Faculty of Arts, Charles University

Institute of the Czech Language, The Academy of Sciences of the Czech Republic

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Special Focus on Research Methodology

Programme and Abstracts

13–14 September 2013

Praha (Prague)

Contents

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Programme

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9:30	**Hirofumi ASADA** Multiple research instruments and methods: An exploratory study of learning processes by academic sojourners in Japan
10:00	**Ryuko YOKOSUKA** The effectiveness of LMT methodologies in studying internship situation interactions

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	Session 2
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11:30	**Jinzhi SU** The hierarchy of language management
12:00	**Vít DOVALIL** On the benefit of 'adjustment design' and 'implementation' as theoretical and methodological guidelines for the analysis of language law

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	Session 3
14:00	**Björn JERNUDD** Language problems and organized language management: A description of language users' questions to language cultivation agencies in Sweden
14:30	**Martin BENEŠ, Martin PROŠEK, Kamila SMEJKALOVÁ & Veronika ŠTĚPÁNOVÁ** Language Management Theory and language consulting interaction
15:00	**Martin HAVLÍK, Lucie JÍLKOVÁ & Veronika ŠTĚPÁNOVÁ** Language management in Czech Radio: The case of pronunciation of loanwords and foreign proper names

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16:30	**Geoffrey MAROKO** Institutionalising trilingualism in Kenya: A language management approach

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	Session 5
17:30	**Birute KLAAS-LANG** Language policy, linguistic landscapes and sustainability of semi-small-sized national languages
18:00	**Júlia VRÁBLOVÁ** *State Language Situation Report* as an ideological source of the official language management in Slovakia
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Session 6

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9:15	**Hiroyuki NEMOTO** Language management through online individual networks of practice: Integration of quantitative data into qualitative research
9:45	**Kamila MRÁZKOVÁ** The focus group discussion as a source of data for language management research

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Session 7

10:30	**Nor Liza ALI** Utilisation of Language Management Theory in framing interview questions
11:00	**Lisa FAIRBROTHER** Conducting interaction interviews via e-mail: Some methodological issues
11:30	**Tamah SHERMAN & Jiří HOMOLÁČ** Advantages and limits of the follow-up interview as a method of eliciting language management in the context of language biography research

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13:30	**Junko SARUHASHI** A case study of positive and negative experiences in stories of language management told by Burmese (Myanmar) restaurant owners in Tokyo
14:00	**Melissa Shih-hui LIN** The language management approach in an inquiry of Sakizaya speakers in Hualien City
14:30	**Helena ÖZÖRENCIK** Why Turkish children in Prague learn Turkish – research methods for first language acquisition management

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15:30	**István LANSTYÁK** The strategies of managing language problems
16:00	**Lucia SATINSKÁ & Boglárka BILÁSZ** Language management on bilingual Slovak-Hungarian Facebook pages
16:30	**Ivo VASILJEV** Making a bilingual dictionary, a case of an LMT approach

Coffee break (17:00–17:30)

Session 10

17:30	**Magdalena Antonia REUTER** How language is managed in the reception of a literary text
18:00	**Lisa HESSENBERGER (cancelled)** Bodily Language Experience & LMT
18:30	**Closing and departure for get-together party (19:00–)**

Abstracts

ordered alphabetically by the (first) author's surname

Utilisation of Language Management Theory in framing interview questions

Nor Liza ALI
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This paper is based on a study of language policy and planning that investigated the factors that should be considered in managing policies of English as a medium of instruction (EMI) by a Malaysian tertiary institution through an exploration of experiences of lecturers and students in engineering education. The study drew on Jernudd's and Neustupný's (1987) Language Management Theory (LMT) as its substantive methodology. Although the need for a methodological theory in qualitative research is relatively modest when compared to its use in quantitative research (Anfara & Mertz 2006), LMT underpinned the research questions, research design, data collection process, and data analysis. This paper discusses one aspect of the methodology: the utilisation of LMT in the framing the interview questions. The design of the interview pro formas was spiral, which made it possible to study the interplay of simple and organised management. The interview pro formas were designed based on the variables synthesized from the review of EMI literature and the parameters of the interview questions were guided by the notions of the stages of LMT – noting, evaluation, adjustment planning and implementation. The notions of stages which underlie the parameters of the interview questions contributed to the spiral effect, which was constructive in unearthing and triangulating participants' perspectives at simple and organised management levels. The claims made are illustrated with examples of interview questions drawn from the study. This paper reflects on processes and challenges in the construction of the interview pro forma. The methodological issues raised are likely to be of wider interest to academics engaged in qualitative inquiry across a wide range of disciplines.

Multiple research instruments and methods: An exploratory study of learning processes by academic sojourners in Japan

Hirofumi ASADA

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This study explores the multi-faceted linguistic and cultural learning processes perceived by Chinese JFL (Japanese as a foreign language) exchange students at the host university in Japan over a period of one year.

Methodologically, this study consists of multiple data sources: diary entries and conversational tasks, and follow-up interviews as the main research techniques. Conversational tasks were conducted to reveal participants' actual language use in corroboration with salient issues appearing in their L2 diaries. Although these tasks, with slightly controlled data elicitation techniques, did not focus on language behavior in real-life interaction, the language variables appearing in these tasks were sufficiently useful to corroborate participants' diary data collected while studying abroad.

In this sense, against base findings derived from the diary studies, the researcher longitudinally reviewed videotape-recordings and/or transcripts of conversational NNS-NS tasks. He then further scrutinized the features by conducting follow-up interviews (Neustupny 1990), which revealed awareness of aspects before, during and after original recording sessions, from the views of both Chinese participants and Japanese counterparts. Little research has investigated the need for such an awareness of both sides in conversational analysis.

The data for conversational tasks between participants and counterparts include nine issues: communication in writing, formal/informal speech, onomatopoeia, loanwords, gendered speech, local dialects, vogue or colloquial expressions, non-verbal communication and age.

In this study, results for the analysis of conversational data are described alongside that of reciprocal follow-up interviews. By revealing Japanese counterparts' cognitive processes during conversational tasks, the awareness of Chinese participants' language behavior can be explored in further depth.

Reference

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Approaches to language planning and their methodologies

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According to Baldauf (2012), various historical developments and the increased interest in language policy and planning (LPP) have given rise to a number of efforts to define the discipline, and it can be argued that four basic approaches have arisen that scholars have used to try to draw together aspects of the theoretical literature as a basis for research practice. The *classical approach* with its roots in modernism uses it eight fold framework of productive and receptive goals to try to understand LPP in its historical and sociolinguistic contexts with a focus on historical, descriptive, comparative methods. Studies using *language management theory* with its focus on communicative acts (noting, evaluating, adjusting, implementing) focuses on collecting situational data that allows an understanding to be developed of a variety of language situations. *Domain focused studies* examine language policy domains (e.g., family, schools, the workplace), and their components (practice, ideology and management) using appropriate methods. Finally, c*ritical approaches* use techniques from critical theory to analyse the social inequalities created by LPP and in some cases to introduce change that has as its goal the reduction of various types of inequalities. The ideologies behind each of these approaches mean that each has a preferred epistemology and that particular types of data and methodologies for collecting it are used. It is this latter aspect that forms the focus of this paper. While methodologies have been discussed previously in the LPP literature (e.g., Baldauf 2010), the link between methodologies and approaches has not previously been clarified. In sum, our theoretical understandings of the discipline frame how we go about collecting data to study it.

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Language Management Theory and language consulting interaction

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Kamila SMEJKALOVÁ
Veronika ŠTĚPÁNOVÁ
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The paper analyses the processes occurring in interaction between the language consulting centre of the Institute of the Czech Language and the enquirers. The analysis will follow the broadly defined language management theory, especially the five basic stages of language management as they were defined in Neustupný (2002: 436). The paper outlines the processes being involved in each stage.

