



Two discussion topics today

Theoretical interest

(but also practical implication!)

- The Position of Language Management Theory within Language Policy research

Practical interest

(with theoretical component!)

- Mediated communication as a site of intensive language management



The Position of Language Management Theory within Language Policy research

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Based on:

Fairbrother, Lisa & Kimura, Goro Christoph (2020): **What is a language management approach to language problems and why do we need it?** In: Kimura, Goro Christoph & Fairbrother, Lisa (eds.) (2020): *A language management approach to language problems: Integrating macro and micro dimensions*. Amsterdam: John Benjamins, 1-28.



Question

Originally, the idea of LMT has started from a critique of the analytic division between 'language policy' and 'language practice'. It was the recognition of the multi-level characteristics of language policy and the emphasis on the importance of considering the micro level of interaction, that led to the development of the theory.

In the meantime, the division has been increasingly overcome in related research fields, theoretically and methodologically. Some recent developments have not only arrived where LMT has started, broadening the understanding of language policy, but gone further even to relinquish the distinction between policy and practice.

But is it really beneficial for the analysis to put all language activities into one pot?



Starting point

KIMURA Goro Christoph, "Gengoseisaku kenkyu no gengokan o tou: Gengokeikaku/gengotaido no nibunhou kara gengokanri no riron e"

[How Do Researchers on Language Policy Perceive Language? - From the Language Planning / Language Attitude Dichotomy to Language Management Theory -] in: *Gengoseisaku* [Language Policy], vol.1, 2005, pp.1-13.

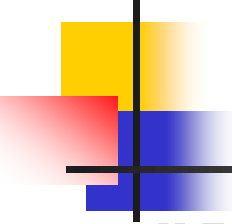


Epistemological dualism in sociolinguistic research

Language attitudes:
everyday practice,
natural, ordinary, micro,
in vivo (Calvet 1996)

Language policy:
special intervention,
artificial, additional, macro,
in vitro

-> Dualistic understanding of language activities. Intervention is regarded as something external to the 'natural' evolution of language.

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- “[I]s it sufficient for studies of language policy to simply analyze phenomena that manifest as ‘language policy’? Is ‘language policy’ such a self-evident subject?”

-> “This paper argues that the study of language policy has often misread the subject of its own research in arbitrarily extracting for analysis certain aspects out of the whole of human language activities.”



LMT as an approach to overcome the misleading dualism

“rather than dividing language policy and language attitude, the theory of language management perceives micro-level language policies as existing within language attitude. ”

“[W]ithin the theory of language management, managing language is an integral part of language activities. Intervention to language is assumed at any level from micro-level situations to macro-level.”



- Nekvapil and Sherman (2015: 5):

“people essentially cannot not manage their language”

-> managing is an integral part of our language activities



Comparison with four other “schools” of LPP research

1. **The classical school:** a historical-structural approach developed from the classical theoretical literature with its roots in modernism
2. **The domain focused school:** an approach that focuses on different domains of language policy (the family, workplace, religion, public space, schools, etc.) and examines related practices, beliefs and planning
3. **The critical studies school:** an approach that critically questions “the hegemonic approaches found in classical language planning” and aims at “social change to reduce various types of inequalities” (Baldauf & Hamid 2018, p. 55)
4. **The ethnographic school:** “a layered approach that allows policy texts with their underlying constructs of power relationships to be related to various actors in local communities who are engaged in the policy making and implementation process, to illuminate the ways in which policy works or is dysfunctional” (Baldauf & Hamid 2018, p.54)

-> Basic question: how they position LPP within language activities on the whole?



1. The classical school

separation of “language policy” and “language practice”

-> “revised classical” stance: conscious separation

“[I]t is useful to keep separate the respective role of public authorities and other actors, because an excessively wide definition of language policy decreases our capacity to make useful distinctions between actors’ *practices* on the one hand and *public policies* on the other hand, that is, a set of deliberate interventions in society designed and implemented by public authorities.” (Gazzola, 2014, p.21)



2. The domain focused school

management: “conscious and explicit efforts by language managers to control the choices” (Spolsky, 2009, p. 1) in opposition to practice. Spolsky’s framework in fact echoes the typical distinction of the classical school. It sees language management as something that goes beyond ordinary language behaviour, typically pursued by special language managers in specific instances.



