

Czech Language News

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Message from the President

Dear members, friends and associates of NAATC,

I am honored that my name as your president appears below the masthead of our newsletter! Past president, current executive officer, and CzLN co-editor Masako Ueda remains our driving creative engine, and we all express our gratitude and admiration for her energetic service. Mako and her co-editor and colleague at Brown, Alexander Levitsky, along with review editor David Short, associate editor Margo Ballou, and all our colleagues, contributors and readers, continue the tradition of substantive scholarly essays and reviews that blossomed under the leadership of Laura Janda and Charles Townsend, providing our membership with a genuinely interesting and informative professional bulletin. We look forward to a fruitful year culminating in our two panels at AATSEEL in Chicago, "Czech Linguistics" and "Czech Literature in Transition."

David Kanig, technology consultant at the Language Resource Center at Brown University, has updated our web site (now at www.language.brown.edu/NAATC/index.html) with valuable new data resources and a text platform, Adobe Acrobat, which is capable of posting extended communications using any character set. The site is linked to Jeff Holdeman's impressive website featuring resources for teachers and learners of Czech Language. Many of us are in the process of developing web-based teaching models for Slavic languages, often with minimal academic technology support at our universities; we invite members to share their discoveries and suggestions about design and content, both of teaching models and of our web site.

Our 1998 conference proceedings (a special issue of CzLN) were published under the auspices of Brown Slavic Publications, with the support of many institutions and individuals: the Czech Ministry of Foreign Affairs and the kind assistance of Jan Starý and Ivan Dubovický -- past and present Czech Republic cultural attaches, Brown Czech Studies, Department of Slavic Languages and the Dean of the Faculty at Brown University. The quality of our 1998 NAATC volume is so outstanding that one can only begin at once to dream of its successor for our two Chicago panels in 1999. Among other sources, a new Tulane grant for support of inter-university projects will offer partial subvention for CzLN or perhaps a future conference volume, but our members' annual dues remain our lifeblood. If you haven't yet renewed your membership, please do so, and seek out a colleague who might be interested in joining!

What new avenues should our organization seek to explore? What new resources can we provide our membership, and how can we more effectively foster our discipline? Please send your ideas and suggestions to me at gcummins@mailhost.tcs.tulane.edu.

George Cummins, Tulane University

Announcements and Thanks

NAATC has sent a copy of the conference proceedings entitled *Modern Czech Studies* to its members and associates. If you did not receive a copy and wish to obtain one free, please renew your membership by June 1, 1999, using the form in this newsletter.

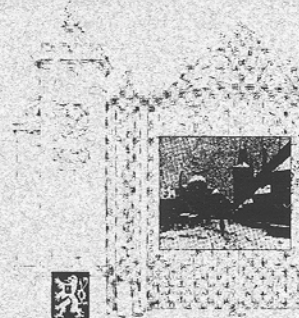
NAATC would also appreciate your recommending the book for purchase at your organizations and libraries (the price for a copy is \$12 including postage). Orders can be made by contacting the Department of Slavic Languages at Brown University (Carolyn_Anderson@brown.edu, or phone (401)-863-2689). The revenue from this volume will go towards the publication of future issues of CzLN.

As former president of NAATC, I would like to thank all the members and associations who supported our activities of NAATC and look forward to working with our new president George Cummins, who has already secured us a Tulane University grant for next year's NAATC activities.

Masako U. Fidler, Brown University

Brown Slavic Contributions

Volume XII: Modern Czech Studies
A Special Issue of the Czech Language News



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Case in Point: The Dative of Interest

Katerina P. King,
Independent Scholar

All L2 speakers, from beginners to experts, have weaknesses in their second language -- shaky areas of grammar, voids of vocabulary, imperfections of intonation. And they are either blissfully unaware of those problems (beginners), or aware and embarrassed but unable to fix them (we experts). For me, one such weakness of my Russian, a language I learned as an adult, is the rich system of participles and gerunds. I do know how to form them, and I do know how to use them (hell, I have even taught them!), but I avoid them like the plague in the spoken language. Instead I tend to use alternative expressions, expressions that come more naturally, and that are, coincidentally or not, closer to English constructions. My Russian, of course, is all the less native for it, and will be until I adopt a strategy to deal with this particular weakness.

When I began researching my 1998 dissertation (*The Czech Dative of Interest: The Hierarchical Organization of Possession in Discourse and Pragmatics*), I realized that possessive expressions represent an area of weakness for many accomplished American speakers of Czech. This observation seemed especially true where "traditional" possessive expressions, such as the possessive pronoun, alternate with "non-traditional" ones. I have in mind such constructions as the use of the verb *mít* in (1a) *Máte otevřenou tašku* 'Your bag is open,' and the dative in (1b) *Něco vám vypadlo z tašky* 'Something fell out of your bag.' What is the functional distinction between the utterances in (1) on the one hand, and their minimal pair counterparts containing possessive pronouns on the other? Let us imagine a person on a Prague tram who wishes to point out to a fellow passenger that his bag is open, or that something has fallen out of it. Would that speaker not be just as likely to utter (2a) *Vaše taška je otevřena* 'Your bag is open' or (2b) *Něco vypadlo z vaší tašky* 'Something fell out of your bag,' as he would one of the sentences in (1)? Well, no. The sentences in (1) constitute a benevolent gesture on the part of the speaker, stemming perhaps from an understanding that the co-traveler's open bag might have adverse consequences for him. The utterances in (2), on the other hand, seem to convey straightforward facts, without any concession to the passengers possible affectedness. Even though the possessive pronoun sentences in (2) are perfectly well-formed, they would be out of place in the context specified above. I suggest, in fact, that the utterances in (2) would be so unexpected as to hinder

communication, and should therefore be considered unacceptable.

