

This thesis analyses the normative behaviour of teachers at Czech universities offering German language as a field of study, focusing mainly on the normative authorities' behaviour within a given social network. The goal of this paper was to find out if and how the norm presented by university teachers differs from what is presented as a norm in the codices. The thesis is methodologically based on the model of the Social Power Field and the Language Management Theory. For data evaluation, further use was made of the so-called 'Follow-Up Interview'.

Based on an analysis of selected language phenomena in authentic tests from several Czech universities, I examined how university teachers approach the correcting of tests and how they deal with deviations from the language norm found. Their behaviour was compared to the behaviour of other social groups that, according to the Social Power Field model, have an impact on the shaping of language norms by normative subjects. I also studied the accomplishment of the language management, focusing first and foremost on the significant phase of 'noting'. Further, I interviewed the normative authorities at the respective universities to find out the reasons for not correcting some of the phenomena according to the codification. If a normative authority doesn't note a deviation from the norm, it may be interpreted in such a way that the given phenomenon is not seen as a language problem to be solved. As a result, the normative subject may consider variants that are not part of the standard language as being correct as well.