3. The critical studies school

4. The ethnographic school

“Policy is not a disembodied thing, but rather a situated sociocultural process – the complex of practices, ideologies, attitudes, and formal and informal mechanisms that influence people's language choices in profound and pervasive everyday ways.” (McCarty (ed) 2011, p. xii)

3. The critical studies school

4. The ethnographic school

“I argue that without ongoing conceptual refinement, “language policy” may become so loosely defined as to encompass almost any sociolinguistic phenomena and therefore become a very general descriptor in which all language attitudes, ideologies, and practices are categorized.” (Johnson 2013, p. 24)

->The trends depicted here seem to go to the opposite extreme of the classical and Spolskyan schools, by not distinguishing different types of language activities at all.



Concluding remarks

- Whereas classical language policy research has distinguished LPP but not integrated it with ordinary language activities, more recent tendencies have made efforts to integrate LPP into practice, but have expanded language policy so much that it can mean everything.
- An LMT perspective, however, takes a different stance to both of these perspectives. In contrast to the first two schools, LMT considers language management an essential, integral part of human language activities (Kimura, 2005).
- The difference with recent trends in critical and ethnographic approaches is that LMT researchers do not take the stance that policy and practice are inseparable.



Concluding remarks (cont.)

- By distinguishing management of communicative acts (“behaviour toward language”) from communicative acts (“language behaviour”), yet at the same time integrating it as part of ordinary language activities, LMT shows a **third way** between a too narrow view of human intervention into language that overlooks a great part of such activities, and a too wide view that misses the essential distinction of different types of language activities.

-> Initially, the significance of LMT was to broaden the scope of LPP. Now, in the context of the “critical-etholgraphic turn”(Martin-Jone & da Costa Cabral 2018), its merit seems to be rather to point to different aspects of language activities.

Mediated communication as a site of intensive language management



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Four language activities according to CEFR

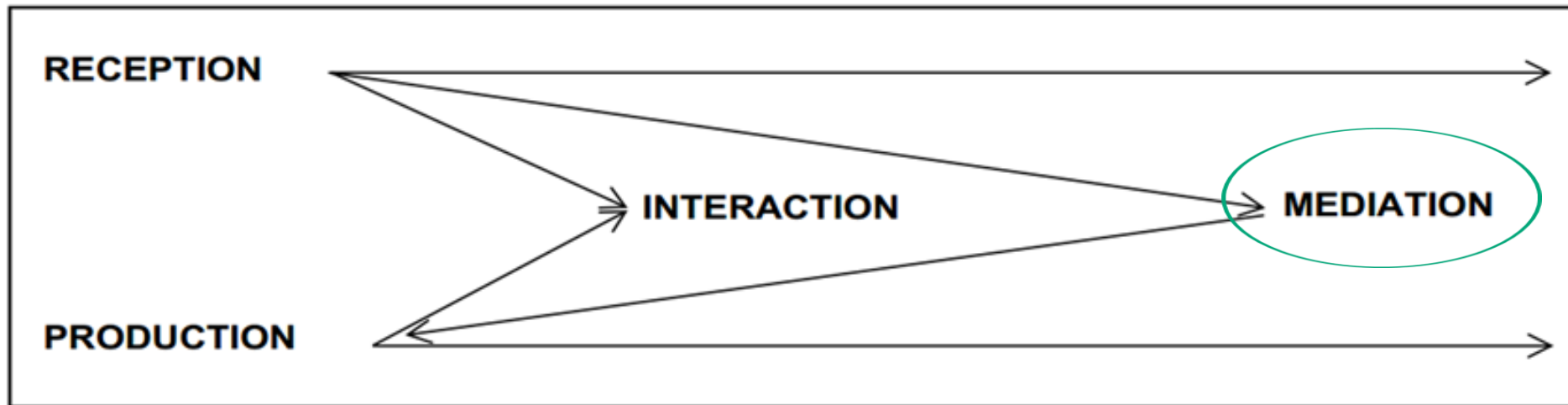
generation (linguistic behavior)

Table 1 – Macro-functional basis of CEFR categories for communicative language activities

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Creative, Interpersonal Language Use	e.g. Reading as a leisure activity	e.g. Sustained monologue: Describing experience	e.g. Conversation	Mediating communication
Transactional Language Use	e.g. Reading for information and argument	e.g. Sustained monologue: Giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
Evaluative, Problem-solving Language Use	<i>(Merged with reading for information and argument)</i>	e.g. Sustained monologue: Presenting a case	e.g. Discussion	Mediating concepts

management (metalinguistic behavior)