We argue that the language consulting we provide can add to language management theory, especially to the pre-interaction language management processes (cf. Nekvapil & Sherman 2009). We support our arguments with evidence from the consulting centre database – authentic enquiries and interaction patterns selected by systematic qualitative analysis. Our contribution to the theory can be made in the following four aspects.

(1) Management stages observation and the management participants' viewpoint: We show the shortcomings of the theory which is apparent when the consulting authority viewpoint is employed. This also raises the question of which stages are worth observing from our viewpoint and why.

(2) Enquiry motivation: Tracing the reasons why the enquirer decided to contact language experts reveals the adjustment strategies the enquirers plan to apply to their language problems. By categorizing enquiry motivation we arrive at challenging questions to tackle within language management theory. We can observe that the majority of language enquiries were motivated by professional or business needs (as they occurred while working on documents intended for the enquirer's profession or business). The management nature of handling such enquiries is beyond doubt, but can we talk of management in the case of enquiries arising from the enquirer's personal interest (e.g. "how many words are there in Czech; what does the local word *vošouch* mean")?

(3) Typology of adjustment design strategies: Some enquirers simply ask the experts for solution of their language problem while they themselves do know or even think of the way to solve it. Others (tried to) solve the problem on their own but they either were not successful or are not sure whether their adjustment design is applicable.

(4) The power of codification authority: The question of who has the right to produce language codification and what is the power of such codification is typical for the Czech language community (it was recently dealt with in Beneš & Prošek 2011, Cvrček 2009, Prošek & Smejkalová 2011). Nevertheless it can be seen as a

challenge for the language management theory and its application to other language communities as well. We also cannot overlook the fact that the enquirers themselves have certain expectations of the advice provider's authority.

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On the benefit of 'adjustment design' and 'implementation' as theoretical and methodological guidelines for the analysis of language law

Vít DOVALIL

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Adjustment design and implementation are very well known concepts in LMT (Nekvapil & Sherman 2009) because they refer to the last phases of the management process. Although they are considered intuitively understandable, they can be specified more closely when used as analytical tools for interpretations of language law. In terms of LMT, law in books can be interpreted as a sum of adjustments designed (or pre-formulated) by legislative bodies as sources of law for solving current and future language problems (Dovalil 2012). Implementation is usually interpretable as law in action, or as the law applied by courts in individual cases. The move from the adjustment design to the implementation goes hand in hand with the move from the macro-level of LM toward the micro-level (law in action), where it reaches the participants in the managed interactions. It is realized by the court as the most powerful agent of the process. However, where exactly is the law in books transformed into the law in action? Can judgments be understood as the discursive representation of law in action, or rather of law in books? These questions should help specify the concept of implementation as well. Selected cases of language law will be used as sources for the data analysis.

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Conducting interaction interviews via e-mail: Some methodological issues

Lisa FAIRBROTHER
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The interaction interview (Neustupný 1994, Muraoka 2002) has been used in a number of studies applying Language Management Theory (Asaoka 1987, Muraoka 2000, Kurata 2012) because of its focus on the actual recent interactions of participants, rather than their broad generalizations about language use. However, one of the disadvantages of this methodology is that it assumes that the interviews will be conducted face-to-face, and this can be problematic when the focus of the research requires data collection from participants who are in a different physical location, or who find it difficult to arrange a set interview time because of other commitments. It is therefore necessary to develop new methodologies that can adequately access participants' language management processes, while at the same time addressing logistic issues.

This paper will focus on an attempt to conduct interaction interviews **via e-mail** when face-to-face interaction was impossible. A total of 23 e-mail interviews were conducted with four Japanese students, studying at overseas institutions on one-year exchange programmes. The aim of the original longitudinal study was to see how Japanese students manage language and other interactional features throughout their study abroad year and the particular language and interactional problems they face.

By showing examples from the interviews, I will first show how conducting interaction interviews via e-mail has the following advantages: 1) time can be saved on data transcription because the data is already in written form, 2) it is possible to collect data over an extended period of time from participants who are overseas 3) the interviewees have time to think over, plan and review, i.e. manage their answers, which suggests that respondents will write what they actually mean to convey, 4) it's easy to e-mail follow-up questions and receive clarification on points from the original interview, particularly regarding the sometimes grey areas of evaluation and noting.

On the other hand, there are some notable disadvantages to using e-mail as a means of carrying out interaction interviews. Firstly, writing detailed responses requires considerable effort on the part of the interviewees and so there was a great disparity in the quantity, quality and frequency of the answers they provided, depending on the amount of time they could allocate for the interview, their enthusiasm for the task and their writing proficiency. In addition, a comparison with interview data collected in face-to-face oral interviews shows that both the length and the quality of responses can be limited by the use of the written form. This suggests that rather than e-mail, the use of other technology that does not rely on written literacy, such as Skype, should be considered.

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Language management in Czech Radio: The case of pronunciation of loanwords and foreign proper names

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In this paper, we present the results of our research on the 'pre-broadcast management' of pronunciation of loanwords and foreign proper names by a public service broadcaster, Czech Radio. The aim of our research is to describe the process which ideally leads to the proper pronunciation of problematic loanwords or foreign proper names when presenters speak on the air. We conducted semi-structured interviews with the presenters and tried to elicit from them how they solve the situation when they encounter words in the text to be broadcast that they are not sure how to pronounce correctly. We also asked the editors and the staff from Czech Radio's department of education how they routinely solve the problems with the pronunciation of loanwords and foreign proper names. The process that we are interested in does not begin in the moment when a language user notes a deviation from norm but, instead, when s/he tries to maintain the norm. We are, therefore, interested in the process of language management leading to the implementation of an adjustment design before the speech is delivered. We endeavour especially to find out to which degree the individual language management is intertwined with the institutional one, for example, whether the presenters are instructed how to proceed when they are not sure about the pronunciation of some unfamiliar words or proper names, or whether the audience's noting and evaluation of broadcasters' pronunciation has any impact on the pre-broadcast management process in Czech Radio. Special attention is devoted to methodological issues, since the findings obtained by semi-structured interviews are based on our trust in the respondents and on their memory. Hence, we discuss the pros and cons of the semi-structured interviews applied in research within any establishment whose organization is not open to the public.

Bodily language experience & LMT

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Following Maurice Merleau-Ponty's phenomenology of embodied experience (cf. Merleau-Ponty 1966, 1976) and concepts of language as an embodied, copious and multilingual practice (cf. Gumperz 1964, Phipps 2007), my research focuses on how multilingual speakers experience language in light of a multilingual life-world and monolingual habitualization.

Though initially not based on LMT, my studies of bodily language experience and the phenomenological multi-methodical approach chosen can make valuable contributions to research methodology in the framework of LMT and vice versa.

First, my studies show that language management is accomplished by experiencing and feeling speech due to the bodily inherence of human beings in the world. In accordance with Merleau-Ponty perception is seen as a behaviour, not affected so much by consciousness but by the lived and living body. Our senses find themselves in constant communication with each other in order to enable a synaesthetic perception. In this context emotions are a habitual and shared practice of relating to the world. On the one hand they belong to the realm of personal experience, where they first and foremost make sense to the person experiencing them. At the other hand emotions constitute the relation, one bodily existence bears to the other. Hence, both by virtue of emotions and by language we found sociality and our selves, continuously undergoing a genesis of sense. I would argue that by the manner in which a person experiences language and the world in general, s/he is capable of strengthening or undermining and impairing a given system of rules and standards and thus of creating and forming the world. This becomes evident, for example, in the feeling of shame where commonly accepted linguistic norms were broken, deviant linguistic behaviour (self-)sanctioned and linguistic order repaired.

