information about the Czech Republic. A learner who is insufficiently informed about historical facts and literature would not be able to fully appreciate any piece of commonly occurring discourse, since indirect references to current political situations, historical facts, and literary texts occur nearly everywhere. A learner of Czech who fails to demonstrate cultural literacy might give an impression of an uninformed foreigner (viz. Prof. Kingsley, a specialist in Dvořák depicted in the film “*Jára Cimrman, spící, ležící*”). This would build a psychological barrier between him/her and the Czech-speaking colleagues. When more people are traveling to the Czech Republic in a wide variety of capacities, the issue of how to equip students with cultural knowledge is crucial.

One possible solution to this problem at the second-year level is to use twentieth-century literature to help students become culturally literate in three respects: to become more informed about historical and cultural facts, and about appropriate verbal behavior in Czech. At Brown I have been gradually introducing such materials towards the end of the first-year and the second-year level as part of an on-going textbook project with Petr Bílek. Each text is glossed and yes-no and/or WH-questions in English are interspersed between paragraphs to check comprehension. Commentaries on cultural and historical facts relevant to the reading are written in Czech so that students make an extra effort to acquire them.

The exercises accompanying the text are presented in three stages. The beginning exercises (entitled *Porozumění textu*)

involve the mechanics of the text: paraphrasing of unusual or artistic expressions into more commonly used ones in Czech, identifying grammatical structures, and replacing colloquial elements with their literary counterparts. These exercises are followed by activities that use expressions and speech strategies occurring in the text (*Podrobnější rozbor textu*). For example, for Hrabal’s “*Staré zlaté časy*” students are required to play the role of a person criticizing an innkeeper for abusing Tyrš’s ideas to his advantage (*Po sletu přijde kolega k panu hostinskému a kritizuje ho za zneužívání Tyršových myšlenek a jeho kapitalistické zaměření. Zahrajte roli pana hostinského a roli jeho kolegy.*) In other words, they are required to present what they consider to be the original ideas of Tyrš and explain how they differ from the innkeeper’s interpretation, while using expressions and words from the text such as *vlastenec*, *být proti sokolské myšlence*, “*Silný jde kupředu*”, “*Ve zdravém těle zdravý duch*” and “*To jste Čech? Styd’te se!*”

The final stage involves use of the acquired communicative skills in different contexts. Students will learn that the speech strategies which they acquired by reading one text have more general applications. The communicative strategies covered in these exercises, however, go beyond the level of basic survival-level functions (such as introducing oneself, making simple purchases, etc.). For example, they learn ways to carry out discussions without being antagonistic, to be vague and polite, and to make a natural transition from one topic to another. Some exercises include more stressful situations in which students need to confront the interlocutor.

Although the exercises contain vocabulary from the text, memorizing it is not the primary goal. In fact, the glosses for the text do not strive to give the core meaning of each lexical item, but primarily the meaning that is appropriate in the given context. The most important part of these activities is to identify situations in which the acquired speech strategies

may be useful. For example, a story about an insurance agent who gradually brings the addressee to the point of buying life insurance for his entire family (Vyskočil's "*Takové torzo, to by si teprv žilo!*") is not used to focus on vocabulary related to insurance (injuries, death, body parts) as much as culturally specific procedures to persuade an addressee.

Exercises at this stage are set in situations that a student may encounter when talking to a speaker in Czech. Thus, after learning various ways to be evasive in talking about the size and weight of a fish in Ota Pavel's "*Pumprdentlich*", students will try out similar skills to deal with other situations such as: "*Jste Američan, tak si jistě dáváte každý den hamburgra a hranolky, ne?*" or "*Koupili jste si nové auto? Kde jste na to vzali?*" Learning to communicate properly in these and similar speech situations is also part of studying the culture.

- Masako Ueda

Teaching the Genitive Case through a Walk around Prague

Here is a set of exercises for teaching the genitive case in the context of a discussion of house signs (*domovní znamení*) in Prague. Signs with pictures of animals, people and various kinds of objects were the main way of identifying buildings in Prague for about four hundred years, from the late fourteenth century until the late eighteenth century, when numbers were introduced. Since the buildings are identified using a construction with the preposition *u* and the genitive case, the house signs can serve as the basis of an extended communicative activity with a specific grammatical focus. The exercises can be adjusted to accommodate a range of levels within a single class, a common situation in Czech classes.

