

Language Management in International Sport Events

by

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ABSTRACT

This research aimed to explore language management in volunteer management of international sport events in Taiwan. From two angles of volunteers and organizers, this study explored the execution of language issues in volunteer management. As an exploratory study, the qualitative methods were adopted with exploring the three international sport events: 2009 World Games, 2011 International Skating Union (ISU) Four Continents Figure Skating Championships and 2011 Tour de Taiwan (International Bicycle Tour Championship in Taiwan). The finding was as following. As for the policies and strategies of organizers, the standards of language abilities, resources of language volunteers and training courses were presented. As for the difficulties of organizers, they indicated concepts about the affairs of schools; the necessity of interview; the limited opportunities for volunteers; the limited human resource in sport associations and the unpredictable situations in implementation. As for the experiences of volunteers, they indicated the concepts about the simple language ability selection; the different language ability selection in schools; the necessity of interview; technical and functional help from training; the argument of language training and the necessity of understanding about cultures in advance. As for the verbal language barriers in communication of volunteers, there are technical term, accent and other languages. As for the silent language barriers, there are the barriers about international etiquette in reception; jokes in conversation; diet and religion. In the end, there are recommendations to volunteers, organizers, government, education institute, future research and the Educational Testing Service, ETS.

Key words: language management, volunteer management, international sport event

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CHAPTER I INTRODUCTION

Background of the Study

With the increasing globalization of trade and business in the knowledge-based economy, nowadays almost three out of four multinational companies (MNCs) manage networks of twenty or more overseas operations (Feely & Harzing, 2003; John, Cox, Ietto-Gillies & Grimwade, 1997). They have the co-ordination burden of managing such geographically, culturally and linguistically various networks. The co-ordination is especially the key source for competitive advantage; it makes global communication capability necessary for success (Feely & Harzing, 2003).

The importance of global communication capability makes the issues such as cross-cultural competence, language ability, communication skill, talent management and development more crucial. The use of an appropriate language has especially become critical for the acquisition of competitive advantage. Language affects the ability of multinational organizations to function in the global market (Dhir, 2004). The management of the diverse languages has become an important issue today.

In recent years not only corporations face the language management issue, but also the sport affairs in whole world face the same challenge. Many countries are seeking the opportunities of holding the international sport events, Taiwan is no exception. Taiwan government is advancing internationalization in these years. Many international activities are subsidized by the government such as international conference and sport events. The international events bring many benefits, such as promoting the reputation, increasing the soft power and social capital; cultivate more international talents and building the competitiveness.

Holding the international sport events especially promotes the competitiveness of nations. The competitiveness of nations comes from the competitiveness of cities. There are

two kinds of factors in competitiveness of cities: fundamental and advantage factors (Chiang & Huang, 2006). The fundamental factors are the infrastructure, laws and regulations construction. Advantage factors are others, such as human capital, innovative ability, knowledge capital, etc. These factors are essential for cities to hold the international sport events. Taiwan has strived for the opportunities to hold the international sport events for several years; therefore, there have been many events in Taiwan for recent years. For example, The 21th Summer Deaflympics Taipei and World Games in 2009, ISU Four Continents Figure Skating Championships and Tour de Taiwan in 2011. In the future, many units, such as tennis, baseball and football will hold the international sport events. In 2017, Taipei is going to hold World University Games. The participants, judges, medium and even the audiences are from diverse countries and cultures. Facing the different languages, the language management is crucial for the success of the international sport events.

Furthermore, there is a group of people playing the key role in the international sport events: the volunteers. The issue of volunteer service has become more and more popular in recent years. Their efforts make the events successful and gather the social capital more. Therefore, this research will also emphasize on different dimensions of volunteer management.

Statement of the Problem

Generally, there are three aspects about the problem. First, although there are many researches about volunteer management in international sport events, few or even no researches is related to the language management in sport events. There are diverse cultures and languages in an international event, so the importance of the language factor should be addressed. The lack of research may influence the quality of language in the events and further affect quality of the event.

The second aspect is about the language management in early international sport events in Taiwan. The organizing units did not pay much attention to the language factor. For

example, in volunteer management, they used to ask teachers to bring students to assist with the competitions, instead of recruiting great amounts of volunteers. About training, the level of training depends on the organizations. The language and culture competences often lack of training. As for others components in the volunteer management, they did not involve language factors much. In the business field, companies try to ensure the language quality with diverse methods and tools. A company may make better use of existing language-skilled staff; recruiting new staffs that already have the necessary English language skills, and organizing English training for those who need it. Most companies use the last two options simultaneously (Charles & Marschan-Piekkari, 2002). How about the field of international sport event in these days? Hence, the researcher would like to explore the current situation in Taiwan. She wants to know whether the language quality can be ensured in these events with the current volunteer management or event management.

The third one is related to language barriers, containing the standardized language and the usage of language. The language management may have been discussed much; however, the language barriers may still exist in communication. Such barriers would cause misunderstanding, distrust and even conflicts between people. There are two items for the language barriers. The first one is standardized language. Many events in Taiwan adopted the popular language, English as the main language in the competition, but actually there are more languages and cultures exist and the adoption of a standardized language is not always the optimal strategy (Dhir, 2005). Within an MNC, the use of English as a company language seems to provide an obvious solution to the problem of communicating with each other. A company language is helpful to internal and external communication since it provides a common medium for all members of the organization and offers easy access to official information channels (Tange & Luring, 2009); however, it seemed to be creating kinds of problems. Take the Siemens case for example; they have indicated both the positive and negative effects of combining a foreign language with a technical or industry language. Such

a language allows communication on a specific subject with particular vocabulary, but may also create misunderstandings (Charles & Marschan-Piekkari, 2002). Therefore, the researcher would like to know if international sport events have the same situation.

The second one is the usage of language. The language competence does not merely involve a linguistic ability to select the correct form of a given language (e.g. grammatical, syntactic, or morphological knowledge), but also a pragmatic capacity to adapt language to particular social situations and contexts (Tange & Luring, 2009). In business, a dominant, proper or natural language depends on the occasion at hand, which makes the ability to define what is considered legitimate speech in any given situation or setting crucial to the continuous struggle for resources and recognition within an organization. The sociological theories offer a valuable insight into the use of language and mostly based on interaction between speakers of the same, national language (Brubaker, 2002; Jenkins, 1997; Tange & Luring, 2009). In oral comprehension, the difficulty of understanding different kinds of "Englishes" exists, particularly the accents used in different parts of the world (Charles & Marschan-Piekkari, 2002). In international sport events, members come from diverse countries and with different backgrounds; furthermore, a great amount of communication will occur in a short period. Facing the different usages of language, how to communicate smoothly is a big concern. How to manage communications across the language barrier is the question that every function would like to ask (Feely & Harzing, 2003). Consequently, the researcher would like to understand cross-cultural communication of volunteers. To sum up, this study was focused on language management and cross-cultural communication.

Purposes and Questions of the Study

Due to these problems, this study aimed to explore the language management of international sport events in Taiwan, practically in volunteer management process. From the perspectives of organizers and volunteers, the implementation about the language management and volunteer management in the sport events were enquired. This research

provided Taiwan's government, sport associations and volunteers the information of language management in volunteer management of international sport events in the future. Therefore, this study intended to respond the following research questions:

1. In volunteer management of international sport events in Taiwan, What are the strategies, policies, implementation of language management of the organizers?
2. In volunteer management of international sport events in Taiwan, what difficulties do organizers meet in the language management
3. In the international sport events in Taiwan, how do volunteers experience the language management?
4. During the international sport events in Taiwan, how do volunteers manage language barriers in communication?

Significance of the Study

Language as a Forgotten Factor

The issues of global and cultural diversity have been discussed and researched largely in the past years; however, language is viewed as the “forgotten factor” in international management (Charles & Marschan-Piekkari, 2002; Tange, 2009). Luo and Shenkar (2006) also pointed out that language is rarely emphasized in the strategy literature. Writers have primarily discussed language management about transnational relationships, leaving the issue of micro-level implementation relatively unexplored. In spite of the significant role of foreign languages and international communication, few studies emphasize specifically on foreign language skills and their role in enhancing communication in the MNC environment (Charles & Marschan-Piekkari, 2002).

The Increasing Intercultural Communication

In today's world, the opportunities for intercultural communication are increasing. Intercultural communication has many difficulties to conquer. Language users' orientation of social interaction towards the members of their own speech community illustrates an obstacle

to cross-cultural communication; furthermore, the language problem is not necessarily removed by adopting English as a standardized language (Tange & Luring, 2009). In multinational settings, communication often takes place between speakers whose fluency in English varies and who may use other languages alongside English. Physical distance makes effective communication necessary and cultural distance makes effective global communication essential (Feely & Harzing 2003; Spinks & Wells, 1997). Although there are many tools and methods for solving the language problems, in our modern age of sophisticated technology, the efficiency of communication still requires human input through language (Charles & Marschan-Piekkari, 2002). Therefore, the language system and the contents of communication should be enquired.

The Significance of International Sport Events for English Ability

Although researchers have indicated that viewing English as the standardized language have problems, English is still influential. The ability is viewed as one of the indexes of the competitiveness of nations. With English, people can experience the international view and learn new information (Yen, 2010). Not only education is important, but also the learning environment is principle. The opportunities to speak English are necessary. The English village should be built as an environment for people to “use” English, not to “learn” English. It is suggested that the government should improve systems, laws and regulations instead of spending budgets on English village or scenario classrooms. The international sport events indeed provide great numbers of people to “use” English. However, English is merely a tool for understanding other cultures (Yen, 2010). The key of the competitiveness of nations is the viewpoint and creativity. The international sport events provide the opportunities for people to participate the international affairs. Furthermore, this research is one of the few researches to connect language management and international sport events.

Definition of Terms

Language

Language is a symbolic resource that individuals use in order to achieve and express cultural and social notions of behavior, in which the process includes conversation, setting, function and social identity. English and other rare languages are included here.

Language Management

Language management is a succession of explicit and implicit actions including verbal and nonverbal language policies, strategies, implementations; usually not written in a formal document (Blommaert, 2003; Spolsky, 2004; Senkar, 2006; Tange & Luring, 2009).

Volunteer Service

Under free wills and choices, in approved organizations, without pay, people devote themselves to the behaviors which are benefit to others or society, but the necessary expenditures could be subsidized (Lu, 2002).

Volunteer Management

This research defined it as a system and application which develop human resources of volunteers, including recruiting, selecting and training in short-term events.

CHAPTER II LITERATURE REVIEW

Language Management

The Definition and Background

Although Language is a common experience of human beings, it is difficult to have an agreement in the definition. Language is considered as providing and invoking context. It provides the context for our thoughts, interactions and social identities; but it stimulates other social forces (Welch & Piekkari, 2006; Goodwin & Duranti, 1992). Dhir and Abildun (2002) stated that language not only allows us to acquire, but also to transmit knowledge from one generation to the other. Besides, language is a symbolic resource that individuals use in order to achieve and express cultural and social notions of behavior. Other researchers indicated that language users' choice of a specific linguistic medium to socio-cultural concerns such as the focus of a conversation (e.g. ingroup/outgroup, formal/informal), setting (e.g. place, time, participants), function (e.g. task/relationship), and social identity (e.g. national, professional, gender). Similar criteria can be used to distinguish national from corporate languages (Welch & Piekkari, 2006). In this research, Language is defined as a symbolic resource that individuals use to achieve and express cultural and social notions of behavior, in which the process includes conversation, setting, function and social identity, including English and other rare languages.

The process of learning any language is also a process of acquiring the culture that is included by the language. Recent trend emphasizes that language is more than a medium for communication; instead, it's a "culture resource" that (re)produces the social world (Duranti, 1997; Welch & Piekkari, 2006). Language plays a role that operate globally, bringing people from various cultures and traditions together, who were educated through different learning processes (Dhir, 2005). Individuals interact and make interpretations within their cultural and linguistic context (Von Glinow, Shapiro, & Brett, 2004) with language serving as a cultural

system of signification (Brannen, 2004; Luo & Shenkar, 2006). Consequently, this research will enquire more on the dimensions of culture. Later the literature of intercultural communication will be discussed.

Language plays a critical role in various dimensions. It is important in knowledge creation and application, flow of information, and functioning of organizations (Dhir, 2005). Management theories also indicate that language is like a facilitator providing for the acquisition and transmission of information through social interaction with others (Feely & Harzing, 2003). Language not only communicates information, but facilitates the creation of value through exchange of ideas within the context (Dhir & Abildun, 2002). The idea of exchange is similar to the concept of currency. There are three functions of language which correspond to the three functions of currency. The three functions of currency are (1) a unit of exchange (2) a unit of account (3) a store of value (Dhir, 2005). The three corresponding functions of language are (1) exchanging information and knowledge (2) accounting through narratives; and (3) storing value of knowledge and know-how. Language is not value in itself, but rather it creates value in its use of exchange (Dhir & Abildun, 2002). In the process of exchange, many decisions of choice and usage are created. For business, the choices and usages of language have influences on information circulation, presentation and interpretation, which in turn allow corporate headquarters to control global planning and inter-unit coordination. Language also affects the process of enactment in which organizational members internalize environmental information (Luo & Shenkar, 2006; Phillips, Lawrence, & Hardy, 2004). Furthermore, for business there are two kinds of missions of the working language. First from the points of view of the corporate planners, the mission is to maximize the organization's competitive advantage within the strategic environment in which it operates. Second, from the perspectives of sociolinguists, the mission is to maximize the quality and quantity of the social interactions (Dhir & Abildun, 2002). As for the international events, the language choices and usages are not as complicated as the corporates;

nevertheless, the language setting could make a big difference to the events, especially for the communication between volunteers and the international participants. Consequently, this research not only explored the language issues from the angle of organizations, but also emphasized on the communication contents of the volunteers.

Language management is a new issue in recent decades; however, it is difficult to have an agreement in the definition. Blommaert (2003) defined language management as the following: new speech varieties and repertoires are adopted to fulfill certain "Lingua franca functions". Spolsky (2004) defined language management as "the formulation and proclamation of an explicit plan or policy, usually but not necessarily written in a formal document, about language use." Luo and Shenkar (2006) perceived language management as "a variable mechanism that needs to balance global integration with local adaptation in line with corporate strategy and an evolving global environment (P.322)", which limited language management in enterprises. In this research, language is defined as a system and application which develop human resources of volunteers, including recruiting, selecting and training in short-term events.

The Language Option and Policy

Facing the globalized environment, organizations adopt different means and tools to deal with the language issues. The solutions depend on different situations of each organization. Lester (1994, P.43) (as cited in Dhir, 2005) notes: "the easiest and cheapest way to approach the language problem is to hire people already possessing the required skills." It seems work; however, the nature of language is abstract and talents are not always easy to obtain. Many organizations choose to set the common language (standardized language) but some problems still exist. Using a language that members of a given constituency do not master, or one that limits their ability to converse, lowers their information access and hence power within the organization. Global English is important to corporate performance; however, we should notice that language choice, like other strategic decisions, is not made in a vacuum. With the

streams of immigration, trade and investment, creating new jargons and dialects that represent mixtures of diverse languages, languages are continually evolving, infused with new vocabularies and language usages (Luo & Shenkar, 2006).

It seems that how language workers manage the language issues depends on how the organizations handle with language management. It comes with the term, language policy. Traditionally, language policy issue is about how the languages or its varieties in a nation's speech repertoire function and the attitudes of the populace to these languages, in order to provide a rational basis for allocating functional roles to these languages; however, language policy can be defined as "the only activity in which a language community takes action actively and intentionally in order to obtain a linguistic change" (Dhir & Abildun, 2002).

There are two key ideas which should be considered during developing a language policy. First, linguistic expressions are the product of the relationship between a linguistic and linguistic habitus. Second, individual choices are conditioned by the demands of the target social or economic fields or market (Dhir & Abildun, 2002).

As for the options for language issues, scholars indicated many concepts and tools. Cobarrubias (1983) indicated four typical ideologies that motivate decision-making in language planning. These are linguistic assimilation, linguistic pluralism, vernacularization and internationalism (Dhir & Abildun, 2002). Feely and Harzing (2003) presented several options: lingua franca, functional multilingualism, external language resources, training, corporate languages, language nodes, selective recruitment, expatriate management, impartation, machine translation and control language. Such means offered by the scholars provide the researcher dimensions to examine the implementation of language management in international sport events in Taiwan.

The Dimension of Language Issue

Many studies have discussed the factors in language issues. In business, during the language planning stage, there are two kinds of planning: status planning and corpus planning.

Status planning is related to the status of the target language(s) or varieties of a language about other(s); corpus planning is about the internal constitution of the target variety with the goal of changing it (Dhir & Abildun, 2002).

Other than the methods of planning, there are other factors which company could take into consideration. Facing the globalized environment, companies have to evaluate the magnitude of the language barrier which they encounter. There are three dimensions helping them to examine the magnitude. The first dimension is language diversity, which means the number of various languages the company has to manage. The second one is language penetration, the number of functions and the number of levels within those functions that are involved in cross-lingual communication. The third dimension is language sophistication, which means the complexity and refinement of the language skills required (Feely & Harzing, 2003). Luo and Shenker (2006) indicated the similar concepts. For MNC, in headquarters, language breadth means how widespread is the use of the parent functional language across geographically dispersed units. In a foreign subunit, breadth refers to how widespread the subunit's functional language is in communications with other corporate members. In cases of this study, it is closed to the situation in foreign subunit; this dimension is similar to the language penetration. Language intensity means how frequent and intense is the use of a functional language by organizational members. This dimension is related to the language sophistication. Transnationality is the extent to which an MNC has internationalized its major businesses and diversified globally. This dimension is similar to the language diversity. The above dimensions can be applied to the international sport events. The international events include diversity cultures and languages, several subunits and tasks which need different levels of language skills. During the process of planning of the sport events, the dimensions could be considered in the language issues.

Over all, for MNCs, language system can be determined by international strategy, organization structure, and level of internationalization (Luo & Shenkar, 2006).

Correspondingly, in an international sport event, the orientation of the event, the structures of the event and its language diversity have influences on the language policy of the international sport event. Tange and Luring (2009) also indicated factors which influence the form and nature of multilingualism, the organizational level, setting and unit. These make a sociolinguistic analysis of organizational communication a very complex undertaking. In international sport events, these factors can also be applied. The significance of the events to the organization, the setting in the events and the involved units are the dimensions which the organizers can take into account. Therefore, this study explored the dimensions in language planning, the factors in the language policy and other related issues.

