



To which extent can lingua receptiva improve the internal communication at the European Commission?

An explorative research towards the use and potential of lingua receptiva at DGT and DG EAC

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Abstract

When facing a multilingual situation, several communicative modes are possible. Therefore, choosing the most efficient multilingual communicative mode can be challenging. This study highlights the possibilities of one communicative mode in particular: lingua receptiva (LaRa), in which interlocutors speak their preferred language and still understand each other. While its most obvious advantage is that individuals can express themselves optimally, plenty of other advantages can be listed.

The European Commission is an institution that promotes and represents multilingualism. Hereby, its external communication occurs in 24 official languages and is supported by its Directorate-General for Translation (DGT). But what happens within the Commission? The European Commission has three working languages (i.e. French, English, German) but mainly uses English as lingua franca. Therefore, the European Commission loses positive aspects associated with multilingualism. This study proposes the increased use of lingua receptiva, concomitantly with the use of other communicative modes in order to optimize multilingualism goals, the internal communication, and the translation process within the Commission. Therefore, this study presents an explorative study in the current practices and the potential of lingua receptiva at two Directorate Generals of the European Commission. The results show that English as lingua franca predominates in the internal communication sphere, whereas simultaneously, the commissioners perceived the importance of multilingualism (i.e. in which LaRa could play a role). In addition, beside the fact that the majority of the employees have a positive attitude towards LaRa's use, its potential seemed insufficiently known and taken advantage of. Altogether, these rather 'contradictive' findings highlight the relevance of further promoting the use of multilingual communicative modes, possibly by organizing a *LaRa pilot awareness training*, a suggestion to which interviewed employees responded positively.

Foreword

Life is full of surprises. For me, one of these surprises was receiving a mail from Mr. ten Thije informing me about the possibility to conduct a thesis concerning the concept of lingua receptiva at the European Commission. To understand my astonishment, it may be pertinent to look back into the past.

Living next to Brussels I have been surrounded by different languages but as a bilingual I always adapted my language to my interlocutor, thinking this was the only possibility for communication. After high school I had the opportunity to study abroad first for an exchange and subsequently as part of my Master Degree in Biological Psychology through the Erasmus Programme. Hereby, I could experience intercultural and multilingual interactions and learn different languages which made me reflect on optimal multilingual communicative practices. This was one of the reasons I decided to apply for the Master of Intercultural Communication at the University of Utrecht. Besides the fact that it was a totally new domain for me, I felt directly on track.

Within this study, I had the chance to participate in the *Eurocampus*, an intensive course given by different professors from various backgrounds and universities around Europe with other international students, which was particularly enriching. It is in this context that I was introduced to the concept of lingua receptiva, in the course *Modes of Communication: Multilingualism and lingua receptiva*, taught by Mr. ten Thije. This was for me and a majority of my colleagues a real opportunity in terms of multilingual communicative possibilities. In addition, it is in this context that I encountered Hester Postma from the University of Utrecht, who would soon become a friend and my “thesis colleague¹”.

My studies in intercultural communication also brought me closer to the European Union and its institutions. Soon, my interest in the wide possibilities of such an institution became clear to me and its working kept my attention and continued to fascinate me during my thesis. More particularly, meeting several employees working at the Commission and discussing the issue of multilingualism was inspirational for me.

¹ Hester Postma wrote her thesis entitled: “Het potentieel van lingua receptiva in de Europese Commissie: een onderzoek naar de implementatie van ‘lingua receptiva’ binnen het Directoraat-generaal Vertaling van de Europese Commissie”, which I recommend reading to have a full picture of the research (Postma, 2017).

Word of thanks

I would like to thank my promotor Dr. ten Thije for his “contagious” enthusiasm, good advice, and diplomacy when we had to make contact with employees of the European Commission, as well as his constructive feedback, support, and simply the fact he believes in his students.

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Finally, I would like to thank all the employees that participated to my study for their interest and contributing viewpoints.

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Introduction

Technological developments, globalization, (im)migration and extensive travel possibilities lead to a more multilingual and multi-cultural Europe. As multilingualism can be considered as a positive change, it generates some discussion points in terms of optimal language policy and management. The European Union (EU) plays a crucial role in the domain of language policy, by regulating the transnational language policy, as well as representing and giving an example of linguistic diversity management to European citizens. The EU and its institutions (e.g. the European Commission) strive for an equilibrated language policy in which every EU citizen receives the same chances, and it simultaneously aims for Europe to develop in economic and educational domains. Likewise, by the introduction of its motto “united in diversity” (EU, 2000), the EU made clear that in order to work for peace and prosperity, the Europeans must come together and simultaneously embrace the European Continent’s diversity in languages, cultures, and traditions. Furthermore, every EU language is seen as equal - so each citizen can communicate in his/her own language when corresponding with EU institutions². This is made possible by an extended EU translation and interpretation service.

Aside from its goals for optimal (linguistic and cultural) diversity management, the EU is also characterized by a need for cost savings. A way to reduce costs associated with the multilingual language policy can take place during translation. For instance, all official documents are translated in the 24 official EU languages, which represent a major translation effort and financial investment. In addition, the future accession of new member states will further increase the translation costs. The question of how to reduce translation costs without decreasing the efficiency and quality of translation processes while respecting the EU goals in terms of multilingualism and multiculturalism is an important current issue. In addition, the optimal modes for internal and external communication within the different Directorate-Generals (DG’s) shall be further investigated. This study will explore the current practices and potential of multilingual communicative modes for the improvement of internal communication by looking at two DG’s; the DG Translation (DGT) and the DG Education and Culture (DG EAC). As will become clear while reading this study, both DG’s plays a crucial role in promoting multilingualism.

In 2012, a study was conducted by the European Commission about the multilingual

² Likewise, the European Commission strives for transparency and language diversity (Article 22 of the European Charter of Fundamental Rights, 2000 of the Treaty on European Union).

communicative mode *Intercomprehension*³. This work highlighted that intercomprehension could promote multilingualism and – in combination with other modes - be the most efficient way to communicate within the EU institutions. The same study highlighted its potential role in making interpretation and translation more cost-effective (European Commission, 2012a). Subsequently, two masters theses were written about the practices and potential of intercomprehension for written and oral communication at the DGT (van Klaveren, 2013; de Vries, 2013). The results were promising (e.g. the attitudes of employees towards intercomprehension and further research were mostly positive). Furthermore, several recommendations have been made: (1) to develop an *intercomprehension awareness training*; (2) to broaden the study to other DG's; and to (3) use the broader term for intercomprehension, denominated as *lingua receptiva*⁴ (LaRa). It is within this context that broader research takes place and investigates the practices and potential of lingua receptiva (i.e. for internal communication) at different DG's and the training possibilities.

To investigate these issues, this study has been structured as follows: first, a general overview of the issue of multilingualism; the EU's language policy and its levels of communication; and the role of the studied DG's within the Commission will be discussed. This contextualization enables us to situate the subject of this research in a broader framework. In the following section (*Theoretical Framework*), a literature review regarding multilingual communicative modes and the interest in training possibilities at the European Commission in order to promote, implement, and study will be presented. Later on, the questions of our research will be presented. Subsequently, the used corpus and methodology and the results regarding the use and the potential of LaRa and regarding the possibilities for a LaRa training will be highlighted. Next, these results will be discussed and a conclusion (including possible limitations and suggestions for further research) will be drawn.

Before to contextualize the subject of research within its theoretical framework, it is important to note that initially, one of the aims of this study was the development and proposal of a *intercomprehension* (or LaRa) *pilot awareness training* which would be proposed to DG's of interest⁵. This LaRa training was conceived to promote and implement LaRa at the European Commission and

³ "Intercomprehension refers to a relationship between languages in which speakers of different but related languages can readily understand each other without intentional study or extraordinary effort. It is a form of communication in which each person uses his/her own language [i.e. mother language] and understands that of the other(s)" (based on Grin, at cited in the European Commission 2012b).

⁴ Lingua receptiva is a broader term than Intercomprehension due to the fact that interlocutors can speak their preferred languages (i.e. not necessarily their mother tongue) while understanding the speech of the others (Blees & ten Thije, 2016) and it can be used with typologically related as well as unrelated languages (ten Thije, 2013).

⁵ At a first instance, the DGT and DG EAC were chosen because of their role of in multilingualism and their contact possibilities.

included scales to measure the effect of such intervention (i.e. by means a pre- and post training questionnaire). Nevertheless, because the training⁶ could only take place after the writing of this work, the results of these pre- and post training measurements could not be included in this study. Therefore, the theoretical framework used for the training set up (see Appendix B) and further information (i.e. the training proposal; the invitation for the employees) were added in Annex C and D, as finally, the training was not part of the core body of this research.

Contextualization

Multilingualism and Europe.

Europe is characterized by increased mobility possibilities, cross-border contacts and heterogeneity. In parallel, communicate methods became faster, cheaper, and global. Consequently, people are no longer linked to a place nor to a language. All these rapid changes lead to changes in daily communication in Europe. Nevertheless, as these possibilities for intercultural encounters and communicative changes brings plenty of (im)material advantages for all levels of society, some individuals and groups are excluded. Therefore, politics and the academic world have been concerned with multilingualism, the EU in particular (Backus et al., 2013). One of the goals of the EU's linguistic policy is to achieve a feeling of "Europeaness" (i.e. sharing a common social identity in which cultural diversity is respected, Santos Alves & Mendes, 2006) and to achieve "unity in diversity" (European Commission, 2005), making its citizens aware of the relevance of cultural and linguistic diversity. Furthermore, an important and influential value of the European Union is democracy (Korshunova, 2011). Therefore, the EU guarantees its members states legal rights and freedoms including the right to speak a national language and the right to speak a minority or regional language. Next to the aim of maintaining the official, regional or minority languages, the EU simultaneously promotes the learning of foreign languages (Backus et al., 2013). For instance, the mother tongue plus two principle, proposed by the Barcelona European Council Conclusions (2002), aims that all EU citizens learn two languages in addition to their mother tongue.

In order to achieve better understanding of the EU's (multilingual) workings, it is relevant to discuss its overall organization. The EU operates on a supranational level via a system of EU institutions that work independently. Herein, the European Council and Council of the EU represent

⁶ The training was given twice (i.e.e once at the DGT in Brussels and once in Luxemburg) by Dr. ten Thije and Karen Schouten.

the member states, whereas the European Parliament represents the citizens at Union level. The Council of Europe, the European Commission, and the European Parliament are in charge of decision-making and legislation. More specifically, the European Parliament and Council of Europe have to approve all law proposed by the European Commission. Finally, it is the European Council that supports this “triangle” and decides about priorities and policy orientation. In parallel, member states can decide on a national level and have delegated some of their power and decision makers’ power to the EU. In addition, the EU has some offices based both outside of and throughout the EU. For instance, different (decentered) agencies have been established in order to handle specific scientific, managerial, or technical tasks and serve the interests of EU residents entirely, (e.g. the EACEA⁷).

The European Commission is comprised of around 33,000 employees and is subdivided into departments called Directorate Generals (DG’s); each of these ensures a particular service or policy domain (e.g. environment and trade). In sum, the European Commission represents the interests of the EU as a whole and is in charge of (1) implementing the decision taken by the European parliament and the Council of Europe; (2) proposing European laws; (3) managing the EU policies and assigning EU funding. Therefore, it can be conceived as the “EU’s politically independent executive arm” (European Commission, 2017)⁸.

The European Union’s Language Policy.

The way in which the European Union deals with this complex and heterogeneous world and the wide range of possibilities in language practices is described in its language policy⁹ (ten Thije, 2014). In addition, the language policy regulates the cultural and linguistic diversity.

The EU’s multilingualism¹⁰ policy has 3 aims: (1) the promotion of language learning and language diversity; (2) the promotion of multilingual economy; and (3) making all EU policies, procedures and information accessible to the citizens (i.e. in all official language) and likewise creating multilinguistic communication (Commission of the European Communities, 2005).

⁷ Executive Agency for Education, Audiovisual and Culture (EACEA): an agency working with and for the DG EAC.

⁸ retrieved from: https://europa.eu/european-union/about-eu/institutions-bodies/european-commission_en on 11/02/2017, (alinea 1).

⁹ Language policy has been defined as “a *body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities*” (Kaplan & Baldauf, 1997, p. 3).

¹⁰ The Commission’s definition of multilingualism: “Multilingualism refers to both a person’s ability to use several languages and the co-existence of different language communities in one geographical area.” (Commission of the European Communities, 2005).

With regards to the implementation of language policy, Kaplan and Baldauf (1997) distinguish three components or dimensions. Firstly, the *corpus planning* which includes all activities associated with the form of the language. Secondly, the *status and prestige planning* - which includes all changes in the environment in which a certain language is spoken. A certain language or language variety can be assigned to a certain context, for example, in the communication or administrative context. Lastly, the *acquisition planning* - which is related to the promotion and spreading of the language.

The component language planning plays a central role since the deciding authority influences certain language's aspects, as for example, the status (Cooper, 1989). Nevertheless, since several factors (e.g. social and political) influence the use of particular languages, the consequences of language planning can never be totally known (Thornburn, 1971). Likewise, the official language policy does not necessarily always correspond to the observable or implicit language practices.

The Levels of Communication at the European Commission.

At the European Commission, communication occurs at four different levels: the transnational, interior, public, and intern levels (Korshunova, 2011). The transnational communication concerns the EU citizens and occurs in different languages. English, German, and French are the most common. The internal communication occurs in official or minority languages of a particular country in a rather familial sphere. The public and intern level includes communication within the European institutions. The public communication includes all external communication of the EU public communication and therefore takes place in all official languages¹¹. The internal communication within the EU institutions takes place in a more efficient way, only in a few languages: English, German, and French (Korshunova, 2011). The latter are considered the working languages and in theory all these languages are used. Nevertheless, in practice communication within the Commission majority takes place in English (Korshunova, 2011).

Whereas on supranational level the content of the message seems the most important, on a national level the sociocultural dimension and identity also matters, and the citizens' rights included in the communication seem more determinant (Korshunova, 2011). Altogether, a clear distinction between the communication at external and internal levels becomes clear. This discrepancy remains an issue. From one side, the EU valorizes the principles of linguistic diversity and equality and

¹¹ This according to the rules of the charter of the Fundamental Rights of the European Union (2000).

therefore communicates in the 24 official languages. From the other side, the EU wants to find and achieve a way to communicate that would be more time and cost efficient by using less (internal) languages (Korshunova, 2011). Therefore, an equilibrium must be found between efficient communication and the protection and promotion of cultural diversity (Civil Society Platform on Multilingualism, 2011).

While these language policy rules exist, people often struggle with which communication mode to use according to the situation. In the context of multilingualism, different communication modes can be proposed in order to enable multilingual understanding and will be discussed in section - *Theoretical Framework*.

The Directorate-General for Translation.

The Directorate-General for Translation (DGT) plays a central role in the execution of the multilingual policy of the European Commission as it is in charge of translation of written texts at the Commission. More particularly, the DGT¹² (a) supports the Commission with public communications by translating these into the 24 official languages; (b) translates reports, policy papers, and laws that are sent to or written by the Commission; and (c) offers recommendations to Commission departments about languages and the management of multilingual websites; (d) guarantees correct terminology among the EU languages; and (e) edits documents written by the Commission. Furthermore, this institution conducted various researches on how to manage the translation processes (e.g. European Commission, 2012a). Likewise, this institution puts into practice the language policy and is itself subject to this policy. The DGT is organized in total in six directorates, three of which (i.e. A, B, C) include all official languages, while the others (i.e. D, R, S) are in charge of policy strategies and administration (de Vries, 2013). The quality of the translations is ensured by the different directorates. The organizational chart can be found in Appendix A (see Figures 1 & 2).

The Directorate-General for Education and Culture.

Another DG that plays a role in the multilingual policy is the Directorate-General for Education and Culture (DG EAC) which is in charge of the execution of the EU policy on education, culture, youth, languages, and sport. To do so, different programs and projects are set up, more particularly

¹² Retrieved from: <https://ec.europa.eu/info/departments/translation#responsibilities> on 01/04/2017

Erasmus + and Creative Europe. The head of the Directorate General and the Commissioner directly report to the European Parliament. With the aim of transparency, the Director-Generals¹³ publish information about the meetings. In addition, the DGEAC often develops factsheets summarizing programmes and policy areas to facilitate communication with citizens, and these can be used as reference documents. As can be seen on the organigramme (see Appendix A, Figures 2), the DG EAC includes five different units (i.e. A, B, C, D, R) according to (grouped) work domains (e.g. Unit B, is in charge of Youth, Education and Erasmus +) and further subdivided into numbers (e.g. B2) according to their particular domain.

The six main working domains of the DG EAC are: (1) *Culture and Media* aiming to strengthen the position and the role of culture¹⁴. The DG EAC emphasizes the implementation of this agenda by different programmes (e.g. by the creative Europe programme¹⁵). In addition, the DG EAC offers policy guidance and support to the EU Member States and coordination of projects; (2) *Education and Training*, emphasizes education improvements across Europe¹⁶ by (a) collaboration between different EU's countries and (b) policy cooperation. Furthermore, the DG aims to improve the education and training in Europe by providing learning opportunities at all ages via the Erasmus + programme; (3) the DG EAC's branch *Youth* has as the objectives to (a) offer young individuals a voice within our society (b) ensure a dialogue with policy makers; (c) guarantee their representation in the EU policy-making (e.g. through the The Erasmus + programme¹⁷); (4) the DG EAC's section *Languages* supports multilingualism (i.e. by several EU programs and policy) and promotes language learning and linguistic diversity by means of several strategies aiming to give citizens more possibilities and by increasing cultural identities; (5) the branch *Sport* aims to enhance sporting opportunities and increase the citizens' participation in physical activities, for instance, by supporting European initiatives of proposing physical activity and sport (e.g. through the Programme Erasmus +); (6) the *Marie Skłodowska-Curie Actions* (the MSCA) promotes training of researchers and career developments all over the world and for all disciplines, mainly by offering grants and mobility possibilities to researchers.

