

# **LANGUAGE MANAGEMENT WORKSHOP: PROBING THE CONCEPT OF 'NOTING'**

## **ABSTRACTS**

### **“Noting” in Language Management Theory and beyond**

Jiří Nekvapil, Charles University, Prague

This paper seeks to pose a number of theoretical and methodological questions related to the concept of noting in Language Management Theory (LMT). First, it addresses the position of “noting” in LMT and focuses on how “noting” is conceptualized in works by J.V. Neustupny, B.H. Jernudd and their followers. Second, it deals with how to gain evidence of “noting”, or, in other words, how to demonstrate that “noting” took place during a particular interaction, and analyses various methods for its identification. Third, it examines “noting” or “noticing” in cognitivist and discursive paradigms and derives some consequences for LMT; it presents the “vocabulary of noting” in detail and reflects on its methodological implications for the analysis of “noting”. Finally, it addresses the question of how “noting” works in organized language management and the position “noting” occupies in language management cycle.

### **Language management in intercultural communication: Investigating the process of noting**

Helen Marriott, Monash University

As a result of the pioneering work of Neustupny in the development and application of the LMT in studies of intercultural contact situations, we have been able to identify and explore a range of processes found within them. Of particular importance in the original theory is the explication of stages that follow the occurrence of a deviation. While many other studies employing different frameworks have investigated the kinds of adjustments that made in discourse or interaction, fewer frameworks have treated processes such as noting or evaluating that are probably also commonly present in much interaction. Using two types of data, this paper will examine the ways in which we can empirically discover the existence of noting. One source of data comes from a follow-up (stimulated recall) interview while the second kind of data comes from reported accounts of previous interactions. I will also discuss some methodological difficulties that occur in investigations of noting and other associated stages or processes.

### **What factors determine whether a deviation will be noted or not?**

Lisa Fairbrother and Yuko Masuda, Sophia University

In this paper we will examine the factors that determine whether a deviation will be noted or not. Empirical research has shown that not all deviations occurring in contact

situations are noted and that many remain unnoted (Fairbrother 2004, Kon 2002). Indeed, Neustupný (1985) argues that there are “special circumstances” under which native speakers note deviations and in addition to the application of contact norms, the four he gives are: 1) when the speakers’ metalinguistic attention is drawn to the deviation, 2) when the interlocutor is unfamiliar, 3) when the number of serious deviations is not high, and 4) when a deviation causes a serious substantive problem in interaction. He also suggests that native speakers of particular languages may be more sensitive to certain deviations: such as Australians being sensitive to spelling and etiquette deviations, and Japanese being sensitive to grammatical competence. However, the results from our research suggest that these are not the only factors and that there are other factors that determine whether deviations will be noted or not.

Based on our analysis of natural data from a variety of contact situations occurring between native and non-native speakers of Japanese, we will attempt to present a more comprehensive list of factors that determine whether a deviation will be noted or not. Our analysis will not be limited to purely linguistic deviations but will also address the noting of sociolinguistic and sociocultural deviations. In addition to showing examples of the “special circumstances” proposed by Neustupný, we will argue that the following other factors also determine whether deviations will be noted or not: 1) the type of deviation, 2) where the deviation occurs within the interaction, 3) the situational context of the interaction, 4) the relationship between the noted deviation and other previously noted deviations, occurring either within that interaction or elsewhere, 5) the ethnicity of the interlocutor, and 6) the psychological characteristics of the noter. It is hoped that a closer examination of such factors will help deepen our understanding of the processes involved in the noting stage of language management. As Neustupný rightly claims, “The covertisation and overtisation of rules is an important phenomenon of language. No theory of discourse can be complete without it” (p.168).

### **Noting as displayed by “checking” in second-language interactions: a simple management strategy**

Tamah Sherman, Charles University, Prague

This paper will explore situations in which non-native speakers of a language note a potential linguistic deviation in a conversational “side sequence”. This can be paraphrased as the concept of “checking”, most commonly identifiable through the use of question intonation for the “trouble source” item, phrases such as “is that right?”, or the offering of more than one alternative word or form. Through these means, the speaker notes a *potential* deviation from a norm and seeks confirmation or repair from his or her interlocutor. This process is explored in conversations in Czech between a native speaker and a non-native speaker, an American missionary, as in the following example:

C20: no: já spíš (.) ani knížky celkově moc nečtu já na tohle moc ne to nejsem

M1: yeah? a máte rád dějiny? nebo

C20: ah taky moc ne ((laughs)) mě to nebaví

M1: ((laughs)) to vám nebaví?