To give the students an idea of what the signs are, it is useful to show them pictures from the book *Domovní znamení staré Prahy*, published by Panorama in 1988. If this book is not available, any guide book of Prague will have at least a few examples. Then the students are asked to name typical stores and businesses in a city, which the teacher writes on the blackboard. Possibilities at the first year level include *restaurace*, *hospoda*, *vinárna*, *kino*, *divadlo*, *banka*, *knihkupectví*, *kadeřnictví*, *drogérie* and others. If possible, the teacher then shows pictures from the book, and the students label what they think an appropriate business for each building might be. The book has pictures of *U zlatého preclíku* (page 99), *U zlatého hřebene* (157), *U zlaté abecedy* (177), *U zlatého tygra* (a favorite haunt of Bohumil Hrabal; 197), *U červeného srdce* (199) and many others. If the book is not available, the students can be given a handout with some sample words for businesses and some made-up building signs in two separate columns; they then match up items from each of the two columns. In an intermediate or advanced class, building names with numbers can also be shown, such as *U dvou zlatých medvědů* (89), *U tří červených růží* (167) and *U pěti korun* (95).

After this exercise with the whole class, the students split up

into pairs or small groups and make up their own signs, speaking in Czech not only for the names of the signs, but also for brief explanations of why the names are appropriate. It is helpful to provide them with lists of businesses, adjectives (especially colors) and nouns (especially animals), so that they have at their fingertips the words from which to build the sign names. Adjectives that commonly recur include *zlatý*, *bílý*, *červený*, *černý*, *zelený*, *stříbrný* and *modrý*. Nouns that first year students may already know or recognize include *klíč*, *jablko*, *lev*, *labuť*, *slunce*, *strom*, *anděl*, *orel*, *prsten*, *hvězda*, *abeceda*, *kohout* and *kapr*. More advanced students should be encouraged to provide more lengthy explanations of the names of the signs, or alternative names with a comparison of the merits of each. The teacher then shows the whole class more pictures in the book and the students identify "their" businesses.

As a follow-up homework exercise, the students write an essay describing a section of a made-up city. They make up street names and identify the types of buildings and building signs on each street. Students at a slightly higher level could make up a story about a person getting lost in an unfamiliar city where the building signs are matched with different business than what he or she is used to at home. For intermediate or advanced students, the essay could also include practice answering the questions *Od kolika do kolika mají otevřeno?* and *Co se tam prodává?* A further assignment, as either homework or an in-class exercise, is for the students to make up dialogues explaining how to get to various places, using building signs as points of orientation. This depends, of course, on the students' knowledge of other prepositions and case forms. In general, the exercises can be adjusted in various ways, depending on the students' level and the order of presentation of grammar topics in the used.

- Susan Kresin

PROVING THE RULES

If you struggle with the prepositional case endings of masculine inanimate and neuter nouns, believe me, you are not alone. I have been trying to come up with a simplified handy rule for the textbook that I am currently working on. But just when I think I've found it for one set of examples, I realize it doesn't work for another.

For these nouns, your choice of prepositional (locative) case endings is limited to *-e/ě* and *-u*. The use of the *-e* versus *-ě* is straightforward: use the *-ě* instead of *-e* after the dentals *d, t, n* (the sounds pronounced by pressing your tongue against your front teeth) and the labials *b, p, v, f, m*. Unfortunately, no one is sure (including ten million Czechs) which words require the primary ending *-e* and which ones take the secondary ending *-u*. Most Czechs, speaking "about a castle" would say *o hradu*, while some may prefer to say *o hradě*. One rule is almost invariable: Use *-u* for nouns with stems ending in *-h, -ch, -k, -r*; for example, *v kruhu* "in the circle", *v prachu* "in the dust" and *v podniku* "in the business", *o motoru* "about the motor", as well as in international words, such as *kurz* "course", *oceán* "ocean". I say [almost] invariable because highly assimilated words may sound equally good with either ending: *v autě, v autu* (in the car).