In this second chapter, the domain of the research was contextualized by giving a brief overview of the situation of multilingualism in Europe and more specifically the EU's language policy and the

¹³ This occurs in collaboration with self-employed individuals or organizations.

¹⁴ As is formulated in the European Agenda of Culture, retrieved from <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52007DC0242> on the 12/02/2017

¹⁵ This programme is an European Commission framework in which audiovisual and culture domains are supported

¹⁶ Each Member state is in charge of for its own educational and vocational system, whereas the EU policy is responsible for the support the EU nations in the undertaken actions and challenges they could have to face (e.g. global competition). Retrieved from: http://ec.europa.eu/education/policy/strategic-framework_en on the 13/02/2017

¹⁷ Retrieved from <http://ec.europa.eu/programmes/erasmus-plus/> on the 14/02/2017

different levels of communication within the Commission. Subsequently, the focus was narrowed to the two DG's that are subjects of this research (i.e. DGT and DG EAC). This contextualization and the theoretical framework presented next will enable a deeper understanding of the gathered data (e.g. by desk-analysis and interviews) and results answering the main question¹⁸.

Theoretical Framework

The European Union and its institutions play a crucial role in language policy and promotion, nevertheless, as there exist different ways to deal with multilingualism it may be relevant to consider these in order to enable an optimal multilingual communication.

Multilingual Modes of Communication.

The different ways to deal with interlingual situations, defined as communicative modes (Backus, Marácz, & ten Thije, 2011), enable interlocutors to break down the linguistic barriers that may exist. In multilingual settings, speakers (on individual or group levels) have the possibility to choose among the different communicative modes¹⁹, which all have advantages as well as disadvantages, which will be briefly discussed next.

Lingua franca (LF).

In multilingual contexts, English as lingua franca²⁰ (ELF) can be used in order to communicate. It occurs when speakers that do not speak the same first language interact by using of a variety of English (Hülmbauer, Böhringer, & Seidlhofer, 2008; Jenkins, Cogo, & Dewey, 2011; Bles, Mak, & ten Thije, 2014). An overview of ELF's advantages and disadvantages will be presented in Table 1.

¹⁸ Main Question: The use and potential of multilingual communicative modes, for communication and translation improvements, within the European Commission: an explorative research on the possibilities of lingua receptiva.

¹⁹ There exist a variety of multilingual communicative modes, nevertheless only the modes that are relevant for this study will be discussed. *Note:* as the discussed communicative modes are presented as exclusive categories, they have some similarities. For instance, LaRa can be considered as a type of Code-switching, since the users constantly change language at turn level (Backus et al., 2013). In addition, successful LaRa interaction can include some code-switches, in order to resolve possible misunderstandings (e.g. Bahtina-Jantsikene, 2013). Nevertheless, in this study the discussed communicative modes will be considered as separated categories.

²⁰ Other terms for the English used in a multilingual context have been proposed: English as International language, World English, Global English, (van Gelderen, 2006) and globish (Nerrière, Dufresne, & Bourgon, 2005).

<i>Table 1. The Advantages and Disadvantages of English as Lingua Franca</i>	
Advantages of ELF	Disadvantages of ELF
<p>English is well spread (Graddol, 2006), so that interaction possibilities are huge (i.e. >1.5 billion speakers of English globally). Likewise, the majority of the EU population²¹ is proficient in English (Seidlhofer, Breiteneder & Pitzl, 2006). Moreover, Hülmbauer (2014) stated that ELF “both caters to and reflects the globalising tendencies of our age”, highlighting a societal tendency to use ELF.</p> <p>A lot of knowledge is written and made available in English, for instance, the majority of academic literature is available in English (Björkman, 2008; Knapp, 2011).</p> <p>Mutual understanding can be achieved even if the participants’ levels of English do not attain native standards (Björkman, 2008; Knapp, 2011).</p> <p>The use of English reduces possible translation costs (Breibach, 2003).</p> <p>In terms of occurrence, the global form of English (i.e. ELF) has become more common in use than the native language (Graddol, 2006).</p> <p>In companies, since “a language identifies a group, a community, a profession” (Natale, O’Neil, & Never, 1998, p. 2) adopting a single language policy emphasises a certain uniformity (Bielenia-Grajewska, 2008).</p> <p>Hülmbauer (2014) states that the “lingua franca mode involves a great deal of linguistic flexibility and tolerance for deviation” (p. 5).</p>	<p>ELF leads to a certain monolingual dominance (Hülmbauer, 2014)</p> <p>May be a threat for the vitality of other languages since it may limit the use of other vehicular languages (Philipson, 2006)</p> <p>ELF can be used only if both interlocutors speak a certain common language, including a certain competences and level (Van Mulken & Hendriks, 2012).</p> <p>Since individuals often have different levels of English, there are always some interactants that have to deal with more disadvantages than others (Beerens, 2010). In addition, in a multilingual context, ELF is often considered as a default mode and taken for granted (Braunmüller, 2007).</p> <p>Rogerson-Revell (2007; 2008) evidences that the use of ELF could be associated with negative feelings (e.g. frustration).</p> <p>Hincks (2010) highlights that individuals are more efficient in their mother tongue than in ELF (i.e. time for preparing a presentation).</p> <p>Since both interlocutors speak the same languages, they are less aware of possible arising misunderstandings. Furthermore, the existence of different English varieties (Blees, ten Thije, 2016) can be confusing (Bielenia-Grajewska, 2011)</p> <p>The use of a common language (e.g. ELF) can lead to and maintain asymmetrical power relations (e.g. mother tongue speakers by their higher language proficiency could participate better in the society than the foreign language speakers) (Janssens, Mamadouh, & Marącz, 2011). In addition, its use could lead to individual’s inclusion and exclusion “from an environment, from goods, and services” (Natale, O’Neill, & Neher, 1998, p. 3). In the academic world, the use of ELF can be considered as a barrier for non-native speakers to participate in, e.g. meetings and academic discourse (Rogerson-Revell, 2007; 2008).</p> <p>The participants have to negotiate the meaning more explicitly (Smit, 2010) and have to use more explication strategies (e.g. metadiscourse and rephrasing) (Mauranen, 2010).</p> <p>The lack of diversity may result in less cultural and intellectual diversity (ten Thije, Rehbein, & Verschik, 2012).</p>

²¹ For instance, a study conducted by Eurostat (i.e. the EU’s statistical unit) showed that 90 percent of the secondary schooling population studied English (Pilos, 2001), majorly as first foreign language (Hoffmann, 2000).

Accommodation.

Accommodation has been extensively studied from different approaches and this gave rise to different models and theories. For example, the Communication Accommodation Theory elaborated by Howards Giles (Giles, Coupland, & Coupland, 1991). Therefore, the term accommodation has several definitions. For instance, it can refer to the “speakers attempt to converge toward or diverge from the speech patterns they believe to be characteristic of their interlocutors” (Llamas, Watt, & Johnson, 2009, p. 5). Hereby, the concept accommodation can include different communicative modes presented in this chapter (e.g. code-switching). In this study, however, accommodation is defined differently, namely, it indicates cases in which speakers adapt their language to their communicative partner’s language without using ELF, LaRa, CS, or their own mother tongue. For instance, according to this definition, accommodation would occur if a Dutch speaker would speak German with his or her communicative partner whom mother tongue is German, thus adapt his language to the other interlocutor’s language.

Code-switching (CS).

In multilingualism context, one can chose to use the communications mode denominated as *Code-switching* (CS). Backus, Marácz, and ten Thije (2011) define this mode as follow: “it covers any type of language use in which two languages are used together, often by the same speaker, and often within an individual sentence (see Auer 1995 for a general overview of the various sub-types)” (p. 18). This linguistic mode seems to occur more in daily informal situations and on a transnational level, versus in formal speech, and this has been explained by the fact that the informal situations are often characterized by a lower level of coercion (Backus, Marácz, & ten Thije, 2011). Furthermore, intrasentential code-switching can occur when using keywords²², aiming to activate institutional knowledge (Beerkens, 2010) and helping to achieve mutual understanding (Ribert & ten Thije, 2007).

Lingua receptiva (LaRa).

Rehbein, ten Thije, and Verschik (2012) define lingua receptiva as follows: “Lingua receptiva is the ensemble of those linguistic, mental, interactional as well as intercultural competences which are creatively activated when listeners are receiving linguistic actions in their passive language or variety.

²² The definition of institutional keywords is: “institutional keywords represent shared knowledge of qualified institutional actors” (Koole & ten thije, 1994, p. 140).

In order to monitor and process 'passive knowledge activation in hearers', speakers make use of subsidiary competences and control communicative asymmetries as soon as these become manifested in interaction." (p. 249). Before to present the advantages and disadvantages of this mode, different but related concepts will be presented (i.e. see the note here below).

Note. An important distinction shall be made between *lingua receptiva* and *intercomprehension*, a concept that has extendedly been studied at the European Commission. Intercomprehension can be defined as follows: "Intercomprehension refers to a relationship between languages in which speakers of different but related languages can readily understand each other without intentional study or extraordinary effort. It is a form of communication in which each person uses his/her own language [i.e. the mother language] and understands that of the other(s)" (based on Grin, as cited in the European Commission, 2012b).

As the two concepts are related, some differences shall be highlighted. The concept of *lingua receptiva* is broader than the term *intercomprehension*. The latter designates the linguistic mode in which the interlocutors communicate in related languages without the use of a supplementary language (European Commission, 2012f). It makes use of resemblances between languages. The concept *lingua receptiva* is broader in the sense that it also includes the communication occurring in languages of different language families, thus not directly related. So, LaRa can be used with typologically related as well as unrelated languages (ten Thije, 2013). For instance, Bahtina, ten Thije, and Wijnen (2013) studied the effectiveness of LaRa between unrelated languages with the participation of Estonian and Russian interlocutors. When LaRa is used in interactions using typologically distant or close languages, they are denominated as acquired and inherent LaRa, respectively (Blees & ten Thije, 2016). The use of related languages in LaRa (i.e. typological overlap) has the advantage that cognates and similar syntactic structures can be used for mutual understanding (Blees et al., 2014).

Another relevant distinction can be made between *receptive multilingualism* and *lingua receptiva*:
Receptive multilingualism is a mode of interaction in which speakers with different linguistic backgrounds use their respective preferred languages while understanding the language of their interlocutor. The mechanisms and competences contributing to mutual understanding in this constellation are described by the concept of lingua receptiva (Blees & ten Thije, 2016, p. 3).

As there is a rather subtle difference between both concepts, this thesis will consider these as synonyms.

The use of LaRa has plenty of advantages and some disadvantages as well. The latter mainly pertains to the context within which it occurs (Backus et al., 2013). To optimally use LaRa it is important to know in which circumstances it can be used and the fact that there exists asymmetries in understanding some related languages (Rehbein et al., 2012; ten Thije et al., 2016), highlighting the importance of learning how to use LaRa in different contexts and areas, since the interlocutors should learn to agree upon its acceptability and application and have to adapt to each other (Thije, Gooskens, Daems, Cornips, & Smits, 2017). For instance, it is often important for the listener to signal explicitly

when a problem of reception arises (Beerkens, 2010) and to use strategies²³ in order to better understand the speaker (Rehbein, ten Thije, & Verschik, 2012), whereas the speaker should be more sensitive for the listeners' possible misunderstandings (Beerkens, 2010). Next, the (dis)advantages associated with the use of LaRa will be presented in Table 2.

Advantages of LaRa	Disadvantages of LaRa
<p>LaRa offers the possibility to the interlocutors to speak in their preferred language (e.g. mother tongue) and therefore express themselves better than they might do in ELF (Blees et al., 2014).</p> <p>In LaRa, the participants one can easily employ a language that is already at a (near-) native level (Hülbauer, 2014).</p> <p>As it is always faster and easier to learn passive language skills versus actively using them (ten Thije et al., 2016). The use of LaRa requires less effort than active production in a foreign language since interlocutors can use their own language (Blees et al., 2014).</p> <p>Since individuals can speak their own language "one does not have to learn a foreign language to a near-native level" (Beerkens, 2010, p. 17). The use of LaRa takes advantage of the (active and passive) repertoire of all interlocutors (Rehbein, et al., 2011). Therefore, the linguistic repertoire is expanded.</p> <p>The use of LaRa could enable persons to acquire and preserve receptive competencies in any language. Furthermore, the fact of hearing a language enables one to understand the way to use it actively in the future (Blees et al., 2014).</p> <p>For instance, LaRa could be used as an intermediary stadium in language acquisition (e.g. the Eurocom project). Likewise, in longer terms LaRa increases not only the receptive but also the productive efficiency in several languages (ten Thije et al., 2016).</p> <p>Since in LaRa no interlocutors are disadvantaged by speaking a language in which they could have a lower proficiency, it can be designated as a fair communicational mode (Backus et al., 2013; Beerkens, 2010).</p> <p>In addition, LaRa users don't have to worry about possible mistakes they could make while</p>	<p>LaRa is more effectively used in informal settings (Beerkens, 2010) or in several supranational EU institutions and institutional cross border situations (van Klaveren & de Vries, 2013)</p> <p>LaRa could lead to slower processing (Blees et al., 2014) since the interlocutors have to process the heard utterance in one language and then speak another language. Nevertheless, this required effort is relative, for example, bilingual individual are used to doing so.</p> <p>The interlocutors' proficiency affects the successful application of LaRa (ten Thije, in progress).</p> <p>With regard to possible asymmetries in understanding Gooskens and Van Bezooijen (2013); Jensen, 1989; Rehbein and Romaniuk, (2014); Blees and ten Thije (2016), highlighted that an asymmetry between members of different (linguistic) communities does not necessarily leads to an asymmetry in LaRa and it depends on the interlocutors. Costa, Pickering, and Sorace (2008) emphasized that if asymmetry takes place, it is more difficult to detect in LaRa than in LF or in mother-tongue/non-mother-tongue interactions. Therefore, interlocutors should be aware of possible communicative asymmetries and be aware of the possibilities to monitor the degree of understanding (Backus et al., 2011).</p> <p>Both interlocutors have to know or be aware of the possible differences in proficiency and possibilities and monitor possible occurring problems in comprehension. As highlighted by Rehbein, ten Thije, and Verschik (2012) "the essential point is that speakers apply additional competencies in order to monitor the way in which hearers activate their 'passive knowledge' and thus attempt to control the ongoing process of understanding" (p. 2).</p> <p>There exists asymmetries in understanding</p>

²³ There exist different interaction strategies that can be employed while using LaRa to facilitate mutual understanding between the listener and the speaker (for a detailed overview, please consult ten Thije).

<p>speaking a foreign language (ten Thije et al., 2016). Likewise, LaRa could minimize emerging language insecurity by speaking a foreign language and so eliminates possible existing language barriers.</p> <p>LaRa could exhibit historical and linguistic common points between two languages (European Communities, 2004).</p> <p>According to ten Thije et al. (2016): “lingua receptiva has the potential to promote active citizenship, social cohesion, social and geographical mobility, literacy and international co-operation” (p. 4).</p> <p>LaRa takes advantage of the similarities between languages to achieve a mutual understanding (i.e. especially in inherent LaRa), for example, by using cognates (Blees et al., 2014).</p> <p>LaRa users are more attentive to possible comprehension problems that may arise from the listener and misunderstandings. As it decreases possible mistrust of linguistic diversity, it promotes tolerance among different linguists and cultural backgrounds (Backus et al., 2013; Grin, 2008).</p> <p>While investigating the effect of the employed mode on the efficiency and efficacy of the interaction, Van Mulken and Hendriks (2012) have evidenced that after mother-tongue interactions, LaRa was the most effective²⁴ mode (thus moreso than ELF).</p> <p>Grin (2008) suggests that a LaRa training for workers of EU institutions could insure multilingualism and decrease the translation and interpretation costs.</p>	<p>some related languages, which could influence attitudes towards the languages and subsequently the manner of comprehension (Rehbein et al., 2012).</p> <p>In the beginning the use of LaRa may be experienced as strange since we are used to accommodate to the language of one another. Nevertheless, research has shown this experience disappears with time (Pinho & Andrade, 2009; Backus et al., 2013; Verschik, 2012).</p> <p>The communicative common history (see section <i>Factors influencing the use of LaRa</i>) is more important in LaRa than in ELF (Hülmbauer, 2014).</p>
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The previously discussed advantages and disadvantages of ELF and LaRa highlight that both modes can be useful and efficient according to the situation. Therefore, the communicational modes could be seen as complementary (Jørgensen, 2011) and can be used concordantly (e.g. Bahtina-Jantsikene, 2013; Hülmbauer, 2014; Lüdi, 2007). Where one mode shows shortcomings, another mode can be proposed as an alternative possibility. This is also the case at the Commission, LaRa can be proposed as an alternative to the major use of English (Korshunova, 2011) which has been considered as contradictory to the EU’s values on linguistic diversity and promotion. More precisely, LaRa can be used in internal communication in order to promote linguistic diversity and equality. In

²⁴ In this study efficiency was measured in terms of differences found in a ‘find-the-difference task’. Whereas the efficacy was defined as the number and types of communicative strategies used (Van Mulken & Hendriks, 2012).

external communication, LaRa could facilitate the efficiency of translation processes. Before discussing the possibilities of LaRa implementation at the Commission, it is relevant to discuss the different factors that can influence the use of these modes.