Intercultural Communication

The Definition and Background

Other than discussing the language issues, there is an important factor should be discussed. Communication also plays a critical role in sport events. From becoming the bidding city to the closing ceremony, no matter the organizations or volunteers, the great amount of communication is needed in a sport event. In international sport events, there are people from different countries and cultures which we emphasized in previous chapters. These bring out another important issue, cross-cultural communication, or intercultural communication. For cross-cultural, it general refers to comparing phenomena across cultures. For intercultural communication, it generally refers to face-to-face interaction among people of diverse cultures (Jandt, 2004); therefore, in this research, the researcher will use “intercultural communication”. Edward T. Hall first used the term intercultural communication in 1959; he defined it as communication between persons of different cultures. There are thousands of definitions of culture. Edward Hall (1966) defined culture as deep, common and unstated experience which members of a given culture share. They communicate without knowing. Individuals have a culture, but often are not aware of their behaviors, habits and customs that are culturally based. Beamer and Varner (2001) defined

culture as the coherent, learned and shared view of people about life's concern which decide what is important, appropriate attitude and behavior (Beamer & Varner, 2001). Culture seems a common, learned and unstated experience shared by members of a given culture share without knowing. The way we think and behavior are all related to culture.

As for communication, the study of communication in western culture has been 2500 years in history. Greece described the process of communication as involving a speaker, the speech act, an audience and a purpose. There are many theories about intercultural communication. Edward Hall (1966) indicated the high-context and low-context cultures. High-context cultures in which the context of the message is well understood by both sender and receiver, use the context to communicate the message. Members in low-context cultures put their thoughts into words (Beamer & Varner, 2001; Edward, 1966). About the Schemata Model, among the schemata are those that categorize what we know about cultures about our own; when facing the unfamiliar culture, the new schemata should be created. In the United States, communication was studied as the means of transmitting ideas. Western transmission models emphasized the instrumental function of communication. David Berlo's (1960) indicated that communication is a dynamic process. The transmission models clearly defined the components in the process: source, encoding, message, channel, noise, receiver, decoding, receiver response, feedback and context (Jandt, 2004).

Communication is a process, culture is the structure through which the communication is formulated and interpreted (Jandt, 2004). Because communication is an element of culture, it can't be separated with culture. Jandt (2004, p.22) cited the words of Godwin C. Chu (1977) saying,

“Every cultural pattern and every single act of social behavior involve communication to be understood, the two must be studied together. Culture cannot be known without a study of communication, and communication can only be understood with an understanding of the culture it supports.”

The relationship between language, culture and communication is presented more clearly in figure 2.1. To communicate effectively in the intercultural environment, understanding the factors that affect the situation is necessary.

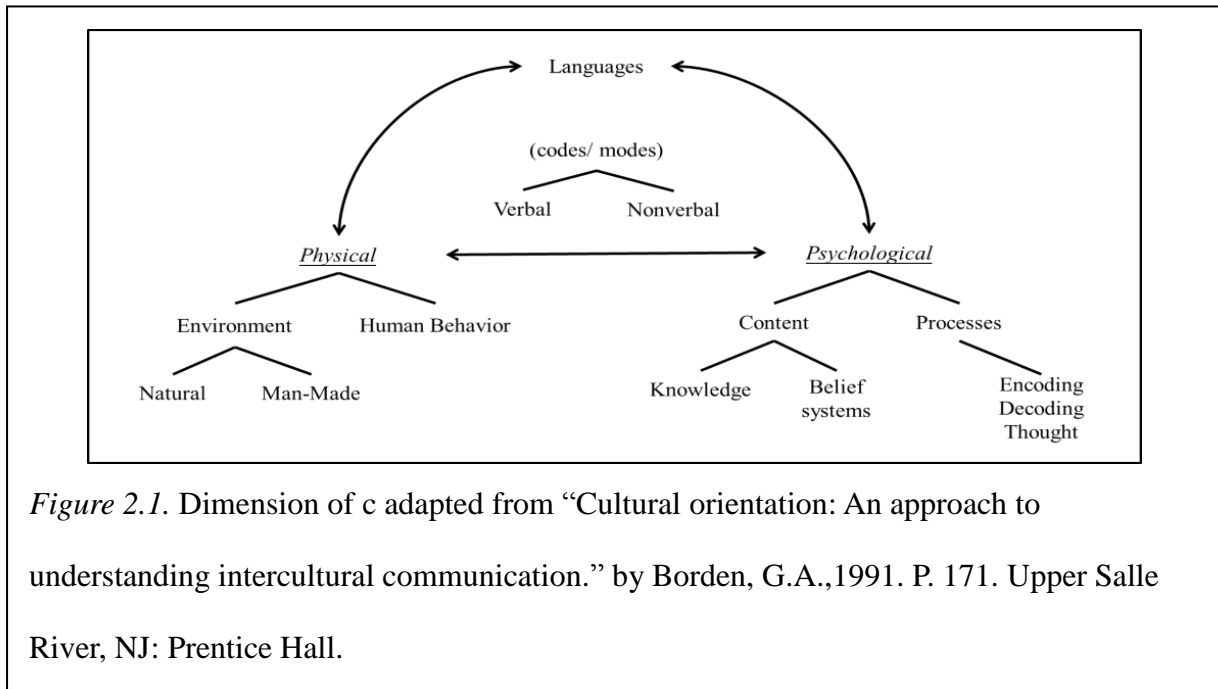


Figure 2.1. Dimension of c adapted from “Cultural orientation: An approach to understanding intercultural communication.” by Borden, G.A.,1991. P. 171. Upper Salle River, NJ: Prentice Hall.

Language is related to thought processes and mental learning process; researchers suggest that language and culture can be used interchangeably, while some think they are indeed separate phenomenon because language is clearly inadequate to help us understand culture, especially our own. Intercultural communication continually involves misunderstanding caused by misperception, misinterpretation and misevaluation (Beamer & Varner, 2001). These may lead to more problems such as mistrust, quarrels and conflicts, etc. More seriously these may affect the process of an international event. For successful intercultural communication, the cultural intelligence is mentioned. Chen (1989, 1990) identifies four skill areas: personal strength, communication skills, psychological adjustment, and cultural awareness. Besides, according to Peterson (2004), cultural competence involves the areas of linguistic intelligence, spatial intelligence, intrapersonal intelligence and interpersonal intelligence. As for communication skills, individual must be competent in

verbal and nonverbal behaviors. These require message skills, behavioral flexibility, interaction management, and social skills (Jandt, 2004). Not only in the international events the intercultural intelligence is needed and implemented, but also in many occasions we have to face different cultures. Therefore, the issue about intercultural communication can't be ignored.

Verbal and Nonverbal Language

Communication is the perception of verbal (words) and nonverbal (without words) behaviors and the assignment of meaning to them. Generally we agree with the words; however, sometimes we may feel there is more to the message than the words. The truth is that we may base the judgment on nonverbal signal or the "silent language" (Beamer & Varner, 2001). The scholars Judee Burgoon and her colleagues (1988) define nonverbal communication as the actions and attributes of human that have socially shared meaning, are intentionally sent or interpreted, are consciously send or received, and have potential for feedback from the receiver. Nonverbal communication refers to a source's actions or attributes that are not verbal (Jandt, 2004).

The content of the communications is very important. The use of non-verbal communications works a lot (Luo & Shenkar, 2006). Language put limits on expressing certain qualities or concepts with a single word (Beamer & Varner, 2001), nonverbal communication does make communication more comprehensive. There are many functions of nonverbal communication, it can replace spoken language, send uncomfortable messages, form impressions that guide communication, make relationships clear, regulate interaction, reinforce and modify verbal messages (Jandt, 2004). In intercultural environment, nonverbal communication has different issues. Cultures where non-verbal communications are paramount, intense interpersonal interaction is required even if all subunits share the same language (e.g., Singapore, Taiwan, and mainland China). Judee Burgoon (1986) mentioned that some nonverbal communication in the same culture is so ambiguous that its

interpretation is settled by the context (Jandt, 2004). Language choice, like other strategic decisions, is made in the context of bounded rationality, influenced by traditions, heritages, experience and stereotypes. It can be said that not only is language one of the key differences, but also the choice of language, especially the nonverbal language, can affect inter-member trust, which the authors pinpoint as a key adhesive among members (Luo & Shenkar, 2006).

Many scholars have discussed the categories of nonverbal communication. For example, Burgoon (1986) identified two perspectives of nonverbal communication. She indicated that much nonverbal communication indeed has recognized meanings and consistent usage within a culture and these form a vocabulary of nonverbal symbols. Nonverbal communication can be divided by such categories, proxemics, kinesics, chronemics, paralanguage, silence, haptic, clothing and physical appearance, territoriality, olfactics and oculosics (Jandt, 2004). Other researchers divided nonverbal communication into two major categories: (1) nonverbal or nonworded communication beyond the spoken or written word (2) nonverbal communication only includes nonverbal language using the body, including paralanguage. In paralanguage, vocal qualifiers and vocalizations are consisted. As for nonverbal convention in face-to-face communication, eye contact, facial expression, gestures, timing in spoken exchanges, touching, the language of space, appearance and silence are emphasized (Beamer & Varner, 2001). In this study, because the researcher addressed the content of communication, the dimensions of culture, processes of communication and the categories of nonverbal communication were explored.

The Volunteer Management of International Sport Events

The Definition and Background of Volunteering

Through longtime of efforts; with 123 members of the United Nations confirming, the United Nations General Assembly 52nd Session finally announced that the year 2001 is “International Year of Volunteer, IYV.” In Taiwan, The Legislative Yuan also approved of “the Law of Volunteer Services” in Third Reading on January 4th, 2001. In the following

years, the governments of Taiwan announced policies about volunteer services. Many signs indicate that the application of human resource of volunteers is one of the focal policies for current government, especially the sport affairs (Wu, 2005). Volunteering is important to every civilization and society. Volunteers have contributed to creating cohesive societies and adding value to the services that government provide around the world (Chen, 2010; United Nations Volunteers). Nowadays, many people devote themselves into the volunteering services.

People have general concepts of volunteering, but it's difficult to define it. There are two main themes about volunteering, the reward for the service provided and the freewill of the participants (Chen, 2010). Volunteering Center of England in their annual report indicated volunteer services is that without rewards, people devote to the activities which can help others and be beneficial to the environment (Bills & Harris, 1996). UN defined volunteer service as in an organized, goal-directed and method-directed way, adjusting and increasing the adaption of individuals to the environment, the kinds of work are called social service. The definition given by American Social worker Association is a group that people gather under freewill and freedom and pursuit public profit is voluntary group, people who participate the group are volunteers. The Law of Volunteer Service (2001) define it as people improve public affairs efficiency and raise social benefit with sincerity, knowledge, physical ability, experience, technique, time with freewill and none rewards, not individual duty and legal obligation (Kan, 2008). It is also divided into four components: free choice, remuneration, structure and intend beneficiaries. This definition contains the comprehensive factors; will be adopted in this study. If we would like to define volunteer service in Taiwan, volunteer service is, Under free will and choice, in approved organizations, without rewards, people devote themselves to the behaviors which are benefit to others or society, but the necessary expenditures could be subsidized (Lu, 2002). Therefore, we can know that the volunteer behavior is under voluntary not mandatory; Organizations must be approved;

organizations and people do not aim to gain profit, but can have necessary subvention. As for benefit for others or society, many researchers indicate that volunteer service beneficial to themselves is acceptable. The behaviors indeed help self-growth (Hsu, Li, & Chen, 2009). Volunteering results in economic and social impact to the community tremendously (Chen, 2010). The range of voluntary organizations and activities are very broad. Social welfare, religion institutions and sports are three major volunteer fields (Lagerström & Andersson, 2003). In 1999, Switzerland held an international Olympic Games conference; the topic was "volunteer, global society and Olympic." In the conference, most of countries indicated that volunteers indeed have the important influence on promotion of their mega-events and sporting event for all citizens (Wu, 2005). Nowadays, the involvement of volunteers has become a successful indicator in holding international sport mega-events (Kan, 2008).

Volunteering in Sport Events

The sport industry is an important sector; sport organizations and activities attract and rely heavily upon many volunteers (Chen, 2010). Because events are short-termed, organizations cannot provide great opportunities of full-time positions for people (Cheng & Kuo, 2010). Sport events consist of a small number of staff members, thus turning to volunteers to assist in the operation of the event and offset the event costs (Pauline & Pauline, 2009). Volunteers were critical to the successful staging of many international sport mega-events because they provided the substantial amount of unpaid additional labor that was needed (Kemp, 2002). For example, in international field, World Cup, Lillehammer and Sydney Olympic games events (Kemp, 2002). In Taiwan, there are two important international sport events in 2009. In World Game, 4653 volunteers were consisted (Huang & Tsai, 2009). In The 21st Summer Deaflympics Taipei 2009, there are ten thousands of volunteers (Lin, 2009). The 2004 Athens Olympic Games have 45000 volunteers. The 2008 Beijing Olympic Games have 70000 volunteers (Kan, 2008). In the developed countries, the application of event volunteers is universal; England has 1,468,238 event volunteers in one

year (Cheng & Kuo, 2010).

When it comes to types and definitions, there are two types of sport volunteers, community sport volunteers and sport event volunteers. Community-based sport programs usually have long-term and fixed schedules; an educational and leisure purpose. Sport events usually have a short-term or one-time schedule; with more people involved and with higher competition and more public attention (Chen, 2010). In this study, sport event volunteers are emphasized. Kan (2008) defined sport event volunteers as people devote into public welfare which relates to sport events in order to provide feedback to society and achieve self-growth, without rewards and with sincerity. Cheng and Kuo (2010) indicated that event volunteers exist due to the demand of sport events. With freewill and no rewards, they provide individuals and organizations professional ability to assist with the development of the sport events. Nowadays people compete for the opportunities to volunteer for these sport events. This is not normal in past volunteering cases; therefore, further investigation is worth (Chen, 2010).

Volunteer Management in Sport Events

Because of the benefit volunteers can bring to the society, people consider it as a positive activity; however, recruiting and retaining good volunteers is not easy for volunteer organizations. Volunteering is different from paid work; volunteer management is different from general human resource management, especially in sport events (Chen, 2010).

The event is all about people coming together to create, operate, and participate in an experience (Silvers, 2004). The term “event” is used for describing different activities designed for different purposes. These activities can be art, sports, tourism and social activities, such as civic events, conventions, expositions, fairs and festivals, hallmark events, hospitality, incentive travel, meetings and conferences, retail events, reunions, social life-cycle events, sport events, and tourism (Goldblatt, 2005; Huseyin, Argan, & Metin, 2011). The cases of sport event are adopted in this study because the trend has become more popular

in Taiwan and the main cities in Taiwan have held the international sport events successfully.

Regardless of size, events require a high degree of planning, a range of skills and a lot of energy (Hillary Commission for Sport, 1997). Every event has an organization behind it; they have to manage activities, organize funding, administer staff and voluntary personnel, undertake marketing and public relations, organize security, print leaflets and tickets, hire performers, arrange decorations, sort out parking and many other activities (Tassiopoulos, 2005). The way in which an organization deals with events is known as event management. In the event management, the human resource management is one of the main issues.

The human resource management is much more than recruitment and selection of staff and volunteers (Huseyin et al., 2011). Generally, the numbers of volunteer are greater than the formal staffs in events. Volunteers comprise a large percentage of the overall event staffing. In each event, volunteers are divided into different teams based on the specific needs of the event (Pauline & Pauline, 2009), such as reception, competition, facility, information, marketing, supporting, transportation , accommodation, security, medical treatment, environmental protection, ticket, tourism and social, etc. (Kan, 2008) These various affairs make the human resource is the fundamental part of holding the events. Furthermore, Gratton and Taylor (1948/2005) pointed out there are big differences among the levels of volunteer due to various sport events (Cheng & Kuo, 2010).The volunteer management is a wide-ranging activity, involving the long-term strategic development of the event organization and the short-term events (Huseyin et al., 2011).

Encouraging volunteers to devote themselves to making the event successful and achieving high performance may be the first goal of sport event volunteer management (Chen, 2010). However, although volunteers are willing to provide the service for the events or organizations, organizers should understand these volunteers to design better programs, and achieve the results that organization and volunteer all get satisfied (Cheng & Kuo, 2010). Working with volunteers requires consideration, flexibility and enthusiasm because

volunteers often work for the 'fun of it' or for charitable purposes. They are the most crucial group to the events. Without them, the events won't be successful. Volunteers require just as much management and coordination as employees (Huseyin et al., 2011; Tassiopoulos, 2005).

The relationship between sport and volunteerism should be reciprocal. Sport organizations and events provide opportunities for volunteer involvement; correspondingly, depend on volunteers for success. For community-based and international events, sport organizations rely heavily on volunteers to carry out the necessary day-to-day activities or host certain events. Many countries depend on volunteers to make their events happen. The group of volunteers plays a necessary factor for sport industry (United Nations, 2003). Previous research has shown the need and importance of volunteers for the successful operation of sporting events. However, there is limited research on volunteers and mega-events (Kemp, 2002). The following dimensions helped us to explore language management of volunteer management in the cases.

The Dimensions of Volunteer Management

Generally, the important input factors to be considered in the human resource management system of volunteers are recruitment, selection, training, organizing, reward, retention strategies; furthermore, the motivation and volunteer characteristics are also contained (Chen, 2010; Kemp, 2002).

Kuo and Chung (2010) analyzed the 21st Taipei Deaflympics with the four basic factors in volunteer service: recruitment, training, management and supervising. They mainly explored the items: Volunteers' authority, obligation, rewards, benefits, and supervising. The functions are providing the directions for volunteers to execute and the ways to finish tasks. Fisher and Cole (1993) indicated that volunteers could be considered as customers. The recruitment, training, retaining, organizing, leadership and rewards in volunteer management have influence on the results of the international sport events. Other than the competition, the recruitment of volunteers and planning of tasks are the key factors in the events (Kan, 2008).

Huang and Tsai (2009) indicated that in 2009 World Games, there are three main items, the recruitment of volunteers and administration; the training of volunteers and relationship development; human resource management of volunteers. The effective recruitment, training and tasks of volunteers are the goals for the management.

Wu (2005) mentioned that the application of volunteer system to develop the human resource management in an organization is the trend; therefore, how to effectively recruit thousands of volunteers is the issue that various fields concern. Lu (2003) indicated that training and developing volunteers; providing opportunities to new skills; evaluating their performance could promote continuously volunteer service. A comprehensive training pattern is very important (Cheng & Kuo, 2010).

Many researches have shown that the recruitment, training, task distribution, relationship development and even the motivation is crucial in an international sport event. Hence, this research explored volunteer management from these dimensions. It is confusing that while there is wide recognition of the importance of volunteers as a key success factor for events like the Olympic Games, there has been little research on this topic. There is a need for developing theoretical frameworks and testing theories in different empirical settings (Kemp, 2002).