C20: ne nebaví mě dějiny ne

M1: a co co vám baví? **co vás baví nebo co vám baví?**

C20: co mě baví?

M1: co vám baví?

C20: (.) no: tak je toho dost ale nic kolem jako školy (nebo jako to) učení

C20: well: I (.) don't even read many books at all I'm not really about that

M1: yeah? and do you like history? Or

C20: ah not much either ((laughs)) it doesn't interest me ((accusative))

M1: ((laughs)) it doesn't interest you ((dative))?

C20: no it doesn't interest me ((accusative)), not history

M1: and what what interests you ((dative))? **what interests you ((accusative)) or what interests you ((dative))?**

C20: what interests me ((accusative))?

M1: what interests you ((dative))?

C: (.) well a lot of things but nothing to do with like school (or like) studying

The concept of checking is analyzed as a simple management strategy in the light of the Conversation Analysis concept of self-initiated other-repair. Through this analysis, two major points are made:

- 1) It is argued that in order for the checking-as-management strategy to be realized, there must be an appropriate categorial context for its execution. This applies particularly to the categorial roles that speakers assign (or do not assign) to one another situationally, such as “non-native speaker” or “language expert”.
- 2) It is also observed that there is a limit to the types of deviations which can be noted in this way. For example, in the case of this native English speaker of Czech, checking is mainly done in cases of potential lexical and morphological deviations, and is more commonly executed in the former than in the latter.

### **Noting by JPs (Japanese participants) directed towards themselves in Japanese-speaking Australian-Japanese contact situations**

Hiromi Masumi-So, University of New South Wales

In contact situations, not only non-native participants (NNPs), but native participants (NPs) deviate from the base (Internal) norm (Neustupný 1985a). They deviate from the Internal norms in both production and interpretation of the interaction. In preceding research, considerable attention has been paid to how NPs manage deviations by NNPs (e.g. in TJFL research). In contrast, the research into how they manage their own deviations is yet to receive sufficient attention.

It is important to examine the management of their own deviations because a considerable percentage of them are triggered by (take place in response to) the deviations by NNPs. Research into the treatment of management by NPs can be complete only when this aspect receives equal attention.

In this presentation, Japanese native participants' (JPs') management is first outlined and the notings of their own deviations, both productive and interpretive ones, will be introduced. Subsequently, how such notings are processed in the following phases of management will be discussed.

The specific context on which this investigation focuses is the Japanese-speaking contact situation where Australian non-native speakers of Japanese (APs) interact with Japanese people residing in Australia on a temporary basis (JPs). The APs were 28 students in a tertiary Japanese language/communication program and the JPs were 14 sojourning expatriate Japanese who had been transferred to Australia. The contact situations took place in the form of a visit by the APs to the private residences of the JPs. The nature of the visit was primarily transactional in that the APs had a set of specific objectives to achieve in the speech situation of the visit.

The data collected are: 1) audio-taped telephone conversations (APs' parts only) with JPs for making an appointment for a visit and the confirmation call for these appointments; 2) video-taped visits and transcriptions of them; 3) video/audio-taped follow-up interviews with each of the participants and transcriptions of them; 4) questionnaires completed by JPs regarding their evaluation of the APs and their past exposure to contact situations; 5) reports on the visits submitted by APs; 6) results of the SPOT administered to APs; 7) survey completed by APs regarding their past exposure to contact situations; copies of APs' appreciation letters; and, 8) filed notes throughout the above data collections. Data from 2), 3) and 8) will be introduced and discussed in this presentation.

**Language management of requests for clarification in contact situations:  
Focusing on the types of noted deviations**

Rika Hayashi, Graduate School of Social Sciences and Humanities, Chiba University

This paper deals with requests for clarification by nonnative speakers of Japanese in contact situations from the point of view of noting in the language management theory (Jernudd & Neustupny 1987; Neustupny 1994, 1995).