Factors influencing the use of LaRa.

Several factors impact the (successful²⁵) use of LaRa. Blee et al. (2014); Snijkers (2014), identify some main factors²⁶ that affects its implementation. These factors can be ordered in a hierarchically way. Likewise, the communicational situation influences the relevance and hierarchy of these factors (ten Thije, in progress). In addition, these factors are not mutually exclusive, in the sense that they can simultaneously affect the language choice and mutually influence each other (Jørgensen, 2011). An overview of the selected eight factors will be presented next (Table 3).

Factors	Description
Location	The location may impact the choice of a communicative mode. For instance, in some border regions LaRa is often chosen as way to communicate (Beerkens, 2010). Likewise, interaction taking place in a bilingual locality such as Brussels may make it more/less probable to use a certain linguistic mode.
Language policy	Since language policy entails the laws and rules specifying which language or variety of speaking in particular settings (Niessen, 2016), it can have an impact on the choice to use a communicative mode on various levels (i.e. local, regional, institutional, and national).
Exposure	Since lingua receptiva often does not occur spontaneously, the speakers must agree upon its use (Braunmüller & Zeevaert, 2001 as cited by ten Thije & Zeevaert, 2007). Ten Thije and Zeevaert (2007) suggest that individuals that are more familiar with the use of lingua receptiva use it more adequately. In addition, the extent to which the listener is exposed to a particular language or mode can have an impact on its use and the achieved comprehension. Likewise, Gulobovic (2016) proposes that the amount of exposure to a language increase the probability of understanding this language. Finally, the speakers' past experiences with other cultures and languages (i.e. <i>intercultural competence</i>) may impact the use of LaRa. "If somebody is accustomed to dealing with other cultures, he or she will thus be better trained in communicating with people of a different origin" (ten Thije & Zeevaerts, p. 78).
Attitude	Attitude can be defined as the position assumed towards a particular issue ²⁷ . Ten Thije and Zeevaerts (2007) suggest that the general attitude towards a language of the other interlocutor may influence the use of LaRa. Furthermore, they state that "the attitude and ideas of speakers about the way they are perceived might thus influence the choice of the specific multilingual discourse mode" (ten Thije & Zeevaerts, 2007, p. 76). Likewise,

²⁵Successful use means that mutual understanding is achieved.

²⁶Due to the relatively large amount of denominated influencing factors on the use of LaRa (i.e. in literature), this study selected 'main factors' which were consistently enumerated in literature (Table 3, Factors determining the use of lingua receptiva). Nevertheless, it is important to keep in mind that this list is not exclusive.

²⁷Retrieved from <https://www.merriam-webster.com/dictionary/attitude> on 7/04/2017

	<p>a person's negative attitude towards a particular language may engender a certain avoidance to speak that language and use another communicative mode (e.g. ELF). In addition, several studies have highlighted that attitudes towards languages may impact comprehension between languages (e.g. Bahtina & ten Thije, 2013; Golubovic, 2016; Gooskens, 2007), and therefore the attitude might impact the (successful) use of LaRa.</p>
Proficiency	<p>The interlocutors may be more likely to use a particular mode depending on its proficiency (Grosjean, 1982 as cited by ten Thije & Zeevaert, 2007). Likewise, when proficiency is high, speaking the other's language is considered as the most practical mode. With respect to passive proficiency, it enables the use of LaRa as a communicative mode. Nevertheless, when the proficiency level is too low, LaRa will not lead to successful communication and ELF or translation could be used as an alternative (Snijkers, 2014)</p>
Status	<p>Language status can refer to (1) the official or legal status of languages (e.g. which languages are officially recognized in a certain country), or (2) the informal status which is socially constructed (e.g. English has a higher status than Slovak) (e.g. De Swaan, 2001).</p> <p>The status of languages has been associated with the amount of people speaking this language as well as its relation to other languages (ten Thije & Zeevaert, 2007). Likewise, de Swaan (2001) illustrates this hierarchy of languages: "Language learning occurs upward: speakers of peripheral languages learn a language higher up in the tree, not the other way round. This illustrates the hierarchical nature of the world language system" (pp. 1-2).</p> <p>Ten Thije and Zeevaerts (2007) suggested that the socio-political status of languages may play a role in the use of LaRa. Likewise, since LaRa can be considered as an equalitarian mode of communication (i.e. since the users of LaRa do not have to adapt to each other by speaking another language), its use is more probable between those with a similar socio-political status. In addition, the status of languages is also influenced by its speakers' economic and political power. Likewise, in multilingual interactions often persons speaking the lower status language will adapt to the language with higher status (ten Thije & Zeevaert, 2007). These latest authors also suggest that the status (i.e. hierarchy in a particular institution) and the number of members of a linguistic group also may influence the use of LaRa: "more equally the two groups are represented in terms of number and status, the more probable it is that receptive multilingualism will be used" (ten Thije & Zeevaert, 2007, p. 76)</p>
Age	<p>Age affects the choice of communication mode. For instance, Snijkers (2014) suggests that in the border area of South Limburg, almost all individuals greater than 30 years old (actively) speaks German, whereas a lower level of active German knowledge for the younger counterparts is evident, and therefore they more often use of LaRa in Dutch-German interactions. This could be partly explained by history, since in the past the German language used to play an important role in that region, which also increase the individual's exposure to the German language.</p>

Common communicative history	Common communication history has been defined as the creation of a <i>common ground</i> ²⁸ or shared meaning between interlocutors, which facilitates mutual understanding in a given context or constellation. Therefore, common communicational history can facilitate mutual understanding while employing LaRa (ten Thije & Zeevaert ²⁹ , 2007). More particularly, Hülmbauer (2014) distinguishes two aspects of speakers' common history: "experience with the mode, i.e. advancedness in practising a particular mode, and experience with each other, i.e. familiarity with other speakers' communicative behaviour" (p. 2). Likewise, Koole and ten Thije (1994) evidence that for employees within an institution, the duration of cooperation is determinant to establishing a <i>discursive interculture</i> ³⁰ and that a longer cooperation could favour the use of LaRa.
<p><i>Note.</i> The eight factors presented in this table were proposed by Snijkers (2014) and were further completed with relevant literature by the author of this work. Since this study focused on these factors, they are called the <i>main factors</i> influencing the use of communicative mode (more particularly LaRa). Nevertheless, these factors are not exclusive, other additional factors can be proposed.</p>	

These factors play a determinant role in the use of LaRa and therefore will be further investigated in the next sections (see *Results, Conclusion*). Nevertheless, some other factors have been suggested in the literature and will be briefly discussed next (for further information please consult the referred works). For instance, Backus et al. (2011) suggested that the use of these different modes depends upon the *norms* since people behave according to this norms or conventions. By applying these, people found a common ground which facilitates communicational success (Hülmbauer, 2014). House and Rehbein (2004) suggest that the distance between languages and *psychotypology*³¹ favors the use of lingua receptiva, since interlocutors can more easily achieve passive knowledge of their respective languages. Finally, *awareness* is an important factor since interlocutors have to be aware of the role of mutual intelligibility of languages in a multilingual context (Braunmüller, 2007). Likewise, Blees and ten Thije (2016) distinguish the three following factors of LaRa's successful application: "(1) socio-cultural and institutional awareness of and commitment to receptive multilingualism, (2) speaker's communicative and linguistic abilities and attitudes, and (3) awareness of typological differences and similarities between the languages used" (p. 6). In opposite to these success factors, Braunmüller (2013) identifies five factors or barriers that can go against the receptive multilingualism³² implementation:

²⁸ This process of *common grounding* has been defined as "making sense of a given local context and of all available resources brought to the situation by the speakers towards the common end of creating a sense of 'mutuality' regarding these resources" Hülmbauer, 2014, p. 4).

²⁹ For more information see ten Thije and Zeevaert (p. 10).

³⁰ Ten Thije and Zeevaert (2007) defined *discursive interculture* as "the common team knowledge that results from the multicultural long term team cooperation within the group and cannot be traced back to the sum of the individual discourse knowledge of the single participants" (p. 77)

³¹ Psychotypology refers to "the language learner's perception of the actual linguistic distance" (ten Thije & Zeevaert, 2007, p. 77).

³² Receptive multilingualism (RM) is another way (next to ELF) to communicate in multilingual contexts and "refers to language constellations in which interlocutors use their own language while speaking to each other" (Bahtina & ten Thije, 2013, p. 1). For further information, please consult ten Thije (to appear).

(1) a general lacking of awareness of this possibility, though RM has been proved to be successful in acquiring a reading competence in genetically related languages (. . .), (2) the missing flexibility of the interlocutors in oral communication due to the dominance of standardised languages in almost all domains, (3) the decline of dialects and multilectality in many (European) countries in favour of the default use of standard languages, (4) the laziness in accommodating to other varieties due to dominance of written standards, (5) the dominance of the world-wide lingua franca English, which prevents people from expanding their implicit receptive knowledge L1 towards other related varieties (Braunmüller, 2013, p. 221).

Altogether, the acquaintance of these factors and their relative importance -differing according to the situation (e.g. in the specific multilingual institutional setting of the European Commission)- is important to study in order to adequately use and promote LaRa. Therefore; these factors will be further explored³³.

The integration of different communicative modes.

As the EU aims to promote and to cope with multilingual diversity in several ways, it has also been criticized (e.g. Backus et al., 2013; Gazzola, 2016). Therefore, a new comprehensive approach to cope with multilingual communication: 'inclusive Multilingualism' (IM) is of major relevance. IM can be described as "more viable foundation for a policy fostering multilingual communicative competence" (Backus et al., 2013, p. 181). IM includes the following five modes: English as a lingua franca, regional linguae francae, lingua receptiva, code-switching, and translation and interpretation (Backus et al., 2013). Hereby, the use of all these modes is considered the core means for achieving multilingual understanding, rather than as undesired deviations of monolingual communication. IM also proposes and considers the use of meta-communicative skills (e.g. checking for comprehension, cooperation, use, and creativity) as useful communicative strategies. Unfortunately, nowadays, the possibility to use these skills (or even to optimize their use) is –at least not always- thought of. Therefore, teaching the optimal ways to use multilingual communicative modes can be advantageous, for instance, by proposing an lingua receptiva (awareness) training.

³³ The importance of these factors is explored by the content analysis of the conducted interviews with the DG's employees.

Lingua Receptiva Training.

The European Union has promoted multilingualism and has proposed several means of transnational communication including (non-)professional interpretation, translation, code-switching, english as lingua franca (ELF), intercomprehension, and receptive multilingualism (High Level Group on Multilingualism, 2007, as cited by Bles & ten Thije, 2016). Notwithstanding, literature has evidenced that the overall awareness of such language modes seems to remain rather low (Bles & ten Thije, 2016).

There exist several ways to raise individual's awareness and increase possibilities for the implementation of changes. For instance, Reijnders (2006) highlights the importance of involving the employees in internal change and that training is a way to make employees aware of the relevancy of the internal change. Furthermore, employees' involvement could reduce a possible reluctance to change, increase the perceived necessity for change, and enhance the acceptance of its implementation. In parallel, studies investigating multilingual communicative modes have recommended a training to examine LaRa's outcomes in real-life situations (Bahtina-Jantsikene, 2013) and to make employees within the DGT aware of the potential of LaRa (van Klaveren, de Vries, & ten Thije, 2013). Therefore, this study investigates about the possibilities of using a training in order to promote and implement the use of LaRa within the European Commission (e.g. by means of interviews). Before to present the used method to do so, the questions of research will be presented.

Research questions.

Primary question.

The main question of this research has been formulated as follows: *to which extent can lingua receptiva improve the internal communication at the European Commission?* To study this, this research investigates from one part the (1) current and (2) potential of multilingual practices at the European Commission by means of a literature review and an empirical research.

The main question of research can be divided into subquestions and their answer will enable to answer the main question of research. These subquestions will be presented next.

Subquestions.

- A. *What is the current situation in terms of use of languages and the use of multilingual communicative modes?*
- B. *How do employees perceive and experience the use of lingua receptiva in (daily) internal communication?*
- C. *Which factors influence the use of LaRa?*
- D. *How can lingua receptiva be promoted and implemented within the European Commission? A proposal of a “ pilot awareness training”*
 - a. What are the requirements of such a training?
 - b. What is the attitude of employees towards an intercomprehension training?
 - c. What are the possibilities of training?

Corpus and Methodology

The aim of this study is to achieve deeper understanding in how lingua receptiva can be promoted and implemented at the European Commission in order to improve the internal communication. To do so, qualitative method was used. By the fact that few is known about the current use and potential of lingua receptiva at the studied DG's, an explorative research has been chosen and no hypothesis has been formulated previously (Saunders et al., 2009).

While using a particular research design, it is important to take into consideration its advantages and disadvantages. With regard to the advantages, qualitative research design collects a great quantity of data on a relative small sample. In addition, it is characterized by a 'purpose sampling' which enables construction of a theoretically meaningful sample and further enables formulation of a possible explanation (Hox & Boeije, 2005).

Hox and Boeije (2005) suggest that the main issues of the qualitative design (e.g. interviews) have to do with the reliability and validity due to the researcher's involvement³⁴ and lack of control³⁵ (e.g. compared to the use of experiments). Therefore, it "is necessary to gain valid knowledge about experience or specific culture of specific individual or group; to reduce the reactivity of the research subjects, prolonged engagement is recommendable" (Hox & Boeije, 2005, p. 595). Altogether, this

³⁴ The section *Decentralization of the Author* discusses the point of view of the author and possible associated biases.

³⁵ The lack of control can be improved by quality procedures, for example, by keeping detailed notes, triangulation, external checks, member checks, and peer debriefing (Hox & Boeije, 2005).

study follows these recommendations and this will be further highlighted in section *Decentralization* (Spencer-Oatey & Franklin, 2009). This qualitative study took place by means of semi-structural interviews that aimed to give an answer the subquestions (see section *Research Questions*) and will be explained in the next section.

Semi-Structured Interviews

The qualitative technique used in the study are interviews. This enabled to collect the experiences and views of the interviewees (i.e. EU employees) in a flexible way while taking into consideration the social context (Hox & Boeije, 2005). In addition, interviews have been seen as a socially and naturally acceptable way of gathering data, are convenient for a variety of topics and situations, and enable novice interviewers to gather rich data (Dörnyei, 2007). Nevertheless, some disadvantages associated with interviews also can be listed: they can be time-consuming, good communicative competences are required, interviewees' social disability can play a role, and shyness or verbosity can lead to gathering insufficient or unuseful data, respectively (Dörnyei, 2007).

Among the different existing interview types, this study chose for semi-structural interviews (Dörnyei, 2007). The technique *topic list* or *interview guide* was used, meaning that the interview was organized according to general themes which enabled more flexibility during the interview since no determined structure had to be followed (Boeije, 2005; Dörnyei, 2007).

It must be specified that in the interview LaRa has been investigated by using the concept Intercomprehension since the European Commission is more familiar with this term. Likewise, we strategically chose the term intercomprehension, by adjusting its definition: Intercomprehension is a multilingual communicative mode in which speakers with different languages (related or unrelated) speak to each other in their preferred language and still understand each other (i.e. similarly to the previous conducted research, by van Klaveren, 2013; de Vries, 2013). In the following sections, both concepts will be used interchangeably.

Interview design.

The interview was prepared by following the interview guides suggested by Dörnyei (2007) regarding the question types and wording. Likewise, the first questions (i.e. demographical and professional information questions) aimed to set the tone and to built a rapport with the interviewee;

then content questions and probes were used in order to achieve further understanding and answer the research questions; and the final questions were presented to the interviewees in order to give them a final say (as suggested by Patton, 2002).

Table 4. Interview Questions

Part 1: First Questions

1) Demographic and professional information :

- A. Could you briefly describe your function and main tasks at the DG?
- B. How many years have you been working at the DG/Commission?
- C. Which languages do you speak?
- D. Which languages do you use at work and to which extent?

Part 2: Content questions

2) The employees' experience with intercomprehension:

- A. Are you familiar with the concept *intercomprehension*?
- B. Could you describe this concept?
- C. Which languages do you use while using intercomprehension?
- D. Do you feel comfortable using it?

3) Factors that influence the use of Intercomprehension:

- A. What does the use of intercomprehension depend on?
- B. Next, some factors that may influence the use of intercomprehension will be enumerated one by one, tell me if in your opinion the factor impacts the use of intercomprehension or not.

“Do you think that (*i.e. the factor in question, from a. to i.*) influences whether intercomprehension is used or not at DG/European Commission³⁶?

- a. Location (*i.e.* distance to the border)
- b. Language policy
- c. Institutional constellation
- d. Exposure
- e. Status
- f. Proficiency
- g. Attitude
- h. Age
- i. Common communicational history

4) The difference in the degree of use of multilinguistic modes, more particularly English as lingua franca and intercomprehension (*i.e.* an optional question depending on the time):

- A. Do you use a lingua franca more often than intercomprehension?
- B. Do you think one of these modes is more efficient to communicate with?