CHAPTER III RESEARCH METHODS

This study was to explore language management in volunteer management of international sport events with organizers and volunteers' experiences. The following sections are discussed in this chapter. The first one is the brief introduction of the three cases. Understanding the background information of the three cases was fundamental to the study which helped the researcher be involved in the cases more and form the primitive research framework. Second, the conceptual and research framework are introduced. This framework helped the researcher to explore from different perspectives comprehensively; however, it could be revised during the research. The third part is about population and samples. The fourth part is data collection. This research adopted two qualitative methods, in-depth interview and document review. The fifth one is data analysis which introduces the coding and analysis process. The final one comes to research quality, which introduces the standards for evaluating validity and reliability and the methods for preventing validity threats.

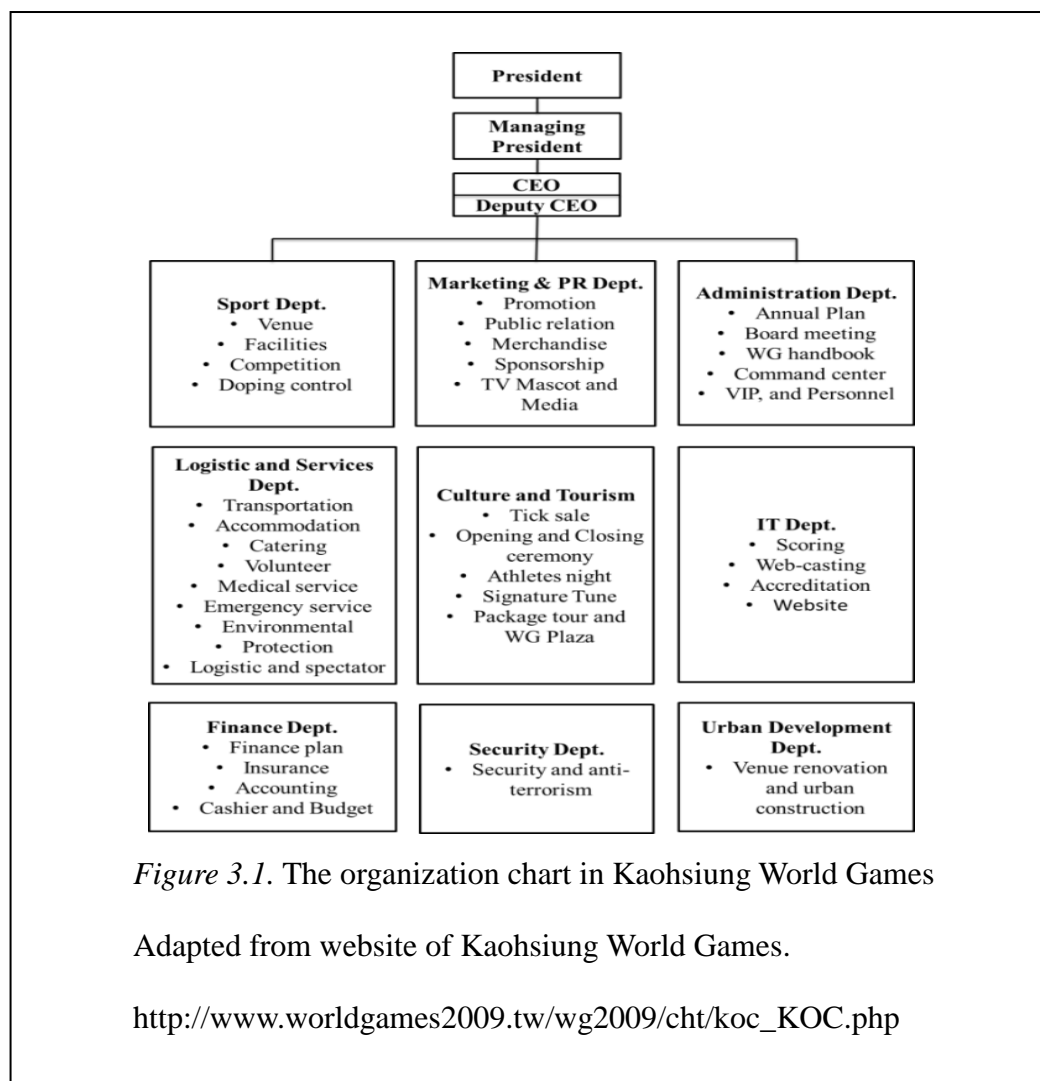
The Three Cases

This research was focused on the three cases: 2009 World Games, 2011 ISU Four Continents Figure Skating Championships and 2011 Tour de Taiwan. The following are brief introduction of the three international sport events.

2009 World Games

The World Games are held under the auspices of the international World Games Association (IWGA). The association is made up of 32 international Sports Federations and confirms that the sports and disciplines of sports which are eligible for participants in the Official Sports Program. The IWGA entrusts the organization of The World Game to an Organizing Committee formed by the host city, the National Olympic Committee and the regional government, etc. The conduct of ceremonies and contests is subject to the 'Rules of The World Games'. The big difference between The World Game and The Olympics is that

the host city is never required to build facilities or extend upon available infrastructure for The World Games. Existing infrastructure and venues in and around the host city influences the factor for the sports' selection to be on the Official Sports Program. The World Game is held at quadrennial intervals, in the years following the Games of the Olympiad. In 2009, it is held from July 16th to July 26th by the host city, Kaohsiung in Taiwan. 84 countries participate in the big events, such as Russia, Japan, Britain, US, Germany, France, etc. The whole systems and events are complicated; the organization chart is shown in figure 3.1



2011 ISU Four Continents Figure Skating Championships

The Four Continents Figure Skating Championships is an annually important tournament of International Skating Union (ISU). After The Chinese Taipei Skating Union

successfully hold ” ISU Junior Grand Prix of Figure Skating 2006/2007 Chinese Taipei Cup” and attended “ 2010 World Junior Short Track Speed Skating Championship in Taipei ” , the union also obtained the opportunity to hold the important event of ISU with Taipei Sports Office. The date of Four Continents Figure Skating Championships was from February 15th to February 20th. The venues are the main hall and vice hall of Taipei Arena. Participants of ISU members were mainly from Australia, Canada, China, Hong Kong, Japan, Kazakhstan, Mexico, Philippines, Puerto Rico, Republic of Korea, Singapore, South Africa, Thailand, USA, Uzbekistan, Chinese Taipei.

2011 Tour de Taiwan (International Bicycle Tour Championship in Taiwan)

The Tour de Taiwan is the most representative Bicycle Trailer-Highway-Multiday Race in Taiwan. The date for the event was from March 19th to March 28th in 2011. The highway was from Taipei City, Xinbai City, Taoyuan County, Xinzhu City, Taizhong City, Zhanghua County, Kaohsiung City, Taidong County, Hualian County, to Yilan County. Participants were from five continents. There were twenty teams, which contain Australia, Austria, England, America, Italia, Iran, Japan, South Korea, Malaysia, Indonesia, China, Hong Kong and Taiwan. This event was evaluated as 2.2 level by Union Cycliste Internationale (UCI).

After the researcher reviewed the information of the three international sport events, these events were understood more. Table 3.1 presents the basic information of these cases, especially the amounts of countries participated. This shows that the levels of internationalization of the events are high.

Table 3.1.

The Information of the Three Cases

NO.	Name	Date	City	Countries
1	2009 World Games	Form July 16th to July 26 th	Kaohsiung	84 countries participates in the big events, such as Russia, Japan, Britain, US, Germany, France, etc.
2	2011 ISU Four Continents Figure Skating Championships	From February 15th to February 20 th	Taipei	Mainly from Australia, Canada, China, Hong Kong, Japan, Kazakhstan, Mexico, Philippines, Pureto Rico, Republic of Korea, Singapore, South Africa, Thailand, USA, Uzbekistan, Chinese Taipei
3	2011 Tour de Taiwan	Form March 19th to March 28 th	From Taipei City, Xinbai City, Taoyuan County, Xinzhu City, Taizhong City, Zhanghua County, Kaohsiung City, Taidong County, Hualian County, to Yilan County.	Australia, Austria, England, America, Italia, Iran, Japan, South Korea, Malaysia, Indonesia, China, Hong Kong and Taiwan.

Research Framework

For holding an international sport event, there are many steps and activities, bidding for the events, including inspect visit, organizing the committee, volunteer management, volunteer service and the evaluation. Language management may be involved in these steps; however, the researcher only emphasized on the volunteer management and service. The strategy, policy, implementation and difficulty in language management were explored.

Figure 3.2 presents the concept.

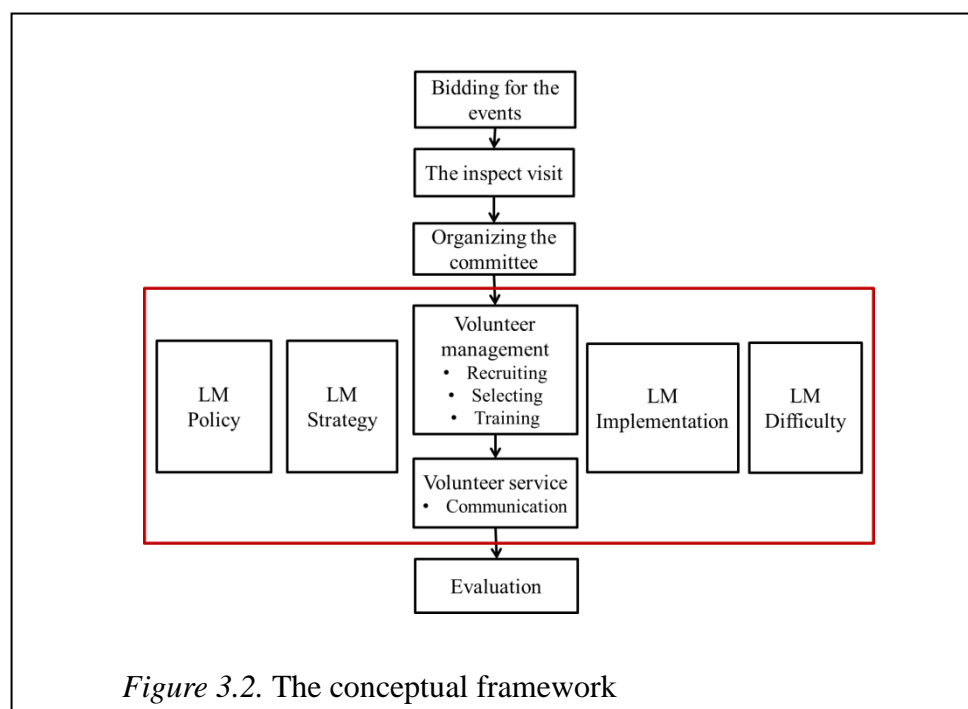
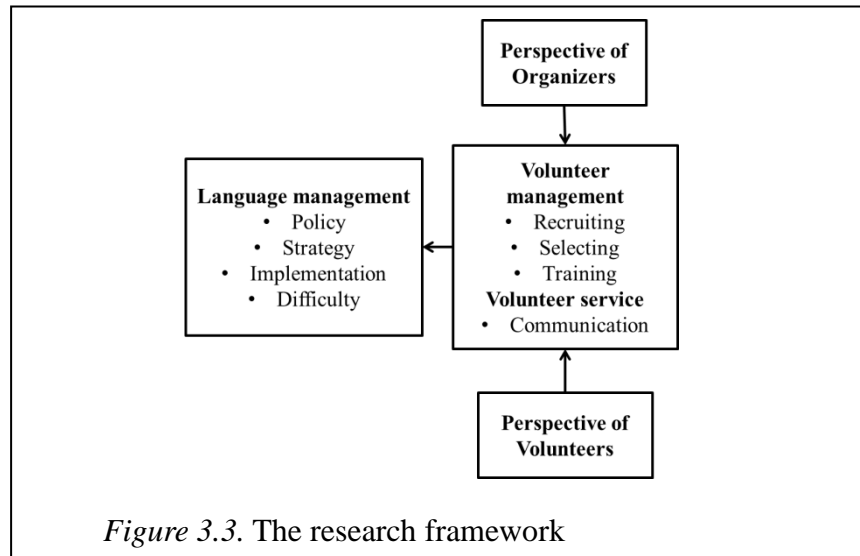


Figure 3.2. The conceptual framework

The research framework is presented in figure 3.3. From the perspectives of organizers and volunteers, the data about recruiting, selecting and training in volunteer management were collected. The communication in volunteer service was collected mainly from volunteers. With the diverse points of view, the researcher not only explored the general situation of language issues but also the gaps between the organizers and volunteers.

From the perspective of organizers, although most of the international sport events were authorized and specified by the international unions, the organizers in Taiwan took responsible for most planning and implementation of volunteer management. As for perspective of volunteers, how they experienced about the language management were

collected. Besides, with their experiences standing on first line, the real situations of communication with the foreigners were collected. Overall, the volunteer management served dimensions for the researcher to explore the language management in events.



In figure 3.4, the conceptual and research frameworks were combined to create the research table. The goal of researcher was to fill in the blank space inside the bold lines, including volunteer management and volunteer service. In volunteer management, the language policies, implementation, difficulties and strategies in functions were explored. In volunteer service, the language policies, implementation, difficulties and strategies in communication were explored.

Language M	LM Policy	LM Strategy	LM Implementation	LM Difficulty
The steps				
Bidding for the event				
The inspect visit				
Volunteer management • Recruiting • Selecting • Training				
Volunteer service • Communication				
Evaluation				

Figure 3.4 The research table

Population and Samples

The population was organizers and volunteers in the international sport events for the purpose of this study. They were involved deeply in the sport events. The samples of this study were the organizers and volunteers in the three international sport events. The snowball sampling method in non-probability sampling was chosen (2010, Chen). In individual sport events, the snow-ball began from organizers. When research interviewed the organizers, she informed them the required volunteer lists. The volunteers were contacted by researcher and organizers. In the World Games, the snow-ball began from the friends of researcher. Because there are a great number of volunteers in World Games, it was not difficult to find the volunteers. When it comes to the sampling criteria, for organizers they must be involved in volunteer management in the international sport event, such as planning, designing, implementing, and evaluating. For the volunteers, there were two criteria (1) they should participate in the whole sport event (2) their tasks should involve foreign languages and cultures.

There were 24 interviewees, four organizers and 20 volunteers. In World Games, there were five volunteers and one organizers. In Figure Skating Championships, there were seven volunteers and three organizers. In Tour de Taiwan, there were eight volunteers and two organizers. There was one volunteer in 2009 Deaflympics. The total was more than 20 because some interviewees may participate in two events. Two prior interviews were conducted including one volunteer in World Game and one in Deaflympics. The information of interviewees is presented in table 3.2 and 3.3.

Table 3.2.

The Information of Organizers

Name	U	V	W	X
Age		36~40	41~45	46~50
Job		Marketing and planning	Business	None profit organization
Education		Bachelor	Bachelor	Master
Major		Economics	Journalism	English education
Event	2011 ISU Four Continents Figure Skating Championships	1. 2011 ISU Four Continents Figure Skating Championships 2. 2011 Tour de Taiwan	1. 2011 ISU Four Continents Figure Skating Championships 2. 2011 Tour de Taiwan	2009 Kaohsiung World Games
Other experience of assisting sport events		2012 Asian Figure Skating Trophy	Since 2006 Tour de Okinawa	2009 Kaohsiung World Games (15 years)
The experience of going abroad		Costa Rica China Sydney	China, Japan, Singapore Indonesia, Malaysia, South Africa	American, Canada, Norway, Holland, Denmark, Sweden, India, France, Kenya, China ,Brazil, South Africa, Spain , Philippines, Singapore ,Malaysia, ,Australia ,New Zealand

Table 3.3.

The Information of Volunteers

Event	Affair	Gender	Age	Type of work	Level of Language	Prior experiences of sport events	Experiences of going abroad
A Tour de Taiwan	Medical service	Female	21~25	Student	English - TOEIC 850	Taipei Summer Deaflympics, 2009 (Medical service)	Did not ask
B Tour de Taiwan	Traffic control	Female	21~25	Business planning specialist	English- TOEIC 650	None	Did not ask
C Figure Skating Championships	ST	Female	21~25	Business planning specialist	English- TOEIC 955 GEPT- medial and high level Spanish, French Korean	None	Did not ask
D Figure Skating Championships	Accreditation	Female	21~25	Student	English- TOEIC 800	None	Did not ask
E Figure Skating Championships	Accreditation	Female	21~25		English- TOEIC 750 French	None	Did not ask

(continued)

Table 3.3. (continued)

Event	Affair	Gender	Age	Type of work	Level of Language	Prior experiences of sport events	Experiences of going abroad
F Figure Skating Championships	Accreditati on	Female	21~25	Student	English-TOEIC 855	None	Did not ask
G Tour de Taiwan Figure Skating Championships	Public Relation Announcer & music	Female	21~25	Student	GEPT –high and middle TOEIC- 955 TOFEL- 92	None	Japan, Turkey, China
H Figure Skating Championships	Time-acco unting	Female	31~35	Teacher	IELT- 8 TOEIC- 990	2000 World Cup baseball competition	Australia
I Figure Skating Championships	Anti-dopin g control	Female	21~25	Student	TOEIC- 915 Germany- 1 year	None	China Malaysia
J Tour de Taiwan	Reception	Female	16~20	Student	GEPT- middle TOEIC- 900	None	America, Australia England , French
K Tour de Taiwan	Awarding & Ceremony	Female	21~25	Overseas Sales	TOEIC- 615 Japanese- 3 years	ISTP Bicycle Tour Championship	Japan China

(continued)

Table 3.3. (continued)

Event	Affair	Gender	Age	Type of work	Level of Language	Prior experiences of sport events	Experiences of going abroad
L Tour de Taiwan	VIP reception	Female	21~25	Student	TOEIC- 865	None	America
M Figure Skating Championships	Pick-up	Male	21~25	Student	TOEIC- 905(2011)	Several	Africa, Germany, Holland, Belgium
Tour de Taiwan	Traffic control						
N Tour de Taiwan	Traffic control	Male	21~25	Student	TOEIC- 675(2012.2)	Several	None
O 2009 World Games	Announcer Random	Male	21~25	Student	TOEIC- 935 Spanish- 2 years	None	America Japan
P 2009 World Games	Team	Female	21~25	Technology industry	TOEIC- 955	None	
Q 2009 World Games	Translating	Male	21~25	Student	TOFEL- 107(2010) Spanish- 3 years	None	America, Japan, China, Germany, Austria, Slovakia

(continued)

Table 3.3. (continued)

	Event	Affair	Gander	Age	Type of work	Level of Language	Prior experiences of sport events	Experiences of going abroad
S	2009 World Games	Team	Female	21~ 25	Student	TOEIC- 830 Japanese- 3	None	
R	2009 World Games	VIP reception	Male	21~ 25	Student	TOEIC- 850	None	America
T	Taipei Summer Deaflympics, 2009	Information Desk and Reception	Female	31~ 35	Product manager		None	America Canada England

Data Collection

Qualitative methods were suitable for this exploratory research for two reasons. First, through literature review and past experiences, it was found that language plays a tool in social interaction and seems to be an abstract concept. Second, most researches adopted qualitative methods. These give evidences that the qualitative methods are appropriate for research in this field. There are several characteristics of qualitative approaches (1) interpreting and describing everything in details. (2) enquiring the specific phenomenon to find out the new problems and raise new point of views (3) using language and image to make statements; following the process of events in a flow of time (4) emphasizing on understanding samples from their points of view; noticing their mental state and meaning construction (Chen,2010). These characteristics are proper for answering the research questions. The case study approach was chosen in this research, as it is appropriate when explorative questions are asked and when a contemporary phenomenon is in focus (Lagerström & Andersson, 2003; Yin, 1993). The qualitative methods included in-depth interview and document review.