Relation between the four types



Main focus of LMT research so far

(Council of Europe 2020:32)

Interpreting as a communication type with distinct features (Nekula 2002: 66, 70)

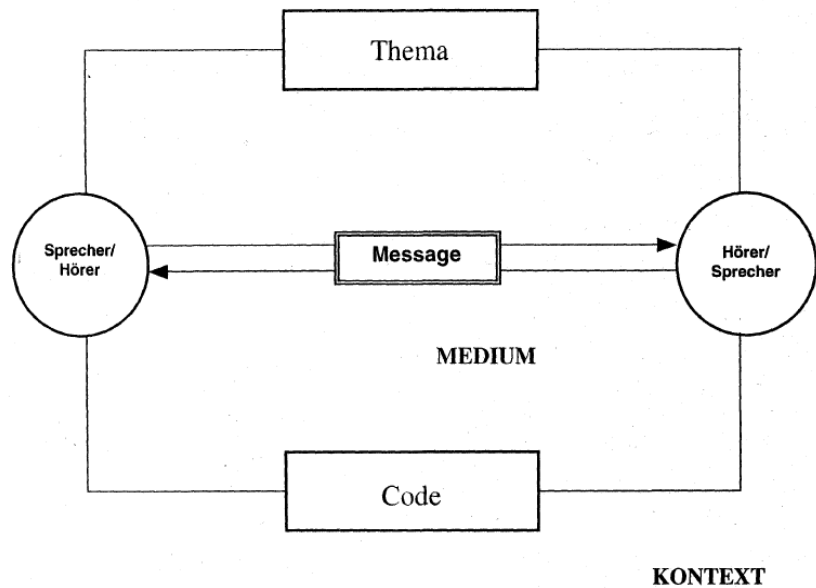


Abbildung 1: Kommunikationsmodell

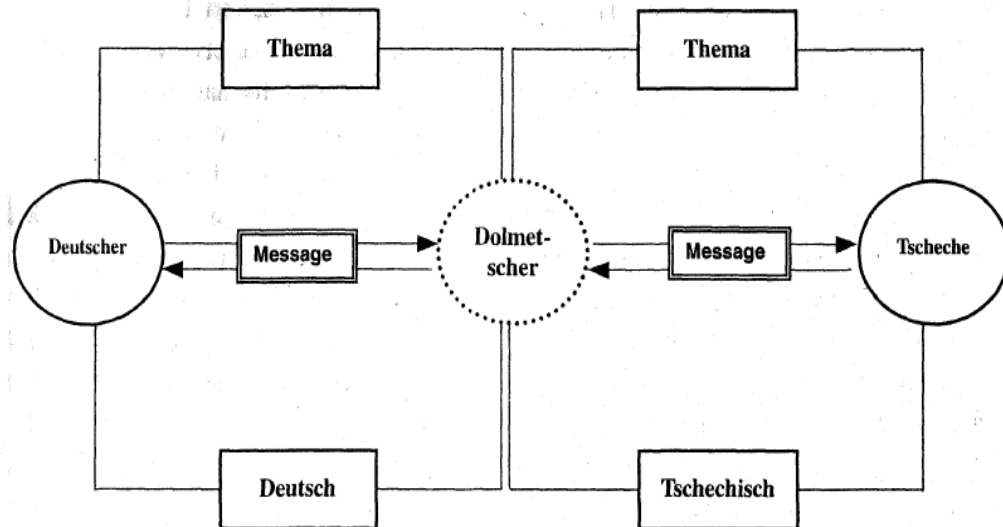


Abbildung 2: Kommunikation mit einem Dolmetscher

-> Interpreting deserves special attention in language management research!

English-Japanese interpreting

Focus on JAPAN

- Discussions in Japan on English as cooperate language: the language issue becoming a focus of attention

Focus on ENGLISH

- In other languages it may be simple necessity. But English skills can be presupposed to some extend.





Joint research

- Takahashi, K., Kimura, G.C. (2017): "Who uses interpreters when, where and for what?: Perspectives from international business settings in Japan," *Invitation to Interpreting and Translation Studies* 17, 1-19.
- Takahashi, K., Kimura, G.C. (2018): "Why do Japanese business persons who speak English use interpreters?" *Invitation to Interpreting and Translation Studies* 19, 91-108.
- G. C. Kimura, Takahashi, K. (2019): "Language Management in business interpreting in Japan," 6th International Language Management Symposium, Kyoto.