5) Attitude towards intercomprehension training:

- A. Have you heard of, or been involved in an intercomprehension training?
- B. (If yes) can you describe what this training consisted of?
- C. Do you think that an intercomprehension (specific or general) training would be useful for the DG/Commission?

6) The employees attitude towards the multilingual policy of the EU:

- A. Within the European Union, intercomprehension is seen as an ideal method to achieve multilingualism. Do you think the DGT/DG EAC could set an example in this?
- B. Do you think that the DGT/DG EAC would be interested in further study about the possibilities of intercomprehension? (*i.e.* optional question if enough time)

Part 3: Final questions

³⁶ The impact of these factors was questioned by the following (repeated) question.

7) Finalization

A. Do you have any questions or things to add?

Participants.

As a sample strategy, we relied on *snowball sampling*, consisting of identifying a “target” respondent that then leads to another respondent. This sampling procedure is often used when dealing with a relatively small and “hard to reach” population (Atkinson & Flint, 2001), as was the case in this study. Due to the bureaucracy, the employees of the Commission were difficult to reach. As has been advised as a sample strategy by Hox and Boeije (2005), this study aimed to find respondents with different functions. In total 13 employees participated in the interview. From which seven were from the DG EAC, four from the DGT, one ex-employee at the Commission and one employee of the Agency of the European Commission (see Table 5). In order to facilitate the reporting we will emphasize the DGT and DG EAC, nevertheless, all of the participant’s views are included in the analysis, discussion, and conclusion. The list of the participants, function, years of work, and the abbreviations used in the subsequent analysis are shown in the following table:

Abbreviation used in Analysis	Function ³⁷	Years of work at the Commission (at date of interview)
R1	DG EAC.Dir C — Innovation, International Cooperation and Sport 2. Marie Skłodowska-Curie Actions. Head of Unit	3 years (13/03/2017)
R2	DG EAC — Directorate-General for Education, Youth, Sport and Culture Reporting directly to the Director-General 01. Policy Coordination and Inter-Institutional Relations	Almost 27 years (14/03/2017)
R3	DG EAC. Dir B — Youth, Education and Erasmus+ 2. Schools and Multilingualism. Policy Officer	20 years (16/03/2017)
R4	DG EAC. Dir A — Policy Strategy and Evaluation 4. Evidence-Based Policy and Evaluation. Policy Officer - Knowledge of Education & Training / coordination with OECD	6 years (16/03/2017)
R5	DG EAC. Dir A — Policy Strategy and Evaluation 4. Evidence-Based Policy and Evaluation. Deputy Head of Unit	25 years (16/03/2017)
R6	DG EAC. Dir B — Youth, Education and Erasmus+ 2. Schools and Multilingualism. Policy Officer	10 years (16/03/2017)
R7	DG DGT — Directorate-General for Translation Dir R — Resources 4. Professional and organisational development 001. Sector 1 Development of the translation profession	22 years (22/03/2017)
R8	DG DGT — Directorate-General for Translation Deputy Director-General. Responsible for Directorates A, B, C and D. Dir B — Translation Swedish-language department 1. Swedish-language unit 1	20 years (22/03/2017)
R9	DG EAC — Directorate-General for Education, Youth, Sport and Culture Dir B — Youth, Education and Erasmus+ 2. Schools and Multilingualism	9 years (22/03/2017)

³⁷ Retrieved from: <http://europa.eu/whoiswho/public/> on the 24/03/2017

R10	DG DGT — Directorate-General for Translation Deputy Director-General. Responsible for Directorates A, B, C and D. Dir B — Translation Portuguese-language department	35 years (23/03/2017)
R11	DG DGT — Directorate-General for Translation Reporting directly to the Director-General 02. Communication and relations with stakeholders	(23/03/2017)
R12	Ex-employee at the European Commission: Member of the Cabinet Cabinet of Commissioner Commissioner Leonard Leonard Orban	7 ½ years (24/03/2017)
R13	Executive Agency for Education, Audiovisual and Culture (EACEA) Managing programmes and activities on behalf of the European Commission Unit A5 - Erasmus+: Schools, Vocational Training, Adult Education, Platforms Head of Unit	15 years (24/03/2017)

Interview transcription and content analysis.

All interviews were transcribed in Word (Microsoft Office, 2017, Version 15.32.170309) by the author, using the linguistic conventions³⁸ inspired by Koole and ten Thije (1994). The transcription focussed on the content. Subsequently, a content analysis³⁹ was conducted which enabled to interpret the data and to draw conclusions on what the participants told (Dörnyei, 2007).

Nvivo 11 (2016) has been used in order to conduct this analysis. The qualitative research method used was the *Grounded Theory* (Glaser & Strauss, 1967, as cited by Dörnyei, 2007). As there are several variations of this “theory”, two basic criteria are always required: (1) the data analysis should occur according to the specific sequential coding system⁴⁰; and (2) the end result of the analysis is the development of a theory (Dörnyei, 2007). In this study, the sequential coding system was respected and the end result gave rise to an integrative model (See Section *LaRa’s factors: an integrative model*, p. 49).

Decentralization.

As the author of this work, I’m aware that the ‘involved’ role of the researcher and the lack of control in qualitative research may lead to some biases (Hox & Boeije, 2005). In order to pinpoint these possible biases, decentralization is recommended (Spencer-Oatey & Franklin, 2009). To gain valid knowledge of the subjects of research (i.e. communicative modes and the European Commission) I studied these in depth during the literature study. In order to compensate the bias

³⁸ The used linguistic conventions are explained in the Appendix D.

³⁹ Content analysis has been defined as: “Ethnographic content analysis, an approach advocated by Altheide (1987), does not avoid quantification but encourages content analysis accounts to emerge from readings of texts. This approach works with categories as well as with narrative descriptions but focuses on situations, settings, styles, images, meanings, and nuances presumed to be recognizable by the human actors/speakers involved” (Krippendorff, 2004, p. 16).

⁴⁰ The Grounded Theory proposed three phases of data coding: (a) open coding, dividing the data into conceptual categories; (b) axial coding, identifying associations between these different chunks; and (c) selective coding, analyzing or interpreting these relationships at a higher level of abstraction (Dörnyei, 2007).

possibilities (as suggested by Hox & Boeije, 2005), I took notes, recorded the interviews, and relied on peer review; during the data analysis I used Nvivo (2016) to systematically find similarities, differences, and tendency in the corpus.

With respect to my involvement in the interview, I noticed that due to time limitations, I sometimes had the tendency to interrupt the interviewees which may have lead to selective data gathering. Nevertheless, when confronted with incomplete or unclear answers, I contacted the employees by mail (see Annex D). As this could enable me to complete the missing data, the mail correspondence also might have biased the respondents' answers (e.g. due to the additional time for answering the questions).

In addition, as a bilingual speaker and due to my education, I often have the tendency to adapt my language to the other speaker. This may have hindered total understanding and empathy towards the practices of LaRa and its users⁴¹ (e.g. during the interviews). Nevertheless, my background in psychology and the fact that I learned different languages (i.e. also through the use of LaRa) might have helped me to listen 'empathically' to the interviewees and to develop a positive attitude towards the use of multilingual communicative modes. Altogether, I took all these possible biases in consideration during the writing process of my thesis. In the next section, the results emerging from the data analysis are be presented.

Results

In this section several subquestions will be adressed and answered by means of the gathered interview data⁴². Due to the complexity of the obtained results, some data will be presented in table form.

What is the current situation in terms of use of languages and multilingual communicative modes?

This first subquestion will be discussed in two parts. First, the current situation in terms of language use will be explored. This by investigating the employees' amount and level of known languages and by looking at the used languages within their work context. Subsequently, the multilingual communicative modes used at the different studied DG's will be studied. Altogether, the

⁴¹ In the interview, the potential users were the employees of the DGT and DG EAC

⁴² Some additionnal data has been gathered by mail, with the purpose of asking for clarification or answers on incomplete question of the intervies. These will be referred to as *personal communication*.

achieved information will enable to achieve a deeper understanding regarding the language management within the Commission.

The known and used languages by the employees.

Table 6. The Employees' known and used languages at the Commission

Participants	Known languages	Used languages at the Commission
R1	French (MT), English (C2), Dutch (B2-C1*), Spanish (B2-C1*), German (U, A1*)	French, English
R2	Italian (MT), French (C1*), English (C1), Spanish (A2-B1*), German (A1*), Arabic (L, A1*)	French, English, Italian, (few Spanish)
R3	Swedish (MT), English (C2), French (C2), German (C2), Dutch (A1-A2*), Danish (U, A2-B1*) and Norwegian (U), Czech (U), Italian (U), Spanish (U)	French, German, Swedish, English
R4	Italian (MT), English (C1-C2), French (C1-C2), German (A1)	English, Italian, French
R5	Danish (MT), English (C2), French (C1), German (B2-C1), Swedish (U), Norwegian (U)	English, French, (sometimes German)
R6	Romanian (MT), English (C2), French (C2), Spanish (C1), Greek (B2), German (U, A2*), Russian (U, A1*), Portuguese (U, A1*), Italian (U), Dutch (U)	English, (sometimes French)
R7	German (MT), French (C2), Russian (C2), Polish (C1*), Latvian (A2-B1*), Italian (C1*), Greek (U), Swedish (U), Dutch(U), Hebrew(U), Portuguese (U), Spanish (U)	French, English, German (tries to use all languages he knows)
R8	Swedish (MT), English(C2), French (B2-C1*) Finnish (C1-C2*), German (A2-B2*), Dutch (A1-B2*), Czech (R), Islandic (R), Russian (R)	English, Swedish. (tries to use German, Dutch, French)
R9	German (MT), English (C2), French (B2-C1), Polish (B1-B2), Swedish (C1), Spanish (A1-A2), Norwegian (U), Dutch (U), Danish (R), Italian (L), Welsh (L)	English, German, French, Swedish (occasionally: Polish, Norwegian)
R10	Portuguese (MT), French (C2*), Italian (T), Spanish (T),	Portuguese, English, French
R11	Dutch (MT), English (C1- C2), French (C2) Spanish (B2), Portuguese (C2), German (C2)	English
R12	Swedish(MT), English (C2*), German(C2*), Italian (C*), Catalan (C2*), Spanish (C2*), Finnish (C1-C2*), Dutch (B1-C1*), French (U), Danish (B1-C1*), Romanian (B1-C1*), Norwegian (U), Galician (U)	Mainly English. All languages on daily basis. (Romanian less)
R13	Finnish (MT), French, Swedish (U), German (U)	Mainly French, English.

Note. The employees of the DG EAC are marked in green; the employees of the DGT are marked in blue; others in yellow (i.e. ex-employee, R12; employee at EACEA, R13)

The common European framework was used as an estimation for the level of proficiency. When employees were not familiar with this framework they gave a self-estimation.

The employees (self-estimation) level of the known languages: understanding/passive knowledge (U); low linguistic skills/some notions (L); able to read (e.g. newspapers) (R); mother tongue (M); translation skills from language to MT (T)

The Common European Framework: mastery or proficiency (C2); Effective operational proficiency or advanced (C1); Upper intermediate (B2); Threshold or intermediate (B1); Waystage or elementary (A2); Breakthrough or beginner (A1)

*: estimated level by the author

As seen in the previous table, from a linguistic point of view the employees at the European Commission are highly skilled⁴³ by the fact they can often speak several languages (i.e. usually at an advanced level) and have passive knowledge in a wide variety of languages. This broad scope of

⁴³ The employees' high linguistic proficiency could at least partially be explained by the linguistic eligibility criteria⁴³ in order to work and get promoted at the European Commission. As retrieved from: https://epso.europa.eu/how-to-apply/eligibility_en on 9/04/2017.

linguistic resources present at the European Commission increases the possibility to use the different multilingual communicative modes' (and more particularly LaRa). This enormous potential is one of the reasons the European Commission was selected for further research in this study. Likewise, the multilingual environment may increase the chance of LaRa's optimal implementation and might set an example for implementation in other multilingual institutions.

In general, from the table it can be deduced that the most used languages at the European Commission are English and French. The language choice can be influenced by several factors. For instance, it can differ according to the situation and the context (i.e. formal/informal); the medium used (i.e. oral/written communication); and the purpose of communication (i.e. internal communication or external communication). The institutional language use at European Commission is presented in a general overview (Table 7).

<i>Table 7. The Institutional Multilingual Language Policy and Practices as Perceived by the Employees</i>		
	Internal purposes	External purposes
Official/explicit language policy:	<p>No official language policy.</p> <p>Multilingualism is promoted (e.g. R1, R3, R9, R12) e.g. by language courses.</p> <p><u>Promotion requirements:</u> To get promoted a good knowledge of three languages is required (R1, R13)</p>	<p>Multilingualism is promoted (e.g. R2, R3, R8, R9, R10, R11, R12).</p> <p>All official documents and communications are translated in all official languages.</p>
Implicit language policy:	<p>The three working languages of the College of the Commission (i.e. English, French, and German) are used (R9) and good knowledge of two working languages is required (13:26, R3) "but it's honestly not really practiced. So there are policies that is one thing, but practice and culture is another thing" (13:26, R3)</p> <p><u>Promotion requirements:</u> "the informal part is that it is more or less that you have proven that you have been taken these courses exams, whether you use them actively in your work is another thing" (14:36, R13)</p>	

In Table 7 (above), the external language policy, as described by the employees, is in line with the language policy described in the theoretical framework of this study based on literature review (e.g. scientific articles) and information released by the European Commission (e.g. multilingual website). This highlights that the goal of the European Commission, in terms of transparency – at least to a certain extent - has been attained. With respect to internal communication, it is interesting that the

employees made a distinction between the 'official' and 'in practice/implicit' language policy (e.g. for the promotion requirements), in that multilingualism was less present in practice than indicated by the language policy. Furthermore, a decline of multilingual practices in the last years was highlighted (e.g. R7).

The following section will focus on the internal communication within the European Commission, the focus of this study. A simplified overview is presented in the table below, highlighting the languages used according to different influencing factors (e.g. oral/formal communication).

<i>Table 8. The Internal Communication According to Context (i.e. formal/informal) and the Medium (i.e. oral/written) as Perceived by the Employees</i>		
	Formal communication	Informal communication
Oral communication	<p><u>At the DGT:</u> Mainly English or French</p> <p><u>At the DG EAC:</u> Mainly English LaRa occurs in French and English</p> <p><u>At the EACEA:</u> Mainly French, English</p> <p><u>In general:</u> Mainly in English, French</p>	<p><u>At the DGT:</u> French or English Mother tongue (i.e. of the employee) Language of the interlocutor (i.e. accommodation) Few cases of intercomprehension mainly between Scandinavian colleagues.</p> <p><u>At the DG EAC:</u> Mainly French, English Mother tongue Few cases of intercomprehension, mainly between Scandinavian colleagues and other 'singular' cases (e.g. Italian - Spanish).</p> <p><u>At the EACEA:</u> French or English Mother tongue (n.d.)</p>
Written communication	<p><u>At the DGT:</u> Mainly English Sometimes in language of another interlocutor (i.e. if 'sufficient' proficiency) Mother tongue when collaborators with the same mother tongue</p> <p><u>At the DG EAC:</u> Mainly English Mother tongue when collaborators with the same mother tongue</p> <p><u>At the EACEA:</u> Mainly English and French Mother tongue (n.d.)</p> <p><u>In general:</u> Mainly English</p> <p><u>In general:</u> Mails addressed to all employees or sent by higher institutions (e.g. mail from the European Commission President) in three working languages</p>	<p><u>At the DGT:</u> Language of the interlocutor, English or French</p> <p><u>At the DG EAC:</u> English Language of the other interlocutor (i.e. if 'sufficient' proficiency)</p> <p><u>At the EACEA:</u> Mainly English or French Mother tongue (n.d.)</p>

Note. (1) The title 'in general' includes the three studied departments (i.e. DGT, DG EAC, EACEA); (2) the conceptualization of the terms 'informal' and 'formal' was based on the description of the interviewees. Therefore, this study defined informal situations as not including work related issues (i.e. low-stake), occurring outside the offices (e.g. lift, corridor, at lunch), and/or outside the working hours (e.g. lunchbreak), or in civic society; the formal situations are the opposite; (3) n.d. stands for 'no data'; (4) when intercomprehension does not occur it is not added to the list.

The results have shown that from the working languages, German was mostly not used by the interviewees (except by native speakers). For all DG's, communicative contexts (i.e. formal/informal), and mediums (oral/written), the most used language was English. Nevertheless, English was more used for written than for oral communication, for the latter French was also used. The amount of (different) languages that were used in informal communication was higher than in formal communicative situations. No clear conclusions could be drawn regarding the relation between the different DG's, formal/informal, written/oral, and used language, due to the small and heterogenous sample (e.g. different DG's, function, departments, and office locations).