In-depth Interview

This study was largely based on qualitative data from interviews with the organizers and volunteers. This study explored the nature and basic factors and to explore the factors under investigation, a semi-structured qualitative approach was appropriate. This enabled key topic to be covered and allowed these interviewees to provide their own views in an order and depth that they felt comfortable with (Chaudhry & Crick, 2008). Semi-structured interview also provided an in-depth and multidimensional understanding of the setting, as well as a valuable insight into implicit issues such as language usage and communication practice (Tange & Luring, 2009). The interview questions were developed from literatures in language management and volunteer management. There were three phases in developing interview questions. First, researcher discussed with academic advisor. Second, the peer

review was conducted. Four peers were included in the peer review. Third, the researcher discussed with the key informants before they transfer the questions to the interviewees.

Most interviews were conducted through personal and face to face conversation; two interviews were carried out over Skype on internet due to physical distance. Each interview was ranged around one hour; in certain cases, the basic information of the interviewees was gathered through e-mails. The location of each interview depended on the interviewee's situation, like coffee shop and schools. With permission of the interviewees, each interview was recorded with MP3 and transcribed word by word. They were saved as digital files and hard-copies for analysis and quality of the research.

Document Review

Reviewing the related documents in different dimensions helped the researcher to understand cases more comprehensively. These included organizational manuals, sport event manuals, volunteer training materials, related magazines and reports. Most of the documents were collected through websites and interviews. When conducting interviews, the researcher informed the interviewees about the demands of documents and explained clearly about the importance of the documents which were kept confidential. The documents were considered as supportive source which supported the findings from the interviews; however, the specific documents were chosen to analysis for its potential in enquiring language issues.

Schedule

There were three stages for data collection, including key informant meeting and two rounds of interview.

Key informant meeting.

The goal for the meeting was to meet the key informant and understand the background of the international sport events. The key informant has been involved in many sport events and also managed parts of the volunteer management. Through the meeting, researcher found more inspiring thoughts and concrete direction of this research.

The 1st round interview.

The researcher first interviewed critical persons in the three sport events in order to explore the available research samples and the following steps. The interviews were conducted with three organizers and six volunteers. There were three kinds of interview outlines for event planning, volunteer management and volunteers, which were provided at appendix A, B and C.

The 2nd round interview.

In this stage, the researcher collected the data about Figure Skating Championships, Tour de Taiwan and World Games. Some data may be unclear and researcher collected the data to make the research more completed. There were two kinds of interview outlines for organizers and volunteers, which were provided at appendix D and E.

Data Analysis

The process of analyzing interview data was commenced during the interviewing phase and continued through transcription and data coding. The procedure generally followed Merriam (2009)'s model, including three stages, category construction, sorting categories and data, naming the categories and becoming more theoretical. First, the basic codes were generated from the transcripts. Second, sort the codes to the categories which generated from previous researches and coding. Third, the categories were organized into themes and made more theoretical.

For coding and categorizing, the researcher use software in Microsoft Office and paper form to code the interview contents. The process of coding and categorizing was conducted in the following four steps

1. Highlighting the meaningful sentences
2. Giving a code to the important words
3. Integrating similar codes into a category
4. Integrating similar categories into a theme

At the beginning, Microsoft Word was adopted by the researcher to get familiar with the transcripts of the interviewees. The researcher put different interviewees' answers to the same question together to read these, which is shown in Appendix F. In this part, the overall concepts have explored. Afterward, researcher transferred the analysis to paper form. The reason was that the paper form can be carried easily and read all the time. In this step, the concepts were integrated to categories, which is shown in table 3.4. After integrating different categories, the last step was integrating similar categories into one theme which is shown in table 3.5. As for document review, I translated some documents and made the tables and figures to support the findings.

Table 3.4.

Example of Categorizing

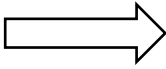
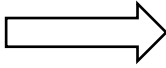
Concepts		Category
Strange English		
Nonstandard English		
The English that cannot be understood		Accent
Affected by their language		

Table 3.5.

Example of Theme

Category		Theme
Accent		
Technical terms		
Other language		Language barriers

Research Quality

Qualitative research has always been criticized for different reasons. “Especially since qualitative research generates words” issues associated with transcribing and translating “are not merely technical tasks” (Marshall & Rossman, 2006, p. 113). Hence, researchers must make the interpretation and assumption clear. The qualitative approach should be applied well. Reliability and validity confirm the quality of this research; reliability examines the repeatability of the results and measure process; validity examines the degree of the accuracy of the findings. Lincoln and Guba (1984) indicated that there are four standards to evaluate validity and reliability (1) credibility (internal validity) (2) transferability (external validity) (3) dependability (reliability) (4) confirmability (objectivity).

Credibility (Internal Validity)

Credibility means the level of authenticity of the qualitative data, which is whether the finding can reflect the real situations of the population. The most important for qualitative research is that how researcher view the “truth”. The view and manner of the researcher affect how the ”truth” will be interpreted (Chen, 2010). To avoid the validity threats, there are several means. First, when conducting interviews, the researcher tried to understand the contents from the interviewees' points of view. Second, the researcher recorded every interview by taking notes and MP3; the recording files were transcribed to provide detailed information for comprehensive foundation. Third, this research adopted “*triangulation*” to confirm the quality.

There was triangulation of sources and methods. As for the sources, the data from organizers and volunteers were collected. The goal was to examine and compare the different points of view toward the same events. As for methods, interview and document review in qualitative methods were adopted. The goal was to cross-check the information to decrease the limitation and bias from each method. Interviews can provide in-depth and diverse information about personal experience and feeling. The researcher can receive direct voices

form the samples. However, the information involved more emotional factors which may influence the objectivity. Besides, it has been a long time since the events finished. Reviewing the documents can enhance the factual data. These aimed to enrich the value of evidence and prevent potential errors.

Transferability (External Validity)

Transferability is whether the findings can apply in other scenarios. In this research, there were thick descriptions about the process and content of these cases. The rich descriptions and records allowed future readers to evaluate the transferability.

Dependability (Reliability)

Although the reliability is not concerned much in qualitative research; researcher adopted several means to confirm it. First, the interviews were chosen carefully. Second, researcher was familiar with the interview skills with reading books and literatures. Simulating the interview scenarios made the interview smoothly. The consistency can be ensured with these means.

Confirmability (Objectivity)

Confirmability is about the objectivity. An important factor is the researcher's bias. To conquer the bias problem, the research always included reviewing documents and asking self-questions all the time in the process of researching.

In the last stages of the research, peer review was conducted. The drafts and the presentation were reviewed by two peers. This provides the opportunities to correct the errors in the research; at the same time, avoid sensitive issues, such as commercial and political issues.

CHAPTER IV FINDINGS AND DISCUSSIONS

This research aimed to explore the language issues in volunteer management of the three international sport events from the perspectives of organizers and volunteers; therefore, this chapter has four parts, (1) the management of language issues of organizers, (2) the difficulties of language management of organizers, (3) the experience of language management of volunteers and (4) the language barriers in communication of volunteers.

Table 4.1.

List of Findings

Issue	Theme	Item
The management of language issues of organizers	Recruiting and Selecting	General process (application and interview)
	Training	Language volunteers General training Language and culture training
The difficulties of language management of organizers,	Difficulties	Individual application or group application The affairs of schools Interview is necessary or not The excellent volunteers and limited quotas The limited human resource in sport associations unpredictable situations in implementation
	Feedback	The recruiting system and talent pool The preferred characteristics of volunteers The international trend in sport industry
The experience of language management of volunteers	Recruiting and Selecting	Motivation Simple application Different language ability selection in schools

(continued)

Table 4.1.(continued)

Issue	Theme	Item
The experience of language management of volunteers	Recruiting and Selecting	Simple language ability selection The necessity of interview
	Training	Technical and functional help from training The argument of language training The necessity of understanding about cultures in advance
	Other language experiences	Internal and External Communication for Organization The Role of Language Factor in International Sport Events What have been learned after the international sport events
The language barriers in communication of volunteers.	Types of Verbal Language Barriers	Technical Term Accent Other languages
	Solutions of Verbal Language Barriers	Attitude The third person Repeating Guessing Body language Speaking slowly Translation tool
	Types of Silent Language Barriers	International etiquette in reception Jokes in conversation Diet Religion
	Solutions of Silent Language Barriers	Setting in the events Culture training Active attitude

The Management of Language Issues of Organizers

This part is about how the language issues are managed in the volunteer management. The sources of data in this part are mainly from document review and the interviews with organizers in the three international sport events. The findings of recruiting, selecting and training are presented because of the available data.

Recruiting and Selecting

General process.

In World Games, the government sought help from the national representative of international association for volunteer efforts in Taiwan (IAVE). In 2006 individual application was mainly adopted; however, it was almost replaced by the group interview from 2007. Association and government cooperated with organizations and certain departments in schools. There are two stages. The first stage was from 2008.09~2008.12. The second stage was from 2009.01~2009.02.

For individual sport events, the process of recruiting and selecting was simpler. It was one stage including online application and interview. The special point was that the tasks of volunteer affair were different according to the demands of the events. For example, in Tour de Taiwan, the safety and medical service are concerned much. In Figure Skating Championships, the time-counting and ice-making affairs are included. "It is special in competitions, Tour de Taiwan needs traffic and medical volunteers; in Figure Skating Championships, it is less dangerous and need some special volunteers." (V)

Language volunteers.

In World Games, there were three main sources for language volunteers: schools, organizations of foreigners in Taiwan and international clubs. The first source was schools, which was the biggest source for language volunteers. There were 35 universities involved in the program. The details are shown in table 4.2. Table 4.2 merely shows few examples of the schools; the others are shown in appendix F. In the beginning, most of the schools are from

south Taiwan because the venue is in south city of Taiwan. Afterward, Tamkang University, Chengchi University and Chinese Cultural University were included because they could provide rare languages. For example, Chengchi University could provide Yugoslavia, Arabic and Korean. Tamkang University has graduate institute of European studies; institute of Russian and Slavic studies. Besides, overseas compatriot students and international students were important groups for language volunteers, like Mongolian and Russian. Furthermore, the schools for oversea compatriots can provide language volunteers too, like Korean Overseas Compatriot School. Schools ranked the selected students and then association deployed people to suitable volunteer positions, for example, the students who have excellent language ability were belong to VIP reception.

Table 4.2.

Schools Supporting Volunteers in the World Games

Area	No	University	First	Second	Affair of				
			recruiting 2008.09~ 2008.12	recruiting 2009.01~ 2009.02	volunteers				
Kaohsiung	1	National Kaohsiung Normal University	✓	✓	C	L	I	M	A
	2	National Kaohsiung University of Hospitality and Tourism		✓	✓	✓	✓	✓	✓
	3	National Kaohsiung Marine University	✓	✓		✓	✓		
	4	National Sun Yat-Sen University	✓	✓	✓	✓	✓		
	5	National Kaohsiung First University of Science and Technology	✓	✓	✓	✓	✓		
	6	National Kaohsiung University of Applied Science	✓	✓	✓	✓	✓		

(continued)

Table 4.2.(continued)

Area	No	University	First	Second	Affair of					
			recruiting 2008.09~ 2008.12	recruiting 2009.01~ 2009.02	volunteers					
Kaohsiung					C	L	I	M	A	
	7	National Kaohsiung University	✓	✓	✓	✓	✓			
	8	Wenzao Ursuline College of Language		✓		✓	✓			
	9	Kaohsiung Medical University	✓	✓	✓	✓	✓	✓	✓	✓
	10	Fooyin University	✓	✓	✓				✓	
*Competition (C): Ceremony, foreign language, have recruited by department of education so none recruiting here										
*Language(L): Including VIP reception, VIP room, team, pick-up, culture, information desk, ticket, logistic										
*Information(I): score & time recording, accreditation										
*Medical(M): medical services, accommodations										
*Accommodation(A)										

The second source was the organizations of foreigners in Taiwan. The foreign volunteers were found from social network and organizations, like churches, gatherings in exotic restaurants, English teachers, spouses of foreign nationality, Korean Overseas Compatriot Association, Taiwanese American Chamber of Commerce and so on. Some of them were recruited as international promotion ambassador in World Games. The third source was international clubs. There are Rotary International Taiwan, Taiwan Junior Chamber, International Women's Club and others to support language volunteers.

In the beginning of World Games, great amount of volunteers who have English ability were involved in the warm-up competition. Until 2008, the different language systems were concerned. World Games have 19 language systems provided by volunteers and translators. Volunteers can provide Chinese, English, Japanese, Korean, Russian, Turkish, Spanish,

German, Vietnam, Thai, Indonesian and French and others. For languages that volunteers cannot provide, there were translators who can provide Austrian, Italian and so on. Foreign volunteers also played an important role in language volunteers. Most foreign and social volunteers were assigned to accreditation center because the tasks in the center involve law, like insurance and qualification, which need more responsibilities and social experiences. Although some of the languages were only one person can be professional. Overall, for special needs of the participants, like Russian judge, the certain human resources were found to confirm the service quality.

Although World Games can provide several language systems, the main language was still English. IVAE spent much time on the standards of English abilities which is shown in table 4.3. The standards helped schools and organizations to find the required volunteers. For other languages like Germany, Japanese and French, the tests were also found to confirm volunteers' abilities. According to different requirements of volunteer affairs, the levels of language ability and special abilities were decided, which is presented in table 4.4.

Table 4.3.

The Standards of English Ability of Volunteers in the World Games

GEPT	TOFEL		ITLES	TOEIC	FLPT	CSEPT		CEFR	Main Suite	BULATS	
	ITP	CBT				First level	Second level				
Primeval	Above 390	Above 90	Above 3	Above 350	150	S-1	170	---	A2 Waystage	Key English Test (KET)	ALTE Level 1 (20~39)
middle	Above 457	Above 137	Above 4	Above 550	195	S-2	230	240	B1 Threshold	Preliminary English Test (PET)	ALTE Level 2(40~59)
Middle-high	Above 527	Above 197	Above 5.5	Above 750	240	S-2+	---	330	B2 Vantage	First Certificate in English (FCE)	ALTE Level 3 (60~74)
High	Above 560	Above 220	Above 6.5	Above 880	315	S-3	---	---	C1 Effective operational Proficiency	Certificate in Advanced English (CAE)	ALTE Level 4 (75~89)
Advanced	Above 630	Above 267	Above 7.5	Above 950	---	---	---	---	C2 Mastery	Certificate of Proficiency in English (CPE)	ALTE Level 5 (90~100)

Note. Adapted from The Language Training & Testing Center <http://www.lttc.ntu.edu.tw/englishcomparativenew.htm>

<https://tve.npu.edu.tw:8080/NPUST/Personnel/personnel/honor%20roll.files/honor%20roll/table.pdf>

Table 4.4.

The Requirements of Abilities of Volunteers in the World Games

	Required Ability	A. Language Ability	B. Information application	C. Professional Knowledge	D. Related experiences
Volunteer Affair					
Language	VIP reception	3			✓
	VIP room	2			✓
	Reception	3			✓
	Team	2		Need to be trained	✓
	Pick-up	2		after recruited	✓
	Cultural	2		(executed by	✓
	Information desk	2		units)	✓
	Ticket	1		1	
Information	Logistics	1			
	Score & time recording	2	3		✓
	Accreditation	2	2		
	Medical services	1			Simple and convenient medical ability
	Accommodations	1			
Index of ability					

Professional ability		The standards of level		
A. Language Ability	1. High and middle level	2. Middle level	1. Primary level	
B. Information application	3. students who have information certificates or study in information-related department	2.computer office skills and application skills	1.basic office skills	
C. Related experiences	Professional certificates, volunteer service experiences, being leader in organizations or over-sea exchange experiences			

*language ability was according to GEPT, the same language standard can take reference at *Required English Ability of Volunteers in the World Games*

In the individual sport events, Tour de Taiwan is hold annually. Four Continents Figure Skating Championships was the first time in Taiwan so there was no prior pattern to follow. In early Taiwan, the associations often sought helps from teachers to find volunteers. Teachers asked students to help the individual sport events as the tasks in courses; however, the concern was that the quality of language and the spirit of volunteering cannot be confirmed. “We need to find the active volunteers and quality should be the same. The English abilities of students were different.” (W) The formal recruiting was adopted in the two case events. Because the main language is English, the standard of English ability was set which is presented in table 4.5. The standards were different according to the tasks of volunteer affairs which are shown in appendix G and H. As for other languages, if volunteers have second and third foreign language, they were asked to fill in the online application, like French, Japanese, Korean and Spanish. Before the dates of events, if it was known that the special participants will come, like French guest and Korean athletes, the volunteers who are good at the languages will be assigned to receipt them. Generally, in a group of volunteers who have good English ability, volunteers who have second foreign language abilities will be deployed inside.

Table 4.5.

The Standards of English Ability of Volunteers in Individual Sport Events

Volunteer affairs	TOEIC scores	Volunteer affairs	TOEIC scores
VIP reception	750	General	450
Recording	550	ST	750
Competition	650	Transportation	550
Anti-doping control	750	Facility	550
Announcer & Music	750	Information desk	750
Hotel reception	650	Field control	550
Accreditation(on the spot)	650	TV	550
Accreditation (make)	650		

Training

General Training.