The dative construction in (1b) is a so-called dative of interest (some linguists refer to it as "dative of possession"). In this construction the dative NP (noun phrase) is "free" or syntactically ungoverned. It is "optional," in the sense that the sentence would continue to be grammatical if the dative were omitted. (An indirect object dative, by contrast, cannot be omitted; cf. *(3) *Petr podal knihu* 'Peter handed a book'). I argue, however, that the speaker in the context described above does not really exercise an option to use the dative; for the communicative purpose of the utterance the dative is required.

What governs the dative of interest if not rules of syntax? Let us take a closer look at possible dative of interest sentences. A typical sentence contains a reference to an established relationship between two referents -- let us call them X and Y. In this relationship, Y is subordinate to and dependent on X, and conversely, X dominates and controls Y. In examples (4a) and (b) such a

relationship obtains between 'us' (=X) and 'dog' (=Y): (4a) *Utekl nám pes*. 'Our dog ran away.' (4b) *Sousedi nám otrávilí psa*. 'The neighbors poisoned our dog.'

Broadly speaking, the relationship between 'us' and 'dog' in (4a) and (b) is possessive. In every dative of interest sentence the possessor (=X) is represented by the dative NP. The NP referring to the possessed entity (=Y), on the other hand, can be the subject, direct object, or the object of any preposition.

Each dative of interest sentence also has a dynamic verb, i.e. a verb indicating a change of state or condition. There are no apparent syntactic restrictions on this verb; rather, its constraints are semantic and pragmatic. The verbal action represented by this verb must be seen as able to affect, either positively or negatively, the possessive relationship between X and Y. In (4a) and (b) the relationship between 'us' and 'dog' is affected negatively by the verbal actions 'run away' and 'poison.' (The perverse interpretation that the relationship is positively affected is also possible).

The dative of interest is often said to be structurally indistinguishable from the benefactive dative, which is also 'free.' My research has shown, however, that the two constructions differ on at least ten major points, both semantic and structural. Consider an example of the benefactive dative: (5) *Uvařila mu kaši*. 'She cooked him porridge.' The benefactive dative contains no sense of a possessive relationship between the two referents--the verbal action is able to 'effect' a new relationship, but does not 'affect' one already established. In both structure and

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meaning the benefactive dative is more closely related to the indirect object dative than to the dative of interest. Most significantly, the direct object is obligatory in the benefactive dative construction, but not in the dative of interest. Furthermore, the verb must carry some degree of synonymy with the verb 'give,' or convey the idea of giving, whereas the dative of interest never implies giving.

The contrast between the dative of interest and the benefactive dative can be summarized in two semantic metaformulas (following Wierzbicka):

(6a) The Dative of Interest

Something happens to X's Y; X is thereby affected.

(X is the referent of the dative. X is animate. Y is animate or inanimate).

(6b) The Benefactive Dative

Someone does something so that X may get Y.

(X is the referent of the dative. X is animate. Y is animate or inanimate).

Another common misconception about the dative of interest/possessive dative is that it is obligatory when the possessed entity is a part of the body. Indeed, most such sentences appear unacceptable when the dative is omitted. Consider the following example in which a patient talks about his medical ordeal:

(7a) *Ruku mi amputovali po příjezdu do nemocnice ihned.*

(7b) **Ruku amputovali po příjezdu do nemocnice ihned.*

'My arm was amputated immediately after my arrival at the hospital.'

Imagine, however, a situation in which a team of doctors discusses the medical case of the same patient: (8) *Ruku jsme amputovali ihned.* (*mu* is also possible.) 'We amputated the arm immediately.' While the perceived closeness of the relationship between possessor and possessee, and the impact of the verbal action on this relationship are important, the dative is ultimately controlled by another factor. The speaker, implicit in any utterance, must be likely to adopt the point of view of the possessor in order for the dative to be possible. Several subtle mechanisms come into play here; let us briefly consider one. All possible dative referents can be ranked in a hierarchy, in which the first person ('I') occupies the top position. The speaker virtually always adopts the first person's (his own) point of view, but may or may not adopt the point of view of a third person. Thus in (7) the dative is obligatory, whereas in (8) it is not. In (7) the speaker acknowledges the impact of the action on the relationship between the possessor and the possessee by using the dative. He is not obligated to do so, however, in (8). This rule holds even though the possessive relationship (that

between the patient and a part of his body) is extremely close, and is affected quite drastically by the action described by the verb.

The dative of interest is everywhere, as are its cousins the reflexive dative (*zlomila jsem si nohu*) and the dative of vested interest (*včera nám celý den přšelo*). You will probably hear them in your next conversation. In the meantime, I'll keep listening for those gerunds and participles.

(For full references see King 1998.)

Deset let češtiny v Galicii

Kateřina Vlasáková,

Universidada de Santiago de Compostela, Spain

Koho zajímá, kde a jak je možné přiučit se češtině aniž by se přitom přemístil do České republiky, jistě sleduje informace o kurzech českého jazyka pořádaných různými pracovišti ve Spojených státech i jinde v zahraničí. Patrně mu neušly ani zprávy o výuce češtiny ve Španělsku na Jazykovém Institutu při dnes již pětisetleté Univerzitě v Santiagu de Compostela, publikované v *Časopisech Czech Language News* 3/1994 a *Čeština doma a ve světě* 3/96. Dnes je tu situace v některých aspektech opět jiná.