With regard to the use of communicative modes at the Commission, the reported degree of use considerably differed among the employees. As suggested previously, the use of lingua franca (i.e. ELF and to a lesser extent French as LF) was from far the most commonly used mode, especially for written communication. The degree of use for written and oral communication relied between 95-85% and 90-75%, respectively. One ex-employee reported a remarkably lower degree (i.e. oral and written: 25% ELF; 70% other languages), this could – at least partially - be explained by his interest and knowledge of language and/or could be due to his membership to a less 'English' DG or a more 'multilingual' period at Commission. Nevertheless, this observation can not be generalized as it is one utterance from one employee. With respect to language choice, employees reported that it depended on several aspects, which are listed in the following table:

The complexity of the problem	(8:17, R7)
The communicative partner and the type of relationship ⁴⁴ with this partner	(9:16, R7) (4:40, R9)
The audience (e.g. for instance, for radio 'Linguistika' of the European Commission)	(9:16, R7)
The team configuration, the group dynamic, the turn-over in the unit	(6:37, R9)
The actual communicative "tendency" (e.g. to use ELF and in less amount LaRa)	(22:34, R3)
The decided upon or preferred language of the head of the unit	(7:00, R9; 9:16, R7)
The language proficiency (e.g. a choice of cost "because I cannot express (myself) the same way in French")	(7:00, R9)
The language established at the initial phase of the interaction: "once, the language relation is established with somebody, yes it's the norm to speak one language. Than I don't go back to the other".	(7:00, R9)

⁴⁴ The relationship with the communicative partner can be attributed to the factor.

In the previous section (*The employees' known and used languages at the Commission*), the current language used by the employees was described. Next, the communicative modes employed by the employees will be highlighted. Both sections will enable us to answer the subquestion regarding the current multilingual practices at the Commission.

The modes employed by the employees.

In the following section, the different modes at the DG EAC, DGT, and EACEA used and reported by its employees will be discussed.

Code-switching.

Several employees reported the use of code-switching at the Commission, even though they did not refer explicitly to the concept 'code-switching' but described situations that included this practice. Likewise, code-switching occurs in meetings (15:25, R 3; 7:38, R13), predominantly in English and French. With regard to its frequency, employees seem often to use it (e.g. 7:38, R13) and are "clever in switching" (8:20, R13). Nevertheless, when it occurs in French some employees "get an expression of extreme frustration on their face because they don't understand" (15:25, R 3). The reasons attributed to the change of languages are: the change of a speaker in a meeting; the fact that the presentation was prepared in another language; or not retrieving a term in a language and therefore saying it in another (8:20; 21:30, R13). In the latest case, this use of particular concepts in a particular language can be considered as use keywords⁴⁵ (Koole & ten Thije, 1994). Some employees⁴⁶ expressed a positive attitude toward this mode (23:40, R6; 24:32, R9).

Lingua franca.

All studied DG's taken together, the most frequently used language for lingua franca was English, followed by French. Likewise, lingua franca was often used in formal oral communication in meetings (09:12, R11; 22:17, R9), formal written communication such as reports (08:04, R11), and e-mail correspondences since its use enabled sending mails to different employees and possibly forwarding them. All communication addressed to a commissioner (e.g. from the president of the

⁴⁵ The definition of institutional keywords is: "institutional keywords represent shared knowledge of qualified institutional actors" (Koole & ten thije, 1994, p. 140).

⁴⁶ As no questions gauged the practice of CS, this positive attitude toward CS is not representative for the whole sample.

European Commission) are written in the three working languages. Nevertheless, the employees are free to write in the language ‘considered as adequate’ or preferred (e.g. 08:30, H12).

The interviewees differed in their attitude toward the use of LF: some were positive and highlighted its advantages (see Table 1), others didn’t have a particular opinion (e.g. 20:05, R13), or were negative towards it (e.g. 17:19, R3; 21:35, R12). Different interesting points emerged. One employee pinpointed that “nobody seems to be concerned about speaking bad English. Some people (don’t) have any barriers” (17:19, R3) “but for other languages people tend to be really self conscious” (17:30, R3). This utterance shows that a certain tolerance exists towards English as LF but not towards other languages. This highlights the fact that this employee was aware of some limitations of ELF. Another employee suggested that nowadays, it was not required to know a high number of languages anymore but rather have a good level of ‘Globish’, which she described as often more intelligible than native English and facilitating the translation process (30:46, R10). Altogether, both employees differed in tolerance and openness toward the “adequate” use of languages which may also impact the chosen modes and languages.

The claim for English or French as LF was not specified by any employee, nevertheless, several employees had a preferred language (e.g. 20:14, R4). The fact that employees often have a preferred language could be an argument to use more LaRa, as individuals could chose between a broader scope of languages then when applying LF, for example. Nevertheless, the small sample did not enable to draw any conclusion in terms of employees’ preferred languages. Finally, the respondents mentioned several reasons that could explain the (major) use of English as a lingua franca. These reasons are mentioned below:

Reasons to use ELF	References
1) It is related to politeness, 2) since the interlocutors “find (it) the easiest way of communication”	(14:00, R9; 10:32, R13) (10:32, R13)
3) Due to the application of the ‘minimex’ rule ⁴⁷ and 4) the rule of the ‘common denominator’, in which interlocutors “always try to speak a common language”	(8:17, R7) (08:07, R6)
5) To establish “harmony in the conversation”	(14:00, R9)
6) To use English consistently in written and oral communication	(20:14, R4)
7) It is the broadest and most acknowledged (i.e. at a “high level”) common foreign language among the employees	(22:17, R9; 24:33 R6; 20:03, R4, 8:25, R1)
8) Not to exclude (e.g. 22:17, R9), since some employees don’t master other languages, for example, French	(8:11, 8:28, R1)
9) Due to “the habit ⁴⁸ of having all professional communication	(25:31, R6; 4:18, R11)

⁴⁷ The “minimex rule, you know perhaps Abraham de Swaan says the minimum exclusion” (8:17, R7).

in English”	
10) The habit to use ELF in foreign contexts (e.g. while being abroad)	(16:12, R12)
11) People often do not know and do not ask the complete repertoire of their interlocutor and	(26:15, R6)
12) use English out of comfort	(26:15, R6; 3:50, R11)
13) It is a pidgin language and thus easier to learn than French and German	(35:37, R8)
14) It is considered as “a kind of European language”	(10:32, R13)
15) It is easier to use when the terminology (i.e. Keywords) or a discussed source is in English or	(15:04, R2)
16) when working tasks are asked in English (e.g. reports of meetings)	(08:04, R11)
17) Because of socio-institutional developments ⁴⁹ (e.g. accession of member states in 2004),	(8:17, R7)
18) the practiced multilingual policy has been downgraded,	(20:33, R7)
19) the reduced “portfolio multilingualism” within the Commission	(R3: 6:10)
20) When dialects are too difficult to understand	(7:38; 16:59, R8; 10:32, R13)
21) Because ELF is considered as a more efficient	(6:10; 6:32, R5; 21:32, 28:50, R9)
22) and effective mode in particular (working) contexts (e.g. in conferences)	(21:32, R9) (10:33, R11)
23) It can be sometimes related to pride and/or shame: “people also like to show that they speak good English. And that speaking one sole language would mean that they are not comfortable in other languages”	(8:52, R1)

The previously listed reasons (reference number⁵⁰ and related literature in parenthesis) to use ELF⁵¹ were justified by the following main factors:

- norms and conventions (as proposed by Backus et al., 2011) (ref.1), to not exclude (ref. 3, 8), to communicate consistently (ref. 5, 6);
- the language policy (ref. 4) (as proposed by Nijssen, 2016); the habit and the overall language tendency (i.e. informal language policy) (ref. 9, 10, 11, 17, 18) (as proposed by Hülmbauer, 2014);
- ELF’s advantages: comfort (ref. 12, 13), ease of use (ref. 2, 13, 19); efficiency (ref. 20), effectivity (ref. 21); more widespread (ref. 7) (as proposed by Seidlhofer et al., 2006);
- negative associated emotions such as shame (as proposed by Rogerson-Revell, 2007; 2008) or pride (ref. 23);

⁴⁸ The habit to use a particular linguistic mode can be allocated to the factor ‘common communicational history’.

⁴⁹ See section *LaRa’s factors: an integrative model*.

⁵⁰ These reference number can be found at the left side in Table 10.

⁵¹ Similarly, several reasons have been given for the use of French as Lingua Franca. For instance, its use depends on the interlocutors (1:43, R9), the motivation or effort to speak French (1:56, R9), and the interlocutors’ proficiency (22:00, R7). Several reasons were similar to the reasons to use ELF. Nevertheless, due to the focus of this study, French as LF will to a lesser extent be discussed this study.

- work related (ref. 15, 16, 22).

In summary, some of these dimensions were supported by the literature (added in parenthesis), while others were not. For instance, the justification to use ELF because it is a more efficient mode has been contradicted in different studies (e.g. Van Mulken & Hendriks, 2012), as in certain situation LaRa can be more efficient. In the employees' opinions, some generalization or misattribution could be found, which may impede the optimal use of multilingual communicative modes. This highlights the relevance to teach employees in which situations the proposed modes are more adequate (e.g. by means of a training).

Several employees criticized the predominant use of English as Lingua Franca. For instance, the variety and flexibility characteristic of ELF (ref. Hülmbauer, 2014) was perceived as negative⁵² by an employee. This is in line with two proposed barriers⁵³ toward the implementation of LaRa (Braunmüller, 2013). In addition, it highlights that tolerance towards linguistic variety can still be improved and that in situations where the first language level is important, LaRa should be promoted. In summary, this point indicates the relevance of a LaRa training, since LaRa increases tolerance (Backus et al., 2013; Grin, 2008). Other critics were that often it was taken for granted that everyone speaks English (21:35, R12⁵⁴) (as suggested by Braunmüller, 2007) which could lead to a feeling of exclusion for people that are not good at it (38:50, R12) (as proposed by Rogerson-Revell, 2007; 2008; Natale et al., 1998); "people don't think that there might be other languages" or don't question its use (8:28, 26:15, R6; 10:18, R8); do not take advantage of the similarities between languages (14:26, R2) (as suggested by Blees et al., 2014). In contrast, one employee didn't have an opinion and highlighted that "the main thing is to communicate and people find a same language" (20:05, R13).

Altogether, some of these critics were in line with the literature, others employees' opinions were not. This highlights the importance for a multilingual communicative mode training in order to give a voice to employees and to eliminate misconceptions about multilingual communication.

⁵² For example, the level of English used was criticized as "Rubbish English" by one respondent (17:30, R3).

⁵³ Braunmüller (2013) claims that different barriers impede the implementation of LaRa. This particular case illustrates the following barriers: (1) the missing flexibility of the interlocutors in oral communication due to the dominance of standardised languages in almost all domains and (2) the laziness in accommodating to other varieties due to the dominance of written standards.

⁵⁴ Referring to: "lingua franca la chimera or reality" by Flavia Fragnini

Interpretation.

Interpretation is one of the modes included in inclusive multilingualism. Although no questions have been addressed towards its use, different employees mentioned its use. Interpretation is used in some meetings (19:05, R4; 07:30, R1). One respondent perceived tailor-made interpretation as especially adequate for formal meetings, being the best way to promote multilingualism, and being the solution for the “linguistic boycotting” from certain language groups (i.e. especially, French, Italian, and Spanish linguistic communities) (23:15, R3). Therefore, this respondent advocated its increased use (25:24, R3). As interpretation has plenty of advantages, its exclusive use is impossible due to the financial costs it would entail. Further study could be relevant in order to define its optimal degree of use while taking in consideration the cost-efficiency objectives of the Commission.

Accommodation.

Whereas the term accommodation usually refers to an umbrella term encompassing different linguistic modes, in this study it designates the phenomenon of adapting its language to the mother tongue of the communicational partner. The use of accommodation is particularly high at the Commission since employees are often polyglots (i.e. especially at the DGT) and highly motivated to practice languages. Its use may differ in written and oral communication. For instance, an employee declared that it was easier to write in languages known only passively than to speak (9:34, R7). In opposite, others expressed some difficulties to write in languages they orally accommodate to (3:28, R9). In the latter case, written LaRa might be a solution. The interviewees mentioned different reasons to use accommodation:

Reasons to use accommodation	References
1. To practice, learn, and improve languages (i.e. most cited reason)	(16:01, R9; 17:43, R13; 06:53, R11; 7:43, R7)
2. It is associated to language expectations and habits learned through socialization	(16:02, R9)
3. By necessity to find a common language	(17:43, R13)
4. To show a certain pride to speak a certain language	(16:00, R1; 17:43, R13).

The previous listed reasons illustrate that employees use the different modes in various ways and at least in some extent are conscious of some difference in their applicability. Nevertheless, from some employees' point of view, it seems that the modes are perceived as exclusive categories and therefore are not always used adequately or simultaneously. Likewise, the reasons to use of ELF and

accommodation should not be seen as reasons not to use other communicative modes (e.g. LaRa) since their simultaneous use optimizes⁵⁵ communication (e.g. Bahtina-Jantsikene, 2013; Hülmbauer, 2014; Lüdi, 2007).

Lingua receptiva.

In the table below, the use of intercomprehension per employee is summarized. A distinction can be made between five employees who are unfamiliar with the concept LaRa (highlighted in blue in Table 12) and people that never used intercomprehension (text in boldface).

<i>Table 12. The Employees' familiarity and use of LaRa</i>		
Participants	Familiarity with the concept Intercomprehension	Used language combination for intercomprehension Contexts: 1. At the Commission 2. Privately A. Personal use B. Observed cases at the Commission by the Interviewee
R1	No	(1) A & B. English, French (at meetings)
R2	Yes	(1) A & B. Spanish, English, Italian (a few times)
R3	Yes	(2) A. Scandinavian languages: Finish, Swedish, Norwegian (1) B. French, English (in meetings); Scandinavian languages (only in informal meetings)
R4	No	(1) A. Spanish, Italian (few times) (2) B. French, Arabic, Greek
R5	No	(1) A. Swedish, Norwegian, Dutch (only in informal meetings)
R6	Yes	(1) A. Italian, Spanish, English (little use); B: Greek, Czech (2) A. Portuguese, Italian
R7	Yes	Not used
R8	Yes	1. A. Scandinavian (especially Danish) 2. A. Norwegian, Finnish
R9	No	1. A. French, English (at meetings); Swedish, Norwegian (few cases) 2. A. French, English
R10	Yes	1.A. attempt Spanish, Portuguese (without success) 2.A. French, Portuguese
R11	Yes	1.A & B. English, French, in translation
R12	Yes	1. A. n.d. 2. A & B, Scandinavian languages, German, Catalan, Spanish, Galician, ...
R13	No	Not used 1.B. May occur in meetings in French, English (but more code-switching)

In this section, a summary of the employees' perception of the current situation - in terms of languages and modes used - was presented (i.e. answer to subquestion A). The main results showed that besides the employees' expanded linguistic repertoire and associated wide communicative

⁵⁵ as their applicability differ according to the situation.

possibilities, for multilingual encounters ELF remained the most employed mode. Regarding LaRa, few employees had never used it, several never heard of this concept, and a majority did not extensively and/or adaptively use it at work. Altogether, these results pinpointed the relevance to promote the use of LaRa, in order to do so it is relevant to measure and discuss the employees' attitude toward LaRa, as will be explained in the next section.

How do employees perceive and experience the use of lingua receptiva in (daily) internal communication?

The employees' attitude towards LaRa has been subdivided in the following components⁵⁶: the (a) perceived facility and comfort of LaRa's use; (b) perceived advantages of LaRa; (c) perceived limitations of LaRa; (d) perceived requirements of LaRa; and (e) possible barriers for LaRa's use. The employees' attitudes are important to consider for LaRa's successful implementation (e.g. Blee & ten Thije, 2016; Gile, 2009; ten Thije & Zeevaerts, 2007).

Perceived facility and comfort of LaRa's use.

<i>Table 13. Answers to the Question: "Do you feel comfortable using intercomprehension?"</i>			
Answer	No	Yes	Not sure
Number of respondents	4	9	1
N _{responses} : 13 N _{missing} : 0 N _{total} : 13	R5, R10, R13	R1, R2, R3, R4, R6, R7, R8, R11, R12	R9 ⁵⁷

The majority of the respondents felt comfortable using intercomprehension. Two respondents added that individuals had to get used to use it (R8, R12) (as suggested by e.g. Pinho & Andrade, 2009). The majority of the DGT, DG EAC, and Scandinavian⁵⁸ respondents responded positively, nevertheless, due to the small sample no conclusion can be drawn. One respondent declared that LaRa was even easier than "trying" speaking in English (6: 13, R4). Furthermore, two respondents added that they felt uncomfortable using English with a person from Scandinavia or someone who knows another common language at a higher level (7:38, R8; 11:39, R9).

From the persons answering negatively (i.e. "No"), some respondents attributed an

⁵⁶ The first component was a question from the interview; the other components were deduced from content analysis.

⁵⁷ The response of this employee was somewhat ambiguous. "From what I've just said I probably don't, but it might be linked with (.). Yes, for some reason, there is//it is something that I try to avoid, by going into the language of the other person speaks." (13:23, R9)

⁵⁸ Three of the four DGT employees (i.e. R7, R8, R10, R11), five from the DE EAC (i.e. R1, R2, R3, R4, R5, R6, R9) and three of the Scandinavian employees (i.e. R3, R5, R8, R12, R13) responded positively.

“uncomfortable feeling” to their own lack of proficiency in switching languages (6:29, R13), to LaRa’s uncommon use (04:21, R11; 7:20, R13), to the fact that LaRa could be considered “as a (un)intelligent way of communication” (17:18, R13) or by not having the necessary skills (17:32, R13). These (mis)conceptions could probably explain the employees’ initial reluctance and highlights the importance to promote LaRa, its advantages, and teach how to optimally use it. Altogether, the employees used LaRa mainly in informal settings and felt comfortable with its use, nevertheless few used it at work.

Perceived advantages of LaRa.