Request for clarification has been pointed out as one of the adjustment strategies employed by the listener for solving problems (i.e. noted deviations) in listening and understanding the speaker's utterance in contact situations (Ozaki 1992, 1993, 2001). Through a series of studies, Ozaki classifies the types of requests for clarification issued by nonnative speakers of Japanese in terms of the forms of linguistic expressions and intentions of utterance. However, it is clear that studies in recent years still seem to fail to provide an adequate explanation regarding *what* problems a speaker encounters in listening and understanding and how s/he employs his/her adjustment strategies in response to these problems.

It is suggested in this paper that adjustment strategies should be accounted through the examination of nonnative speakers' noted deviations and subsequent stages of the language management process on hearing/understanding in contact situations.

The data used were collected from 20 dyadic conversations, each of which involved one native and one nonnative speaker of Japanese who met for the first time. All the conversation data were transcribed. In addition, follow-up interviews with the nonnative informants were conducted in order to collect verbal data, which is crucial for the study of language management relating to participants' cognitive processes in hearing/understanding utterances.

The analysis is based on the so-called “relevance theory” proposed by Wilson and Sperber (Sperber & Wilson 1985, 1995, 1998, 2002, Wilson & Sperber 2002). The findings suggest that noting deviations in requests for clarifications are characterized by cognitive and inferential failure of human-receptive capability. Thus, three different cognitive processing stages can be identified, namely, (1) logical form; (2) explicature; and (3) implicature. With this analytic framework, noted deviations can be analysed and classified into seven types, as I will present in the workshop. It is concluded in this paper that adjustment strategies of requests for clarifications are selected fundamentally on the basis of the type of cognitive stage that the nonnative speakers of Japanese are concerned with when deviations are noted during the process of listening and understanding the incoming utterances.

### **Management of multi-language use among Korean-Chinese residents in Japan: An analysis of noted deviations in code-switching**

Minjeong Ko and Hidehiro Muraoka, Chiba University

Along with the worldwide globalization, Japan in recent years has certainly developed into a country with a diversified language environment. In particular, the emergence of multi-language users is significant. It is not difficult to find that many foreign residents originating from multilingual countries deliberately use the resources in their linguistic repertoire (i.e. polyglot), including Japanese, to participate in various types of socio-economical activities during their stay in Japan.

Among these multi-language speaking foreign residents are Chinese with Korean ethnic background speakers from the north eastern part of China (Korean-Chinese, KC hereafter) who are unique in terms of language use. With an estimated number of about 30,000 to 50,000<sup>1</sup>, it has been reported that many KC in Japan speak a variety of the Korean language known as *Chosengo* as their first language (L1), followed by standard Chinese (*Hanyu*) as their second language (L2), and Japanese as their third language (L3). This paper attempts to reveal the actual language use among KC as a multi-language user in Japan, by focusing on their management of code-selection and code-switching.

The data used in this paper is based on nine case studies. All informants are KC residing in Japan and they are all competent in *Chosengo*, Chinese and Japanese. Face-to-face interviews were conducted by the researchers with each informant individually for two main reasons. One is to confirm their personal and language background, and the other to find out how they evaluate their own language skill and language use. Interaction interviews were also conducted in order to elicit reports of each informant on his / her socio-economical activities and discourse data in those activities.

The following five social domains were found to be significant in relation to code-selection and code-switching: the home domain, the friendship domain, the hobby domain, the everyday life domain, and the work domain. The findings suggest that while the informants select the base language code mainly according to the type of

---

<sup>1</sup> The precise number of Korean-Chinese residents in Japan is practically not available due to the fact that there is no registration by race. The estimated number of residents in Japan who were registered as Manchurians was 106,913 in 2001.

social domain, they switch language codes according to topics and thus code-switching can be observed in all types of social domains.