In World Games, there were four kinds of training: (1) central training (2) leadership training (3) venue internship (4) special training. The goal of central training was to make volunteers understand World Games more and enhance the volunteering attitude. Leadership training was only for volunteer leaders and supervisors. The goal was to enhance their leadership and volunteer service quality. As for venue internship, it was to promote practical experiences and volunteer service quality. Special training aimed to promote professional knowledge and skills in different fields; besides, the team cohesion was also encouraged in this training. In all the training, the volunteering service and international etiquette courses in central training were most related to cultural training. The contents includes

1. Explaining volunteers' work concepts, attitudes, ethics and roles.
2. Pointing out further information of volunteer affairs
3. Understanding custom and tradition of different nations (including diet, culture...); explain and introduce special national cultures of the warm-up competition.
4. Explaining the etiquettes and skills when receipting foreign contestants.

Other training seems have no relationship with language and cultural training, but actually they can decrease the communication barriers during World Games. Table 4.8 presents courses for other training. Other details are presented in appendix I.

However, it was indicated that the volunteers have had qualified language abilities through the recruiting and selecting. The cultural training is more important for the volunteers. For example, they have to know how to get along with Indian, French and German. In the individual sport events, there is no language and cultural training. For general training, the Taipei Skating Union provided one to two days training, including

1. Introducing Four Continents Figure Skating Championships
2. Understanding figure skating

3. Introducing the sites for championships
4. Individual training for each affair and venue survey.

The Taipei Skating Union even made training manual for volunteers which includes organization introduction, service norms, work contents and preparation for work.

Table 4.6.

2009 World Games Volunteer Training Schedule

Training Category	Course
Central training	Understanding of Kaohsiung World Games Introduction of sites and explanation of competition items Scenario management of competition service Volunteer services and international etiquettes Motivation of team
Leadership training	Skills of team leading Skills of dealing with medium Training of dividing tasks System and application of crisis management
Site internship training	Introduction of sites Introduction of competition items in each sites Scenario planning Building of team consensus and communication
Special training	Training course of professions Training course of team cohesion

The Difficulties and Feedback of Language Management of Organizers

Difficulties

Individual application or group application.

In the beginning of recruiting in World Games, the online individual application was adopted; however, downloading and reviewing resumes one by one cost too much time. Besides, without interview, you have to take a long time to understand the person. Individual

application was viewed an unscientific way when 4000~5000 volunteers were needed. It was the main reason why IAVE began to cooperate with schools and organizations. “The kind of recruitment is too slow, it’s impossible to take a long time on the inefficient things, which is the reason we set the standard and give responsibility to schools.”(X)

The Affairs of Schools.

First, in World Games, confirming willingness of schools and finding the suitable contact window in schools was very time-consuming. School managers may think the responsibilities come to departments of physical education or extracurricular activities division, but language ability will be a big concern. The final solution was that “Office of Student Affairs” served as the formal contact window. To confirm the responsibility, the contracts were signed with the presidents. Second, most volunteers were students. It was better to understand their schedule in schools. “You have to consider about their time, holiday and then inform schools. Students also have different requests and you have to pay attention to them.” (W) The association should believe in students.

Interview is necessary or not.

Whether the interview is needed or not remained as an uncertain question. In World Games, because of the great amount of volunteers, the selecting responsibility came to schools. Depend on volunteer affairs or schools, the interview types were different, or even no interviews. In the individual sport events, interview seems available because the demand of numbers of volunteers is not as many as World Games. However, 2011 Tour de Taiwan did not have interview; actually the medical service volunteers and reception volunteer contacted language frequently. It seems that the types and levels of interview depend on the events and the organizers should find the balance. “In 2012 Tour de Taiwan, the interview and training were adopted; although the effectiveness was affected by many things; I found that more volunteers were be attendance on the events.” (V)

The excellent volunteers and limited opportunities.

In Taiwan, there are more and more people participating in volunteer services; however, the quota is so limited. Take Figure Skating Championships for example, there were more than 1000 applications and after the filtering, 300 people were interviewed. Although many volunteers were excellent, they could not join the events. Furthermore, there were volunteers who have good English ability but were deployed to the affairs which are not related to language. These made some volunteers feel upset or disappointed. “Some have lived abroad for a long time and they doubted why they cannot be accepted, but we cannot help and suggested that there are still many opportunities in the future.”(V)

The limited human resource in sport associations.

The organizers in sport associations of Taiwan mentioned that their human resource is very limited and the work loading is very heavy for everyone in the association. That is one of the reasons to outsourcing some work contents in volunteer management. Although they have willingness to do a lot of things in the recruiting, selecting and training, they feel exhausted. “Association mainly wants to complete tasks because they have limited human resource. For them, it’s also important to trust the resourcing units.”(W)

Unpredictable situations in implementation.

In World Games and individual sport events, there was a common concept for training: the difficulty for training was that you cannot predict the real situations. Actually the real difficulty was in implementation. In World Games, although there were a variety of courses, the real situation was more complicated, especially reception and team volunteers because what they faced is “people.” According to organizers, there were several solutions for the difficulties. First, volunteers have to report the situations to centers every day to prevent these problems happening again. Second, the call-system allowed volunteers to communicate with supervisors as soon as possible to solve the problems. The language volunteers worked hard because they faced most problems; therefore, they contributed much to the international

events. “The training itself is not difficult. Training is difficult because that we cannot predict the real situation; besides, the evaluation actually depends on the results.”(V) ”the difficulty is not in training; we have more difficulty in unexpected situations, which is not included in training contents.”(X)

Feedback from Organizers

The recruiting system and talent pool.

The good spirits in the recruiting systems of the events should be passed down and expanded. These systems have combined various experiences. Taiwan may have opportunities to hold international events in the future; according to certain events, the good system could be modified and adopted. If the data of volunteers is allowed to use in sport events and for other purposes, the talent pool should be built and utilized. “We do not lack of volunteers; we lack of leaders in volunteers. I will save contact information of excellent volunteers; the concept is like talent pool.”(W) “The volunteering spirit should expand into community. We can combine youth talent pool and community talent pool. They have been trained by government. The talent pool should be built.”(X)

The preferred characteristics of volunteers.

The organizers mentioned several characteristics of volunteers. First, in international sport events, it is better that the volunteers in crucial positions have cultural ability more than language ability. The culture interaction between volunteers and participants is more important. Second, the basic factor for every volunteer is the attitude. “Attitude is more important, what we focus is not professional knowledge but the implementation of tasks.” (W) Volunteers should take responsibility for their work. Third, the characteristic of volunteers should be extroverted, easy-going, active and flexible. Forth, English ability is not the only important part. “Good English does not represent global perspective; language ability is the basic part for international talents.”(W) In the end, the organizers in individual sport events mentioned that the volunteer can be found abroad. It is available to find international students

in Taiwan but it is different from international teams; however, the possibility depends on the characteristic of events. For example, the events which volunteers stay merely at one venue are more suitable for the international volunteer teams.

The international trend in sport industry.

For Taiwan, more and more international talents are needed in sport affairs. If there are more international talents, Taiwan can have more chances to be seen in the world. People in sport affairs should change from mind, not from system “Take Yen-Hsun Lu for example, at first when he came to restaurants, he could just order the meal randomly, but now he can interact with them well.”(W) Taiwan can hold more individual sport events not mega- events. The individual sport events will not cost too much resource but can invite excellent athletes to Taiwan. Take figure skating and billiard for example, Taiwan definitely have the facilities to hold the events. For language management in these events, although it is a new issue for the sport affairs, association should spend more time on it. First, the standard of language ability for different position should be set. Second, the language and culture training are necessary. The culture training can emphasize on the mistakes without purposes and the tips about how to introduce Taiwan.

The Experiences of Language Management of Volunteers

Motivation - the Language Factor

There are more and more international sport events holding in Taiwan recently, these provided opportunities for volunteers to immerge in an international setting. For volunteers, there were various motivations for them to participate in an international affair. During the interviews, kinds of reasons are explored which is shown in table4.9.

Table 4.9

Motivations of Volunteers

Reasons of participating in the sport events	interviewee
1. Time is available	G, R,L,C,I
2. Career path	G,O,A,B
3. The interests to the individual sport	O,H,N,C
4. The activities are interesting	H,N,P,J
5. Prior volunteer experiences	H,M,N,L,Q,B,I
6. Expanding the horizons	F,I
7. Developing English ability	H,E,D,F,I
8. Experiencing different cultures	O,E

In these reasons, available time, prior volunteer experiences and developing English ability were mentioned for several times. More and more Taiwanese like to participate in international affairs. They agree that the international sport events provide opportunities to practice English. Some of them were not assigned to language volunteers and felt it is a pity that they can't practice English; however, some thought they have learned different things from the events.

Recruiting and Selecting

The processes of application for Figure Skating Championships and Tour de Taiwan were similar; World Game was very different from them. The application was all included in the three sport events; the interview was included in Figure Skating Championships and World Games. The process and experiences of recruiting and selecting mentioned by volunteers are presented in the following.

Simple language ability selection.

As for application, in the individual sport events, the online application included volunteers' basic information, rank of volunteer affairs, prior experiences of volunteering, prior experiences of activities, motivation. For language ability, certificates of English ability and the date of testing are included. If volunteers have second and third foreign language,

they can fill in the application. Volunteers indicated that the online application was very simple to fill. Especially in World Games, the application was more simplified and even no language selecting in some language departments. If departments have application, generally they have to fill the basic information, the understanding of the international events and language abilities.

As for the interview, in Figure Skating Championships, after union reviewed the resumes, the qualified volunteers were informed to have interview. In the interview, there were three interviewers to one interviewee. The interview included Chinese and English. First, volunteers were asked to introduce themselves and draw the lots for questions; then answered that question in English. The questions include strengths and weakness, motivation, scenario questions...etc. Some thought the whole interview will be in English; they did not expect that English was so few in the process. Besides, some thought the interview question was easy; they thought it will be more difficult to answer.

In the early stage of World Games, the language volunteers were interviewed. The interview included Chinese and English and asked about scenario questions. If the volunteers can speak second or third foreign language, the speaking ability will be tested in the interview. As the selecting responsibility transferring to schools, some departments have a simple interview and some don't have the selecting. The language volunteers selected from schools thought the interview was easy. Some indicated that although the pool is language department, the selecting process should be more precise. Besides, they thought not only speaking ability is important, but also the reading test can be added in the interview. The reason is that the documents for participants are English and volunteers must understand the information.

Different language ability selection in schools.

In World Games, according to volunteers, the methods of application were very different depend on the school. In language departments, some announced the information to students. Some merely selected excellent students and confirmed their willingness. In some department,

the teachers for second language like French, Spanish, Japanese and Germany asked willingness of students.

The necessity of interview.

Most of the volunteers suggested that the interview is necessary in the language selecting process for two reasons. First, the most important ability in language is speaking. Sport events need prompt communication skills. Depending on reading and listening test is not enough. Second, through the interview, volunteers' attitude, feeling and capability can be scanned. It will help to select the most critical person because the ability for everyone is different. One volunteer mentioned

“The selecting process seems cannot deal with the language needs, especially reception group, when taking bus or taxi, we will need great amount of communication, if you are just good at reading or listening, it's not enough. Besides, some volunteers may be afraid to speak English.”(L)

For the necessity of interview in World Games, one volunteer mentioned it will take long time for interview because the great number of volunteers. However, the crucial volunteers should still have interview, like VIP reception and team volunteers.

Training

Technical and functional help from training.

In Figure Skating Championship, there was an orientation for one to two days. The training was about introducing the events, understanding the sports in the events, introducing the venues, explaining work tasks and processes. Volunteers indicated that overall it was about technical and functional help. With the orientation, they can gain fundamental concepts, time flow and procedures of tasks. Some volunteers mentioned that the training have effectiveness but weak. They still have difficulties of basic sport and technical knowledge during work; besides, some will feel embarrassing to ask. If it is available, volunteer would like to know more details beforehand.

In World Games, the training contents were various for different types of volunteers. The crucial volunteers received training for almost two years (the early stage), some merely received training for two days. The contents included building of volunteer concept, introduction of World Games, introduction of venues, scenic spots in Kaohsiung, international etiquette, emergency medical aids, and scenario training, etc. Volunteers mentioned these training indeed helped but the effectiveness were various to different volunteers.

The argument of language training.

There was no language training in the individual sport events. The language training depends on characteristics of sport events and tasks of volunteers. Some volunteers mentioned there is no need to have language training in short-term international sport events for two reasons. First, the selecting process has selected the qualified person. Second, in a short-term period; it is difficult to train volunteers' language capability. However, it was suggested that technical-term training can be added.

In World Games, the government cooperated with schools, cram schools and other institutes for language courses. They provided language courses like English, Spanish and Japanese; however, some volunteers did not take the courses. The main reason was that they were studying in universities which are far away. Besides, some thought the levels of the courses are easy.

The necessity of understanding about cultures in advance.

There was no cultural training in the individual sport events. Volunteers indicated that the demands of cultural training depend on the characteristics of sport events and the tasks of volunteers; the demands for these events are not much. First, the participants were not much different in cultures because they have traveled and competed around the world. Second, the rules of sport events limited the informal interaction between volunteers and participants. However, language volunteers can make efforts on understanding other cultures. For

reception group, other than understanding guests' work experiences, position, background and photo; their interests, what the souvenirs want to buy or the places want to visit could be understood. "She wants silk fabric as the souvenir, but I did not know where we can buy it."(L) For some volunteers, because their leaders are foreigners who may not show up before the dates of the events, it is better to gather essential information for volunteers in advanced. Besides, for cultural training, provide more training on the culture of sport itself.

In World Games, the international etiquettes are merely on the surface and could be more completed. Especially public relation, ceremony, reception and team volunteers, they should receive more cultural training; knowing participants' nations, characteristics and backgrounds.

Other Language Experiences

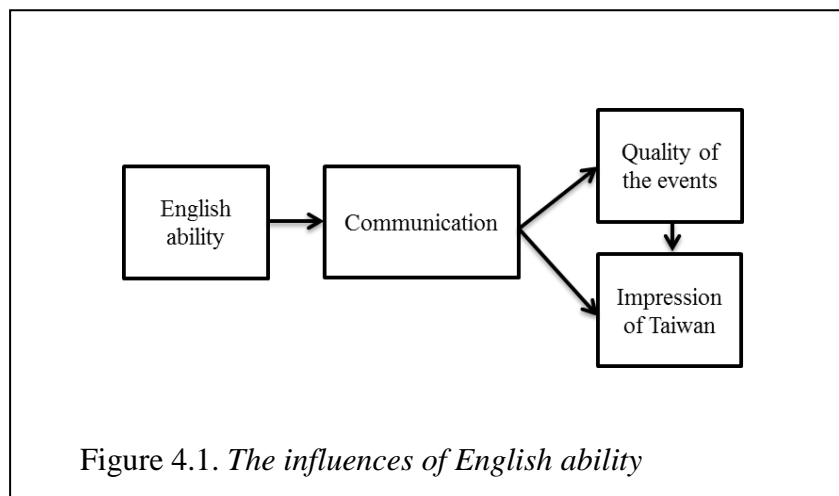
Internal and external communication for organization.

Other than volunteer management, the internal and external communication in organization should also be emphasized. For internal communication, the association should view volunteers as the formal employees and request more of them. Besides, it is important to set a smooth and clear communication channel. "Although volunteers don't have the power to do the final decision, what we can do is just ask the crucial person as soon as possible."(N) For external communication, the volunteers represented the sport events when they stand in the first line so they have to be careful. "When you face problems, especially people, you have to let them know the dealing process and comfort their emotions." (G) The solution was mainly the attitude and the smooth communication channel.

The role of language factor in international sport events.

After the volunteers participating in the events, almost everyone indicated that language management is very important to international sport events. If communication is good and smooth, it can solve problems, decrease misunderstanding, increase efficiency and show our attitudes toward the international events. Many volunteers mentioned the

term "communication". The concept is condensed in figure 4.1. It shows that the English ability of volunteers can affect the communication during the events. The quality of communication can affect the quality of events and international participants' impressions of Taiwan. At the same time, the quality of the events also has the influence on the participants' impression of Taiwan. Nevertheless, some of them emphasized that language management merely makes events better but not the only key factor.



What volunteers have learned after the international sport events.

The volunteers learned a lot from the experiences of volunteering in international events; the following items were mentioned several times by the volunteers: work contents; the individual sport event; team work; work attitude; communication; self-growing; meeting people with different backgrounds; cultural experiencing; the concept of holding an international sport event and spirit of volunteering. Within this, meeting people from different fields, interesting experiences during tasks, interacting with international teams and guests and interesting experiences outside sport events make them so impressed. For developing language ability, several volunteer mentioned that they know more oral English and have more courage to speak English. "Although I almost forgot those oral English, I really learn something."(P) "When staying in bus, we have to chat with them and I have more courage to speak English now."(K) However, some volunteers did not think their English become better.

The researcher found that if the volunteer is involved in more cultures and languages, he/she will be more impressed by the international sport events.

“I am surprised that they can share the private things with me and we even save the contact information, just like friends not the famous athletes. Besides, I cannot imagine I can be a translator for them in hotel. The manager in restaurant thanked for my assistance and treated me free drinks.”(G)

The Language Barriers in Communication of Volunteers

Because the volunteers are the first line to face the international participants, kinds of language barriers occurred during their conversation. Generally, there are two kinds of language barriers: oral language barriers and silent language barriers.

The level of language barrier varies because of two reasons. The first one is about the rules of sport events. Some events limit the informal interaction between volunteers and international participants; some hold open attitudes to the informal interaction. Second, volunteers' tasks are different in level of language. Therefore, the opportunities of communication for volunteers are different. However, most volunteers are qualified in English through the selecting, so they thought the barriers are not many. Besides, most athletes are good in English may because they have traveled around the world for a long time.

Types and Solutions of Verbal Language Barriers

There are three kinds of oral language barriers which most of the volunteers have mentioned: technical term, accent and other languages.

Technical Term.

For individual sport events, there are two kinds of technical terms. The first one is about the terms of sport. Even if many volunteers have interests in watching sport events, some of them are still unfamiliar with the technical terms for the sport, like bicycling and figure skating. “I like to appreciate figure skating; however, it's a little embarrassing to ask them about the special terms and actions.” (H) The second one is about the terms of special

volunteer affairs. Due to the demands of affairs, unfamiliar words will be used. “I was originally in ST affairs, including the supports of computer and technical parts. When I communicated with a Norwegian about the setting the electric wires, I cannot say volt (伏特) and ampere (安培).” (H). “At first I would like to practice the difficult pronunciation; then they said it’s not necessary.” (G) “There are some names of countries that I cannot pronounce.”(O) “One time they asked about wire specification; I cannot figure out; then I thought it was mentioned in our course.” (C)

For solving the barriers of technical terms, volunteers indicated several ways. The attitude is the most important thing. “Because the vocabulary is very new for me, I forgot for three times; they answered me for three times. If you show your attitude and ask sincerely, they will know and help you.”(H) If necessary, the body language is available to express your meaning “also, I used body language and other words to explain what I want to express; they will know within the context.” (H) From the answer, there is an important factor involved, ”context”. The context helps the expressers and receivers to understand the other’s meaning.