Second, it becomes clear that individual micro-level language experiences (or simple language management) are intertwined with sociocultural and communicative management as language experience is a result of and results in negotiations of power relations, i.e. establishment of language norms, values, ideologies in accordance with social status and prestige. These negotiations are of reciprocal effect as institutionalized language ideologies effect individual ones and vice versa.

Third, a mixed methods approach allows to elicit linguistic management (and its concomitant management processes). With a focus on language experiences and emotions LM phases of noting, evaluating, reacting and implementing actions can be captured. I would argue that LM phases do not have to be directly observable but can be re-constructed by means of analyzing the very own logic, structure and function of emotions. I suggest a combination of biographical analysis, hermeneutic

analysis based on conversation analysis, language portraits and segment analysis in order to understand the origin and function of the given language experience and its connection with communicative and sociocultural management. At the same time a mixed methods approach captures the interplay of simple and organized management.

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Language problems and organized language management – a description of language users' questions to language cultivation agencies in Sweden

Björn H. JERNUDD

People manage languages as they use them and as they reflect on them. Therefore, students of language should reveal and describe ways in which people manage languages. This goal is not new. Students in 'international' sociolinguistics have done a lot of description under the headings of, for example, language policy and language planning, even more has been done in national language scholarship on academies and language cultivation efforts. And work has not been confined to the realm of organizations, as a recent issue of the journal *Language Policy* exemplifies, a thematic issue on family language policy (12:1, 2013).

Description has favored looking at peoples' behavior towards 'entire languages' rather than the make-up of languages, and enquiry has favored a political perspective rather than a linguistic one. Of course, discourse/conversation-analytic study does engage with management on-line, and the grammaticalization sub-discipline of linguistics foregrounds discourse as a source of language change. Obviously, students of language have to fill a significant information gap about how people manage languages.

This paper informs (a) on selections of questions concerning Swedish that people have submitted to Språkrådet, and its predecessor, Svenska språknämnden, and to TNC Terminologicentrum, and how these questions have been answered, and (b) on other organized ways of language management of Swedish that deal mainly with other language problems than those involved in (a). This description shows a clear divide between how, on the one hand, questions on vocabulary and morphology of Swedish are managed, and on the other problems of syntax and formulations of texts.

The paper relies on the language management theory idiom and mainstream grammatical terminology in its description of peoples' questions and language problems.

Language policy, linguistic landscapes and sustainability of semi-small-sized national languages

Birute KLAAS-LANG

University of Tartu, Estonia & University of Helsinki, Finland

The linguistic and cultural diversity of the study and work environment has become a part of contemporary life in Estonia, openness and tolerance toward foreign languages and cultures are the pillars of academic and economic culture. Linguistic diversity in Estonia is obvious: in 2011 there were 157 mother tongues spoken in Estonia. Given these new global challenges, the main strategic goal is to achieve a balance between the maintenance of the national language (Estonian) in all domains of language use, and to develop multilingualism in workplaces, in institutions of higher education, on the personal level and to raise the language capacities of the Estonian residents/competitiveness of the country.

There is an urgent need for research done in the broader language environment (cf. language cultivation and language policy and planning), since the focus has so far been on (changes in) language as a grammatical system (ELDP).

Research into semi-small and medium-sized language communities has revealed that higher education (teaching and research therein) is one of the areas of society most susceptible to processes of linguistic homogenization and in which semi-small and medium-sized languages come under the greatest pressure. In the communities studied so far there is evidence of a clear contradiction between the presence of native languages and the growing pressure exerted by preferred *lingua francas*, in particular English, which – albeit at different rates in each context – is growing each day as the international academic *lingua franca* (see Skutnabb-Kangas 2000, Phillipson 2003, 2009, Ehala & Niglas 2006).

The Estonian speech community is one of the smallest non-insular speech communities whose language has the status of state language functioning in all walks of contemporary life. This makes the study of sustainability of Estonian particularly interesting: because of its smallness, Estonian would be one of the first to be affected, indeed, if globalization is going to have an impact on the sustainability of small national languages. Research in this area is only just beginning (Klaas-Lang 2013, Koreinik & Praakli 2013, Praakli 2013).

Language Management Theory (LMT) is able to deal with the issue of sustainability of Estonian (Nekvapil 2009, Dovalil 2012). The goal of this study is to link micro-level practices (personal level) with macro (state) and meso (institution) level language policies and discourse. The macro level (state) and meso level (institutions) factors both form and constitute the linguistic environment and can in the long term determine the sustainability of Estonian and language capacity of the country. The critical analyses of language policy texts should be combined with research into policy interpretation and appropriation in local

contexts. In the paper I will use LMT in the discourse at macro-level to note and evaluate the danger arising from English to vitality of Estonian language use in all domains, especially in higher education. I will observe macro-level formulated strategies and the implementation of those on institutional (university) level. I will use also the ethnography method of language policy for linking personal level practices with state level factors and institutional level factors (Johnson 2009).

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The strategies of managing language problems

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The main aim of metalinguistic activities based on Language Management Theory is to manage language problems. In practical terms "language management" mostly means managing discourse or language through various "adjustments" on the basis of an "adjustment design" in order to "solve" one or more language problems. Nevertheless, a solution is not at all the only possible outcome of the language management endeavour, and not even its only possible objective.

In the literature on Language Management Theory and its practical applications various strategies of managing language problems can be identified (either within simple management or within organized management), such as pre-managing anticipated problems, avoiding anticipated problems, solving existing problems, alleviating problems which are unsolvable or whose complete solution is deemed be too expensive etc., however, a comprehensive description of these strategies is yet to be supplied.

The aim of the proposed paper is to contribute to such a comprehensive description by providing a brief account of these strategies on the basis of the literature on Language Management Theory as well as on the author's own empirical data consisting mainly of short accounts of language problems as they can be found in the language diaries of students studying Hungarian language and literature or Hungarian as a foreign language at Comenius University in Bratislava, Slovakia, which were written between 2006 and 2013. It must be pointed out that a considerable part of the author's early knowledge about managing language problems stemmed from his own experience and from the observation of managing language problems by others in his vicinity. A substantial proportion of this experience is connected to the bilingual community of minority Hungarians in Slovakia. Some of the examples this paper is based upon come from this subjective source.

On the basis of this empirical data a total of 11 different strategies of dealing with language problems can be distinguished. The first is unnumbered but mentioned: it is the decision to not tackle the problem in question at all – but this has to be included, since deciding which language problems to deal with and which to set aside is itself an act of language management. The ten strategies of actual dealing with language problems can be grouped into three broader categories (A–C):

A. "real" dealing with anticipated problems (managing situations, circumstances, discourse, language etc.)

1. avoidance (avoiding situations where the problem could possibly occur)
2. prevention (making adjustments prior to the occurrence of the problem in order to preclude it)

B. "mental" dealing with existing problems (managing ideas)

3. ignorance (acting as if the problem did not exist without verbally denying or belittling it)
4. denial (verbally disclaiming an existing problem and acting as if it did not exist)
5. belittlement (talking about the problem as if it were much less serious than it really is)
6. acceptance (acknowledging the existence of the problem and working out strategies of co-existing with it, without the intent of solving or alleviating it)
7. elimination (reinterpreting the situation in order to see it as devoid of the problem, e.g. by changing the underlying language ideologies)

C. "real" dealing with existing problems (managing situations, circumstances, discourse, language etc.)

8. devolution (making adjustments by which the burden of the problem is loaded on somebody else)
9. alleviation (making adjustments which make the problem objectively more bearable; i.e. bring a partial solution for it)
10. solution (making adjustments by which the problem can be completely removed).