Each case of code-selection and code-switching was further examined using the language management theory (Neustupný 1994, 2005). Noted deviations are largely affected by the background of participants in the following four types of communication networks, namely the KC-KC network (when interacting with fellow KC), the KC-HC network (when interacting with ethnic *Han*-Chinese), the KC-KK network (when interacting with *Kankokugo* speaking south Koreans), and the KC-JP network (when interacting with Japanese). The following are some characteristics regarding the noting of deviations among the informants in this survey:

- (1) In the KC-KC networks, many cases of so-called referential code-switching among *Chosengo*, Chinese and Japanese can be observed. This kind of code-switching arises, for instance, when KC believe that their linguistic resources in *Chosengo* is insufficient to deal with certain elaborated topics. Situational and metaphorical code-switching (Gumperz 1982) are also prevalent in the KC-KC networks. This is not difficult to understand because while living in Japan, KC feel the need to use Japanese rather than *Chosengo* or Chinese for the expression of situational specific terms (e.g. asking directions in which Japanese place names and proper names are essential).
- (2) In the KC-HC networks, although Chinese is the shared language between KC and HC, it is interesting to find that switching into Japanese is significant. As revealed in the follow-up interviews, KC are particularly conscious of the existence of two norms, i.e. the Chinese norms and *Chosengo* norms. This noting of “dual norms” seems to make KC feel more comfortable to use also Japanese, the host language of the Japanese society, rather than to only rely on Chinese.
- (3) In the KC-KK networks, KC are particularly concerned of the differences between *Chosengo*, their L1, and *Kankokugo*, their counterparts’ L1. This deviated is noted and elicited code-switching into Japanese.
- (4) In the KC-JP networks, Japanese is the only shared language and it is selected as the base language code. Nevertheless, transfer of Korean and Chinese non-grammatical norms as a communication strategy can be observed.

### **Noting and evaluating the degrees of contactness between Japanese and Australian academic cultures**

HiroYuki Nemoto, Kanazawa University

The importance of noting or noticing in the processes of second language acquisition has been recognised by various researchers (cf. Swain 1985, 1995, 1998; Ellis 1993, 1995; Sharwood 1993; Schmidt 1994; Robinson 1995; Swain and Lapkin 1995; Qi and Lapkin 2001). However, previous studies have not comprehensively addressed how noting occurs, how the noted language phenomena are evaluated, and how noting and evaluation can influence the processes by which students manage intercultural interaction. Also, little research on noting has dealt with similarities between native and contact situations as the focus has been mainly placed on the negative aspects, such as noticing gaps between first language or interlanguage and second language, or between L1 and L2 writing, or between native and host norms (cf. Cumming 1990;

Swain and Lapkin 1995; Qi 1998; Qi and Lapkin 2001). As Neustupny (2004) claims, the degrees of contactness in academic contact situations can vary depending on students' academic backgrounds. It is thus assumed that students can successfully apply previously-developed knowledge and skills in contact situations.

Drawing upon a larger study of the management of intercultural academic interaction (Nemoto, 2005), this paper covers Japanese exchange students' noting and evaluation of various degrees of contactness, which involve similar features as well as contrasts between home and host academic situations. In particular, the focus is placed on three types of contact situation phenomena, involving negotiation of problems, commonalities of disciplinary knowledge, and cross-cultural situational similarities. The students' awareness of these phenomena is explored in terms of self- and other-noting. Furthermore, the students' evaluations will be discussed in relation to internal and external factors. Illustrating the multifaceted processes of noting and evaluation, the findings indicate that the degree of noting and evaluation determines how well students can attend to host academic genres and then take subsequent action.

### **Changes in the meaning of the noting of deviations: An analysis of the interactions between an American resident in Japan and Japanese native speakers**

Miwako Ohba, Hiroshima Jogakuin University

The aim of this research is to demonstrate how an American resident in Japan who continuously experiences the same noting of deviations in his daily life changes. It seems that the deviations are the same and that he has been undertaking language management on the surface, but in fact he has been using his noting of deviations itself as a resource in his interactions.

The data are semi-structured interviews (from June 2007 to February 2008) involving an American and three Japanese who have been involved in his language management. The American individual has lived in Japan for 18 years and he can communicate in Japanese in his daily life, even though he rarely uses Japanese because he is a professor in the English department of a university in Japan. His noting of deviations includes instances involving long and short vowels such as “yoji (four o'clock)” and “yooji (things to do)”, which constitute important distinctive features in Japanese. His listening and pronunciation problem has already fossilized but he continues to note such deviations whenever the problem occurs in his daily life.