Accent.

Accents are the most common barriers for volunteers. Although they are very good in English, facing the great diversity of countries, they still have difficulties in conversations. Most volunteers thought it is a challenge in the beginning of communication; however, after getting alone for a period of time and adapted to the accents, volunteers may understand more. “I translated for Germany offices and Japan media; sometimes I have difficulties in understanding the English.” (C) “Most of them are international athletes and could speak English. The only problem is the accent.” (J) “At the beginning when I communicated with him, his accent is very strong.” (R) Other answers of volunteers are presented in table 4.8.

For solving the language barriers, the methods like attitude, the third person, repeating, guessing, body language, speaking slowly... and so on were applied during the process.

“Attitude! It is important that you have the courage to speak English, if you are willing to open your mouth, they will also reply you the simpler English.” (M) “I will kindly ask them to repeat and speak slowly.” (P) For other answers of volunteers, these are presented in table 4.9.

Table 4.8.

Answers of Accent in Language Barriers

Interviewee	Answers of the volunteers
A	<ul style="list-style-type: none"> ● One time a Pakistan contestant has a cold; we thought that he cannot breathe so gave him an oxygen tent. He just has a running nose! ● People in middle-east and Japanese have stronger accents
F	There are no big problems because there is a common language, English; however, I cannot understand Japanese' English
I	When guiding the audiences, I have difficulties in communicating with Japanese especially I cannot speak Japanese
L	Many words have French accents, but it is not a very big problem
M	When communicating with people from Sri Lanka, their English has strong accents
O	When communicating with Indian and Japanese, they have accents
P	<ul style="list-style-type: none"> ● When American contestants have their own conversation, they spoke quickly and have strong accents ● Some people thought my English is different from them may because I speak the English which I learned from textbook, not oral English as them
R	At the beginning when I communicated with him, his accent is very strong

Table 4.9.

Answers of the Solution for Accent in Language Barriers

Interviewee	Answers from the volunteers
C	<ul style="list-style-type: none"> ● “At first time I cannot understand so I asked them to speak slowly.” ● “When they express the negative feeling, I translated in an indirect way”

(continued)

Table 4.9.(continued)

Interviewee	Answers from the volunteers
I	“when the audiences want to give flowers to the contestants, we will find the volunteers who speak good Japanese to help; in other situation, contestants have translator”
J	“I will kindly ask them to repeat or guess vocabulary ”
M	● “using body language and then you can observe their facial expression and needs which make you a sweet person” “I even applied their accents to make them more understand my English ”
O	● “ I used the body language”

Other languages.

During the interviews, several volunteers indicated that although most participants have traveled in many countries and have good English ability, some of them are still lack of English ability. Besides, in Taiwan, the most common foreign language is English so most volunteers have difficulties in communication when meeting participants from certain countries. “Because I cannot speak Germany; German cannot speak English; I don’t know how to communicate with them.” (C) “At first I have difficulties in communication because I cannot French.” (L) For other answers, these are presented in table 4.10.

Table 4.10.

Answers of Other Language in Language Barriers

Interviewee	answers from the volunteers
G	I have difficulties in communicating with Italian, Korean and Russian not only because some of them are not so good in English, I am also not good in their languages.
K	There was one Italian who could not speak English and he also cannot understand our English, everyone was using body language, very interesting
M	Other than English, we will meet Uzbek contestants and they speak Russian and Uzbek.
O	I have difficulties in communicating with people from Eastern countries

As for solving the language barrier, the similar methods were mentioned, translation tool, context, simplified English, the third person, repeating and body language. The answers from volunteers are presented in table 4.11

Table 4.12 shows the interviewees of the three language barriers. Most people have difficulties in the accent. It seems very common in the international sport events; however, the volunteers have tried many solutions and finally they can solve out the problems.

Table 4.11.

Answers of Solutions for Other Language in Language Barriers

Interviewee	answers from the volunteers
G	“when meeting Italian, we used google in I-phone to translate; although the results are strange, with the context, you can understand; when meeting Korean, we used body language and simplified English; when meeting Russian, we use body language”
K	“everyone is using the body language; it is very interesting ”
O	“the contestant also found other people to translate for us”

Table 4.12.

The Interviewees of the Three Language Barriers

Verbal language barriers	Interviewee
technical term	H,G,O,C
Accent	A, J, M, C, F, I, R, O, P, L
other languages	K, L, M, C, G, O

Types and Solutions of Silent Language Barriers

The silent language is highly related to culture. There are kinds of silent language barriers which most of the volunteers have mentioned: international etiquette, jokes in conversation, religion and diet.

International etiquette in reception.

The international etiquette plays an important role when reception. “We should pay

attention to the international etiquette because of different cultures. Western countries are more passionate and will give you a hug. Eastern countries are more euphemistic and will give you a hand shake and a bow.” (R) Other than training, volunteers can read related document beforehand to understand the situation more. “We read the documents of their backgrounds in advance, like their countries and positions.” (R)

Jokes in conversation.

It is a special finding during the interviews. Although volunteers can communicate with the participants, culture-related oral English is involved, especially the jokes. These jokes may from their daily life or TV series. “There are almost no difficulties in culture; however, I found that some teams like to speak jokes.” (G) “Sometimes they will speak jokes that I can’t understand; I cannot laugh out.” (P) “American like to tell jokes, some people will laugh and some won’t.”(J) If the volunteers cannot understand, it may be a little embarrassing; however, this part is difficult to prepare. It depends on the situation of the volunteer; if they have seen the TV series, they will understand it. If they don’t understand; just reply with a polite way, “Sometimes just smile and reply in a proper way.” (G)

Diet.

Diet is mentioned most during the interviews. The diet is obviously different in each culture. “Some people do not eat rice.”(O) “For Sri Lanka, they don’t like pearl milk tea actually and dropped it away.”(M) “In their country, there are two meals, the first is at nine and ten o’clock; the second is at two and three o’clock in afternoon, besides, she don’t like night market because it is very different from their culture.”(L) As we know, the night market and pearl milk tea are favored by foreigners, but not to all. There are ways to prevent the culture barriers. First, associations of events can figure out the culture of diet in advanced; then set a proper menu to the participants. Second, association can deliver general training to volunteers. Third, when facing the different diet cultures, volunteers should have active attitude. “I asked them directly; they thought the pearl milk tea is too sweet compared to their

tea. In Sri Lanka, people plant and drink kinds of tea; the taste is more insipid.” (M)

Religion.

Religion is also mentioned for many times during the interviews. Religion is highly related to their diet. “The diet should be noticed, Muslim cannot eat pork. Sometimes we explained every meal to them.”(O) Other than diet, many taboos come from religion. “The champagne used to shake champagnes in ceremony; however, because of religion, they cannot shake the champagnes.” (K) The solutions are similar to diet.

Discussions

The Language Management in Business and International Sport Events

In recent years, the literatures of language management mainly emphasize on business; however, this study is about the language management in international sport events. Between the two fields, there are several similarities and differences.

There are three similarities. First, according to Luo and Shenkar (2006), many organizations choose to set the standardized language. The sport events also have the common language, English. Although many international participants do not have English ability and caused problems, English is still the main stream. Many volunteers agreed that the English is simplified and global English. Second, according to Feely and Harzing (2003), companies can evaluate the magnitude of the language barrier with the three dimensions, language diversity, language penetration and language sophistication. Similarly, for MNCs, language system can be determined by international strategy, organization structure, and level of internationalization (Luo & Shenkar, 2006). In sport events, the same dimensions can be applied to examine the magnitude of language barrier and make the language policy. For language diversity, these events concerned the amounts of countries and involved languages; then made the language policies. For language penetration, these events considered about the language demands of volunteer affairs; then they set the language standards for all positions. However, the limitation is that the unions may specify the policies. For language

sophistication, the language standards for volunteers are different because the required abilities are different. For example, team volunteers need more English abilities than accreditation volunteers. Third, the easiest way to approach language problems in corporates is still hiring people who already have the required skills. (Dhir, 2005; Lester, 1994) In these sport events, the hiring of volunteers who have good language abilities is also very crucial in language management. The organizers emphasized on the standards of language ability for ensuring language ability.

On the other hand, there are three differences between business and sport events. First, according to Dhir and Abildun (2002), there are two kinds of planning of language management, corpus planning and status planning. In sport events, the status planning is mainly adopted which is based on the status of the target language(s) or varieties of a language about other(s), not the internal constitution. Second, according to Dhir and Abildun (2002), in organizations, individual choices are conditioned by the demands of the target social or economic fields or market. In sport events, individual choices are varied by the demands of volunteer tasks or target countries of participants. Third, corporates adopt diverse means and tools to deal with language issues (Dhir, 2005). According to Feely and Harzing (2003), there are several options like lingua franca, functional multilingualism, external language resources, training, corporate languages, language nodes, selective recruitment, expatriate management, impartation, machine translation and control language. In sport events, the means and tools are less. These events often seek means like selective recruitment, training, corporate languages and external language resources (translators).

Volunteer Management in International Sport Events

Generally, the numbers of volunteers are greater than the formal staffs in events. Volunteers comprise a large percentage of the overall event staffing (Huseyin et al., 2011). Take The World Game for example, there were total 4653 volunteers (Huang & Tsai, 2009). Volunteer management is different from general human resource management, especially in

sport events (Chen, 2010). Organizers indicated it is important to recruit and select such amounts of volunteers efficiently and scientifically, especially when the quality of language ability should be confirmed. Wu (2005) also mentioned that how to effectively recruit thousands of volunteers is the issue that various fields concern. According to volunteers, “Especially Universiade, there may be more volunteers than the World Games.”(X)

Recruiting language volunteers is important; however, there are other necessary work contents. First, Chen (2010) indicated that retaining good volunteers is not easy for volunteer organizations. The organizers also raised suggestions for retaining the good volunteers. Especially for the qualified language volunteers, it is important to keep them in the talent pool. Second, although this research does not emphasize on relationship. It is still important to the events. Working with volunteers requires consideration, flexibility and enthusiasm because volunteers often work for the 'fun of it' for charitable purposes. According to volunteers, when facing different cultures, some confusion may exist. If association can give them more support and concern, volunteers may perform better. Fisher and Cole (1993) indicated that volunteers could be considered as customers. The recruitment, training, retaining, organizing, leadership and rewards in volunteer management all have influence on the results of the international sport events.

The Language Barriers in Intercultural Communication

There are two kinds of language barriers in this research, verbal and nonverbal (silent) language barriers. In verbal language barriers, there are technical term, accent and other language. In silent language barriers, there are the barriers about international etiquette in reception, jokes in conversation, diet and religion. Through comparing findings and literature, there are something explored. First, according to Luo and Shenkar (2006), with creating new jargons and dialects that represent mixtures of diverse languages, languages are continually evolving, infused with new vocabularies and language usages. In this research, although there are jargons and dialects which cause the barriers, the English seems become more simplified

during conversation. Second, Edward Hall (1966) indicated the high-context and low-context cultures. In the barriers about international etiquette in reception and religion, the volunteers meet several situations involved high-context and low-context cultures. Asia people tend to be high-context culture. Western people tend to be low-context culture. Third, David Berlo's (1960) indicated that communication is a dynamic process. The transmission models clearly defined the components in the process: source, encoding, message, channel, noise, receiver, decoding, receiver response, feedback and context. During the events, many barriers were related to the components. For example, the "context" was mentioned by volunteers several times. Finally, in this research volunteers mentioned many solutions for language barriers. Other than the solutions, Jandt (2004) indicated that individuals must be competent in message skills, behavioral flexibility, interaction management, and social skills to be good at communication skill. Through the interviews, most volunteers have the similar skills and they perform well.

Silent Language

There are many categories about silent language such as proxemics, kinesics, chronemics, paralanguage, silence, haptic, clothing and physical appearance, territoriality, olfactics and oculosics (Jandt, 2004). According to Edward T. Hall (1966), there are categories about language of time, language of space, language of things, language of friendship and language of agreement. First, in this research, for proxemics, language of space and language of friendship, volunteers tried to find the balance in relationship and space between them and participants. Because facing different cultures, sometimes they do not know the suitable distance for them and participants. Friendship is also play a crucial role here. How long the friendship can be kept depends on different cultures and characteristics of the participants. Second, chronemics and language of time are different in each culture. For some cultures, they like the slower pace in daily life. Third, paralanguage helps people to observe and solve the language barriers. This was used frequently by volunteers to solve the

barriers, which they called "body language." In this research, there are the barriers about international etiquette in reception, jokes in conversation, diet and religion. For international etiquette in reception, it involved all mentioned categories. For jokes in conversation, it contained language of things and language of agreement which is related to the cultural background. For diet and religion, these involved all mentioned categories. For example, when they do not like the food, they stop tasting it or drop away, which is related to kinesics.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The Management of Language Issues of Organizers

This part is about how the language issues are managed in volunteer management of sport events. In recruiting and selecting, the methods and standards of language volunteers are presented.

For recruiting and selecting in these events, World Games has more stages and methods to recruit and select language volunteers because of the great language demands. They set more complicated standards for language volunteers. The individual sport events are more simplified. They merely have one stage recruiting and selecting. The demand of language is less so the standard is not as complicated as World Games. Besides, individual sport events are often specified by the main international unions. Generally, how these events set the language policies is according to the diversity of language and the tasks of volunteers which are related to the three dimensions in language management: language diversity, language penetration and language sophistication.

In training, the contents of training are presented. In World Games, there are central training, leadership training, sites internship and special training. In the figure skating championships, there are one to two days training. To all of them, language and culture training are merely at the preliminary stage. World Games focused on language courses and international etiquettes. Individual sport events do not have these courses. Overall there are similarities and differences between business and sport events, many concepts in organizations can be applied in international sport events.

The Difficulties and Feedback of Language Management of Organizers

In this part, the difficulties and feedback from organizers are presented. The difficulties include six sections: individual application or group application; the affairs in schools;

interview is necessary or not; the excellent volunteers and limited quota; the limited human resource in sport associations and the difficulties in implementation. Overall, for recruiting and selecting, organizers want to make lots of efforts on recruiting and training; however, the human resource in association is so limited. As for training, they mentioned it is hard to give language training and cultural training. These abilities are hard to learn in a short time. As for feedback, there are three sections: the recruiting system and talent pool; the demands characteristics of volunteers and the international trend in sport industry. Overall, they mentioned that although volunteers are not formal employees, the talent pool is crucial for finding the volunteer leaders. Besides, volunteers should be extroverted, active and easy-going. The English ability is basic but not the only concern.

The Experiences of Language Management of Volunteers

This part is about how volunteers experience the language management in the sport events. There are five sections for recruiting and selecting, including the language factor in motivation; simple application; the different methods in schools; simple interview process; interview is necessary or not. The volunteers all indicated that the recruiting and selecting process should be more precise. In training, the findings have three sections, including technical and functional help or actual help; the language training is necessary or not; understanding more about cultures beforehand. Most volunteers indicated that the language is difficult to train but more cultural training could be provided. Others include three sections, the internal and external communication for organization; the role of language factor in international sport events; what have been learned after the international sport events. They thought language management is important to events but not the most important. It is like a foundation or tool to international sport events. Some of volunteers thought although they join the events for practicing English, they experienced more about cultures. Other than language in communication, volunteers mentioned the communication in organization is also important. Organization can support volunteers more.

The Language Barriers in Communication of Volunteers

This part is about how volunteers manage language barriers in communication. The researcher emphasizes on types and solution of the language barriers. There are verbal and silent language barriers. In verbal language barriers, there are technical term, accent and other languages. The solutions are about attitude, translation tool, context, simplified English, the third person, repeating, body language, guessing and speaking slowly. Within these, attitude is viewed as the most important factor for volunteers. Body language and context also helped a lot. The silent language barriers are related to national cultures, there are international etiquette, jokes in conversation, religion and diet. The solutions are about the supports from association and active attitude of volunteers.

Recommendations

There are six parts, including recommendation to volunteers, organizers, government, education institute, future research and the Educational Testing Service, ETS.

Recommendation to Volunteers

In Taiwan, there are more and more volunteers participating international sport events. There are four suggestions for volunteers. First, although the motivations of the volunteers are different, the volunteering spirit cannot be ignored. Volunteers aim to serve the international participants and support the events. The situation of the events should be the first priority. Second, because there are different cultures, cross-culture competence is important for being volunteers in an international environment. Other than communication skills, the respect of other cultures and flexible characteristics are also important. Third, when volunteers have communication with international participants, English ability is important but not the only factor. Although some volunteers' English ability is not good, they found many ways to solve the barriers. The most important factors are the courage to speak English and the active attitude. Forth, learning a second foreign language becomes more and more

important. Other than English, volunteers should start to learn other languages that interest them.

Recommendation to Organizers

The language management in international sport events.

There are four suggestions for organizers. First, the recruiting and selecting for language volunteers can be more precise; especially setting the language standards based on volunteer tasks. For mega-events, cooperating with universities in World Games is appropriate; however, when transferring the responsibility to other institutions, the selecting quality should be noticed. For individual sport events, because the number of volunteers is less, the interview is necessary to select the right person. Second, culture training and technical-terms training should be emphasized more. Many interviewees indicated it is not easy to have effectiveness language training; however, the technical term for the sport can be delivered. Besides, they thought culture training can be increased. The more understanding of volunteers to the target culture with the international etiquette, the documents of international participants and the culture of the involved sport, the more they can be prepared to the events. For mega- events, because there are too many countries, volunteers can merely research and understand their responsible culture. For individual sport event, because the countries are less, they can understand more whole pictures and understand the culture of the individual sport especially. Third, although this research does not emphasize on other work contents of volunteer management, they are still important to the language management, such as organizing and relationship development. For organizing, it is important to deploy the suitable language volunteers on the right position. For relationship development, it is important to give support for volunteers when facing different cultures. The forth one is for individual sport events. Because of the limited human resource in associations, association can outsource major work contents to trusted and qualified organizations, such as recruiting, selecting and training.

The international trend in sport affairs.