The language management approach in an inquiry of Sakizaya speakers in Hualien City

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With globalization and urbanization, large cities are becoming a strong magnet for immigrants as well as for their languages. For example, in our targeted city in this paper, Hualien City, there are many languages used, including Mandarin, Southern-Min, Hakka and languages indigenous to Taiwan. This paper will focus on the language management of Sakizaya speakers in Hualien City, from the simple management, mainly based on the discourse itself, to discuss the organized management, emphasized on the identity revealed from lexical cohesion, mainly reference use, in discourse. Furthermore, this paper will try to disclose the relationship between Sakizaya groups and mainly Amis groups in Hualien City, i.e. how their language use influences their identity formation.

This paper's point of departure is social constructionism, stating that identity is not fixed and monolithic, but multiple and based on practices. For example, one linguistic practice, indexicality (Schegloff 1972), personalizes language in that it ties a speaker to his/her utterance, and further connects language to the world, i.e. the extra-linguistic context. In this paper, the analysis of the discourse recorded during the interviews, which will be mainly concerned with the referential use of language, especially place naming in the conversation, shall produce a contribution to a new perspective on landscape in this area, i.e. space reconstruction and the making of place meaning. To focus on the linguistic reference use in this paper is in accordance with Schiffrin's (1996) argument, which differentiates between the linguistic reference in the textual world (noun phrases and pronouns) and the social reality (the people they refer to), which, at the same time, have influences on the local identities in the interactional world.

In this paper, the discourse analysis focuses on how and what Sakizaya people talk about and evaluate places, experiences and situations. For example, Sakizaya people might name a place with Amis language in their discourse. Sometimes they noticed this "error" on their own and then immediately corrected it themselves, but most of time they did not realize it until the interviewer reminded him/her. Following the Language Management Theory, the simple management will focus on the place reference uses following lexical cohesion. This discussion will be connected to the organized management of identity in discourse. Furthermore, this will bring more discussion on how Sakizaya and Amis people's language use influences the formation of their identity.

Institutionalising trilingualism in Kenya: A language management approach

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Kenya is a multi-ethnic country comprising about forty-two tribes, each with its own language variety. The current language policy indicates that learners should be instructed in the mother tongue in the first three years of schooling after which English takes over as the language of instruction all the way up to university. English is identified as the official language while Kiswahili is recognised as the national language serving the important role of promoting integration in the wake of complex cultural and linguistic diversity. With the enactment of the new constitution in August 2010, Kiswahili was elevated to become a co-official language besides English in addition to being a national language. The constitution also underscores the need to promote the development and preservation of all the indigenous languages in Kenya. The language situation shows that most literate Kenyans have a working knowledge of English, Kiswahili and a mother tongue. To this end, Kenya is a trilingual country. Clearly, all these languages have different functional potential. In terms of prestige, English is considered the superstrate variety while Kiswahili and the forty two mother tongues are considered substrate languages. The questions that arise are: How possibly can the existing language policy in Kenya be revised in order to be aligned to the new constitution? How can these changes be anchored in the school curriculum? How can material developers come up with materials that reflect these language management proposals? Based on the language management framework, this paper proposes an eclectic methodological approach that includes the following stages. The starting point should be an extensive review (by experts) of the current language policy, curriculum and instructional materials. Guided by the noted deviations, the experts should proceed to the drafting of the aligned language policy, curriculum, and materials. Sensitization efforts involving seminars, workshops and in-service activities should be carried out. This will be followed by the implementation stage involving main stakeholders such as the Ministry of Education, Teachers Service Commission, Kenya Institute of Education, and the Kenya National Examination Council. Evaluation activities should be carried periodically to inform any necessary revisions and adjustments

Managing the languages of interviews

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Interviews are one of the main research methods in LM (as well as in various other social science) studies and can be sub-categorized according to various criteria. However, despite the seemingly simple nature of interviews as a data collection procedure, there is considerable research pointing to numerous problematic issues with respect to the implementation of interviews and the subsequent analysis of interview discourse (cf. Block 1995, 2000). Nevertheless, surprisingly, little attention has been paid in the past to the management of languages in interviews in contact situations, despite the centrality of language and communication in such encounters and the ways in which this management of languages, including language choice, can affect the quality of the discourse data.

Depending upon whether the researchers, who are typically also the interviewers in small-scale research projects, and the interviewees share common languages as well as their degrees of competence in these languages, choices may be made at the interview preparatory stage regarding the choice of language to be used, or in certain cases, other language users may be appointed to undertake the interviews (or interpreters could even be used). Where languages are shared, code switching may occur during the interview. In other cases, during the interview as well as after its conclusion, the interviewer may engage in evaluations about the appropriateness of the language use during the interview process in relation to its effect on the quality of the discourse data. These are just some of the patterns we may observe in relation to managing the languages of interviews. However, in such cases we are likely to find all the processes outlined in the traditional LM framework, that is, noting, evaluation and adjustments.

In 2013 we will interview a sample of researchers in Melbourne and Tokyo in order to have them describe their past experiences in planning the choice of language(s) for a particular interview, the language(s) actually used in the interviews (by interviewer and interviewees) and also the ways in which the researcher evaluated the discourse data collected through the interviews from the perspective of the language(s) used for subsequent analysis.

We will undertake the-above described project as a pilot study, believing that this is a topic of fundamental importance in LM studies.

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The focus group discussion as a source of data for language management research

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The paper is based on the re-analysis of data elicited using focus group discussions which were originally recorded to study attitudes towards language and language ideologies. Participants in several focus groups were asked to listen to and comment on several samples of TV programs where both standard and non-standard Czech were spoken. Watching the first sample, the participants were not aware of the exact objective of the research, having been instructed only generally to pay attention to the manner of speech, communication and the like. The issue was introduced by the researcher only after the topic of varieties or non-standardness was not mentioned by participants themselves. The data can be potentially utilized for language management research in the following aspects:

1. Talking about and evaluating speakers in the TV programs they have just watched, participants in focus groups devote their attention to language and communicative behavior. The noting and evaluation of the language forms in discussions are elicited rather than naturally-occurring, as the participants' awareness is incited by the researcher from the beginning and is influenced by her questions. From this point of view, the opening parts of the discussions, prior to the introduction of the issue of non-standardness, are more valuable as the participants themselves choose the aspects of language for commentary.

2. The participants in the focus group discussions talk to the researcher and also to each other, and doing so they manage their language behavior in one way or another. In this sense, these data can be conceived as (nearly) naturally-occurring. Yet other problems arise in their analysis, e.g. how to prove that a part of a generated utterance (a form echoing the form used by another communicant) is simultaneously a manifestation of language management.

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Ethnographic analysis of evaluation diversity in language management: A methodological consideration for the study of migrants in societies of early globalization

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According to the statistical data provided by the Japanese government (Ministry of Justice 2012), the number of registered foreigners in Japan by the end of 2011 was 2 million, which constituted 1.63% of the total population. Compared with the size of population born overseas in countries with a long migration history such as the UK (13%, cf. Office for National Statistics 2012) and in immigration countries such as Australia (27%, cf. Australian Bureau of Statistics 2013), the figures regarding foreigners in Japan can be said to be of lesser significance. Nevertheless, the notable growth of number of *gaikokujin* (lit. people from foreign countries) in Japan since the 1990s not only marks the start of a new era of globalization but also anticipates changes towards a more multilingual society.

As widely indicated in previous studies of language management in particular and in sociolinguistics in general, language use among migrants is characterized by its diversity in nature, for instance, being hybrid, heterogeneous and less language-system-bound. In the cases of emerging or established migrant communities, adjustments surfaced in the final stages of language management, such as deliberate change of meaning and function of words, coinage of new terms, language choice and code-mixing are observable and thus data can be collected and meaningful research becomes possible.