The employees mentioned plenty of advantages related to the use of LaRa. Nevertheless, the majority of the employees had an incomplete knowledge of its major advantages or some asked for further information, showing the employees’ interest in multilingual issues and practices.

<i>Table 14. The Employees’ Perceived Advantages of LaRa</i>	
Perceived advantages	References
1. Takes advantage and makes aware of all the similarities between languages (as suggested by Rehbein, ten Thije, & Verschik, 2011)	(13:10, R6; 12:01, R2)
2. Uses all the interlocutors’ linguistic resources (as suggested by Rehbein, ten Thije, & Verschik, 2011)	(8:50, R6)
3. Is a way of being exposed to, maintaining, and learning languages (as suggested by Blees et al., 2014)	(8:50; 27:35, R6; 13:28, R10; 7:00, R1; 10:28, R7)
4. A way to achieve considerable linguistic improvement in a short period (as suggested by ten Thije et al., 2016)	(4:20, R3; 4:20, R6; R7; 8 :15, R8)
5. Averts subtractive learning or	(27:35, R6; 6:21, R7)
6. interference when learning similar languages	(6:21, R7 ⁵⁹)
7. Widens the possibilities to communicate	(8:50, R6)
8. in terms of “quantity of people to speak with” as well as, possible understandable languages (i.e. even with limited linguistic knowledge) (as suggested by Rehbein, ten Thije, & Verschik, 2011)	(19:15, R6) (12:01, R2)
9. Leads to a fun, pleasant, and interesting experience	(7:14, R4; 13:10, R6; 4:20 R3)
<u>LaRa’s advantages related to speaking a preferred language:</u>	(12:10, R 3; 7:00, R1; 5:55, R2;
10. The optimal expression of oneself (as suggested by Blees et al., 2014)	10:28, R7)
11. To feel more comfortable while communicating in a certain language	(12:10, R3)
12. To not lose face or be ashamed of speaking a language that is less known	(14:03, R8)
13. The possibility to use concepts that are not easily translatable	(27:00, R6; 10:53, R9)
14. Individuals are free and flexible in choosing the language to use in the LaRa interaction	(19:15, R6 ⁶⁰)
15. More language recognition (i.e. LaRa is a fair communicative method (as suggested by Backus et al., 2013; Beerkens, 2010) because of the possibility to use different languages; and	(38:50, R12)
16. to avoid the feeling of being “morally harassed because their language is not appreciated”.	(38:50, R12)

⁵⁹ “I think Intercomprehension is a really good concept because” (6:21, R7) there are techniques based on intercomprehension aimed at avoiding inference and taking advantage of knowledge (R7).

⁶⁰ For instance, one employee declared that beside the fact that she understood Portuguese “for me it’s really easier to speak Spanish and listen to (.). ((Portuguese))” (19:15, R6, Romanian as mother tongue).

17. Financial gain by reducing translation costs: (as suggested by Grin, 2008)	
a. By reducing the quantity of translation (i.e. the necessity to translate less documents internally); and	(10:28, R7; 10:15, R10; 23:48, R12)
b. by a more efficient translation: less translation efforts (i.e. only translate once from English and then adapt versions to the other languages within the same language family).	(23:20, R10)
18. Departments could be organized according to the language families to take advantage of the synergies between languages; and/or	(10:28, R7; 10:15, R10)
19. some language departments would not have to be fully developed.	(10:15, R10)
For instance, the future accession of different countries and respective languages at the European Commission (e.g. former republics of Yugoslavia) could be grouped according to language families.	(10:28, R7)
20. Less exclusion for people with a lower level of English (as suggested by ten Thije et al., 2016)	(38:32, R12)
21. More efficient communicative mode “because everybody can use its own language” (as suggested by Van Mulken & Hendriks, 2012)	(34:40, R7)
<i>Note.</i> This table presents the employees utterance regarding the advantages of LaRa. Between the parenthesis, the literature references that are in line with the employees' utterances are mentioned.	

In the table above, the employees' perceived advantages are enumerated. The number of listed advantages indicate that many employees seem conscious about at least some of LaRa's advantages. In addition, the majority of the listed advantages were in line with the advantages proposed in literature (see Table 14, the references are between parentheses). Nevertheless, a LaRa training would be useful in order to complete the employees' acquaintance of the LaRa's advantages.

Perceived limitations of LaRa.

Employees also highlighted some limitations that can be associated with the use of LaRa which are presented in the Table 15, here below.

Perceived disadvantages or limitations	References
1. It cannot be used with groups characterized by a high linguistic diversity (as suggested by ten Thije & Zeevaert ⁶¹ , 2007): this for written and oral communication as formal meetings	(20:27, R4) (8:28, R1)
2. It has a limited applicability since it can be used in less situations, (i.e. LaRa is more suitable for internal communicative purposes) and is less adequate for external communication and for work related issues. (as partly suggested by Beerkens, 2010 ⁶²)	(24:28, R3) (13:47, R2; 19:06, R8)
3. It is “rare that comprehension and expression are developed at such a different degree” (i.e. an argument to rather use accommodation).	(17:32, R9 ⁶³)

⁶¹ The amount of persons speaking a particular language within a group also may influence the use of LaRa. For example, the “more equally the two groups are represented in terms of number and status, the more probable it is that receptive multilingualism will be used » (ten Thije & Zeevaert, 2007, p. 76)

⁶² Beerkens (2010) suggests that “people often have to make use of another language mode for external situations than for internal situations” (p. 116) and that LaRa was particularly effective for informal communicative purposes.

⁶³ This utterance was in opposite with the major consensus that passive knowledge can considerably differ from the active knowledge when asking for the known languages in the first part of the interview.

4. Time consuming	(20:03, R4)
5. Interfering with conventions (i.e. norms influence the use of LaRa, as suggested by Backus et al., 2011)	(E.g. against “etiquette”) (10:48; 25,45, R9)
6. Difficult to use while discussing complex issues	(18:40, R8; 8:17, R7)
7. Need to rely on more strategies to understand the speaker (e.g. ask more questions, repeat) (as suggested by Beerkens, 2010; Rehbein et al., 2012)	(18:40, R8)
8. Fear that using intercomprehension could end up in mixing languages	(17:32, R9 ⁶⁴)
9. All languages couldn’t be used neither had the same degree of intelligibility (e.g. as suggested by Gooskens & Van Bezooijen, 2013)	(15:29, R6)
<i>Note.</i> Between the parentheses, the literature references that are in line with the employees’ utterances are mentioned.	

In sum, the main limitations of LaRa were related to its limited applicability⁶⁵. The awareness about LaRa’s applicability of some interviewees is promising since it can be seen as a prerequisite for its successful implementation. Nevertheless, some employees suggested limitations were in contradiction with the evidence. For instance, the fact that LaRa was time consuming is opposite to the findings of Van Mulken and Hendriks⁶⁶ (2012). Other employees’ utterances lacked of nuance. For example, the claim that LaRa is difficult to use with complex terminology (see Table 15, point 6) could be discussed, as LaRa normally enables one to optimally express him/herself (Blees et al., 2014) and to use complex terminology in a preferred language (Ribert and ten Thije, 2007). Nevertheless, when the complex terminology used is in English, it may be easier to conduct the whole conversation in ELF or to use CS (e.g. to use keywords in CS, Ribert and ten Thije, 2007; Beerkens, 2010). Altogether, as some LaRa disadvantages were mentioned, a LaRa training would be relevant for teach LaRa’s with all its (dis)advantages.

Perceived requirements of LaRa.

Employees reported several requirements for the (optimal) use of LaRa, which will be showed in Table 16 here below:

Perceived requirements	References
1. Passive knowledge of the speaker’s language (as suggested by Snijkers ⁶⁷ , 2014)	(12:10, R 3)
2. Requires (initial) effort and exercise (as suggested by Pinho & Andrade, 2009; Backus et al., 2013; Verschik, 2012).	(19:26, R6; 7:38, R8; 17:32, R9; 19:09, R10)
3. Some willingness not only to speaking one language but also to	(15:25, R1)

⁶⁴ Another employee highlighted that intercomprehension could help to avoid interference by being aware of similarities and differences (6:21, R7).

⁶⁵ Likewise, some employees were aware that LaRa was useful rather for internal or corporate communication (24:28, R3; 30:54, R7; 41 :04, R12). For instance, for small meetings and (28:31, R3) informal use (13:47, R2; 19:06, R8; 19:09, R13).

⁶⁶ That LaRa was more efficient than ELF (see previously, section: *the advantages of LaRa*).

⁶⁷ Nevertheless, when the proficiency level is too low, LaRa will not lead to a successful communication (Snijkers, 2014).

understanding the other interlocutor (as suggested by Rehbein et al., 2012)	
4. Sometimes a compromise is required, (e.g. which languages to use in order to be mutually understood)	(9:46, R3; 15:29, R6)
5. An agreement to use LaRa	(28:31, R3)
6. A switch in corporate culture	(18:47, R3)
7. A policy for implementing it (as suggested by Nijssen, 2016)	(11:18, R1)
8. Awareness of: the possibility of using LaRa (as suggested by Bles & ten Thije, 2016, first factor for successful implementation of LaRa, p. 5), words to avoid (e.g. false friends), the differences in languages used (as suggested by Bles & ten Thije, 2016, third factor for successful implementation of LaRa, p. 5) and the necessity of adapting their language (e.g. no use of slang) to enable mutual understanding, to be aware of the efficiency of LaRa (as suggested by Bles & ten Thije, 2016, second factor), the linguistic repertoire of the others interlocutors.	(14:18, R2; 21:50, R6) (11:00, R2; 15:59, R8) (15:29, R6; 17:51, R12) (16:12, R12) (06:53, R11) (26:05, R6)
9. To master some basic meta-linguistic skills (as suggested by Bles & ten Thije, 2016)	(12:20, R2)
<i>Note.</i> Between the parentheses, the literature references that are in line with the employees' utterances are mentioned.	

As can be seen in the previous table, the data was in line with the literature. For instance, data suggested that the employees perceived that awareness about the possibility to use LaRa and the awareness of LaRa's characteristics (e.g. necessity to adapt the used vocabulary) were in line with literature (e.g. 14:18, R2; 21:50, R6; as suggested by Backus et al., 2013; Braunmüller, 2013). Moreover, the three factors⁶⁸ suggested by Bles and ten Thije (2016) were supported by the data (see table). Nevertheless, in this study no conclusion can be drawn due to the reduced sample.

Altogether these points highlight that –at least- some employees were (partially) aware about some important advantages, limitations, and requirements of LaRa that enable its optimal use. Nevertheless, the training in June 2017 -and possibly other future trainings- could be useful to transmit a total picture of the LaRa utilization (e.g. its advantages and limitations) to the commissioners to promote its optimal implementation.

Possible barriers for LaRa.

Besides the fact that the perceived limits and requirements could partially explain hindering the use of intercomprehension, other barriers might impede its (future) implementation and are listed in Table 17 below:

⁶⁸ The three factors were: "(1) socio- cultural and institutional awareness of and commitment to receptive multilingualism, (2) speaker's communicative and linguistic abilities and attitudes, and (3) awareness of typological differences and similarities between the languages used" (Bles & ten Thije, 2016, p. 6).

Table 17. The Possible Barriers in Using LaRa as Perceived by the Employees	
Possible barriers in using intercomprehension	References
1. The unfamiliarity with the mode (as suggested by Braünmuller, 2013, see barriers against RM implementation, p. 24),	(14:53, R7; 17:32, R10)
2. therefore, it feels less natural.	(04:21, R11)
3. The (false) belief or cognition that if it's not used much it might be because people are not comfortable with it.	(13:23, R9)
4. The (false) believe that LaRa is too difficult: "we can't handle it".	(25:10, R8)
5. Feeling not prepared to use it.	(14:11, R7)
6. Preference for an "easier" way to communicate (i.e. LF or accommodation) and the avoidance for an initial effort to apply LaRa.	(13:28, R10)
7. The habit (as suggested by Hülmbauer ⁶⁹ , 2014) to and difficulty to change the employed language; or mode.	(19:07, R12)
8. Person reluctant to speak a language if they are not sure people would understand.	(14:53, R7; 13:23, R9; 6:39, R13)
9. Due to socialization (and background) a higher tendency towards accommodation and not using the first language.	(13:23, R9)
10. The work requirements (e.g. report and conclusion drafted in English).	(16:01, R9; 25:55, R13)
10. The work requirements (e.g. report and conclusion drafted in English).	(37:01, R10)
The fact that LaRa is sometimes perceived as:	
11. A "default mode" ⁷⁰	(7:11, R6; 13:53, R11)
12. Not having linguistic skills in other languages	
13. There exists a "taboo of mixing languages" (as suggested by Braünmuller, 2013, see barriers against RM implementation, p. 24)	(17:18, R11)
	(26:15, R6)

Note. Between the parentheses the literature references that are in line with the employees' utterances are mentioned.

The first enumerated possible barriers for LaRa's implementation (see Table 17, points 1 to 6), highlight the importance of setting up training in order to familiarize employees (ten Thije & Zeevaert, 2007) and eliminate some misperceptions about LaRa.

In addition, several employees perceived the *habit*⁷¹ or the established other modes (e.g. ELF and accommodation) as a barrier for LaRa (see points 7 to 10). On one hand, this shows a certain reluctance to change, which could be reduced by involving the employees in the change⁷², for instance, by offering a training (Gile, 2009). On the other hand, it pinpoints that some employees perceived the communicative modes as distinct categories. For instance, that the use of one mode (e.g. ELF) was incompatible with the use of another (e.g. LaRa). In addition, some employees have a negative attitude (Table 17, point 13, e.g. 17:18, R11) towards it or describe it as a mode with a lower status compared to other modes (e.g. ELF). In sum, all these arguments may impede optimal LaRa implementation and highlights the importance of informing employees about the advantages and

⁶⁹ This concept 'habit' could refer to the habit to use a particular mode in a certain institution, thus the common communicative history (Hülmbauer, 2014). It could also refer to the application of the language policy.

⁷⁰ According to the interviewees' utterances the default mode could be defined as the alternative mode after having tried other modes that failed to lead towards mutual understanding.

⁷¹ By exploring the interview data. It becomes clear that often the respondent uses one mode and not another. Moreover, persons seems to stick to a mode (mainly ELF and accommodation), at least when meeting their interlocutor in the same contexts.

⁷² A change towards the LaRa implementation.

importance to use all modes concordantly, possibly by an offering training.

Interestingly, some barriers are specific to the Commission's working process. For instance, the fact that the meeting reports are often requested to be drafted in English was perceived as impeding the use of LaRa (e.g. 37:01, R10). Nevertheless, some solutions could and should be easily found (e.g. give the possibility to draft some reports in other languages) and discussed. Likewise, the search for a cost-efficient multilingual policy could be the opportunity to discuss and increase the achievements of the Commission's goals in terms of multilingualism.

Which factors influence the use of LaRa?

Main factors.

During the interview, employees were questioned about the influence of the eight *main factors*⁷³ on the use of LaRa. In this section, their answers to each question will be analysed. The impact of these factors was questioned as "Do you think that the (Factor) influences whether intercomprehension is used or not?"

The tables below illustrate the employees' answers to these questions, more particularly the amount of employees responding "yes" (i.e. the factor has an impact on the use of Lara), "no" (i.e. no impact), and "I don't know". Missing values are indicated when the response of the interlocutor was incomplete or when the question could not be asked (e.g. due to time restriction). The content analysis enabled us to distinguish other (possible) influencing factors and will be presented in the section:

LaRa's factors: an integrative model.

Location.

Answer	No	Yes
Number of respondents	1	10
N _{responses} : 11 N _{missing} : 2 N _{total} : 13	R13	R2, R3, R5, R6, R7, R9, R10, R11, R12

⁷³ These 'main factors' were proposed by Snijkers (2014) and further elaborated with relevant literature.

The vast majority of respondents answered positively to the question, thus perceiving the location as influencing the use of LaRa. Some specification has been added by the interviewees and are represented in Table 18.

<i>Table 18. Employees' Answer to the Question: "Do you think that the location influences whether intercomprehension is used or not?"</i>	
Answer	Reference
It depends on the situation	(R5, R7)
In general but not at the Commission	(R12)
It depends of the country	(R8)
It depends on the languages and dialects of cross border regions: (1) some border regions by having similar languages or dialects; (2) in other border regions the used language or dialect differs too much, which impacts the use of intercomprehension.	(personal communication, R3, 3/04/2017; 16:08, R7)

This latest point was further discussed by other respondents. One respondent noted that in border regions, dialect could be similar and "are a bridge between the two languages" (16:08, R7), whereas others are too different (e.g. between France and Germany). Similarly, another respondent highlighted that LaRa was more "widely spread and practiced in an informal way in border regions, especially where there is television that is popular on both sides of the border" (personal communication, R3, 3/04/2017). Both answers suggested that some employees during the interview were aware, at least at some extent, of some factors that impacts LaRa's use, an acquaintance which might increase the adequate use of LaRa.

Language policy.

Answer	No	Yes
Number of respondents	3	7
N _{responses} : 10 N _{missing} : 3 N _{total} : 13	R2, R5, R11	R6, R7, R8, R9, R10, R12, R13

Seven of the thirteen participants responded that language policy did affect the use of LaRa, even though the formal language policy of the European Commission did not impose any particular language for internal communication (e.g. R6, R3). Another interviewee highlighted that a language policy can also be an obstacle to practice certain languages or use certain modes (16:42, R7).

