

**Title:** When Less is More: Multimodal Learning Through Czech *Večerníček*  
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A common challenge for language curricula is finding authentic source materials for use in the classroom. Difficulties such as appropriateness, length, thematic relevance, amenability to material creation, etc. are serious considerations when choosing such materials. This presentation will focus on the creation of pedagogical materials to accompany various animated films from the Czech program *Večerníček* for use in intermediate and advanced Czech language courses.

The format of *Večerníček* provides several advantages over other authentic source materials such as feature films and literature. The films are short enough to be used during 1–2 class meetings (~7 minutes each). They function as discrete units which require little to no context for students viewing them. Additionally, they frequently are available online through websites such as *youtube.com*, which enables students to work outside of the classroom.

These animated films provide a wealth of materials for students of Czech. The language used in the films is clear, enunciated, and manageable. They provide opportunities for traditional fill-in-the-blanks activities, guided readings/translation. The films also often provide opportunities to focus on particular grammar points given repetition of certain grammar points within the context of single episodes (e.g. – imperatives, diminutives, verbs of motion, etc.).

The extratextual elements of the animated films are also particularly well-suited for pedagogical purposes. They often contain a large variety of scenes and actions which are unavailable or unmanageable in feature-length films and literature as a result of limitations of budget and/or format. These extratextual elements provide significant opportunities to practice more difficult concepts in Czech.

The purpose of this presentation is to demonstrate several types of pedagogical materials and strategies currently under development to use with *Večerníček*. I will discuss how these films can be utilized in the creation of a great wealth of pedagogical materials despite their relatively short length.  
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