However, if we take into consideration the various developmental stages of globalization in society, it becomes clear that collection of data regarding adjustment diversity is not necessarily easy, or even possible. This is particularly true in societies which are only beginning to experience globalization and thus multilingualism is yet to emerge as a social problem. More specifically, fluctuation or total absence of certain language use, not to mention planning or the implementation of adjustment, may be significant if the migrant concerned is still in the process of searching for the direction of language use. As suggested in this paper, it will be more beneficial to study how individual language users carry out evaluation in such cases. It is believed that the diversity of such evaluation is significant for two reasons. One relates to the diversity of linguistic repertoire of

individual migrants. Another is resulted from the fluidity of norms used in contact situations among migrants. While evaluation directly affects subsequent stages of language management, it can be assumed that analysis of characteristics of evaluation diversity can provide us hints regarding to the direction of language change (i.e. multilingualism) as globalization in the society progresses.

Due to the fact that there is a higher possibility that evaluation processes are embedded in the course of interaction of contact situations experienced by migrants in societies of early globalization, an ethnographic analysis is proposed here for the description of evaluation diversity. On the basis of data collected in three countries of different degrees of globalization, namely Japan, Korea and Australia, various aspects of evaluation such as trajectory of acquisition of norms, events of previously experienced contact situations, the intervention of language ideology, degree of meta-evaluation, and perception of factors which contributed to the formation of evaluation will be discussed.

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Micro-macro linkage in Language Management Theory and beyond

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One of the merits of Language Management Theory (LMT) is its continuous interest in the interplay of simple and organized management, and in particular, this research perspective distinguishes LMT from various theories of language planning. In this connection, J.V. Neustupný's proposition from 1994 has often been quoted: "I shall claim that any act of language planning should start with the consideration of language problems as they appear in discourse, and the planning process should not be considered complete until the removal of the problems is implemented in discourse" (Neustupný 1994: 50). This paper reviews some of the attempts to conceptualize this complex relationship, be it in the form of language management cycle, pre-interaction management, instructed action, the dialectic of the micro and macro, or a factor mediating between the two levels. I will discuss these attempts against the background of social theories focusing on the micro-macro-link (for example, Alexander et al. 1987) and show what pluses and minuses can be obtained for LMT when sticking to the concepts developed or inspired by them. Methodology appropriate for researching the micro and macro levels will be also addressed.

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Language management through online individual networks of practice: Integration of quantitative data into qualitative research

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Based on an e-mail exchange project between learners of English at a Japanese university and learners of Japanese at Australian universities, this study examines the processes through which Japanese students undertake e-mail interactions with their Australian partners and complete their written assignments in English. In the assignments, the Japanese students are required to ask their Australian partners several questions to gain authentic sociocultural information relevant to their own topics, and then to logically support their own arguments using the elicited information. The students' management of these tasks and online intercultural interactions is examined from a perspective of socialization into L2 academic literacy (cf. Duff 2010, etc.). In particular, the focus of this study is placed on "individual networks of practice" to analyze the sociocultural impact of e-mail interactions on Japanese students' development of academic literacy in English (Zappa-Hollman 2007). Following Language Management Theory (LMT), which delineates the corrective adjustment processes of language learners' developing interactive competence in intercultural settings (cf. Neustupný 1985, 1994, 2004, Jernudd & Neustupný 1987), an in-depth investigation is also made about students' planning and implementation of strategies in the processes in which they interact with their Australian partners, phrase and elaborate their questions, interpret their partners' responses, and integrate the elicited information into the text.

The data collection procedures were mainly two-fold: a questionnaire survey and a case study. The questionnaire survey was administered to 252 Japanese students to reveal the whole picture of students' management processes of e-mail interactions and written assignments. In order to collect more in-depth qualitative data, a case study of 20 students was conducted using a diary study and follow-up interviews. In this way, the quantitative data was integrated into the qualitative research on Japanese students' development of L2 academic literacy. The findings indicate that language management actions are enhanced by students' identity transformation, L1 paraphrasing, inductive reasoning, reader awareness, perception of cross-cultural similarities, and focus-on-form reflection. This study also corroborates the positive flow of the language management approach by illustrating form-focused and content-based noting, evaluation and adjustment.

Why Turkish children in Prague learn Turkish – research methods for first language acquisition management

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First language acquisition involves unconscious processes of language socialization, as well as examples of behaviour where language and its use are consciously approached. Under circumstances which make full reliance on 'natural' language socialization impossible, such as those in a so-called multilingual constellation, metalinguistic behaviour of various actors becomes even more important. In those cases, processes of standard language acquisition through language socialization are substituted by activities typically conducted in the context of the family. In this light, the family appears to be an important setting in which metalinguistic behaviour is produced and therefore an important setting for language management research.

However, the study of in-family processes faces several serious problems concerning data availability. In addition to the fact that the appearance of relevant metalinguistic behaviour in communication is not easy to predict and therefore collect, research of everyday family life necessarily enters areas where access of *foreigners* is generally restricted.

The research project presented in this paper departed from the assumption that Turkish families living in Prague might evaluate and approach features of multilingualism in their children's everyday use of Turkish based on the stereotype of the Germanized Turk, *alamancı*, which includes notions of first language attrition and language change. The study of language ideology's impact on language management behaviour demands confronting activities taking place on the simple and organized levels, and therefore conveying essential various types data including samples of communicative interaction within the family appeared.

Inspired by Toshie Okita (2002), I employed multiple research method which combined semi-structured interviews with an experiment intended to fulfill the need for data on language management activities taking place in everyday communication. Semi-structured interviews which provided data on the activities on the organized level were conducted within a group of Turkish mothers of school-aged children living in Prague. The interviews took place in the informal environment of the respondent's home in the context of the so-called *oturma*, a social activity common in Turkish culture, during which women typically meet and share their everyday issues. The experiment conducted subsequently confronted each mother with the communicative behaviour of her children in which multilingual features were present to allow for the observation of their metalinguistic behaviour.

This paper provides a detailed description of both research methods and reflects problems concerning data production as well as interpretation which emerged during the research.

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How language is managed in the reception of a literary text

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Inspired by Jiří Neustupný's paper from 2003 "Literární kritika jako jazykový management" [Literary criticism as language management] (Neustupný 2003), I further explore the possibility of mapping the reception of a literary text in terms of a language management process and in succession unveil the main differences in the perception of a literary text by a native opposed to a non-native speaker.

The research methodology is based on Language Management Theory in general, Neustupný's approach of linking literary criticism to this concrete theory and single elements from the formalist and structuralist theories of the 20th century, which also served as an impulse for Neustupný's investigations. The research itself focuses on the different moments of noting, evaluation and problem solving strategies realised by readers of contemporary literature. These were identified and analysed by means of two follow-up interviews, one being a summary interview, the other a process interview.

The two interviewees in this study differ in terms of their relationship to the language of the text subject to the analyses – for one of them the language of the text, i.e. Czech, is his mother tongue, for the other it functions as a foreign language. They were asked to take notes while reading, furthermore they were permitted to consult different resources to gain a better or deeper understanding of the text. These reading and (at the same time) management strategies were monitored, elements of noting and language problems were identified and interpreted by means of the follow-up interviews.

The aim of this research is to establish a complex methodology for the purpose of identifying, describing and interpreting management processes that occur during the reception of a literary text, and further to investigate some of the main characteristics that distinguish this process in the case of a native and a non-native recipient of the text.