There are two recommendations in this part. First, facing the globalized world, the sport affairs need more international talents. The organizers should change from “heart”, not from “system” or “method.” The international trend in some countries is more matured and Taiwan can learn from them. Second, it is important to have volunteer talent pool and understand the related application in prior international events, especially 2009 Kaohsiung World Games and 2009 The 21st Summer Deaflympics in Taipei. Facing the more opportunities of holding international sport events, Taiwan needs more excellent volunteers. In 2017, Taipei is going to hold Universiade. At that time a large numbers of volunteers will be needed.

Recommendation to Government

There are two recommendations in this part. First, because the international trend in sport affairs, the sport association may face more international sport events. Sport associations generally have limited human resource, when facing the international sport events, the work loading is very heavy. Government should support associations to hold successful international sport events. The second one is internationalization of the host cities. Although the sites of the events are internationalized, the cities seem not so friendly to foreigners. For example, the road signs may be different in translation on the same road. Government should make more efforts on internationalization of cities.

Recommendation to Education Institute

There are three recommendations for the education institutes. The first one is language ability. English is still important because it is always be the main language in the international affairs. Other than English, many volunteers suggest that Taiwan can have more people who are skilled at the rare languages. Schools can emphasize on the trend in the future. The second one is about cross cultural competence. Not only language ability, but also the cross cultural communication is very important in the international sport events. The silent language, high and low context should be addressed when schools deliver their courses. The

third one is encouraging students to participate the international affairs. School is an appropriate channel for promoting the international activities. The global view can be built from the early stages.

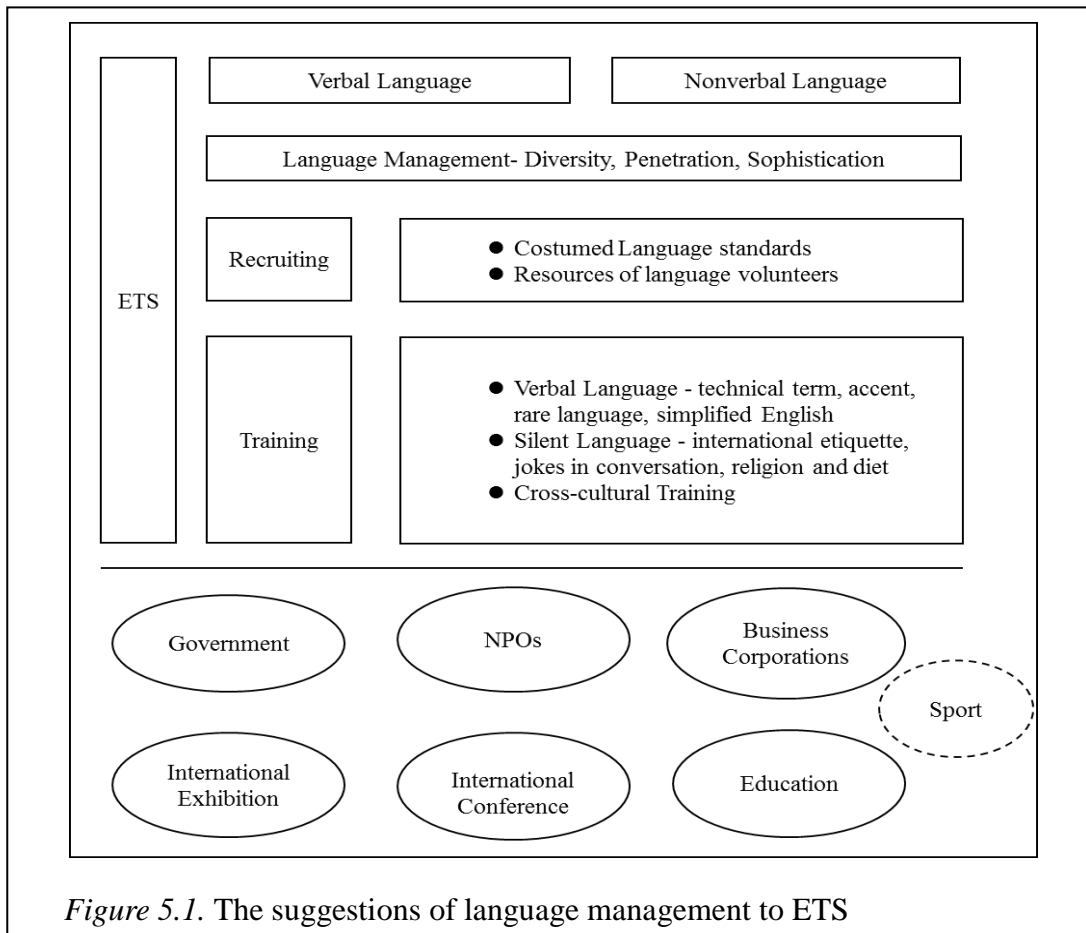
Recommendations to Future Research

During the research, there were five suggestions. The first one is limited literatures. The literatures of language management were mainly discussed on business and provided limited reference for researching language management in international sport events, such as research methods. In this research, the qualitative methods were adopted; it is suggested that the future research can adopt quantitative methods as well to confirm the reliability and validity. Second, as for collecting and analyzing data, there are many differences between international sport events and business in many ways, such as the structure, scale and pattern. The differences affect the research content and contribution. About time, the time of language management for corporation is long-termed; however, the language management for international sport events is short-termed. About people, corporations involve kinds of positions and levels, like manager, employee, clients, suppliers, etc. In sport events, people was simpler; the volunteers, medium, participants, judges, audiences are involved. About the structure, corporations are more complicated; contain more data and conservation. The sport events have fewer levels but contain more conservation. Therefore, the future researches can emphasize on the differences and similarities between business and international sport events more. Third, this research was explored from the perspectives of organizers and volunteers. The future can be explored from different point of views, such as the vendors, international participants and audiences. Forth, this study is concentrated on language management in volunteer management of international sport events. Other process and elements of language management in sport events could also be explored, including bidding process of the international events and international environment setting throughout the whole sport events. Fifth, language management can be explored in other industries, like NPOs, education and

government institutes. Overall, there are few researches on language management and other industries; researchers can emphasize more on the combination of language management and other potential fields.

Recommendation to Educational Testing Service, ETS

Through the research, the researcher found that many sport events adopt the services from the language assessment centers, especially ETS. ETS develops, administers and scores various tests annually, including the TOEFL® and TOEIC® tests, the GRE® General and Subject Tests and The Praxis Series™ assessments in more than 180 countries worldwide. In addition to assessments, they conduct educational research, analysis and policy studies and develop customized services and products for many institutes, such as teacher certification, English language learning and elementary, secondary and postsecondary education. Overall there are four suggestions for ETS. First, in recruiting of the international sport events, the resources of language volunteers play an important role for language management. ETS can pay attention to these sources, such as international clubs, associations; especially schools. Second, language standards of selection are also crucial for the language management. ETS can make more costumed standards for the international affairs. For example, the listening and speaking ability are especially important for a sport event. Third, several volunteers indicated that language is not the most important; it does not mean language training is not necessary. It means they want more expanded language training, including verbal language training, silent language training, technical-term training. Besides, the term, simplified English is mentioned frequently. For people who are not good at English, the training of simplified English can be delivered. Third, to confirm language ability in the international activities and cultivate international talents in Taiwan, ETS can strategic alliance with different fields, not only sport events, but also international conferences, the activities of international NPOs, international exhibition, governments, and also corporations. The concepts are presented in figure 5.1.



Language management can be applied to various fields. In the international world, it is the key to the door of qualified communication and then creates the high-standard events.

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APPENDIX A: The 1st ROUND INTERVIEW QUESTIONS I (THE EVENT PLANNING)

您好：

敝人為臺灣師範大學之國際人力資源發展所研究生。本研究之主題為從國際賽事看語言管理 (Language Management in International Games – The Research from Three Case Studies)，乃透過訪談的方式，了解語言管理在國際賽事中之運用，供參考依據之原則。

本訪談以深度訪談之方式進行，目的為了解賽事情況，時間約為五十分鐘。為便於後續之資料分析，希望能在訪談期間全程錄音。此外，研究者將於訪談結束後，將資料整理成文字檔，請您查核以確認陳述內涵的正確性。在此，非常感謝您撥冗接受訪談並提供指導，您的參與將使本研究的結果更具價值。

敬祝 愉快

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<賽事規劃>

1. 請問此場賽事主要規劃者為何?
2. 請問是否可簡述規劃的過程?
 - (1)源起/目的
 - (2)相關單位
 - (3)賽事架構(組織圖與行動項目)
 - (4)預期效益
 - (5)其他
3. 請問此場賽事主要參與者為何? 人數大約多少人?
 - (1) 參賽國數
 - (2) 參賽選手數
 - (3) 賽事志工數
 - (4) 通過認證之媒體數
 - (5) 國內媒體數
 - (6) 國際媒體數
4. 請問在規劃的過程中, 有遇過哪些困難? 如何解決上述之困難?
5. 請問在規劃的過程中, 由於來自多國的選手語言皆不同, 做了哪些配套措施?

<賽事過程>

6. 請問是否可簡述賽事流程?
7. 請問在賽事過程中, 有遇到什麼樣的困難? 如何解決上述之困難?
8. 請問在賽事過程中, 由於來自多國的選手語言皆不同, 有遇過因文化語言不同而產生的困難嗎? 如何解決上述之困難?
例如互動經驗, 語言溝通
9. 請問對未來賽事有哪些建議?

<後續研究>

10. 請問目前大約有多少行政人員可供問卷調查?
11. 請問目前大約有多少行政人員可供訪談?

受訪者基本資料表

您好，以下資訊將作為研究之用，絕不對外公開，感謝您的協助。

名字	
年齡	<input type="checkbox"/> 21~25 <input type="checkbox"/> 26~30 <input type="checkbox"/> 31~35 <input type="checkbox"/> 36~40 <input type="checkbox"/> 41~45 <input type="checkbox"/> 46~50 <input type="checkbox"/> 51~55 <input type="checkbox"/> 56~60 <input type="checkbox"/> 61~65
職業	
教育程度	
主修	
舉辦賽事經驗	

APPENDIX B: The 1st ROUND INTERVIEW QUESTIONS II

(VOLUNTEER MANAGEMENT)

< 志工招募 >

1. 請問此場賽事有哪些志工項目，原因為何？
2. 請問招募各種志工的方式為何？
3. 請問志工來源為何？
4. 請問招募志工時，有遇到那些困難？如何解決上述之困難？
5. 由於來自多國的選手語言皆不同，請問針對外語能力，除了檢視多益分數還有哪些配套措施？

< 志工訓練 >

6. 請問此次賽事，針對哪些志工進行訓練？
7. 由於來自多國的選手背景與語言皆不同，請問針對志工的溝通能力或其他能力，還有哪些訓練？
8. 請問在訓練規劃或過程中，有遇過哪些困難？如何解決上述之困難？
9. 請問如何評估志工訓練的成果，成果是否顯著？

< 其他 >

10. 由於來自多國的選手背景與語言皆不同，請問在志工管理與督導是否有其他配套措施？

< 後續研究 >

11. 請問目前大約有多少志工可供問卷調查？
12. 請問目前大約有多少志工可供訪談？

受訪者基本資料表

您好，以下資訊將作為研究之用，絕不對外公開，感謝您的協助。

名字	
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職業	
教育程度	
主修	
舉辦賽事經驗	

APPENDIX C: The 1st ROUND INTERVIEW QUESTIONS III (VOLUNTEER)

1. 請問何種動機促使您加入賽事志工行列?
2. 請問在賽事過程中，您主要擔任何種類型志工，職責為何?
3. 請問您認為您的職責內容是否需要大量地接觸各國文化及語言溝通?
4. 請問是否可描述招募過程？如何進行語言能力篩選?
5. 請問在賽事籌備或過程中，是否受過協會提供之訓練，類型為何?
6. 承上題，由於來自多國的選手背景與語言皆不同，請問針對志工的溝通能力或語言能力，有哪些訓練？如何加強對其他文化的瞭解?
7. 請問您認為訓練的實用性與成果是否顯著?
8. 請問在賽事過程中，有遇到什麼樣的困難？如何解決上述之困難?
9. 請問在賽事過程中，由於來自多國的選手語言皆不同，有遇過因文化語言不同而產生的困難嗎？如何解決上述之困難？
 - 互動經驗，語言溝通...等
10. 自多國的選手背景與語言皆不同，就您所知，賽事有哪些配套措施?
11. 請問您認為志工經驗本身帶給您哪些優缺點? (請分享 1~2 個難忘的經驗)
 - 有趣回憶，從賽事中學得....等
12. 請問對未來賽事有哪些建議?

受訪者基本資料表

您好，以下資訊將作為研究之用，絕不對外公開，感謝您的協助。

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職業	
教育程度	
主修	
語言能力 (語言，學習時間， 測驗分數或證照)	
其他國際賽事志工 經驗(賽事及服務時 間)	

APPENDIX D: The 2nd ROUND INTERVIEW QUESTIONS I (ORGANIZERS)

您好：

敝人為臺灣師範大學國際人力資源發展所研究生。本研究之主題為從國際賽事看語言管理 (Language Management in International Games – The Research from Three Case Studies)，乃透過訪談的方式，了解語言管理在國際賽事中之運用，供參考依據之原則。

本訪談以深度訪談之方式進行，目的為了解賽事情況，時間約為五十分鐘。為便於後續之資料分析，希望能在訪談期間全程錄音。此外，研究者將於訪談結束後，將資料整理成文字檔，請您查核以確認陳述內涵的正確性。在此，非常感謝您撥冗接受訪談並提供指導，您的參與將使本研究的結果更具價值。

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從國際賽事看語言管理 – 管理者訪談大綱

【賽事舉辦】

1. 請您簡述一下您主要負責的項目？
2. 請問此賽事需管理的語言有多少種？
3. 請問此賽事有哪些職位工作中涉及不同語言跟轉換？
4. 針對不同的語言文化，請問賽事有哪些因應策略及配套措施？
5. 承上題，賽事規劃時有遇過哪些困難？如何解決？
6. 請問在賽事過程中有遇過那些因語言文化不同而產生的困難？如何解決？

例如重大事件、危機處理、互動經驗、語言溝通、口音不同、肢體語言等

【志工招募】

7. 請問招募志工的策略及流程為何？語言方面的策略如何進行？
8. 請問如何設定志工外語能力標準？除了證照還有哪些語言的篩選過程？
9. 請問招募志工時，有遇到那些困難？如何解決？
10. 請問此種招募方式是否可因應賽事語言需求？原因為何？
11. 除了英語與特殊技術知識之外，您認為志工還需擁有哪些知識、技能或態度？
12. 針對未來國際賽事志工招募，還有哪些建議？

【志工訓練】

13. 請問訓練志工的策略及流程為何？
14. 由於賽事中有不同的文化及語言，請問針對志工的溝通與跨文化能力有何種訓練？

15. 請問在訓練規劃及過程中，有遇過哪些困難？如何解決？

16. 請問是否能評估志工訓練的成果？若有的話如何評估？

17. 針對未來國際賽事志工訓練，還有哪些建議？

【其他建議】

18. 除了上述，請問針對未來台灣國際賽事語言管理有哪些建議？

19. 請問您認為台灣體育產業是否需要更多國際化人才？有哪些建議？

【英語能力】

20. 就您本人而言，舉辦賽事最重要之英語应用能力為何（例如，電話會議、使用電子郵件）？

- 口說
- i. 面對面會議
 - ii. 電話交談
 - iii. 電話會議
 - iv. 簡報
 - v. 其他。請說明: _____

- 書寫
- vi. 信件
 - vii. 備忘錄
 - viii. 報告
 - ix. 電子郵件
 - x. 其他。請說明: _____

受訪者基本資料表

您好，以下資訊將作為研究之用，絕不對外公開，感謝您的協助。

姓名(中英文皆可)	
年齡	<input type="checkbox"/> 21~25 <input type="checkbox"/> 26~30 <input type="checkbox"/> 31~35 <input type="checkbox"/> 36~40 <input type="checkbox"/> 41~45 <input type="checkbox"/> 46~50 <input type="checkbox"/> 51~55 <input type="checkbox"/> 56~60 <input type="checkbox"/> 61~65
職業	
教育程度	
主修	
舉辦國際賽事經驗及 年資	
出國經驗 (國家及停留時間)	
聯絡方式(mail,電話)	

APPENDIX E: The 2nd ROUND INTERVIEW QUESTIONS II (VOLUNTEER)

從國際賽事看語言管理 - 志工訪談大綱

1. 請問何種動機促使您加入賽事志工行列?
2. 請問在賽事中您主要擔任何種類型志工，職責與工作情形為何?
3. 請問您認為您的職責內容是否需要大量接觸各國文化及語言溝通? 原因為何?
4. 請問是否可描述申請志工過程? 若有語言能力篩選如何進行? 您認為此種語言能力篩選是否足夠，還可以有哪些做法?
5. 請問在賽事籌備或過程中，是否受過主辦單位提供之訓練? 類型為何?
6. 承上題，由於賽事中有著不同文化及語言，請問針對志工的溝通與語言能力有哪些訓練? 主辦單位如何加強志工們對其他文化的瞭解?
7. 請問您認為訓練的實用性與成果是否顯著，還可以有哪些做法?
8. 請問在賽事時，有遇過因語言不同而產生的困難嗎? 如何解決上述困難?
9. 請問在賽事時，有遇過因文化不同而產生的困難嗎? 如何解決上述困難?
例.互動經驗，語言溝通，口音不同，肢體語言...等
10. 除了語言與文化，請問在賽事中還有遇到那些困難? 如何解決上述困難?
11. 除了上述所提的招募與訓練，就您所知賽事還有哪些針對語言文化的配套措施?
12. 請問您認為賽事語言管理品質是否為賽事成功因素之一? 原因為何?
13. 請問您認為此次志工經驗帶給您哪些有趣回憶? (請分享 1~2 個難忘的經驗)

14.請問您認為從此次志工經驗中學習到那些東西?

15.針對賽事中的語言管理，請問您對未來舉辦國際賽事有哪些建議?