Mé působišťe, pojaté coby služba všem zájemcům z řad studentů, zaměstnanců univerzity a dokonce i veřejnosti starší šestnácti let, tedy všech, kteří se chtějí aktivně naučit nějaký cizí jazyk, rozšířilo v posledních dvou letech nabídku o dva nové jazyky: o italštinu a japonštinu. Institut má tedy vedle angličtiny (s 8-letým programem), němčiny (se 6-letým programem), francouzštiny (s 5-letým programem) i některé méně známé jazyky, jako např. již zmíněnou italštinu (se 4-letým programem), češtinu, ruštinu a japonštinu (jazyky s 2-letým programem). Jednotlivé jazykové kurzy se od sebe liší nejen rozdílnou délkou studia, ale i nabídkou různých rozvrhů (rozdílného počtu skupin) v rámci jednoho ročníku. Zápisné na angličtině, němčině, francouzštině a italštině stojí 40.000 peset a na češtině, ruštině a japonštině 25.000 peset (při stejné - osmdesátihodinové délce jednoho kurzu). Celkový počet zapsaných studentů je nejvyšší na češtině: 28 studentů, dále na ruštině: 26 a pak na japonštině: 20 studentů.

Za úspěšně zakončený jazykový kurz dostávají studenti body, které jim pak usnadňují splnění předepsaného počtu bodů v určitém oboru. Čeština tak rozšířila řadu volitelných předmětů nejen pro filology, ale i pro budoucí právníky, politology, historiky, matematiky či psychology.

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Těší nás, že i pro některé neязыkáře byla znalost češtiny rozhodující pro získání pracovního uplatnění ve Španělsku, a to buď v oblasti turistického ruchu (jako průvodci nebo zaměstnanci turistické kanceláře) nebo v obchodní sféře (na některém galicijském obchodním zastupitelství). Studenti filologických oborů pak nacházejí uplatnění jako učitelé španělštiny na různých typech škol v České republice. Čeština má ovšem nezanedbatelný význam i jako prostředek pro rozšíření kulturního povědomí studentů, kteří zpočátku věděli jen velmi málo o této středoevropské zemi, o ostatních zemích patřících dříve k tzv. satelitům bývalého Sovětského svazu a o jejich postkomunistické současnosti.

Co se týče náplně učebních programů, je třeba zdůraznit, že zmíněné tzv. méně známé jazyky se vedle všeobecné orientace na jejich praktické zvládnutí mnohem více zaměřují na realie (kulturu, literaturu, historii, současnost, atd.) daných zemí. Díky nezanedbatelné pomoci odd. lektorátů MŠMT ČR jsme průběžně zásobeni denním tiskem a základní i doplňkovou literaturou. Využíváním nabídky prostředkované sítí Internet čerpáme množství aktuálních informací. Troufám si proto říci, že informovanost našich studentů je v těchto směrech na dobré úrovni.

Vzhledem k trvajícím velice dobrým vztahům s českým velvyslanectvím v Madridu, pokračujeme v organizování řady zajímavých kulturních akcí. V roce 1995 to byla výstava české fotografie "A fotografia checa dos anos 90", v roce 1997 společně s nadací Eugenio Granell v Santiagu výstava o životě a díle Franze Kafky, která se setkala s nebývalým ohlasem a byla s úspěchem představena i v jiných španělských městech. Začátkem října roku 1998 navštívil pan velvyslanec *Dny češtiny, italštiny, japonštiny a ruštiny* pořádané naším Institutem. V rámci mezistátní dohody o výměně studentů, někteří naši nejlepší posluchači mohou získat stipendium k měsíčnímu či delšímu studijnímu pobytu v ČR. Domnívám se, že hodnotu a význam těchto zahraničních stáží, jichž si galicijčtí posluchači nesmírně cení, zde není třeba zdůrazňovat. České univerzity se zúčastní programů EU "SOCRATES ERASMUS" a naše Fakulta politologie a psychologie uzavřely smlouvu o výměně studentů s Karlovou Univerzitou. Tato výměna bude zahájena ve školním roce 1999/2000.

Ve Španělsku jsme od roku 1988 prvním, a v současné době jedním ze dvou oficiálních pracovišť s výukou češtiny. Dosud ale stále pocítujeme nedostatek specifických učebních materiálů pro španělsky mluvící studenty. Kromě autentických materiálů, podpůrné učebnice E. Čechové-H.Trabelsiové-H.Putze *¿Quiere usted hablar checo? Chcete mluvit česky?* (Liberec, 1994) a mých vlastních

Vzhledem k trvajícím velice dobrým vztahům s českým velvyslanectvím v Madridu, pokračujeme v organizování řady zajímavých kulturních akcí.

nepublikovaných materiálů, využíváme také obrázkovou konverzaci určenou českým začátečníkům: A.Wilkes - J. Shackell: *Začínáme se španělštinou* (J. Fraus, Plzeň 1993) a Helen Davies/Janka Priesolová - J. Shackell: *Obrázkový španělsko-český slovník* (J. Fraus, Plzeň 1997).

V roce 1994, jsme začali s jednou skupinou pracovat s textem povídky J. Suchého *Revizor* z knížky *Sto povídek, aneb nesplněný plán*.¹ V loňském roce byl dokončen nejen překlad z češtiny do španělštiny, ale také do galicijštiny.² Vznikl tak učební materiál, který je hojně využíván nejen samotnými studenty češtiny, ale protože jde o překlad, stal se i skromným příspěvkem k nevelkému množství již existujících profesionálně přeložených českých děl z češtiny do španělštiny. Česko-galicijské² vydání se připravuje pod patronací naší univerzity. Bude se jednat o vůbec první překlad z češtiny do tohoto druhého oficiálního románského jazyka vedle španělštiny.