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English vs. isiZulu: Power dynamics at a South African University

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This paper examines the language contact situation between English and isiZulu and the resulting power dynamics at the University of KwaZulu-Natal (UKZN), South Africa from the perspective of Language Management Theory (LMT). For the past two decades, the issue of the Language of Learning and Teaching (LoLT) has become a primary area of debate as English maintains an unrivalled position on practically all levels of the education system, despite the fact that the overwhelming majority of South Africans (roughly 90%) do not speak the language as an L1. Recently, however, some tertiary institutions, such as UKZN, have started to promote an African language, i.e. isiZulu, as additional LoLT, but the development of isiZulu next to English at UKZN is arduous. In the first part of this paper, I discuss the UKZN language policy of English-isiZulu bilingualism as an instance of organized, macro-management from the perspective of LMT. In the second, empirical part of this paper, I analyze in how far the official language policy reflects micro language dynamics and interactions on the ground through a multi-methods approach. Ethnographic observation, qualitative interviews and multiple (mainly unrecorded) narratives and personal accounts of individual isiZulu-speaking students and staff members provide a rich dataset for the analysis. Preliminary findings suggest that there is virtual consensus among Zulu students and staff at UKZN that the bilingual policy gives long-deserved recognition to isiZulu and will contribute to more balanced power dynamics among the university constituency. However, when it comes down to actively supporting the bilingual language policy by, e.g. studying and teaching in isiZulu, many Zulu students and staff members retreat, voice skepticism and ultimately choose English as LoLT. Furthermore, the micro level campus interaction and simple language management at UKZN is increasingly characterized by the usage of English-only and extensive isiZulu-English code-switching practices. This paper hence argues that the desired dialectic between organized and simple management has failed from the perspective of LMT and that macro language planning strategies at UKZN require further research and revision. It is suggested that the development of bi-literacy continua between English and isiZulu may trigger more support for isiZulu and help improve the language management situation from the perspective of LMT by filling some of the linguistic and social discrepancies between the macro and micro level.

A case study of positive and negative experiences in stories of language management told by Burmese (Myanmar) restaurant owners in Tokyo

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One of the ultimate purposes of language management (LM) studies is to contribute to the empowering of linguistic minorities. Owing to progressive globalization and the increasing distance in power relations, empowerment issues concerning linguistic minorities such as immigrants and refugees are becoming more important. LM researchers need to pay attention not only to the kinds of LM stories told to them by linguistic minorities but also to the manner (positive or negative) in which they were expressed in follow-up interviews.

Studies employing qualitative research methods have discussed the notion that the way in which the researcher perceives the interview, as either (a) a process of gaining access to the interviewee's internal values and perceptions, or (b) a process of both interviewee and interviewer co-creating meanings, affects the analysis and research findings. Therefore, in follow-up interviews in LM research, interviewers would be expected to show sensitivity toward their possible influence on interviewees. This is based on the following reasons. First, since relatively negatively experienced aspects of interviewees' contact situations, such as linguistic problems, deviations, and miscommunication are covered as interview topics, interviewers might be apt to attach negative connotations to questions. Second, even if the research question was not concrete at the beginning of the research, researchers need to introduce themselves to the potential interviewees. Researchers cannot control whether they are acknowledged as linguistic experts or professionals by informants, regardless of their level of linguistic expertise or their view of linguistic power relations.

For the purpose of considering the interviewers' influences during follow-up interviews, the author examines the manner in which the stories of language management of five Burmese (Myanmar) restaurant owners in Tokyo were presented to interviewers and analyzes the elements or conditions that might contribute to the production of positive, negative, or neutral evaluations of the interviewees' language management experiences. Due to political difficulties and the ethnic diversity of Burma (Myanmar), some of the interviewees' language management stories are rooted in their decades-long ethnolinguistic oppression, or in language maintenance efforts themselves, while others seemed to have emerged through their interactions with the interviewer. After reviewing and categorizing the aspects that induce the positive or negative emotional state of LM stories, the author focuses on the influences of the interviewers. Rather than proposing preferred methods of interview techniques, a list of dilemmas and conflicts LM researchers might face during follow-up interviews is included for future discussion.

Language management on bilingual Slovak-Hungarian Facebook pages

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The paper deals with language management strategies on Slovak-Hungarian Facebook pages. The data for the paper is collected from pages which present organisations who declare themselves as bilingual. In the past few years, more and more civil organisations have been focused on explaining the bilingual situation in southern Slovakia and promoting bilingualism. In doing so, they attempt to diminish the prejudices based on stereotypes which spring from the mutual lack of information. It is observed and evaluated how these pages (their administrators) manage the bilingual communication and what kind of problems they have to deal with. In several cases it is possible to observe all phases of language management (as formulated by Neustupný and Jernudd) "online" when discussions unfold under various posts. Our research attempts to show how the bilingualism appears in the communication of the civil organisations on public pages and also how the followers respond, and how the administrators coordinate the language choice. The paper will thus uncover the relations between the simple language management of the pages' followers and the organized language management of the pages' administrators. The research is based on the following civil organisations' pages: S/z/lomarát (183 followers), Madari.sk (983 followers), Pozsonyi Kifli Polgári Társulás – Občianske združenie Bratislavské rožky (677 followers), Sused (178 followers), Kétnyelvű Dél-Szlovákia – Dvojjazyčné Južné Slovensko (8.412 followers). In the chosen pages, the declared bilingualism is present in various ways and not equally. As the pages' followers are both bilingual (Slovak and Hungarian) as well as monolingual (Slovak or Hungarian), it is interesting to observe the language strategies used as well as the extent to which they are able and willing to adapt to the page's language norms. In our conclusion we will offer language management strategies which are most effective when maintaining a bilingual page.

Advantages and limits of the follow-up interview as a method of eliciting language management in the context of language biography research

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Various types of interviews have been utilized for the purpose of describing processes of language, communication and sociocultural/socioeconomic management, including the language biography interview (Nekvapil 2004) and the follow-up interview (Neustupný 1999). This paper takes inspiration from both and presents the analysis of interactions which began as language biography interviews, posing the question of what analysts can gain from utilizing a specific type of follow-up method, and, conversely, what limits this method and its various realizations present.

The interviews in question were recorded and transcribed, after which the analysts selected a number of points (including, but not limited to, individual "management summaries", cf. Nekvapil 2004), thus forming the basis for what can be called follow-up interviews (which were, however, merely partially inspired by Neustupný 1999) – the interviewers and interviewees later met for a second interaction, during which the selected passages were replayed for the interviewees and their reflections sought. The interviewees therefore had the opportunity to not only reflect upon what they said during the first interview, but, theoretically, also upon the form of the utterance – how they said it.

The analysis considers several manners of interviewee response that were initially anticipated, and examines the degree to which they were or were not realized in the follow-up interviews: (1) non-reflection of the utterance, (2) abandonment of the specifics of the formulation in the recording and the mere discussion of its topic, (3) answering the specific question posed in connection with the selected utterance and (4) management of the utterance's form. We will also pose the question of which methodological practices are in fact conducive to the elicitation of the management of linguistic form in particular, and the degree to which these practices can lead to the elaboration of language problems from the expert perspective as opposed to that of actual language users.

The material used for the analysis consists of a series of interviews conducted in Czech with Vietnamese women who migrated to the Czech Republic as children and are currently between 20 and 30 years old, some of whom have gone on to assume the role of "professional integrated/bicultural Vietnamese", which is reflected in the management of their self-presentation.

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Nekvapil, J. (2004). Language biographies and management summaries. In H. Muraoka (ed.), *Language Management in Contact Situations,* Vol. 3. Chiba, 9–33.

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The hierarchy of language management

SU Jinzhi

Institute of Applied Linguistics under Ministry of Education, People's Republic of China

LMT developed from language planning and has become an important part of sociolinguistics theorizing (Jernudd 2009). As far as the management of the production of language is concerned, two kinds of approaches seem to be used. One holds for spoken language management; the other for written language management. There seems to be a hierarchy of language management when it comes to spoken language, internet language and written language in Chinese situation. Internet-based communication may be a kind having different characteristics than spoken and written language; and it demands a radical departure from many established notions (Marriott & Nekvapil 2012). There are some debates for the necessity of organized language management in China. The author examines the diagrammatic model used by Nekvapil for the visualization of the management process (Nekvapil 2009) and applies it to Chinese data from spoken, internet and written corpus. The result shows that all phases of this process always occur in formal written forms but less so and even not at all in spoken language and internet communication. Three suggestions in conclusion remarks for improving methodology of LMT are: (1) The study of internet language management should use different methods by which it is possible to establish a better social and cultural environment in order to attain effectiveness; (2) LMT must use different methods to research spoken form and written form in accordance with their styles, and (3) LMT must lay a lot of emphasis on the organized management and standardization of language due to its important functions in social life and modernization, particular in developing countries like China.