Rule No. 2 is for stems ending in *-l* and *-s*: *v letadle* (in the airplane), *v časopise*. They tend to favor the *-e*, though *-u* is possible, too: *v letadlu, v časopisu*.

Then come the infamous dentals and labials. Here, the choice between *-ě* and *-u* is so loose that heated discussions may arise over it: *na stropě/na stropu* "on the ceiling", *na dnu* "at the bottom". With so much flexibility, no one knows where to turn—neither students nor native speakers.

-Karen von Kunes

(Reprinted with the permission from *The Prague Post*, Vol. 6, No. 26, 1996).

MACHINE-AGE GRAMMAR

A computer screen talking to you isn't the same as a person talking to you. Computer commands and procedures described in English, such as "click," "save" and "drag," pose no problems to the English-speaker's mind. These terms can be addressed to the person using the computer as a friend, as a stranger or as a member of a group; or the command may simply be impersonal (given in the infinitive). You, the user, sort it out according to your own priorities.

Computer terminology is often created hastily, and not necessarily by computer experts and experienced translators. As a result, it remains unstable, often incorrect and misleading. Its accuracy depends on when, where and by whom it was made.

I have recently come across an English-Czech computer terms appendix, and, while I was able to figure out a few words, such as *řez písma*, "font style," *kurzíva*, "italic", *heslo*, "password," many others made no sense to me. "Clipboard," for instance, was translated as *schránka*, which means a "mail box," or any kind of box "to preserve," *chránit*, including an urn with ashes of the deceased. Here, *ediční tabulka*, literally "editing/clipping board" would be a decent choice. But when I saw "child box" translated as *dceřiné okno*, I realized that the translator-charlatan first needed to learn both Czech terminology and grammar as well.

A Czech translator of computer terminology faces not only a struggle over the proper choice of terms, but also over grammatical forms—personal or impersonal, polite or informal. The command to "click" the computer's mouse could take any of the following words: *zmáčknout, stisknout, stlačit* (just to name a few). All three imply pressing on something—such as a doorbell button—so it seems quite reasonable to apply one of them to the action of pressing the mouse's button.

Once chosen, the verb may be left in the infinitive, thus becoming an impersonal command. But some computer users may feel unsure as to whether they should perform the action or whether the computer itself is in the process of performing it. Both the informal second-person singular

Book Reviews

imperative *zmáčkní, stiskni, stlač* and the polite second-person plural *zmáčkněte, stiskněte, slačte* provide a clear-cut command requesting the user to perform the task. How friendly is friendly remains open to dispute. The polite form is preferable, but the informal form with fewer letters may be a solution in this informal, space-saving age.

-Karen von Kunes

(Several parts reprinted with the permission from *The Prague Post*, Vol. 6, No. 32, 1996).

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.

J.H. Adam, *Anglicko-český ekonomický slovník*. Prague: LEDA, 1995. 652 pp. ISBN 80-85927-03-09 (Copy supplied by publisher.)

Anglicko-český ekonomický slovník is the Czech version of Adam's *Dictionary of Business English* which was published by Longman in 1989. The able translation of Jiří Elman won second place in the contest *Slovník roku 1995* organized by the energetic *Jednota tlumočnicků a překladatelů* (the first prize belongs to *Neháďte perly sviniam* by Blahoslav Hečko).

The preface to the dictionary claims that this "book is the first English-Czech business dictionary that includes terms' definitions and their pronunciation." While that probably holds true for the pronunciation part, definitions of terms appear in numerous other **translated** business dictionaries, which appeared in legions in 1995. To name just a few, Victoria Publishing Praha came out in 1995 with *Macmillanův slovník moderní ekonomie* and *Slovník mezinárodního podnikání* (translation of *Macmillan Dictionary of Modern Economy* and *The International Business Dictionary and Reference* respectively.) Yet another translation from English is *Macmillanův slovník podnikání a managementu* (*Macmillan Dictionary of Busi-*

ness and Management), published the same year by Management Press Praha (some of these dictionaries were actually published by several houses simultaneously). There is also Rosenberg's *Slovník bankovních a finančních služeb* (*Dictionary of Banking and Financial Services*, 4 volumes), published by Victoria Publishing as early as 1992.