V současné době vytváříme *Stručného průvodce pro české turisty po Santiagu de Compostela*. Vzhledem k tomu, že existující průvodce po Španělsku v češtině jsou značně obecné, někdy dokonce se zavádějícími údaji, a že v roce 2000 se stane Santiago společně s Prahou a dalšími sedmi městy evropskou kulturní metropolí, domnívám se, že úsilí zde vynaložené bude k užtku nejen studentům, kteří si zopakují a zároveň doplní slovní zásobu a obraty ze zcela běžných komunikativních situací, ale poslouží i soudobým českým poutníkům, kteří sem zavítají třeba po stopách družiny pana Václava Šaška z Mezihoří,³ od jehož návštěvy již uplynulo více než pět set let, tedy tolik, kolik nedávno slavila i zdejší univerzita.

Na závěr této krátké zprávy o aktuálním stavu češtiny na naší univerzitě, bych ještě ráda poděkovala všem, kteří nám v minulosti zaslali pro nás velice cenné ukázky svých publikací či slavistických časopisů, které jsme zařadili do naší bohemistické knihovničky.⁴ A co si přát do následujících deseti let? Především, aby se češtině v Galicii dařilo nejméně tak dobře jako nyní, a aby i ostatní španělské univerzity k ní postupně našly cestu.

Poznámky:

1. J. Suchý: *Sto povídek, aneb nesplněný plán*. Libertas, Praha 1993.
2. el gallego, oficiální románský jazyk hojně užívaný v Autonomní oblasti Galicie spolu se španělštinou (el castellano).
3. hrdina cestopisu A. Jiráskova *Z Čech až na konec světa*.
4. Mé poděkování patří především Dr. B. Volkové z Indiana University, D. Shortovi z SSEES of London, Letní škole slovanských studií FFUK, katedře českého jazyka FFUK, redakci královohradeckého časopisu *Češtinář*, a dalším.

**Bridging the Culture Gap:
Supplementing Texts with Realia in the
Foreign Language Classroom**

Deborah H. Garfinkle,
The University of Texas at Austin

“Students cannot learn from text alone.” I adopted this motto soon after I started teaching EFL in Světlá nad Sázavou, and it has forced me year after year to scrounge around libraries and institutions for all kinds of odds and ends to supplement the lessons in our classroom text with “authentic” materials. Although there are now several good communicative based texts to choose from for teaching Czech as a foreign language, the artificial nature of these texts cannot expose students to the diverse ways in which language is used in the target culture. Under the best conditions, learning a second language is a difficult proposition; however, on the desert island of the foreign language classroom far removed from the target culture, learning in context is almost impossible. How can one teacher communicate to students any of the diverse methods native speakers employ to communicate with one another verbally, in print and with gestures? Realia, in essence, is a bridge to Czech; it is a vital means that connects my students in Austin with spruce, svíčková and Smetana, a valuable tool that prepares them for the greatest challenge they will face as learners, using Czech in the “real” world.

In order to build reading competency, I select and adapt materials that students are already familiar with at home. Tickets, receipts, menus, advertisements and schedules translate fairly well since their forms are often international. In addition, students usually have a situational context for these texts, and visual cues included on the materials help students guess at meanings based on their experience of their L-1. Building the language “bridge” between L1 and L2 reduces the stress students feel when confronted for the first time with materials that have not been prepared with their skill levels in mind.

Developing writing and vocabulary skills goes hand in hand with the use of these written materials. After having students scan a text to pick out the words they know (either what they have learned or cognates), what they guess from their knowledge of etymology, or from context, I devise cloze exercises to reinforce vocabulary and grammatical structures. One method that I borrowed from my experience teaching ESL is omitting portions of the text based on grammatical content (i.e., nouns, verbs, adjectives and adverbs). I then have students work in small groups on one cloze or another and then have them change partners to exchange information until they have filled in as much of the text as they can. Later, I have students

build a dialogue around the text. A movie ticket can turn into a trip to the cinema, a train ticket, a weekend in the country; a receipt can inspire a trip to the market. My greatest challenge is how to adapt materials that can develop listening skills so learners can develop strategies to improve their comprehension. Texts are often inadequate when it comes to comprehension exercises, and a fifty-minute contact hour with one non-native speaker (as is the case with me) is a poor substitute for a night out in a *kavárna* with a group of Czech friends. Realia can express what speakers may leave out of their messages and how they actually use language to break the rules; how stress and intonation are employed to express meaning; when and how individuals use the formal and informal forms; what is literary usage and what is vernacular (a particularly tricky issue in the case of Czech).

Again, I look to build my bridges: television programs that have a recognizable format (game shows or newscasts)

and shows that are already familiar to students. I have used *The Simpsons* and *Friends* since many students had already seen the episodes in English and would at least have some context to draw upon. Small sections can be isolated for grammar content; the episode of *Friends* I taped has a very

short vignette that is almost exclusively in the imperative. Songs are also helpful since most students like to know what kinds of music are popular in the target language; an added benefit is that music does indeed make students relax to take in the message. A perfect example of the locative case can be found in the refrain of the song *Spatřil jsem kometu* by Jaromír Nohavica.

Realia provides students with the most valuable tools of all in the foreign language classroom, strategies for learning and a context for the target culture even at a distance. Although locating and adapting materials are extremely time-consuming, in almost ten years of experience, I have found the benefits of their use far outweigh the disadvantages. These materials are like the garnet buried in the hard rock of language waiting to be released; they are the jewels of inestimable value that reflect the infinite facets of human expression that, in the classroom, make language live.

Realia provides students with the most valuable tools of all in the foreign language classroom, strategies for learning and a context for the target culture even at a distance.

“Communicating in Czech” is a column devoted to techniques for teaching students to communicate effectively in Czech. 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 kresin@humnet.ucla.edu or Dept. of Slavic Languages and Literatures; 115 Kinsey Hall; Box 90094-1502; University of California; Los Angeles, CA 90023-1502.