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Making a bilingual dictionary: A case of an LMT approach

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Czech Republic

It is obvious that a decision to create a bilingual dictionary for a certain pair of languages must originate from a need to solve an existing nagging language problem. Such a need may be brought about by a certain social situation (e.g. the languages involved are those of neighbouring countries, or at least one of them is a language of high prestige etc.) or social developments (e.g. massive migration flows or a certain policy of international cooperation). As a result of such social conditioning we can see, for example, that there is a Czech-Lao Dictionary, but no Czech-Bengali dictionary, or even a Bengali-Czech Dictionary, though Bengali has more than 200 million speakers.

This study is based on experiences derived from an effort to create a new Czech-Vietnamese Dictionary. It will be shown how societal considerations conditioned the authors' choices and priorities as far as the type of dictionary to be made is concerned. These considerations can best be described in the light of the Language Management Theory.

Before undertaking the work it was necessary to decide what kind of dictionary is the most needed:

- Is it a Vietnamese-Czech Dictionary or a Czech-Vietnamese Dictionary?

- What should be the size of the new dictionary?

- Which vocabulary should it target?

- What other features should the dictionary have in order to serve the specific needs of the targeted users? How best to proceed to make the dictionary as useful and user-friendly as possible?

These are questions that can be answered only on the basis of repeated noting (or continuous observation for that matter) of certain problems. The decision that a certain dictionary should be made means that the situations noted have been evaluated as problematic, that a specific adjustment design was proposed and that an implementation of such a design was decided upon. The next step is to find or create an institutional setting that would make the implementation possible and to decide how to proceed in order to make it all happen.

This study will describe the solutions chosen by the authors of the mentioned dictionary and explain the reasons why some solutions and not others were preferred.

The *State Language Situation Report* as an ideological source of the official language management in Slovakia

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Ľudovít Štúr Institute of Linguistics, Slovak Academy of Sciences, Bratislava, Slovakia

Since 1995, virtually every Slovak government has modified the language law which refers to the crucial role of the majority language in the political strategy. The Act of the National Council of the Slovak Republic on the State Language of the Slovak Republic (Zákon NR SR č. 270/1995 Z. z. o štátnom jazyku Slovenskej republiky v znení neskorších predpisov) is an official document with the significant declarative role. This paper deals with the sources of organised language management which are put to the vote in the Slovak national parliament. The author devotes attention to the results and sources of language problems analysis provided to the Slovak government in the document called The State's Language Situation Report, which is considered the only source for official language management decisions. The author focuses on the "real language problems" formulated by the Department of the State Language of the Ministry of Culture in the document mentioned above. As the author found, the document shows the significant number of inexplicit claims which diverge from the research even though it is considered to be an expert analysis. Due to this fact, the author uses the method of critical discourse analysis to describe other motivations for the document's content, the theorizing scheme of language and its development from the ideological perspective, stressing the points of language evaluation and out-group formulations. In an effort to understand the strategy for the document's creation more comprehensively, the second part of the paper compares the "expert document" argumentation with the scheme of language and language communities being articulated in the Slovak National Parliament during the last negotiation of the Amendment to the Act on the State Language in 2011. The paper thus underlines the key ideological pillars (Neustupný's "problem clusters") of official Slovak language planning.

The effectiveness of LMT methodologies in studying internship situation interactions

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Department of Political Science and Economics, Kokushikan University, Japan

This study attempts to examine the effectiveness of methodologies subscribing to Language Management Theory (LMT) on the process of personal development through interactions during an internship. The data is collected from four undergraduate students attending a private university in Tokyo: 1 male student and 1 female student from Korea and 2 female students from China, all of whom interned at different firms in Japan for two to ten days.

Five methods are used to investigate what and how a student learns from on-the-job training for his/her future professional career. The first research method, employed before the student internment period begins, is a questionnaire, designed to obtain basic information concerning the overall goal and attitudes of each participating student. The next two research methods, used during the actual course of the internship are: a) a journal about Japanese language usage; and b) a daily journal of work exchanged between the student and the employee in charge of the training. Upon completion of the internship, a fourth research method, the semi-structured interview, is used in order to obtain follow-up data on the three previously employed methodologies. Finally a fifth method is employed: a report is written by each student, based on an outline developed by the Career Development Section of the Japanese university. Unfortunately, audio/video recordings of spoken discourse data were not allowed, due to ethical standards/codes of the company.

The results demonstrate that this combination of various methods presents a comprehensive picture of the individual process of the development of interaction competence at all levels: the linguistic level, socio-linguistic level, and socio-cultural level. However, each method is observed to have distinct advantages and disadvantages in capturing these phases of development.

The major advantage of using the methods of journals and semi-structured interviews is that they reveal the "process" of the subject's communication acts in extensive chronological duration, involving multiple processes of the LM. Some phases occur more often than others, dependent upon the particular task tackled. The "individual goal" can be regarded as the phase of the "norm" in the LMT, as there is no fixed, rule-governed way of pursuing a task, unlike that of linguistic grammar. The methods also relate an important socio-cultural perspective -- that is, it describes the relationships between the various members of the community: the person in charge of the training, other employees, other trainees, and even the clients of the company. The phases of noting and evaluating are reinforced by all participants in the community.

The disadvantages of the methods used in this study must also be acknowledged. For example, a single act of LM in the actual interaction at the micro-linguistic level during a short length of time cannot be accurately observed without spoken discourse data from the actual setting. The questionnaire and the journals assess the interaction act in in written form only. The semi-structured interview and the journals require that the student recall past events, which most assuredly affects the noting and evaluating of deviations and the designing of adjustment.

Venue (plan & transport)

Faculty of Arts, Charles University (Filozofická fakulta, Univerzita Karlova v Praze)

Address

Filozofická fakulta
Univerzita Karlova v Praze
náměstí Jana Palacha 2
11638 Praha 1
URL: http://ff.cuni.cz
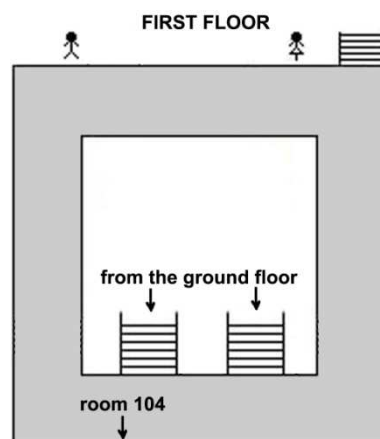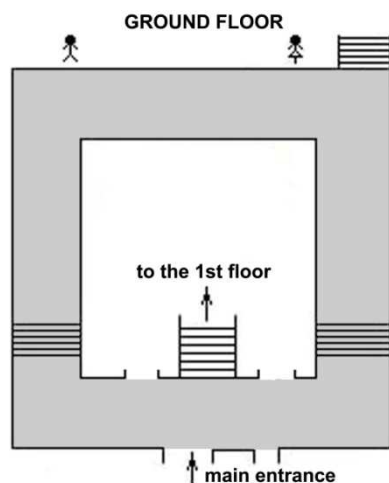GPS: N 50°5.339', E 14°24.953'
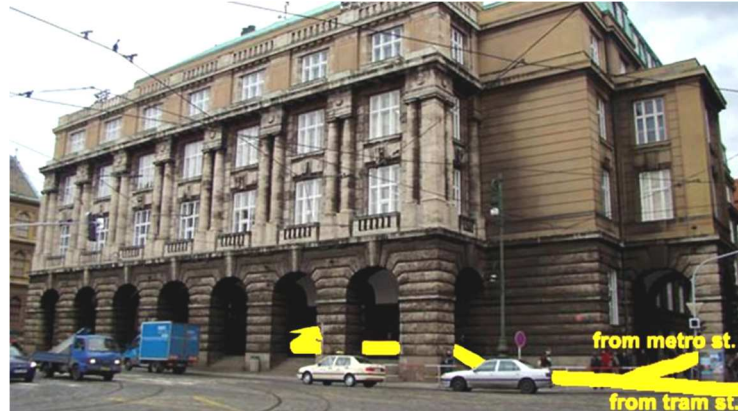
How to get there