His adjustment plan appears to be a theoretical explanation of his language problem rather than a substantial solution. He observed his language problems, started a small research project, and has had individual discussions with his colleagues and graduate students. From my interviews, it emerged that actually he does not desire to solve his language problem. He believes he is heading towards a resolution of his problems through discussions on the surface. But in fact, he keeps his language problems in suspension at his comfort level and his noting continues in Japanese conversations as he has not created new norms through his interactions.

Because of the repetition of his language problem caused by his deficit norm of the Japanese phonetic system, his goal and means have been diverted, and sharing his information about his language problem with others has become more important.

Namely, he has been utilizing his noting as a prompt to start new interactions. If a language teacher urges his acquisition, it will deprive him of his impetus for his interaction. If noting is secondary, it is necessary to consider what the meaning of noting activities is for language users, how the meaning of noting changes, and how we should deal with noting to alleviate problems.

## **Procedures of macro-inquiry in organized management: a focus on the notion of noting for language education**

Sau Kuen Fan, Kanda University of International Studies

As an analytic framework developed for the study of language problems, the language management theory (LMT, Neustupny 1985a, 1985b; Jernudd and Neustupny 1987) places a special emphasis on language use in discourse and, more importantly, the behavior of the individual user taken toward language as it appears in discourse. In one of his papers on problems in contact discourse, Neustupny claims 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” (Neustupny 1994). If we go through the existing literature based on the LMT, it is not difficult to find that a majority of effort has been devoted to the analysis of individual user’s language problems.

By applying the LMT, this paper deals with so-called “organized management” in which a larger social network, rather than individual users, is involved. As summarized by Nekvapil (2008), organized management, also known as systematic management and institutional management, is also characterized in the following ways:

- (1) management acts are trans-situational;
- (2) communication about management takes place;
- (3) theorizing and ideology intervene;
- (4) in addition to language as discourse, the object of management is language as system, and,
- (5) power underlies the last phase of management, which is, implementation of the designed adjustments.

The discussion in this paper will be based on the attempts taken by a Japanese language institute at a private university in Japan in order to design short-term programs for overseas exchange students. As also pointed out by Neustupny (*ibid*), many language planners tend to assume problems and jump straight towards the planning design without carefully investigating what particular speakers actually identify as language problems in the course of a particular interaction. By using the terminology in LMT, the phase of management prior to planning for adjustment (i.e. macro-design), and implementation of adjustment (i.e. macro-implementation) can be regarded as macro-inquiry, which covers the stages of deviation from norms, noting of deviations and evaluation of deviations. The focus of discussion in this paper will be placed on the procedures (i.e. behavior) necessary to be systematically developed for the noting of deviations due to the existence of various norms which are not

shared by individual users in the institution. It is hoped that the attempts will serve as a model for the analysis of organized management and to provide insights for the study of language problems in language education.

- Nekvapil, J. (2008) Toward a general theory of language management. *Sociolinguistics Symposium 17 Book of Abstracts*, 342.
- Neustupny, J.V. (1994a) Problems of English contact discourse and language planning. In Kandiah, T. and Kwan-Terry, J. (ed.), *English and language planning: A Southeast Asian contribution*. 50-69, Singapore: Academic Press

### **Language management of the second-generation Japanese in post-secondary Japanese classrooms**

Kuniko Yoshimitsu, Monash University

The growing presence of second-generation Japanese in post-secondary Japanese language classrooms in Australia poses an important challenge for Japanese language professionals at the university. At the same time, the current learning situation inevitably requires alignment of these Japanese students to fit within the broader structure and contribute to the broader Japanese classroom community. Focusing on micro-level “noting” processes of the learners’ LM, this paper examines the way in which these Japanese students are connecting with Japanese language classroom communities where the majority are non-Japanese, and what modes of belonging they exhibit explicitly or implicitly in the classrooms as well as possible grounds for these phenomena. A qualitative case study accounts for the learners’ capability/incapability in noting deviations from the common norms in co-constructing Japanese classroom communities, and considers how such a learning environment enhances their learning and what challenges they encounter. As a result of their diverse Japanese language acquisition trajectories and family environments as well as with their “imagined communities” (Kanno & Norton 2003), this study suggests that these learners possess distinct needs to engage in further developing the language at university.