Focal points

Contact situations using interpreters

I. pre-interaction management:

whether or not to prepare interpreters

II. Interaction management:

how to use interpreting services



Basic findings

- All the interpreters and clients had experienced cases when there was
 1. **a choice** whether or not to use interpreting before the situation (i.e. not simple necessity)
 2. **a switch** between English as a lingua franca and interpreting within the contact situation

Strategies of interlingual communication

interlingual communication

direct

internal language

additional language

Choice & switch

indirect

mediation



Research 1: Method

Structured interview

- 13 business-interpreters
- 9 business persons who use interpreting
- Mainly IT,
- financial service, including insurance and securities companies
- pharmaceutical companies

Reasons to use interpreting rearranged

■ Personal reasons

I. Pre-interaction management

1. Enhance certainty
2. Reduce the (cognitive, psychological) burden
3. Directions of interpreting

II. Interaction management

1. Change in the course of the time
2. Contents of the talk

→ Complexity of language skills
→ The question is not just whether to use interpreting or not

■ Social reasons

I. Pre-interaction management

1. Degree of formality (officialness)
2. Participants
3. Share the interaction (monitor)

II. Interaction management

1. Addressee

→ Situational reasons
→ The interpreter as a participant in the interaction



Research 2: Method

Focus group interview:

Four interpreters were asked to recall interpreting settings with irregular use of interpreters and reflect on their own language management following the language management process model.



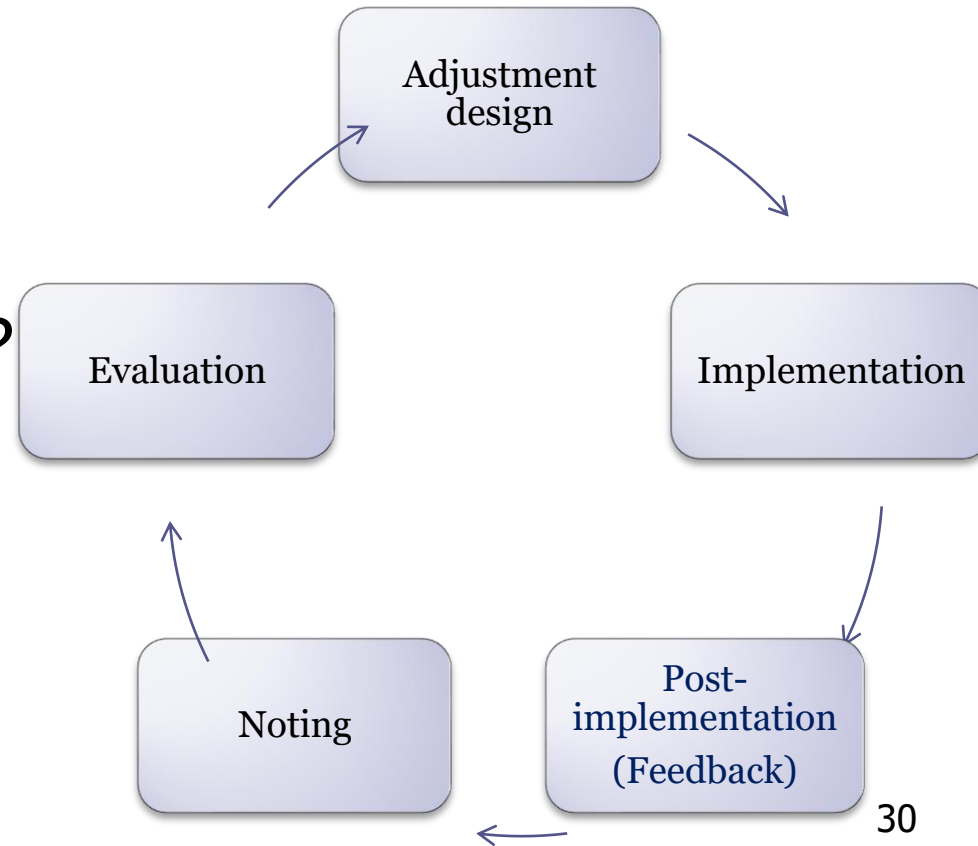
The participants

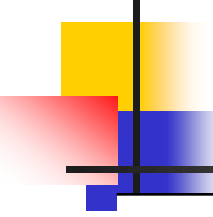
Nickname	Yui	Aki	Haru	Nuts
Length of career	10 years	30 years	17 years	10 years
Age bracket	50s	50s	50s	40s

Focus group interview

1. Noting of irregular use: deviations from expectation?
2. Evaluation: negative, positive, neutral?
3. Adjustment design: intention to manage or not?
4. Implementation: management action?
5. Feedback/review: satisfied or not, lessons for the future?