Miloš Dokulil. *Obsah - výraz - význam*
(Výbor z lingvistického díla)
FF UK Praha 1997
vol. I: 304 pp., vol. II: 220 pp.

Reviewed by Ivana Bozděchová,
Charles University, Prague

Content - Expression - Meaning (Reading from Linguistic Studies) - this is the symbolic title under which a new selection of important articles and studies by the outstanding Czech linguist and leading figure of modern Czech linguistics, **Miloš Dokulil**, was published. This internationally known scholar played an important role in the development of Czech as well as Slavic linguistics in several spheres, and inspired, influenced and educated generations of disciples and followers. Dokulil's school of word formation especially gained international recognition since he introduced many original ideas, concepts and theories. The collection under review has been published on the occasion of the author's 85th birthday. The first volume contains 23 Czech articles, arranged according to the three most important spheres of his linguistics research: word formation, morphology and syntax. The second volume consists of selected studies published abroad and in foreign languages. Both parts are intended for students and scholars of philology in the Czech Republic and abroad.

The opening article of the first volume presents three essential matters of word-formative theory, namely morphological word-formative processes, word-formative analysis and its relations to other levels of morphological analysis (e.g. morphemic), and word-formative forms (derived words). The author proposes a few terminological expressions to describe the basic word-formative relations in vocabulary.

Being fully aware of the complexity of mutual relations between expression and meaning ("significant" and "signifié"), he exemplifies its dialectics in the morphological structure of Slavic words in general (vol. I, pp. 25-40). Presented are examples of typical Slavic violations of the symmetrical relations at the syntagmatic axis (e.g. at the analytical verbal forms) and at the paradigmatic one (e.g. polysemy and synonymy of noun endings). Synonymy and polysemy at higher language levels reflect two opposing tendencies in language functioning: the tendency towards variability of expression and towards variability of meaning. Such a dialectic relation is considered by the author as the main principle of the morphological structure of Slavonic language systems.

As is typical of all of Dokulil's work, not only theory, but also practical aspects of language phenomena, receive attention. An example is the importance of describing

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predictability of lexical meaning of the motivated words (e. g. derived and compound) for lexicography (e.g. in one-language dictionaries). It is also important for theory to distinguish word-formative and lexical meaning(s) of a word: the first one being a matter of language system, the latter of language norm. The relation between those two meanings is not, however, accidental, and can be implemented as that of agreement, equality, inclusion, involvement of word-formative meaning into lexical one or its enlargement.

During his active scholarly career, Dokulil was always involved in the international field - he followed important trends and developed theories. One example presented in the book is his treatise on the concept of Slavic language comparison in terms of word-formation; among other things, it reacts to the proceedings of the 4th International Congress of Slavists in Moscow, 1962. The author has managed to map out possible directions for further research within the individual Slavic languages, which could further contribute to the general comparison of Slavic word-formation, including aspects of their form, content and material.

Another part of the word-formative system of the Czech language that Dokulil draws attention to is that of foreign words (loans). In every language these have their special features, common within the European languages and based primarily on Greek-Latin stems. Foreign loans undergo the process of word-formative adaptation in the Czech language, which is least complicated with adjectives and verbs. In general, the assimilation of nouns is the most complicated in Czech.

Important issues of word-formative typology are further changes between motivating and motivated words; one of the essential contributions in that area is Dokulil's study of the word-formation characteristics of parts-of-speech transformations, i.e. so-called transposition (vol. I, pp. 103-121). He considers this important not only for word-formation but also for grammar, both for morphology and syntax. He explains and demonstrates different aspects of transformation.

Dokulil's ability to think about the language elements and relations within the language system has been proven in all his work. He connects individual language-system levels, e.g. in his article (vol. I, pp. 122-141, first published in 1968) which describes and summarizes the present phase of research in the field of Czech morphology and, on its basis sets out new tasks to be accomplished. Syntax has been at the center of research for the last decade since the syntactical relations in flexive languages, such as Czech, are primarily expressed by morphological means (which are also important for the vocabulary - its functioning and the lexical meaning of words), the emphasis on morphology is logical and desirable. The crucial topic still remains the elaboration of the parts-of-speech theoretical concept and its definition. The author comments on quite a long list of Czech papers dealing with

these issues. An example of Dokulil's own contribution to morphological theory is his article on the concept of morphological categories (as exemplified by the Czech verbal aspect) in which he made a clear distinction between grammatical category on the one hand, and grammatical meaning and grammatical form on the other (vol. I, pp. 142-163). He classifies grammatical categories according to the language-system's levels (morphological, syntactical) and exemplifies his theory on the verbal category of aspect since it is this category which occupies a crucial position among other verbal categories in terms of defining the verb as a part of speech. On the example of the structure of the Czech conditional he emphasizes the dynamic aspect of a synchronous study of grammatical categories.

Dokulil devotes much work to comparative studies, especially to comparison within Slavic languages. The selection includes his article on modifications of verbal aspect in the Czech and Russian imperative. These two related languages, regardless of their more or less identical functional burden of the imperative, show differences in the use of verbal aspect. The following article also deals with verbal aspect, this time from the translation point of view. Dokulil points out some "dangerous" instances of Czech verbs which can be difficult for translators (e.g. so-called bi-aspectual verbs which can be used both as perfective and imperfective, or verbs of motion).