When compared to the above-mentioned publications, the advantage of Adam's *Anglicko-český ekonomický slovník* is not only the pronunciation guide (a doubtful asset for a specialized dictionary; besides, only the main entries are accompanied by their phonetic equivalents), but also its overall structure and scope. The entries are concise and the definitions adequate. The dictionary includes approximately 17,000 entries focusing on banking, Stock Exchange, travel, taxes, transportation, finance, national economy, business, insurance, law, industry, advertising, management, accounting, and agriculture. That makes the *Anglicko-český ekonomický slovník* the most general of those available. It can therefore serve as a useful reference for students, teachers, and businessmen; the professional translator would prefer a more specialized source.

The appendices include the usual measure, weight and temperature conversion tables (only British, though), but also a list of countries including their location, population, capital, language, currency and memberships, as well as a list of world currencies: The country references are on average 15 years old and contain entries such as "USSR" and "Yugoslavia." The only updated entries appear to be the Czech Republic, Slovakia and Germany, which are "only" five years old. In addition, the Czech equivalents of several entries are somewhat odd. The *Anglicko-český ekonomický slovník* translates the term "Internal Revenue Service" as a rather peculiar "*důchodkový úřad*" ("*daňová služba*" in *Slovník bankovních a finančních služeb* and the expected "*berní úřad*" in *Macmillanův slovník podnikání a managementu*).

The overall quality of the dictionary is, notwithstanding these reservations, very high and as a reference book it can be heartily recommended.

- Jiří Stejskal

LONGMAN
Dictionary
of Business English

J. H. Adam

Anglicko-český
EKONOMICKÝ
SLOVNÍK

S VÝKLADEM
A VÝSLOVNOSTÍ

A CALL FROM THE FEATURES EDITOR

It is our aim to produce a "Register of Czech Programs" in the US, Canada and Europe. To speed up the process, I urge anyone who is affiliated with an institution of higher education and can provide the basic information to contact me immediately at <karen.vonkunes@yale.edu>, or by phone: 203-432-1346 and 617-969-8451. Only information shown in the sample below is needed (name, address, phone and fax number of the institution; name, e-mail and phone number of the instructor; Czech language courses offered, followed by any additional courses in Czech studies; name and nature of additional related programs if applicable):

Institution	Yale University Department of Slavic Languages and Literatures P.O. Box 208236 New Haven, CT 06520-8236 Phone 203-432-1300, Fax 203-432-0999
Instructor	Karen von Kunes, <karen.vonkunes@yale.edu>, 203-432-1346
Courses Offered	Czech Language: Beginning, Intermediate and Advanced Czech Film, Literature and Drama taught in English
Programs Production	Intensive Czech Yale Summer School Czech-in-Prague: Language, Literature, Film

LETTER FROM THE EDITOR

This is the seventh issue of the *Czech Language News* since its inception some four years ago. It is also the last issue under my editorship, as I am handing it over to the capable hands of Laura Janda, our ex-president and the most energetic member of NAATC. Publishing this newsletter has been a great experience for me and I am grateful to all supporting members and contributors who made it possible.

As a part-time lecturer of Czech at the University of Pennsylvania, I will continue to be an active member of both NAATC and the editorial board of the *CLN*; my new career outside academia, however, does not allow me to spend the time necessary for preparing each issue. I wish Laura good luck and look forward to reading the next newsletter from a new perspective.

