

Abstract

The dissertation analyses the stratification of Czech in terms of teaching Czech as a foreign language. The general theoretical part relates to teaching Czech as a foreign language or other foreign languages as close as possible. This part also includes the analysis of recordings of authentic communication between Czech speakers and foreigners. The findings of the analysis are subsequently applied to the sample plans of teaching units.

The introductory part deals with the history and development of the theory of the standard Czech language and it also presents the attitudes held by the members of the Prague Linguistic Circle, which were published in Spisovná čeština a jazyková kultura (Czech Literary Language and Culture) in 1932. The theoretical part reflects the issue of defining the standard, mentions diglossia and presents a variety of contemporary opinions on future trends in the development of codification.

In accordance with its aim, the paper lists the recommendations of benchmark descriptions for Czech as a foreign language and also describes so called Foreigner Talk, including the way foreigners are spoken to by the speakers of Czech. Furthermore, the extent to which spoken Czech is reflected upon in the instruction of Czech language for foreigners and/or teaching materials were studied.

In order to verify and define the description of Foreigner Talk, a number of dialogues between Czech speakers and foreigners were recorded in Brno, Olomouc, and Prague. These recordings were subsequently analysed and the analyses confirmed the hypothesis that Czech speakers do not adjust their speech to the extent that would eliminate forms typical of spoken language and/or dialect.

In response to the findings, the paper presents some suggestions relevant to teaching Czech as a foreign language. These include worksheets and guidelines on how to work with them in the classroom. They utilize recordings inspired by the authentic conversations. In linguistic terms, these worksheets relate to spoken forms of Czech, dialects, diminutives and contracted lexical units. Their primary aim, however, is the development of listening comprehension skills.