The section devoted to syntax opens with a theoretical description of the mutual relation between word formation and syntax. The author comments on some Polish work from that field and exemplifies and explains the relations and similarities between the structure of derived and compound words on the one hand (e.g. učitel = teacher) and syntactic constructions on the other (e.g. člověk učí = man teaches). These similarities (analogies) are not formal (like the relation between the subject and predicate of a sentence) but content (like the relation between agent and action). Focus on the relation between word formation and syntax reveals two functions of language: that of nomination and utterance. For the description of the verbal structure, it is important to distinguish its semantic and grammatical structure (vol. I, pp. 209-223). Grammatical structure of a sentence is, first of all, a matter of morphological form. The content (as a reflection of reality in our minds) is transformed into language meaning through a grammatical form only.

Another approach to the relations between vocabulary and syntax is presented in Dokulil's attempt to draw a picture of the semantic structure of so-called verbs of motion (on the example of common colloquial Czech phrases: "byl jsem se koupat," vol. I, pp. 232-242).

The final section of the first volume contains Dokulil's articles on topics from onomastics, such as proper names and

proper expressions, familiar forms of personal names (vol. I, pp. 281 and 291, respectively) or language creativity in the formation of new verbs and their productivity.

The second volume is devoted primarily to Dokulil's anniversary; it has 3 parts: 1. his bibliography, two articles on his scholarly work and a complete list of his scholarly work up to 1997; 2. greetings from his colleagues and from linguistics institutions in the Czech Republic and abroad; 3. a selection of the author's studies written in foreign languages (and published abroad). The list of his work with detailed bibliographical data presents a valuable source for every researcher as well as for schools and institutions; it is the most recent and complex so far. This volume contains 7 studies by

Dokulil: 5 in German, one in Russian and one in English. They were written between the years 1952 and 1994. They deal with Dokulil's main spheres of professional interest, e.g. syntax, word formation (status of word-formative formant, the process of word conversion), and with more general issues of the language norm, codification, standard and colloquial Czech, etc. The study written in English is entitled "The Prague School's Theoretical and Methodological Contribution to Word Formation (Derivology)" (vol. II, pp. 179-210) and presents some of the fundamental problems concerning the system of word-formation and its description, reviewing research on Czech word formation and general studies since 1962. The author lists the contributions of Czech studies in Russian to the theory and methods of word formation. He proves again his broad knowledge of literature written on that topic in Czech as well as foreign linguistics, and provides a long list of important references at the end of his paper.

Thanks to the authors who put together this two-part book *Content - Expression - Meaning (Reading from Linguistic Studies)*, Dokulil is freshly presented in his remarkable and innovative attitude to linguistic research and language itself. Reading his studies, one again realizes his constant respect for the language system, its levels and relations between their elements on the one hand, and for communication (communicative functions of language elements) on the other. It allows him, among other things, to consider a word/word form as the fundamental and essential unit; this has been an inspiring and important idea. Dokulil has elaborated and in certain spheres developed the methodology of general comparison of Slavic word formation. It is his extensive contribution to all fields of modern linguistics, both general and applied, which remains most important; in that sense, Dokulil follows and fruitfully develops the legacy of the Prague School of Linguistics. The book endeavors to remind readers of this and, at the same time, to express our gratitude to Dokulil for his prolific linguistic work.

Dokulil is freshly presented in his remarkable and innovative attitude to linguistic research and language itself.

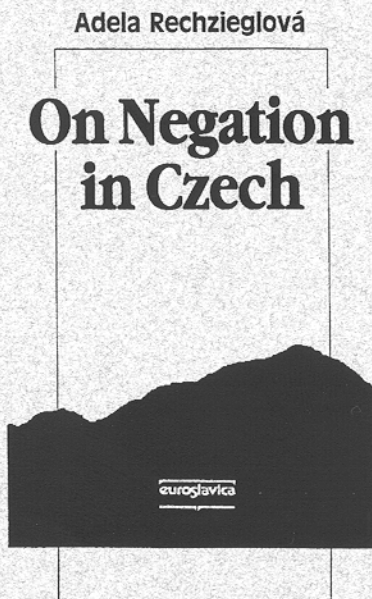
Adela Rechzieglová. *On Negation in Czech*. (Slavistické monografie: Řada lingvistická 2). Praha: Euroslavica, 1995. 157 pp. ISBN 80 85494 21 3. Review reproduced by kind permission of the Editors of *The Modern Language Review* (London).

Reviewed by
David Short,
University of London

Adela Rechzieglová does not claim to have provided all the answers to all questions pertaining to negation in Czech, indeed the format of this volume - five chapters, only partially integrated, and reworked from earlier versions as articles - suggests that it is not yet a fully systematized presentation. However, individually the sections are a generally satisfying presentation of the sub-areas discussed.

Part One consists of three sections: on the typology of negative adjectives (which this reader finds by far the most satisfying); on negative verbal units and prefixation (where this reader finds the straight-jacket of uniform presentation of the verbs with the prefix *zne-* and *zane-* only partially loosened by the excursion of deadjectival verbs); and on antonymic (sic) adjectives, which in part refines some of the first chapter.

Part Two contains two related papers on the function of quantifiers (including - in more conventional parlance - indefinite and negative pronouns) in Czech negative sentences, where the main concern is to resolve the ambiguities of such expressions as *všichni nespali* ('everyone did not sleep' or 'not everyone slept'); and on quantifiers (the same set) and negation conceived much more broadly (though neither essay makes any reference to *žádný*, which may be subsumed in the description under *nic* [?], and employing a complex apparatus of equations and graphics. The typology of negative adjectives makes sensitive and compelling use of measures based on semantic and morphological constraints in gradation and on syntagmatic constraints in quantification, particularly combinability of individual types with *zcela* 'quite, entirely' and *velmi* 'very.' My problem with the deadjectival verbs lies chiefly in a



sense that causatives such as *znemožnit* should not be interpreted as having the 'same' compound prefix *z+ne-* as many other types described, since the underlying adjective is itself a negative one, as the author plainly realizes; in other words derivation would appear to be better seen in terms of simultaneous prefixation-suffixation, by *z-* and *-it*, comparable to, say, *umožnit* or *zlepšit*, and therefore 'negative' only coincidentally. Simultaneous pre-fixation-suffixation in Czech derivation is not unique to this instance (cf. *hvězda-souhvězdí*).