From the respondents that answered negatively, one employee said that the used languages and modes are mainly "common sense" (R5). Likewise, since texts often "need to go through several

layers of approval”, texts need to be written in French or English in order to be understood by all (8:03, R2).

Institutional constellation.

Answer	No	Yes
Number of respondents	3	8
N _{responses} : 12 N _{missing} : 1 R _{total} : 13	R2, R10, R11	R1, R3, R4, R5, R6, R8, R12, R13

The respondents that answered negatively (i.e. “no”) said that intercomprehension occurs naturally (i.e. R11); that the fact that intercomprehension was not used in written communication (i.e. mail correspondence) was to insure global understanding if mails would be transferred (e.g. R2). The majority of the employees responded positively (i.e. “Yes”). Some highlighted that in general the (international) character of the institution as the Commission (R13; R4) and the (corporate) culture (19:30, R13) influence LaRa’s use.

Exposure.

Answer	No	Yes	I don’t know
Number of respondents	1	9	2
N _{responses} : 13 N _{missing} : 0 N _{total} : 13	R11	R1, R3, R2, R4, R5, R7, R8, R9, R12	R6, R13

The vast majority of the interviewees agreed that exposure to LaRa has an impact on its use. A respondent summarized the relationship as follows: “I think so yes, because I could imagine that if // it probably takes a certain discipline to switching into another language or attuning the languages spoken and I think it takes a bit to getting used to and if I would have heard it more maybe I would also do it, so” (23:25, R9). In addition, exposure (at young age) could lead to an increased awareness of the familiarity between some languages and development of the “skill” to use LaRa (11:03, R4). The respondents responding negatively (i.e. answering “No”), explained that whereas they were exposed to it, they would not use it since it “feels less natural and because of habit⁷⁴” (04:21, R11).

⁷⁴ The employee referred to the habit to use ELF with its interlocutor.

Status.

Answer	No	Yes	Perhaps
Number of respondents	3	6	
N _{responses} : 9 N _{missing} : 3 N _{total} : 13	R3, R7, R10	R2, R4, R5, R7, R9, R11	R4, R9

The majority of the employees mentioned that status of languages had an impact on the use of LaRa. With respect to the formal status of languages, one employee said that LaRa was a question of equality between languages (30:21, R12). With respect to the informal status of languages several aspects of the respondents' discourse suggest that the status of languages were not equal. All participants agreed upon that the internal communication (at all level: written and oral) mainly occurred in English and to a less extent French and German. The majority recognized that the habit of using these working languages impacted (negatively) the use of LaRa⁷⁵.

In addition, it became clear that the employees also had different visions on what status was. This has the disadvantage that the specific question was not totally covered by their answers, nevertheless, new aspects of status - that may impact the use of LaRa (see section: *LaRa's factor: an integrative model*) - and issues as language democracy and equality emerged (e.g. R12). Therefore, some interviewees gave equivocal answers, referring to the different aspects that the concept *status* entails (e.g. R4).

Proficiency.

Answer	Yes	I don't know
Number of respondents	10	1
N _{responses} : 11 N _{missing} : 2 N _{total} : 13	R1, R2, R3, R5, R7, R8, R9, R10, R11, R13	R6

For the vast majority of the employees, the proficiency of the interlocutor was perceived as having an impact in the use of LaRa. More particularly, its impact depended on the level of proficiency (i.e. high/low) and on type of proficiency (i.e. active or passive⁷⁶).

⁷⁵ The habit to predominantly use ELF and to a lesser extent French, was often suggested as being a barrier for using LaRa.

⁷⁶ The active proficiency refers to the proficiency to speak, whereas the passive proficiency refers to the receptive proficiency (the ability to understand).

For instance, several interviewees said intercomprehension is more probable when interlocutors have a low level in languages, no common ground, or no possibilities of lingua franca existed (e.g. R9, R13). Several interviewees were aware that the use of LaRa required a passive knowledge in the other's language (R10, R12). A respondent highlighted that interlocutors need to have a high level in their preferred used language while using intercomprehension, otherwise they would use or switch a third language (i.e. LF). As the majority agreed on the influence of proficiency on LaRa, often LaRa was seen as a default mode and associated with low language proficiency, which is opposite of what is found in the literature. As passive language knowledge of the other language is required, LaRa can be used by interlocutors with different levels.

Attitude.

A difference should be made between the interviewees' attitude toward LaRa (pp. 39-40) and the respondents' perception on whether the factor *attitude* has an impact on the use of Lara. The interviewees perception is highlighted in the next table and will be discussed next.

Answer	No	Yes
Number of respondents	1	10
N _{responses} : 11 N _{missing} : 2 N _{total} : 13	R11	R1, R2, R3, R4, R6, R7, R8, R9, R10, R13

The vast majority of the respondents answered positively to the question ("Yes"), declaring that the use of LaRa depends on the attitude of interlocutors. One respondent, responding negatively to the question (i.e. "No"), suggested that since LaRa was a natural phenomenon its users were probably not aware thus could neither have a conscious attitude for/against it. Furthermore, this respondent did not see how people could be against it (R11⁷⁷), which could be contradicted by the fact that some employees showed a reluctance (i.e. thus a negative attitude) toward it (e.g. R13).

⁷⁷ "Many people don't realize that they are using it, so they don't have an attitude because they are not aware. (.) I don't think that people can have anything against it, (.) but would that make them use it more? I don't think so" (4:49, R11).

Age.

Answer	No	Yes	I don't know
Number of respondents	7	5	1
N _{responses} : 13 N _{missing} : 0 N _{total} : 13	R1, R2, R3, R5, R6, R7, R9	R4, R8, R11, R13	R10

A small majority thought that the factor *age* did not have an impact on the use of LaRa. Two Scandinavian employees (i.e. R8, R12) highlighted the fact that in Scandinavia, the older population do use LaRa, whereas the youth have the tendency to speak English and are not used to hear Scandinavian. A similar generational difference was addressed by other employees. Likewise, in northern Italy older people would be more open to use LaRa with French speakers because (historically) French used to have a higher status (i.e. R4). In addition, it was stated that the earlier the exposure, the more probable its use (i.e. R4). Another interviewee explained the influence of age by the fact that age is often associated with a higher position and required respect and the language mode that goes with it (i.e. R11). This statement further suggests that modes have a status, as do languages.

Common communicational history.

In this study the common communication history was often understood as the established mode with a particular interlocutor or the communicative “habit” (e.g. R12) and often described as “Habit is very strong [factor] – difficult to switch to another language when you started in one with somebody you know (e.g. R2)”.

Answer	Yes
Number of respondents	8
N _{responses} : 8 N _{missing} : 5 N _{total} : 13	R2, R3, R5, R7, R8, R10, R11, R13

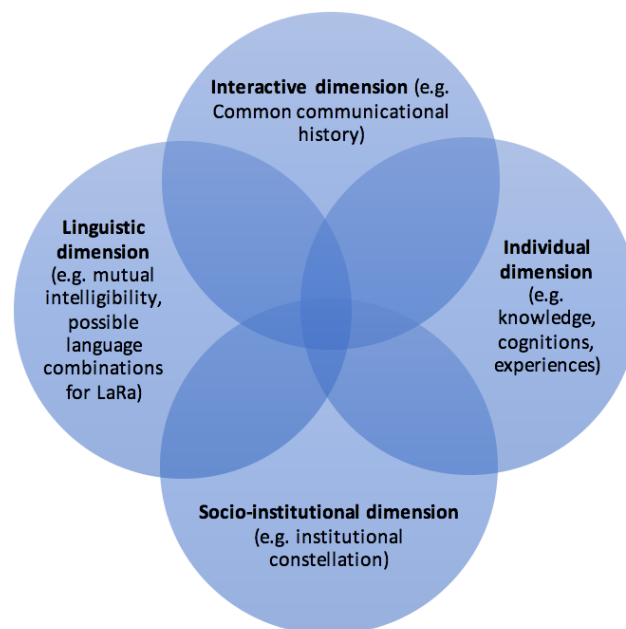
Therefore, the majority of the respondents said that common communicational history does impact the use of intercomprehension. Three of them referred explicitly to the habit of communicating with a certain person in a certain way. One respondent expressed that even if it is difficult to change this “communicative habit”, it is possible (27:28, R7). This has important implications, since in order to successfully implement LaRa it requires a certain willingness and to believe in the possibility to change

of communicative mode. The opposite can be true too, promoting LaRa can increase people's awareness and willingness to adopt different multilingual communicative modes other than LaRa.

LaRa's factors: an integrative model.

As suggested previously, the research method used (i.e. the Grounded Theory by Glaser & Strauss, 1967, as cited by Dörnyei, 2007) pinpoints that the end result of the analysis should be a theory development. In parallel, from the data analysis, some additional factors⁷⁸ impacting LaRa's use (i.e. in parallel to the eight main factors presented previously) emerged. Therefore, this study attempts to integrate all these factors⁷⁹ by means of a model (see Figure 2). This model distinguishes four main dimensions⁸⁰ to which the different (central) factors can be attributed. These dimensions⁸¹ are not exclusive as some factors may be ascribed to different dimensions (e.g. proficiency is an individual as well as a linguistic factor). In the figure, this possible overlapping is represented by the darker shaded areas. It is important to keep in mind that this model is a simplification of the complex relationship between these factors, as suggested by Jørgensen (2011).

Figure 2. Central Factors Influencing the use LaRa Grouped into Four Dimensions



⁷⁸ It is important to note that due to the explorative nature of this study, these are only suggestions. Further analysis is required to verify whether the found factors have an impact on the use of LaRa and how these factors relate to each other.

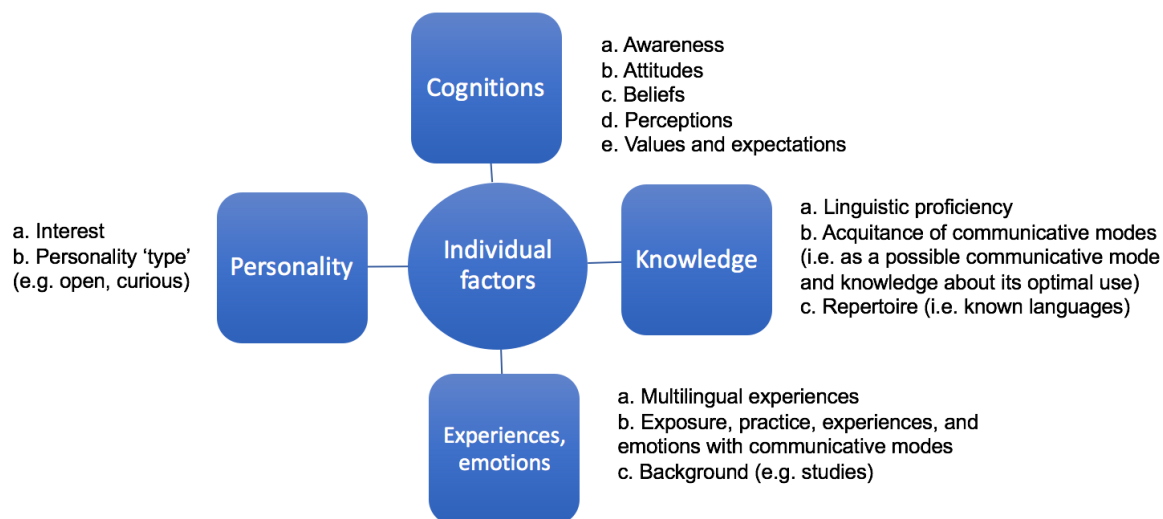
⁷⁹ All the factors mean that the eight selected factors (Snijders, 2014) will be integrated with the other emerged factors.

⁸⁰ The four dimensions are individual, interactive, linguistic, and socio-institutional factors.

⁸¹ The idea behind these dimensions is that the use of LaRa can be influenced by different levels: from micro level (e.g. individual, to macro level (e.g. socio-institutional level).

The four dimensions include different general factors, which can be further divided into specific factors. For instance, the individual dimension includes four general factors (Figure 2) which can be further divided into more specific factors⁸² (e.g. the general factor *personality* includes two specific factors). Next, these specific factors will be briefly discussed (i.e. per dimension and when required) and contrasted to the relevant literature, when available⁸³.

Figure 3. Individual Factors Influencing the use of LaRa



With respect to the *individual dimension*, the gathered data enabled us to further develop or nuance some factors previously suggested in literature. For instance, different aspects of the factor *awareness* were highlighted as having an impact on the use of LaRa (see points 8-9 in Table 16) and were in line with previous literature. Another factor that was further elaborated was the specific factor *attitude*. From the data, different types of attitude - impacting the use of LaRa - emerged: the attitude toward (1) language acquisition⁸⁴ (e.g. how languages should be learned); (2) a specific communicative mode (e.g. ELF is better than LaRa); (3) the language approach⁸⁵ (i.e. purist or

⁸² These specific factors are related to the general factors. Due to the limited breath of this study, some of these factors were selected and further explained.

⁸³ Nevertheless, some emerged factors can be considered as new findings and cannot be related to previous research. A literature review would be useful in order to investigate all the presented factors and verify whether these factors are innovative or were already described by means of different terminology in past research.

⁸⁴ The attitude toward language learning, its best practices, and its importance may impact the use of multilingual modes as LaRa. For instance, several employees (i.e. from the DGT and DG EAC) express their motivation to learn and practice languages (e.g. 16:01, R9) and associated this attitude and motivation to learn with the preference to use the mode accommodation.

⁸⁵ Some employees demonstrated a pragmatic use of languages. For instance, defending "the basic idea that you should first communicate even if we mix languages or wander away and not tend toward this idea of purity or always speak correct and master a language" (10:44, R6).

pragmatic language approach⁸⁶); (4) own proficiency⁸⁷ (e.g. persons perceiving their level of English as being too low will probably not use ELF but rather LaRa).

Regarding to the *linguistic dimension*, the possible language combinations were suggested (i.e. by the interviewees) as probably impacting the LaRa's use. In addition, the employees highlighted different aspects of the factor *status* may have an impact on LaRa's use. Likewise, the status of the (1) languages (ref. De Swaan, 2001); (2) modes (e.g. LaRa has a lower status as LF⁸⁸); and (3) interlocutors (i.e. in hierarchy, thus a rather socio-institutional factor). These two latest seem to not or –at least in less extent- be described in the literature.

For the *interactive dimension*, the employees often referred to the factor *common communicational history* (ref. ten Thije & Zeevaert, 2007) by mentioning to the more popular term: *habit* designating the language or mode used with a habitual communicative partner. Moreover, the two aspects⁸⁹ of the common communicational history as highlighted by Hülmbauer (2014) were mentioned by the interviewees.

Finally, the *socio-institutional dimension* included different specific factors that might influence LaRa's use: (1) the DG, unit, and department (i.e. the use and the attitude towards languages and modes may change from one unit, DG, department to another⁹⁰); (2) the official and informal language policy (Snijkers, 2014; Thornburn, 1971); (3) the "socio-cultural and institutional awareness and commitment" (Blees & ten Thije, 2016, p. 6); (4) the locality of the employees office (ref. R8, R10) and institution (Snijkers, 2014); (5) the societal values, conventions⁹¹, and norms (Backus et al., 2011); (6) the institutional expectations, priorities, and work demands⁹².

Finally, it is important to highlight that all these factors are dynamic in the sense that they always are subject to change and mutually influence each other. For instance, several employees highlighted that the institutional constellation changed in the last years (e.g. the reduction of multilingual portfolio⁹³, the accession of member states⁹⁴, the turnover in directive functions⁹⁵, overall

⁸⁶ For further information about the purist/formal and pragmatic language approaches, please consult ten Thije (to appear), section 'Terminology'.

⁸⁷ Some employees expressed that their proficiency was low and some of these saw the advantage of LaRa in that they did not have to use another language (e.g. 0:00; 20:18, R10; 12:43, R5)

⁸⁸ Ref. 8:52, R1; 9:55, R8

⁸⁹ The two aspects of speakers' common history are the experience with the mode and the interlocutor's experience with each other (Hülmbauer, 2014).

⁹⁰ Ref. 17:00, R2

⁹¹ One employee suggested that the fact to change language can be perceived to go against 'etiquette' (10:48, R9) and thus may impact the use of LaRa.

⁹² This was highlighted in the following interviews (19:55, R3; 37:01, R10)

⁹³ Employees highlighted that in these last years multilingualism is less 'practiced' within the Commission, has been downgraded in the last years (20:33 R7; 6:10, R3), the multilingualism 'portfolio' has been reduced (1:36, R12), and the research about intercomprehension stopped (33:08, R7)

reorganization ...) and that these institutional developments influenced the multilingual practices. Often a reduction of multilingual practices was mentioned.

More in general, it is important to keep in mind that this research (and associated recommendations) was conducted in a particular setting and time. Therefore, the emerged impacting factors gives only a static snapshot of the situation at moment of this study. Finally, this model gives a simplified overview of the different factors that may impact the use of LaRa and answers the third sub question.

How can lingua receptiva be promoted and implemented within the European Commission? A proposal of a “pilot awareness training”

The answer to this question will arise from the answers to its subquestions, discussed in the next section. The first subquestion has been investigated by means of a literature review (see Appendix B, for further information), the other subquestions by the content analysis of the interview data.

What are the requirements of such a training?