■ Management process cycle





Management by the interpreters

I

No	Client's management	Interpreter's Intervention
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1	Pre-interaction management	Interpret only English to Japanese	Necessary and possible
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2	Pre-interaction management	The client didn't wear a headphone	Necessary but impossible
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3	Pre-interaction management	The client didn't wear a headphone	Necessary and possible
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II

4	Interaction management	Client interprets	Not necessary
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5	Interaction management	Client interprets	Not necessary
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6	Interaction management	Client switched to English	Necessary but difficult
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7	Interaction management	Clients tried to speak English	Necessary and possible
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8	Interaction management	Client took off the headphone	Not necessary
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I Interpreter's management to client's pre-interaction management

Example 3

intervention necessary and possible



NOTING

The client was not using a headset and not listening to the interpretation, though the client actually needed interpretation. He asked me to interpret once again as he had not listened to it.

EVALUATION

Again! (It was not the first time for her to be asked to repeat interpretation). I have completed interpreting just right now. Wear a headset. This is not the first time you didn't listen to my interpretation and asked for it again after it was completed.

ADJUSTMENT

The client should have a headset over the ear to listen to the interpretation service. I would tell him so.

IMPLEMENTATION

I told the client to keep a headset over the ear. Sometimes, I have already forgotten what I interpreted the moment interpreting is completed. So, in order for me to interpret again, I had to ask the English speaker to repeat what he said, adding that the Japanese client was not listening to my interpretation.

REVIEW

I will ask the audience to wear a headset before the meeting begins next time.

II Interpreter's reaction to client's interaction management

Example 6

intervention necessary and possible

NOTING

Some misunderstanding occurred between a Japanese speaker who switched from Japanese to English in the middle of his utterance and the Japanese listeners who didn't understand the part of the conversation that was made in English. Accordingly, the topic of the meeting was getting slightly diverted away from the topic discussed.

EVALUATION

I was afraid of what would happen if it went on this way. "Is it really OK?" I was wondering what I should do.

ADJUSTMENT

I was taking notes of their conversations and getting ready to offer immediate assistance at any time if someone happened to ask for the interpretation. Also, I was prepared to point out the cause of misunderstanding, if someone said that there was something wrong with communication. If the participants in the meeting had been at the working level of the project, or it had been a more casual meeting, I would have taken the action to amend the misunderstanding.

IMPLEMENTATION

As the top management was involved in the meeting, and I was not asked to clarify, no action was taken. Even if I tried to help their miscommunication, it was almost impossible to intervene in the middle of the conversation, and it was difficult to judge where to intervene. However, if there had been a chance to intervene, I would have.

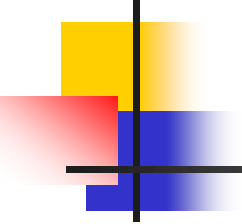
REVIEW

When I had a chance to intervene, I felt I should have intervened much earlier to avoid misunderstanding. So, next time, when I encounter such a situation, I will do that earlier.



Concluding remarks

- The relevance of mediated communication as a site of language management
- There are a number of personal, social and institutional reasons on the client's side to use or not to use interpreters, before or during a situation.
- Some of them cause problems which require management by the interpreters in order to bring success to the negotiation.
- The management includes pre-, in- and post-interaction management. But it is not always possible for the interpreter to intervene. So, it is desirable that the interpreters are consulted in pre-interaction management by the clients and are recognized as participants with a special role in the setting.
- The role of the interpreter should be understood in a wider sense than just someone who interprets within a given situation, and should be conceived to include communication management of the business meeting.

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- Implications for the training of interpreters: this reality of the interpreting setting must be taught to would-be interpreters and student interpreters, before they start working as interpreters.
 - Implications for clients (companies): strategical choices about interpreting should be regarded as part of corporate language management (efficiency of professional mediation in communication that necessitate high precision, which is much harder to acquire).
 - Further research: it is required to analyze the complaints and requests from clients to interpreters and the difference in opinions between clients and interpreters. Intersecting management by clients and interpreters (Fairbrother 2020) is also a task for analysis.



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