On the whole the book, despite some idiosyncrasies of the English translation (including the English glosses to some examples), is a valuable account of those areas of negation with which it is concerned. The brief sections on *negativa tantum* and their nearest cousins inevitably constitute a fascinating topic, and the occasional lists of lexical items in a given class are potentially useful for further study (though they might well be cleared of some of the obsolete or distinctly peripheral items). Parts of the study have fringe benefits for the student of Czech aspect and intonation (an index might have helped them), and for the logical semanticist. The references quoted are mostly items in Czech, Polish and Russian.

Ladislav Kaska *225x Česky: Zábavná čítanka pro zahraniční studenty*
Univerzita Karlova, 1994, 190pp.
ISBN 80-7066-657-9

Reviewed by Katerina King,
Independent Scholar

We have all seen them--most North American teachers of Czech probably own them--but few have taught from them: those soft, beige-covered textbooks for foreigners commonly known as 'skripta.' Produced at the Ústav jazykové a odborné přípravy zahraničních studentů of Charles University, these textbooks have a homemade, mimeographed look and feel, and some feature illustrations that could charitably be called "simple." But appearances can be deceiving. The beauty of the 'skripta' lies in the expertise with which they were conceived and put together. Kaska's *225x Česky: Zábavná čítanka pro zahraniční studenty* is an inspired teacher's aid, suitable for intermediate students or very advanced beginners. It consists of 225 texts that range from two-line jokes to five-page short stories. The key word in the title is "zábavná"--all too often texts abridged or adapted for the foreign student are heavy and dry, and fail to provide sufficient reprieve from the drudgery of declension and conjugation work. This common shortcoming was apparently on the author's mind;

as he explains in the introduction, he has purposely avoided fact-based narratives. The texts are organized in thematic chapters (for example "Rodinný život," "Z restaurací a hotelů"), and vary in difficulty. All try to be humorous--not all succeed, of course. But even attempts at humor can entertain. More importantly, the punch lines of the jokes in 225 are identifiable and culturally accessible--students cannot but "get it," e.g., *Nechod' k tomu psovi. Je velmi nebezpečný. A nezná tě. Tak mu řekni, že se jmenuji Petr.*

I decided to give 225 a try in my second-year Czech course at Cornell University in 1996-97. My class needed some serious grammar review in the fall, but was caught up by spring, ready to take on longer texts and work with dictionaries. Newspaper articles and passages of original fiction were still too difficult. I had assigned a few, and found that the students expended most of their effort on form rather than content. 225

Many of the readings were engaging enough to serve as essay topics, and lent themselves easily to summarizing.

proved level-appropriate. On grammar-heavy days in the fall semester I often began class with one or two of the shorter jokes at the beginning of the book. They served not only as a warm-up (or wake-up), but often as a preview of the day's activities. The above joke, for example, would be perfect for a session on imperatives -- it contains two.

Later in the year, many of my classes centered on the longer texts. I used them successfully for translation and discussions, as well as grammar exercises. The thematic organization of the texts made them especially suitable for vocabulary building. Many of the readings were engaging enough to serve as essay topics, and lent themselves easily to summarizing. The test questions that follow some of the readings, and for which answers are provided at the end of the book, were generally not useful. I considered this only a minor flaw, because there was no shortage of material on which to base both in-class activities and homework assignments.

For all its advantages, 225 must be used with caution.

For all its advantages, 225 must be used with caution. A great many of the texts are hopelessly sexist. The same is true for a number of the book's clumsy drawings, a few of which also depict Africans and Arabs in stereotyped ways. Some instructors may be able to use these instances of Czech attitudes to gender and race as a didactic point--I, however, found myself more embarrassed than inspired by them. After a certain point I simply started employing the very unamerican practice of censorship. In the end, enough good material remained to last a semester or more, and fun was had by all.

Připravujeme se k maturitě z češtiny
SPIS Prague 1998, 1 CD-ROM

Review copy supplied by SPIS (spis@login.cz)

Reviewed by Miroslav Herold,

Translator, Interpreter, Consultant



Tento program určený pro studující středních škol v České republice jako pomůcka pro přípravu k maturitě vychází ze stejnojmenné publikace kolektivu autorů pod vedením PhDr. Věry Martínkové, CSc., vydané v nakladatelství TRIZONIA Praha. Odpovědný redaktor, vedoucí programátorského týmu, koncepce a návrh výukového programu Ing. Milan Kuča, CSc.

Instalace je zcela automatická. Stačí založit CD do mechaniky. Požadavky na hardware počítače jsou obvyklé. Veškeré výukové texty si nesou s sebou na CD odpovídající české národní fonty, budou se tedy zobrazovat i v prostředí operačního systému Windows 95 nebo 98 US bez problémů.

Nezodpovězenou otázkou zůstává, do jaké míry budou pod US operačním systémem správně zobrazeny fonty uživatelského rozhraní (na příklad popisů tlačítek, rozbalovacích nabídek), které mohou používat systémových fontů, a tudíž mohou některé znaky národní sady zobrazovat chybně. Tato pro použití ve Spojených státech důležitá vlastnost zůstala neotestována.