1. metro line **A** (green) to the **Staroměstská** station, or
2. trams No. **17** and **18** to the **Staroměstská** tram stop, or
3. trams No. 5, 12, 20 and 22 to the Malostranská tram stop and across the Mánesův bridge either on foot or by tram No. 18 (one stop).
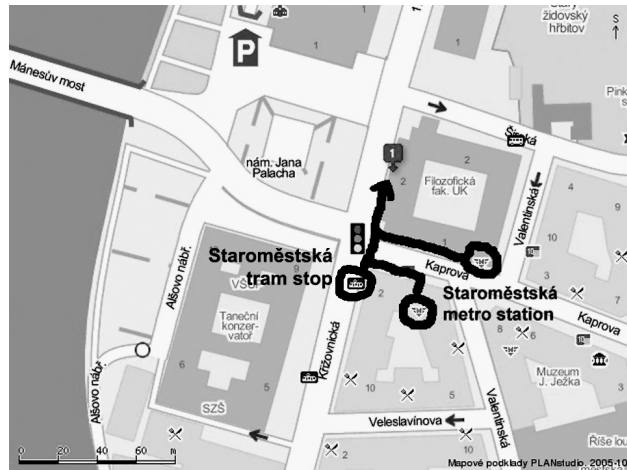
Room

Room No. **104**, first floor (one floor upstairs from the ground floor)

Get-together party on Saturday

The Saturday get-together party will take place in Villa Lanna, which is a historical villa built in 1872 in the Neo-Renaissance style. It now belongs to the Academy of Sciences of the Czech Republic.

Address

Vila Lanna
V sadech 1
16000 Praha 6
GPS: 50° 6' 9.0"N, 14° 24' 25.3"E
URL: http://data.vila-lanna.ssc.avcr.cz/index.html

How to get there

The participants will be guided by organizers from the Faculty of Arts to the villa after the closing of our symposium on Saturday at approximatelly 6:30 p.m.

We will take the metro line A (green) from the Staroměstská to the Hradčanská station (direction Dejvická) and then continue on foot for about 10 minutes.

To use the metro train, you will need a **24-crown ticket**. Please **buy the ticket in advance** (from ticket machines in metro stations or newspaper shops).
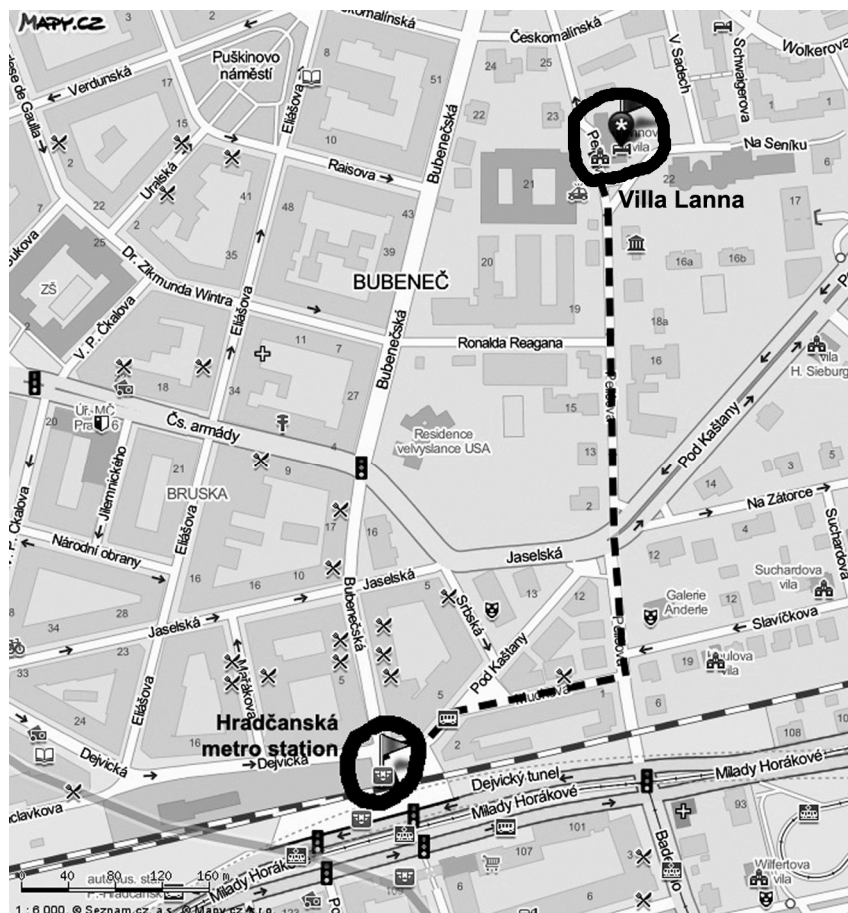
Language management research in Prague

Some features of language management *avant la lettre* have been researched under the label "language cultivation" since the beginning of the activities of the Prague Linguistic Circle. Significantly, J. V. Neustupný, one of the fathers of Language Management Theory, was influenced by this concept, which was described in the following way in the Circle's main journal, *Slovo a slovesnost*:

> *Tato přeměna jazyka z pouhého prostředku, z pouhého representanta předmětného světa v samostatný předmět naší pozornosti, našeho uvažování, našich emocí – tento poměr k jazyku může býti označen jako jazyková kultura.*

> *This transformation of language from a mere means, from a mere representation of the objective world, into an independent subject of our attention, our consideration, our emotions – this relationship to language can be labeled language cultivation.*

> (*Slovo a slovesnost*, 1, 1935, p. 2, translated from Czech)

Work on language cultivation was pioneered by Prague School scholars such as Bohuslav Havránek, Vilém Mathesius and partly also Roman Jakobson. After the Second World War this work was continued by scholars and practitioners from both the Faculty of Arts, Charles University, and the Institute of the Czech Language of the Czechoslovak (and later) Czech Academy of Sciences (František Daneš deserves special mention here).

Neustupný brought the idea of language cultivation and related ideas into the discussions of language planning in which he participated beginning in the 1960s, together with a group of scholars inspired by Joshua Fishman, whose concept of "behavior toward language" can be understood as a rough definition of language management.

The beginning of the use of the theoretical concept of language management and Language Management Theory in Prague is linked with Neustupný's visits to the Czech Republic after 1989. Most influential was his collaboration with Jiří Nekvapil leading to the rise of their monograph *Language Management in the Czech Republic*, which was published in 2003. Another substantive contribution to the spread of Language Management Theory in Prague consisted in the visits of Helen Marriott and Björn H. Jernudd. For the transfer of the theory to the younger generation of Prague scholars, work on the European project LINEE (Languages in a Network of European Excellence, http://linee.info) was a most decisive activity. Here, Language Management Theory became the essential theoretical approach of the Prague team. Other milestones worth mentioning were the publication of the international volume *Language Management in Contact Situations* (Nekvapil & Sherman 2009) and the establishment of the language management website based at the Faculty of Arts, Charles University (http://languagemanagement.ff.cuni.cz).