- Jiří Stejskal

North American Association of Teachers of CZECH

Institutional Members:

Angličtina Express, Praha
Jednota tlumočnicků a překladatelů, Praha
Library Acquisitions, University of London
Katedra českého jazyka FF UK, Praha
Ústav jazykové a odborné přípravy UK, Praha

Regular Members:

- Ambros, Veronika
- Appel, Hilary
- Bednar, Marie
- Bednářová, Ivana
- Behr, Susanna M.
- Bermel, Neil
- Bořkovec, Věra
- Bozděchová, Ivana
- Brennen, William
- Buehler-Krticka, H.
- Campora, Olga K.
- Cannon, Angela
- Channon, Robert
- Confortiová, Helena
- Corness, Patrick
- Cravens, Craig S.
- Cummins III, George M.
- Cvejnová, Jitka
- Čadská, Milada
- Černík, Jiří
- Dickins, Thomas
- Dolezal, Stana
- Durovic, Lubomir
- Důtková, Lida
- Eckert, Eva
- Evans, Leona
- Favreau, Deborah
- Ferencíková, Kateřina
- Fergg-Wehowsky, Ludmila
- Fictumová, Jarmila
- Frarie, Susan E.
- Freeman, Lida
- Freeze, Karen J.
- Fryščák, Milan
- Fuchs, Jiřina
- Fuchs, Marie
- Fuchsová, Jarmila
- Germain, Lisette Saint
- Gladney, Frank Y.
- Gribble, Charles E.
- Halsey, Suzanna
- Hannan, Kevin
- Hansen, Julie
- Heim, Michael
- Herman, Susan A.
- Hirschova, Milada
- Horak, Connie
- Hromadová, Renata
- Hyncik, Jarmila
- Janda, Laura A.
- Jolly, Stephen
- Kade, Ilja
- Kajlik, Vladimír
- Kanazashi, Kumiko
- Kirchner, James P.
- Klima, Jerry V.
- Kotlarik, Alena L.
- Kresin, Susan
- Krivinkova, Katerina
- Kučera, Karel
- Kussi, Peter
- Lavine, James E.
- Lenker, Michael
- Marquess, Harlan E.
- Mastnik, Zdenek
- Murphy, David T.
- Němcová Banerjee, M.
- Nilsson, Dick
- Normon Rostinsk, Joseph
- Ormsby, Robin
- Pala, Karel
- Palo, Brenda
- Pertlová, Eva
- Peterson, James W.
- Píchová, Hana
- Pintarová, Magdalena
- Pisaro, Mark J.
- Porter, Robert
- Procházka, Miroslav
- Rakušan, Jaromír
- Reiner, Thomas A.
- Roberts, Ivanka
- Roubalová, Eva
- Satterwhite, James H.
- Short, David
- Sokol, Elena
- Sonková, Jitka
- Spencer, Daryl
- Stankiewicz, Marketa G.
- Starý, Jan
- Steiner, Peter
- Stejskal, Jiří
- Sternstein, Malynne M.
- Šašková-Pierce, Míla
- Šimon, Jakub
- Šimon, Ondřej
- Thuroczy, Andrea
- Toman, Jindřich
- Toops, Gary H.
- Townsend, Charles
- Turzíkova, Milada
- Ueda, Masako
- Vitek, Steve Vlasta
- Vlasáková-Couceiro, Kateřina
- Volková, Bronislava
- von Kunes, Karen
- Wargo, Eric M.
- Woody Smith, C. S.
- Zeman, Jiří
- Zidek, Umbanhowar E. A.
- Zykan, Thomas

Contributors to the *CZECH Language News*

Laura Janda
(UNC Chapel Hill)

David Short
(University of London)

Susan Kresin
(UCLA)

Jiří Stejskal
(University of Pennsylvania)

Karen von Kunes
(Yale University)

Masako Ueda
(Brown University)

CZECH Language News

Czech Language News is a newsletter published by the North American Association of Teachers of Czech. 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.

Editor: Jiří Stejskal

Associate Editor: Angela Cannon

Editorial Board: David Short (Book Reviews), Helena Confortiová (Methodology, CR), Míla Šašková-Pierce (Methodology, US), Michael Lenker, Peter Steiner, Charles Townsend, Karen von Kunes (Features Editor)

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 the type of operating system and word processor you are using. Send all materials to Laura Janda, University of North Carolina, Department of Slavic Languages, CB #3165, Room 425 Dey Hall, Chapel Hill, NC 27599-3165; e-mail: lajanda@email.unc.edu.