Obslužný program nabízí uživateli pro většinu funkcí dvě volitelné filozofie: buď výběr z rozbalovacích nabídek (pull-down menu) nebo tlačítka obsluhovaná myší. Tlačítka jsou identifikována zčásti textem, zčásti ikonami. Kompletní paletu funkcí podchycují rozbalovací nabídky. V textu je značena posloupnost „Název nabídky” (menu name) – „Název volby” (option name). Studující si mohou libovolnou část studijního materiálu vytisknout. Velikost písma na obrazovce je nastavitelná (Volby – Velikost textu).

Pokud CD používáme k jinému cíli, nežli k přípravě složení maturity – např. k napsání ročníkové nebo disertační práce – přijde vhod možnost libovolného kopírování buď celých stránek nebo kapitol, či vybraných vět a odstavců. Abychom při výběru nebyli mateni některou standardní barvou, barva výběru je volitelná (Volby – Barva výběru).

Jako u všech kvalitních referenčních příruček je k dispozici hledání plnotextové (fulltext), vybavené lematizátorem (stemmer). Stačí tedy zadat „Komenský“ a program nabídne všechny kapitoly, kde je o něm zmínka v kterémkoli pádě. Funkce umožňuje hledat i dvě slova najednou spojená logickým operátorem AND. Pro okamžité vizuální nalezení je hledaný tvar barevně zvýrazněn. Aby zvýrazňující barva nesplynula s některou standardně použitých barev (viz níže), máme možnost jejího nastavení (Volby – Barva nalezených slov).

V textové části jsou jako jeden z rozlišujících znaků použity i barvy (vedle základní černé), např. pro názvy děl, názvy zemí, autory a místo s připraveným odkazem do slovníčku nebo na jinou stránku textu. Výkladová část dělí látku vždy na literaturu českou a světovou. Dělení do čtyř kapitol je podle časového období: od počátku dějin do 1850, 1850 – 1950 (dvě kapitoly) a 1950 dodnes.

Výukový program předkládá čtyřicet maturitních literárních okruhů. V každém je podrobně zpracována literárněhistorická část otázky a každý okruh doplňují desítky otázek a úkolů k procvičení. Vedle znalostí dějin literatury si student může procvičit i jazyk a teorii literatury a ověřit svůj všeobecně kulturní rozhled.

Vedle vlastních kapitol zasvěcených literatuře jsou pro snadnější pochopení látky zařazeny 4 výkladové slovníky: literárních stylů a směrů, literárně teoretických pojmů, jazykových pojmů a slohových útvarů a funkčních stylů. Do slovníků můžeme vstupovat jednak přes obsah a podle začátečního písmene, nebo funkcí HLEDAT. Tehdy se slovník otevře do hlavního okna. Další – a nejčastější alternativou vstupu do slovníku – budou hypertextové odkazy (links) rozmístěné v textu kapitol. Pokud na některý z pojmů klepneme myší, otevře se nám nad hlavním textem literárního hesla vedlejší okno, vysvětlující příslušný jazykový nebo jiný pojem.

Co se týče postupu přípravy ke zkoušce, žák má dvě možnosti. Může se rovnou odebrat do modulu pro zkoušení, vybrat si okruh a nechat se zkoušet. V případě, že narazí na nejasnosti, může vždy přejít do vysvětlujících textů, prostudovat podklady a pak pokračovat v odpovědi na otázku. Většina žáků však bude postupovat opačně, nejdříve si podle obsahu vybere studovanou otázku, přečte podklady a na následných otázkách si ověřuje, do jaké míry jim přečtená nebo vyslechnutá látka utkvěla v paměti.

Program je doplněn bohatým sortimentem pěti druhů cvičných otázek s různými typy řešení. Každý typ

předpokládá určitý vymezený čas na jeho zodpovězení a žákovi odpověď lze ve všech případech srovnat s odpovědí správnou. U všech otázek na základě porovnání odpovědi vlastní a správné se žák sám hodnotí známkou 1 až 5. Při závěrečném hodnocení je hlasový projev hodnotící učitelky doprovázen vtipnými obrázky.

Ikony na tlačítkách jsou v souladu se symboly obvyklými, např. v aplikacích MS Office. Výjimku tvoří tlačítko funkce VLOŽIT POZNÁMKU. Její ikonu totiž známe z jiných aplikací jako Kontrolu pravopisu (Spelling and Grammar). Chceme-li vychutnat kultivovanou výslovnost předních herců, kteří čtou literární ukázky, je vhodné mít u PC externí aktivní reproduktory. Malé pasivní se neosvědčily, teprve když jsem přepnul na 12 W aktivní repro, zvuk dostal tu správnou kvalitu.

CD obsahuje pro studujícího slavistiky nejen velmi dobrý přehled literatury českých zemí, nezanedbatelné jsou i vazby na literární oblasti sousedních zemí. Pro dokreslení vjemu jsou neocenitelné nahrávky řady ukázek jak beletrie, tak i poezie. Zejména pro citlivé vnímání poezie jsou nahrávky ukázek velkým přínosem. Nahrávky namluvili přední čeští herci.

Notice from Book Review Editor David Short:

The bibliographical unit (Oddělení vědeckých informací) of the Institute for the Czech Language in Prague performs a valuable service in the preparation and publication of annual bibliographies of new work in Czech language studies. While their outputs give a comprehensive picture of items published in the Czech Republic (and Slovakia), coverage of work appearing elsewhere tends to be patchy. Some items they never hear of, others may be too expensive for them to purchase. For those who feel able, I believe it would be a welcome service to our Prague colleagues if we could send copies of our publications - everything from books to offprints of reviews - for inclusion in what is the most comprehensive bibliographical reference work in our field.

Inclusion of our works therein is not without importance to us too.

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

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