### **“Intercultural language learning”: A case study of advanced-level Japanese learners**

Masato Takimoto and Hiroko Hashimoto (Monash University)

The paper examines the learning process, in particular, the noticing of students in a university-level Japanese language subject taught at the advanced level, using the process model that has been discussed in the “intercultural language teaching” model. The study is a part of a project investigating the significance and issues relating to the introduction of translation and interpreting in advanced level Japanese language teaching in Australia. A focus will be placed upon students’ experiences, with a special reference to their learning process. The data on which this paper is based come from subject evaluation surveys and interviews with former students. Positive aspects

of students' learning experiences identified in this study include relevance to real life and constant interaction, which directly relates to promoting students' learning process, including noticing.

### **Learners' Language Management and Noting in Online Communication with Japanese Peers**

Sarah Pasfield-Neofitou, Monash University

Internet communication tools, such as email, chat, blogs and social network sites, have been widely claimed to provide opportunities for language learning, as well as increased chances for interaction with native speakers. In particular, many researchers and educators have claimed that Internet communication provides opportunities for the noting and evaluation of deviations, which in turn may lead to adjustment in the form of negotiation of meaning, conversational repair, or dictionary use, resulting in language learning. However, while many researchers have identified such opportunities in online communication, it certainly does not follow that learners always note norm deviations, or indeed, decide to make any adjustment when they do. The present study suggests that a number of technology related factors across the range of communication tools, as well as individual factors influence learner noting, and the opportunity to evaluate and adjust deviations. Even when language learners do note a deviation from the norm and evaluate it negatively, some decide to ignore it, or in the words of one student, "get out of there!" because of technological or interpersonal constraints. Yet others, working with different Internet tools or communication styles are able to manage their language more, taking advantage of some of the medium's affordances.

This paper reports on an empirical analysis of Australian learners' language management strategies in Internet communication with their Japanese native-speaking peers, in order to evaluate the interpersonal and technological factors that contribute to learner noting processes. Data has been collected from Australian university students of Japanese in the form of emails, chat logs, social network blogs and other recorded internet communication with their Japanese peers, in an ongoing data collection period, spanning several months so far. These data sources are coupled with background interviews, investigating students' language and in-country experiences, among other personal factors, and follow-up (stimulated recall) interviews. The study uses the language management model and Neustupný's concept of "noting" to explore learners' online communication, in terms of occurrence of noting and perceptions of norm deviations. The various adjustment processes that learners' engage in, which may develop their language competence, are also examined.

### **Noting by Japanese Language Learners in their Bilingual Social Networks**

Naomi Kurata, Monash University

There have been a great number of studies that examine L2 learners' noticing/noting in the field of SLA. The majority of them focus on the learners' cognitive processes in which they notice a gap in their interlanguage in terms of linguistic forms. Most of these studies were conducted either in experimental or classroom settings.

In his discussion about language problems in contact situations, Neustupný (1994a) suggests the necessity to investigate problems related not only to the “bare message” of a discourse but also to the speakers’ ability to send or receive information other than this bare message. This ability includes communicating their attitudes and intentions as well as presenting themselves in a particular way. Neustupný further states that such problems of a presentational nature are not given adequate attention, even in the most advanced language teaching systems.

The current study examines the types of problems that are noticed or which remain unnoticed by Japanese language learners studying at an Australian university in their bilingual social networks. Taking up Neustupný’s suggestion outlined above, this study is concerned with the learners’ noting of propositional deviations and those of presentational nature as well. A wide range of data were analysed, including those elicited by the use of the interaction interview format proposed by Neustupný (1994b), the learners’ natural interactional data, such as on-line chat scripts and audio-recorded conversations, and those from the follow-up interviews based on these interactional data. Through this analysis, I also attempt to explore how the learners’ noting in this study is related to the construction of opportunities for L2 use/learning as well as how it informs relevant L2 learning theory.

### **Noting in a Japanese reading class**

Ryuko Yokosuka, Kokushikan University/Monash University

The main purpose of the language learning class is to learn. In order to learn, learners repeat cognitive processes to distinguish what they already know from what has not known. Furthermore, in a social setting such as a classroom, learners acquire the resources to recognize their knowledge not only within themselves, but also from the point of view of other participants. In other words, the participants in a classroom engage in a sequential process of noting, evaluation and adjustment to learn things by using various kinds of resources obtained from their own as well as from other participants.