志工基本資料表

您好，以下資訊將作為研究之用，絕不對外公開，感謝您的協助。

姓名(中英文皆可)	
性別	<input type="checkbox"/> 男 <input type="checkbox"/> 女
年齡	<input type="checkbox"/> 20 以下 <input type="checkbox"/> 21~25 <input type="checkbox"/> 26~30 <input type="checkbox"/> 31~35 <input type="checkbox"/> 36~40 <input type="checkbox"/> 41~45 <input type="checkbox"/> 46~50 <input type="checkbox"/> 51~55 <input type="checkbox"/> 56~60 <input type="checkbox"/> 61~65
職業	
教育程度	
主修	
參與賽事	<input type="checkbox"/> 2009 高雄世界運動會 <input type="checkbox"/> 2011 ISU 四大洲滑冰錦標賽 <input type="checkbox"/> 2011 國際自由車環台賽
志工組別	
語言能力 (語言，學習時間，證照或 測驗分數)	
其他國際賽事志工經驗 (賽事及服務時間)	
出國經驗 (國家及停留時間)	
聯絡方式(E-mail, 手機)	

APPENDIX F: PROCESS OF DATA ANALYSIS

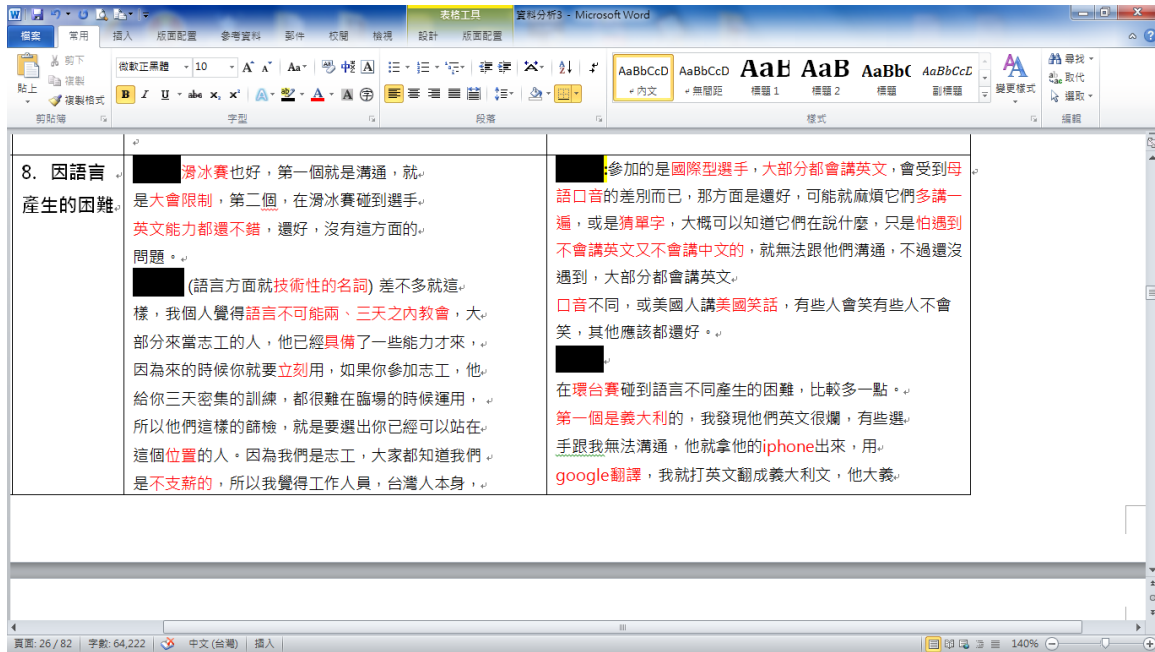


Figure 3.5. Example of Coding

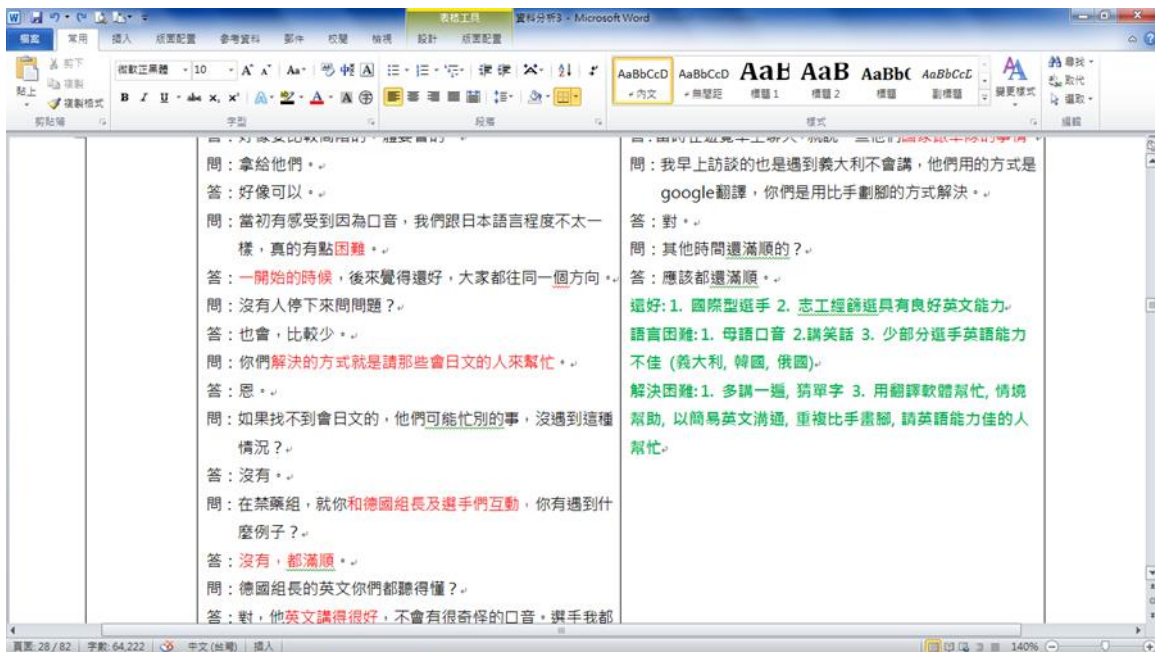


Figure 3.6. Example of Coding II

<p>1. 問：請問何種動機讓你加入賽事志工？(150)</p> <p>答：之前參加過一、兩個不同志工的經驗，比如去原住民族小朋友教育志工，或是在醫院裡面。</p> <p>問：陸續當志工。</p> <p>答：對，某一次在多益網站上看到在徵志工，既然是國際的，就可以順便練習英文，開眼界，就報名。</p> <p>問：當時你的時間是可行的，因為要來台北。</p> <p>答：那時候是寒假。</p> <p>問：為什麼想當志工？</p> <p>答：我第一次當志工在醫院裡面，我覺得跟不一樣地方的人一起工作，經驗很新鮮，所以想嘗試不一樣的志工經驗。</p>	<p>A-1 之前志工經驗，練習英文，開眼界，時間可配合，跟不一樣的人工作，不同環境。</p>
<p>2. 問：不小心加入醫院的志工，覺得滿有趣的。第二題，你擔任禁藥組志工，請描述你的職責及工作情形。</p> <p>答：我們主要的職責，要在賽後，我們有一個老闆是德國來的，他們會告訴我們應該去找哪一個選手，該禁藥篩檢進行尿液篩檢，我們的工作是去選手休息室，或可以找到選手的不地方，請他們來做尿液採樣。</p> <p>問：你們的組長是外國人？</p> <p>答：對，一對德國夫妻。</p> <p>問：你們的流程主要是接待選手，讓他們做尿液篩檢。</p> <p>答：採樣，沒有當場直接做。</p> <p>問：只是在那邊接待，你每天都待在那邊？</p> <p>答：我們工作主要是比賽那天才開始，只有後面的四天，我去的時間大概一個禮拜。</p>	<p>C-1 德國籍 (E) 我選手做尿液篩檢</p>
<p>3. 問：你認為你的職責內容是否需要大量的接觸各國文化和語言溝通？</p> <p>答：一定要，我們的組長就是外國人，一定要用英文溝通，我不太會講德文，選手他們也是來自很多國家，日本、美國、加拿大及很多不同國家，也是都要用英文溝通。</p> <p>問：從頭到尾都大量使用。</p> <p>答：對，雖然講的不超過那幾句話。</p> <p>問：你還記得講哪幾句話？</p> <p>答：我們要請他們在禁藥篩檢表上面寫一些資料，告訴他們，我們是他們的[00:04:34.72]，我們要很貼身的跟著選手。</p> <p>問：跟著他到廁所。</p> <p>答：沒有，到篩檢室。</p> <p>問：篩檢室？</p> <p>答：一個房間，我們在外面等，選手自己跟組長...我也不知道他們問什麼。</p>	<p>C-2 大量接觸</p>

Figure 3.7. Example of Categorizing

APPENDIX G: The TASKS Of VOLUNTEERS In TOUR DE

TAIWAN

工作組別	工作內容	需求地點	人數需求	TOEIC 成績	服勤時間
醫護組	需有醫護相關背景(相關科系、相關工作經驗)需全程配合,如有困難,則可分段搭配,但每人配合天數不得少於4天。				
	1.比賽現場負責與各站賽事支援救護車之聯繫。 2.於賽事空檔處理選手相關醫療事務。	賽事現場及住宿飯店	1名	550分	3/18~3/28
典禮組	負責協助典禮組之業務。	各站賽事現場 3/22 慈湖遊客中心 3/23 日月潭向山遊客中心 3/24 台中都會公園 3/25 八卦山風景區 3/26 高雄左營世運主場館 3/27 花蓮鯉魚潭	每站4名 共24名	550分	3/22~3/27
接待組	需具備英語溝通能力,同時精通義語、韓語、日語尤佳。				
	1.負責國際車隊接送機相關事宜。 2.於比賽現場協助典禮組之業務。		10名	750分	3/16~3/20 3/28~3/29
交管組	有指揮交通經驗者或了解自由車競技運動者之當地居民尤佳				
	1.協助維持活動現場交通秩序。 2.競賽道路路口的管制與引導。	台北市政府	40名(3/19) / 70名(3/20)	350分	3/19、3/20

3.會場出入口的管制與引導。 4.大會所有車輛之引導。				
1.協助維持活動現場交通秩序。 2.競賽道路路口的管制與引導。 3.會場出入口的管制與引導。 4.大會所有車輛之引導。	新北市政府	20名		3/21
1.協助維持現場交通秩序。	五股工業區	20名		
1.協助交通管制與競賽引導。	關渡大橋&淡水	10名		
1.協助交通管制與競賽引導。 2.吹哨提醒選手注意危險。	三芝縣道 101 下坡路段的 轉彎處	10名		
1.協助交通管制與競賽引導。 2.吹哨提醒選手注意危險。	萬里北 28&北 28-1 的下坡 危險路段	10名		
1.協助維持活動現場交通秩序。 2.競賽道路路口的管制與引導。 3.會場出入口的管制與引導。	金山青年活動中心	20名		
1.協助維持現場交通秩序。 2.大會所有車輛之引導。	桃園慈湖遊客中心	30名		3/22
1.橫向路口的管制與引導。	八德市	20名		
1.危險路段的提醒。 2.請對向來車暫停。	桃 69	10名		
1.協助維持活動現場交通秩序。 2.競賽道路路口的管制與引導。 3.會場出入口的管制與引導。 4.大會所有車輛之引導。	新竹市政府	20名		3/23
1.危險路段的提醒。 2.請對向來車暫停。	台 21/7.5k~17k(新社)	30名		
1.協助維持現場交通秩序。 2.大會所有車輛之引導。	日月潭向山遊客中心	20名		
1.協助維持現場交通秩序。	臺中湖心亭公園	20名		3/24

	2.大會所有車輛之引導。				
	1.協助維持現場交通秩序。	台 8/10k~中 95(新社)	30 名		
	1.協助維持現場交通秩序。	臺中都會公園	20 名		
	2.大會所有車輛之引導。				
	1.協助維持現場交通秩序。	八卦山風景區	30 名		3/25
	2.大會所有車輛之引導。				
	1.協助維持現場交通秩序。	新港奉天宮	10-20 名		3/26
	2.大會所有車輛之引導。				
	1.協助維持現場交通秩序。	高雄世運場館	20 名		
	2.大會所有車輛之引導。				
	1.協助維持現場交通秩序。	台東縣政府	20 名		3/27
	2.大會所有車輛之引導。				
	1.協助維持現場交通秩序。	花蓮縣鯉魚潭	150 名		
	2.大會所有車輛之引導。				
場地維護組		台北市政府	6 名	350 分	3/19-3/20

APPENDIX H: The TASKS Of VOLUNTEERS In ISU

FIGURE SKATING CHAMPIONSHIPS

工作組別	工作內容	人數需求	TOEIC 成績
VIP 貴賓包廂接待	<ul style="list-style-type: none"> 負責 ISU 官員與 IMG 外賓接待 (需具備英文聽說能力) 	10 名	750
紀錄組	<ul style="list-style-type: none"> 影印成績(Protocol) 公告成績 張貼及分發各項公告 	6 名	550
競賽組	<ul style="list-style-type: none"> 選手檢錄與出入冰場引導 (需具備英文聽說能力) 比賽計時(單人及雙人需 1 名;冰舞項目需 2 名) 	6 名	650
禁藥組	<ul style="list-style-type: none"> 負責協助禁藥組相關需求事項 (年滿 18 歲且具英文聽說能力) 	6 男 6 女	750
播音組	<ul style="list-style-type: none"> 負責擔任比賽播音員(需具備英文聽說能力) 副館練習播音 (4 人 · 2 人一組) 負責音樂播放 (2 人 · 2 人一組) 	8 名	750
飯店接待組	<ul style="list-style-type: none"> 負責報到流程(需具備英文聽說能力) 負責提供外賓旅遊&觀光引導 	8 名	650
識別證	<ul style="list-style-type: none"> 負責現場識別證製作與拷貝成績光碟 	8 名	650
製作小組	<ul style="list-style-type: none"> 2.14~16 飯店製作中心：負責隊伍 2.12~20 場館製作中心：負責媒體、OC、志工、廠商 		
總務&財務組	<ul style="list-style-type: none"> 負責冰場選手&裁判休息室茶點&飲料補充 負責鮮花(盆花、頒獎花束)安排佈置 便當與臨時工日薪與雜項開支 	4 名	450
ST 組	<ul style="list-style-type: none"> 負責與 ST 工程師協調溝通 (需具備英文聽說能力) 	2 名	750

	<ul style="list-style-type: none"> • 協助抽籤儀式軟體配置 • 協助新裁判法電腦網路架設 • 比賽時負責操作 ST 儀器 		
交通組 (機動組)	<ul style="list-style-type: none"> • 與車公司配合敲定外賓接機送機時間 • 安排接機人員到桃園機場全天 standby • 及其他交通相關事宜 	8 名	550
場地 設施組	<ul style="list-style-type: none"> • 冰面洗冰整冰補冰工作 (主館: 10 人/副館: 5 人) • 賽前場地佈置(桌椅安排、電力配置..等) • 提供音響、麥克風器材 	15 名	550
諮詢 服務台	<ul style="list-style-type: none"> • 提供選手及一般民眾諮詢 (需具備英文聽說能力) • 主、副館各 4 人 	8 名	750
場控組	<ul style="list-style-type: none"> • 負責主副館各區入場管控引導 • 負責驗票服務 • 負責維護現場秩序 	70 名	550
TV	<ul style="list-style-type: none"> • 協助現場電視轉播 	2 名	550
高中職假日服務 組	<ul style="list-style-type: none"> • 機動支援各組 	20 名	450

APPENDIX I: VOLUNTEER TRAINING SCHEDULE In 2009

WORLD GAMES

Category	Course	Contents
核心訓練 Central training	認識高雄 世界運動會	<ul style="list-style-type: none"> ● 認識世界運動會 ● 2009 高雄世界運動會組織委員會基金會介紹 ● 奧會模式介紹 ● 世運志工組織運作體系 ● 志工對於高雄世運的重要性
	場館介紹及 比賽項目說明	<ul style="list-style-type: none"> ● 各場館目前之建置與規劃情況說明 ● 簡介各場館之比賽項目及該項比賽特別需注意之事項
	賽事服務 情境管理	<ul style="list-style-type: none"> ● 瞭解目前醫療緊急應變中心的體制及發生醫療衛生事件時，如何處理及因應（包含受傷、大量傷患、中暑…） ● 瞭解目前維安體制規劃，平時應注意的周遭可疑狀況為何；發生突發事件、重大事件需疏散民眾時如何處理，以及如何管理群眾 ● 說明各單項項目之特殊危險因子，如何保護自己及民眾安全 ● 發生緊急事件時處理程序（含通報程序）
	志願服務與 國際禮儀	<ul style="list-style-type: none"> ● 說明志工工作理念、態度、倫理，以及所扮演的角色 ● 志工相關注意事項說明 ● 瞭解不同國家之民俗風情（包含飲食、文化…）並針對參與暖身賽國家之特殊文化、習俗作特別說明與介紹 ● 說明志工服務國外選手時應該注意的禮儀與技巧
	團隊激勵	<ul style="list-style-type: none"> ● 由激勵志工設計安排團隊激勵活動，凝聚志工團隊精神及服務動力
領導訓練 Leadership training	團隊領導技巧	<ul style="list-style-type: none"> ● 培養幹部團隊帶動、團隊精神凝聚技巧 ● 培養幹部人際關係之建立與團隊管理技巧 ● 培養幹部情緒管理及氣氛營造技巧
	媒體應對技巧	<ul style="list-style-type: none"> ● 突發狀況發生記者採訪時要如何應對 ● 與記者應對時什麼是該講的？什麼是需要往上呈報，統一由主辦單位發言或統一口徑的事件？
	任務分工訓練	<ul style="list-style-type: none"> ● 各類志工職掌說明 ● 瞭解各幹部的權限和工作內容 ● 學習如何任務分工及進度掌控技巧
	危機處理機制 及應用	<ul style="list-style-type: none"> ● 領導訓練課程 ● 危機處理機制說明 ● 危機發生時處理程序 ● 模擬各種危機發生時之應變技巧與處理原則

		<ul style="list-style-type: none"> ● 風險管理之策略與因應
場館實習 Venue internship training	場館介紹	由場館經理實地講解場地規劃與動線安排
	各場館競賽項目介紹	由競賽經理作該項目運動之重點介紹及各單項運動之特殊需求說明
	情境模擬	由志工組長規劃及模擬當天志工簽到及領取相關物品等程序之流程；活動當天突發狀況（地震、下雨、人員受傷…）之應變、危機處理機制及應用等情境模擬
	團隊默契與溝通建立	由志工組長主導各類志工分組討論如何處理危機並報告說明，以及規劃志工之管理、應用及人員配置，並建立溝通、聯繫管道，以凝聚團隊向心力，培養團隊默契
專門訓練 Special training	專業訓練課程	<ul style="list-style-type: none"> ● 針對各類別志工進行專業訓練課程。（相關內容由各局處自行規劃，訓練時數至少 2 小時）
	團隊凝聚課程	<ul style="list-style-type: none"> ● 認識彼此 ● 建立聯絡方式與管道 ● 建立團隊默契 ● 共同服務理念說明