This presentation is an attempt to analyze the interactive aspect of noting between classroom participants based on the framework of the Language Management Theory. The purpose of this investigation is to provide an empirical description of the features of noting. The following questions will be examined: 1) who notes the deviations, 2) what kind of deviations are noted and are not noted, 3) how the participant notes the deviations, 4) what the norm is, and 5) who deviates from the norm. Data was collected from an intermediate level of a Japanese language reading class at a private university in Japan.

The results of the research suggest that noting is found interactively between participants. It is mainly the teacher who notes students’ deviations but there are cases where a student notes the teacher’s or other students’ deviations. Participants note deviations of other participants’ lack of knowledge on norms regarding linguistic, socio-cultural context, pedagogical context and so on. The kinds of noting are closely related to the types of class activities.

## **Noting interactive community literacy by native-speakers: Can LMT contribute to the development of SLA theory?**

Satoshi Miyazaki, Waseda University

Title: The Noting of interactive community literacy by native-speakers: Can LMT contribute to the development of SLA theory?

This paper will focus on contact participants who undertaking “noting” as described in the language management (LM) theory (Neustupny 1995). In addition, I will also apply second language acquisition (SLA) theory and community literacy (*chiiki riterashii*) (Long 2008).

The study of SLA has significantly developed in the last few decades (Gass and Selinker 1994) and Japanese second language acquisition research has also made commendable achievements (Sakoda 2002). However its attention to the research participant has not been fully investigated, with the focus mainly limited to non-native speakers (NNS) of the target language, not the native speakers (NS) (Miyazaki 2008). Similarly, LM has also primarily focused on NNSs’ rather than NSs’ norm deviations and subsequently its noting in the process of adjustment.

Since noting (or noticing) following norm deviations are frequently caused by both NNSs and NSs, the NNS is merely one of the participants who acquire interactive competence which is required for a wide range of interactive domains. Therefore, investigation of interaction problems needs to be carefully undertaken. Incidentally, Neustupny argues that language education plays an important role to solve the “problems by the foreigner” (Neustupny 1985). However, such a claim may not lead to a realistic solution and so this claim should be reconsidered. Leaving the cause of interaction problems to only one of the participants in contact situations (i.e., NNS) may result in the NS taking no responsibility. In other words, the cause of interaction problems should be mutually shared and be the common responsibility of both the NS and the NNS. Noting itself also should be examined in relation to the participants in the process of adjustable management.

By giving more attention to SLA, we can develop the above argument in relation to the type of competence that participants should acquire. In this paper, such literacy will be entitled as *community literacy*, which can be defined as both NS and NNS being involved in community interaction and thus undertake noting and acquisition. .

I am now involved as a community coordinator in 2006, 2007 and 2008 of a research project for the Agency for Cultural Affairs, Japan on “Commission of support for Japanese language education in the local community”. Here a working hypothesis is established whereby the components of community literacy (e.g., adjustable competence, establishment of social networks by social capital in the community of practice (Wenger 1998), common norms adopted in social contextualization) that are to be acquired by NS and NNS will be categorised.

#### Reference

- Gass, S. and L. Selinker. 1994. *Second Language Acquisition: An introductory course*. Lawrence Erlbaum Associates.
- Long, E. 2008 *Community Literacy and the Rhetoric of Local Publics*, Parlor Press
- Miyazaki, S. 2008, "Arata na gengoshuutoku kenkyuu no tenkai: Tabunka kyoosei-shakai ni okeru chiiki riterashii o mezasu shiten", 7<sup>th</sup> International Conference on Japanese Language Education, Pusan University of Foreign Studies, Proceedings, No.2, pp. 422-425.
- Neustupny, J.V. 1985 "Language norms in Australian Japanese contact Situations". In Clyne, M. (ed.) *Australia, Meeting Place of Language*. pp. 160-170. Pacific Linguistics.
- Neustupny, J.V. 1995 "Nihongo Kyooiku to Gengo Kanri", *Handai Nihongo Kenkyuu*, no. 7 pp.67-82, University of Osaka
- Sakoda, K. 2002 *Nihongo Kyooiku ni Ikasu Dainigengo Shuutoku*, Tokyo: ALC press
- Wenger, E. 1998 *Community of Practice: Learning, Meaning, and Identity*, New York: Cambridge University Press