The insights arising from the literature review and the subsequent developed material (e.g. pre- and post training questionnaires) regarding the intercomprehension training were not used for this research but only subsequently for the training development and administration in June 2017 (thus after the end of this research). Therefore, all additional information regarding the intercomprehension pilot awareness training were added in *Appendix B* and can be consulted by all interested readers. Nevertheless, data regarding the employees' perception about an intercomprehension training were gathered, analysed, and these results will be presented next.

What is the attitude of employees toward an intercomprehension training?

The employees' attitude and motivation toward the usefulness of a LaRa training differed. Several employees had a positive attitude toward this proposal (e.g. 11:54, R2; 15:26, R7; 24:22, R12). Some participants expressed their motivation to participate in such a training (e.g. 16:35, R4;

⁹⁴ The accession on the Nordic and East member states lead to an increased use of ELF since it was often the only common language (2:14, R7; 27:20; 36:03, R8)

⁹⁵ Several employees suggested that the language spoken by person with a directive function could impact the mode use (e.g. 7:38, R7; 5:27, R1; 10:38, R3).

18:28, R6), depending on the time commitment (16:35, R4⁹⁶) and on the specific training content or languages used (28:08, R7; 28:29, R8). From the persons that were less positive toward it, some didn't see the gain of conceptualizing and promoting LaRa, since it was already used (13:55, R11); others were less interested in linguistic issues (12:43, R5); or asked for more evidence which highlighted an (increased) interest (e.g. 28:50; 30:47, R9; 27:53, R13).

The employees emphasized some points that may hinder possible future studies about LaRa (i.e. at least for internal studies) and the implementation of a LaRa training at the Commission. The mentioned obstacles are shown in Table 19.

Reasons perceived by the employees	References
<u>For a LaRa training:</u>	(33:02; 33:23, R10)
1. The current political context and the economical situation (i.e. reduction of costs, reduction of posts, and search for efficiency)	(33:23, R10)
2. The conflicting priorities, high workload, and limited time	(19:55, R3)
3. The high amount of offered training and seminars (which might compete with a LaRa training)	(20:19, R3)
4. The increased tendency towards trans-English which may impede the interest or implementation of LaRa	(21:32, R9)
<u>For future research:</u>	(33:13, R7 ⁹⁷)
- The decision - made by head of unit - to not conduct other internal studies about LaRa at the DGT	

What are the training possibilities?

The employees' opinions towards who should benefit from this training differed: some highlighted its relevance for the whole Commission (15:51, R1; 11:54, R2; 19:55, R3; 17:16, R11; 36:31; 37:31, R12); other suggested a training for specific DG's (i.e. DG EAC⁹⁸, DGT, DG SCIC⁹⁹); to start with a pilot study in order to show to the HR departments that a training works, and then propose it to the entire Commission (16:00; 24:37, R12); or to train more "monolingual DG's" (29:59, R7; 30:47, R9). In contrast, others claimed that a training in a more "linguistic" DG (e.g. DGT) would be unnecessary since they already use it; or will always prefer to accommodate in order to practice their languages (e.g. 22:42, R8; 17:16, R11). Altogether, no unanimous answer was given from the employees. Some employees suggested that the training should be offered on motivational basis (e.g. 24:37, R12) and be practice oriented, interactive, and "fun and interesting" (19:11, R3). Finally, several training moments and possibilities were suggested:

⁹⁶ For instance, this employee specified that a training of half a day would be possible.

⁹⁷ According to the employee external studies, made by other instances or universities, would still possible (33:24, R7)

⁹⁸ The DG EAC would be "more open of this idea of knowing different languages and speaking one's languages and be proud of once languages as well" (16:00, R1).

⁹⁹ The Directorate-General Interpretation (DG SCIC).

Table 20. The Possible Training Moments and Settings as Suggested by the Employees

	References
1. "Lunch conferences"	(12:10, R1;
2. "During the language training day - taking place on an annual basis"	29:21, R3)
3. "Conversation tables"	(20:39, R3)
4. "To propose language courses based on LaRa"	(22:26, R7)
5. "To replace the HR team-building activities that were experienced as 'a waste of time' by a LaRa trainings, in which employees could learn how to 'learn to adapt the others' languages and use lingua receptiva to a much wider extent".	(28:25, R12) (27:05, R12)

Altogether, the majority of the employees had a positive attitude towards a LaRa training but differed in opinion to who it may benefit, mentioned different aspects to take in consideration (e.g. time commitment), and highlighted possible barriers that may impede a training proposal. Numerous suggested possibilities of training moments and settings, this illustrates that there exist possibilities of training at the Commission and - to a certain extent - that employees perceive such training as useful in different settings and moments.

Discussion

This chapter gives an answer to the main question regarding the current use and potential of multilingual modes for internal communication improvements within the European Commission. As this issue is complex, it has been divided into subquestions. In order to answer these subquestions, research was conducted by means of content analysis of interviews with employees, and subsequently the results were presented. Next, the main findings for each subquestion will be discussed, and finally a conclusion will be drawn as an answer to the main question.

What is the current situation in terms of use of languages and multilingual communicative modes?

With regard to language usage, the results have shown that from the working languages¹⁰⁰ used at the Commission, English was by far the most used language, followed by French. This is for all communication types (e.g. formal/informal; oral/written). In informal contexts, employees also used French and accommodate to the language of their interlocutor (i.e. when their proficiency enabled it). Besides the German native speakers with their colleagues, the use of German as a working language

¹⁰⁰ At the Commission, the working languages are German, French, and English.

has almost not been reported. Another important finding was that the amount of interlocutors was proportionate with the probability to speak English. For instance, regarding written communication, the amount of recipients increased the probability to use English. This is in line – at least partially - with previous research (e.g. ten Thije & Zeevaert, 2007). Whereas the dominance of English at the Commission has been documented in previous research (e.g. Korshunova, 2011), its continual increase should be considered since it threatens the EU's multilingual goals.

All employees highlighted the importance of multilingualism at Commission. The numerous possibilities to participate in multilingual activities were described as positive (i.e. institutional activities as language courses, seminars; and individuals' initiatives for office shifts to others language DGT's). Nevertheless, the conflicting priorities and the existing workload limited employees' participation¹⁰¹, which - in a European context characterized by cost savings - could be seen as a waste of money because (1) employees do not optimally take advantage of these possibilities, and (2) cannot further develop their multilingual competencies, which in turn could increase the overall communicational (and translation¹⁰²) efficiency. Moreover, in the last years, several employees observed a language shift towards English, a reduction of multilingual practices, and a decrease in the *multilingual portfolio* at the DG EAC, which often was deplored. This showed the employees' perceived relevance and interest in multilingualism. In sum, it is fundamental to address the issue of multilingualism at the Commission in order not to lose its multilingual character, maintain its multilingual goals, and take advantage of multilingualism.

With regard to the use of communicative modes, employees reported that ELF was the most used mode and was followed by French as Lingua Franca; accommodation (i.e. speaking the language of the communicative partner); and LaRa and code-switching. The tendency to accommodate was –at least partially- explained by the commissioners by the willingness to be polite (as accommodation was considered as a polite communicative mode), their interest in languages, or plurilingualism (i.e. accommodation was considered as a way to practice languages). These two latter aspects¹⁰³ are characteristics for the employees at the DGT, and to a lesser extent at the DG EAC. Within these DG's, the employees from Scandinavian countries were more often familiar with the concept and use of LaRa. The use of LaRa (i.e. when it occurred) took place predominantly in informal contexts (i.e.

¹⁰¹ Further investigations could highlight if the workload could be seen as (indirect) consequences of the cost-efficiency measures (e.g. not hiring additional employees or cutting in the number of employees).

¹⁰² The use of LaRa for translation purposes has been less investigated in this research, nevertheless, several studies have evidenced associated advantages (e.g. cost-savings, Grin, 2008).

¹⁰³ The two aspects were: the interest in languages and the being polyglots/plurilingual.

more in private domains) which is a positive finding since the use of LaRa is often more efficient in informal contexts (Beerens, 2010). Nevertheless, the amount of interactions were rather few and occurred mainly between Scandinavian colleagues. Some employees highlighted its occurrence in formal meetings and described them as rather common incidents. This and other employees' comments suggested that - in comparison with other modes (e.g. ELF) - LaRa was often undervalued. Moreover, in some cases, it was not clear if they refer to code-switching or LaRa. Altogether, these results suggested that the potential of LaRa is insufficiently known and taken advantage of at the Commission. Therefore, it was relevant to study the employees' attitude towards LaRa in order to investigate if LaRa was well perceived and LaRa thus had chances to be successfully implemented within the European Commission. The main findings will be discussed in the next section.

How do employees perceive and experience the use of lingua receptiva in (daily) internal communication?

As an indication for the employees' attitude towards LaRa, several aspects¹⁰⁴ could be taken in consideration. Firstly, when LaRa was used in informal context, the employees felt relatively comfortable with it. Secondly, they reported several advantages of - and successful¹⁰⁵ LaRa interactions. Thirdly, they enumerated more advantages than disadvantages of its use. Therefore, the conclusion can be drawn that the majority of the employees had a positive attitude towards the use of LaRa.

The perceived requirements for the use of LaRa were close to the ones suggested in literature. In addition, during the interviews the majority of employees showed interest in multilingual modes and the employees' emerging reflections about this issue seemed constructive. This suggests that offering time of reflection on multilingual practices (i.e. through interviews and trainings) is beneficial.

The main described barriers were the tendency to accommodate, the dominance of ELF, the lacking awareness about the LaRa's possibilities, and a certain lack of flexibility to change of mode (e.g. by habit or out of comfort). The three latter points correspond to Braunmüller's (2013) main barriers toward the implementation of LaRa. These perceived barriers are useful to consider in order to increase the probability of the successful implementation of LaRa in and after the training.

¹⁰⁴ The aspects that were taken in consideration were its perceived comfort and easiness of use, its advantages, its limitations, and possible barriers for its implementation.

¹⁰⁵ Successful interactions mean that mutual understanding was achieved.

Which factors influence the use of LaRa?

The majority of the investigated factors¹⁰⁶ were reported as having an impact on the use of LaRa. Ten Thije (to appear) highlighted that these factors can be ordered in a hierarchical way. In this study the following order¹⁰⁷ could be established (starting from the factor with most number of positive answers, thus probably affecting LaRa's use the most): attitude and location¹⁰⁸; exposure, institutional constellation and common communicative history; language policy; status; and age. In sum, the employees perceived that the attitude, the location and exposure had the biggest impact on the use of LaRa. Whereas, the small sample does not enable to draw any conclusions, these findings contribute to the existing body of research, it also strengthened the relevance of a LaRa training in order to expose (i.e. make people aware about LaRa's possibilities) and - if necessary - to increase employees' positive attitude towards it (as suggested by Gile, 2009).

Some additional factors that possibly impact the use of LaRa emerged from the content analysis. To integrate all factors influencing the use of LaRa a model was developed. Herein, all factors have been classified according to four dimensions: individual, linguistic, interactional, and socio-institutional factors (see Figure 2, *Individual Factors Influencing the use of LaRa*).

Altogether the quantity of factors impacting the use of LaRa and changing from one situation to another highlights the complexity of the LaRa phenomenon. This is in line with Backus et al., (2013) in that "Choosing a communicative mode is thus not a matter of one-size-fits-all. Each communicative domain, and each setting within that domain, comes with its own particular characteristics that influence which choice would be optimal. Each domain has its own entrenched traditions and habits" (p. 204). Therefore, the situation will often indicate which communicative mode should be applied, according to the interlocutors' individual characteristics (e.g. personality, cognition, experiences, etc.); the socio-institutional factors (e.g. norms); and the linguistic and interactive characteristics.

Finally, since familiarity and acquaintance about LaRa increases LaRa's adequate use (ten Thije & Zeevaert, 2007), the fact that the majority of the employees were aware of some factors influencing the use of LaRa can be perceived as positive and might enable and increase the future use of LaRa. Nevertheless, no employee knew all its advantages and requirements. Therefore, it is

¹⁰⁶ The investigated factors (main factors) were the same as selected by Snijkers (2014): location, language policy, institutional constellation, exposure, attitude, proficiency, status, age, common communicational history.

¹⁰⁷ The impact of the factors has been optimized as the amount of employees answering positively to the question of whether the factor had an impact on the use of LaRa or not.

¹⁰⁸ The word 'and' highlights an equal number of positive responses for the factors.

important to continue to make people aware and increase the overall “socio- cultural and institutional awareness and commitment” to LaRa¹⁰⁹ (Blees en ten Thije, 2016, p. 6), this could be achieved by an awareness training in LaRa (e.g. Backus et al., 2013; Blees & ten Thije, 2016; Tomalin, 2009).

How can Lingua Receptiva be promoted and implemented within the European Commission? A proposal of a “pilot awareness training”

This question has been divided into three subquestions. The main results of each subquestion will be discussed (i.e. one by one) as these enabled to achieve deeper understanding in the training possibilities.

What are the requirements of such a training?

The employees had different opinions regarding to whom this training could benefit and about the specificity of the training (i.e. language specific training vs. a LaRa awareness training). This could indicate the relevance of offering different LaRa trainings according to the diverse employees' needs.

What is the attitude of employees towards a LaRa training?

The attitude towards an LaRa training differed among the employees, nevertheless, some employees were positive about it and manifested their motivation to participate in a (short) training. Several interviewees expressed an initial reluctance towards a training but with more information their interest increased. This further highlights the importance to inform the employees about the benefit of participating in such training.

Another important finding was that whereas the different communicative modes should be used concomitantly in different (work) situations (Jørgensen, 2011), often employees seemed to use these modes in an exclusive way. Likewise, employees seemed to stick to a mode (i.e. mainly ELF and accomodation), at least when meeting their interlocutor in the same context. This further pinpoints the relevance of a training to make employees aware of the possibilities and advantages of inclusive multilingualism (Backus et al., 2013).

¹⁰⁹ For more information, please consult *Factors of Successful Application* (Blees en ten Thije, 2016, p. 6)

What are the training possibilities?

The employees suggested different settings in which an intercomprehension training could be proposed (i.e. lunch conferences, a language training day, conversation tables, language courses based on intercomprehension, team-building activities as proposed by the HR department). As all these recommendations are relevant, their feasibility shall be explored by further research and discussion with the HR department. Next, the conclusion and suggestions for future studies will be presented.

Conclusion and Suggestions for Future Research

The current use and potential of multilingual modes for the improvement of Commission's internal communication is a complex question and is related to different issues such as the EU's (sometimes perceived as discrepant) multilingualism and cost-efficiency goals, diversity and unity, linguistic democracy and equity, etc.

The European Commission has the well-intentioned goal to promote, set as an example for, and take advantage of multilingualism. Due to the Commission's multilingual character (i.e. plurilingual employees) and its role in the promotion and implementation of multilingualism (e.g. through translation of all official documents in all official languages), it has been considered as an optimal setting to study multilingual practices. Therefore, two DG's of the Commission have been more particularly investigated (i.e. the DG Translation and DG Education and Culture). Nevertheless, our findings showed that -within the Commission- improvements regarding its multilingual practices could be made. First, the persevering dominant use of English as a lingua franca (ELF), should be questioned since it seemed to hinder other multilingual practices. Secondly, the (until now) limited use of LaRa should be increased since this study and previous research highlighted that the implementation of multilingual practices such as LaRa could lead to (1) reduced translation costs (Grin, 2008) and communicational benefits (Van Mulken & Hendriks, 2012); and (2) optimize the multilingual resources that are characteristic for the Commission; and (3) that the majority of the employees have a positive attitude towards LaRa's use.

The promotion and implementation of multilingual communication modes and more in particular LaRa, can be done in different ways. One possibility is to offer a LaRa training. Such training could give more *language agency* to the employees by inviting them to use concordantly ELF and

other communicative modes, this according to what fits best in the presented situation. The majority of the employees were in favor of such training and proposed several training possibilities.

Currently a first step towards LaRa's implementation has been done; the DGT accepted the offered pilot training, which will take place in June 2017. This will enable the assessment of the training's impact and, later on, possibly present a LaRa training to other DG's. More information can be retrieved in the Appendix B.

This study has several limitations. First, the small sample and the employed 'snowball' sampling has some disadvantages in terms of generalization of the results since it goes against the principle of sampling and may not include more isolated respondents (Dörnyei, 2007). Furthermore, the use of qualitative research design has some limitations in terms of validity, reliability, and lack in control (Hox & Boeije, 2005). Nevertheless, as explained in the section *Corpus and Methodology*, some measures have been taken by the author in order to increase replication and reproducibility (e.g. detailed notes, peer reviewing, etc.). The use of interviews can lead to a certain *social desirability bias* in which employees could have shown themselves in a better light, or a shy or verbose person could lead to insufficient or non-useful data, respectively (Dörnyei, 2007). Nevertheless, this latter bias was possibly reduced by the fact that employees participated on voluntary bases. In addition, the specific studied participants (e.g. highly skilled employees, linguistics) do show that the results cannot be generalized to other populations. Finally, a few uncompleted questions were further developed by mail (i.e. after the interview) and this subsequent correspondence may have influenced the data. Nevertheless, due to the little amount of clarifications received by mails used in this study, the biases would be relatively small.

Future research could investigate the effect of an interview and training in LaRa on the participants' attitude and its subsequent implementation (i.e. on short and long term bases). The use of LaRa in other DG's and agencies (e.g. DG Interpretation and more monolingual DG's) could be studied and compared to achieve a deeper understanding of relevant factors influencing its use and likewise increase its implementation possibilities. At the DGT more detailed investigation could be made regarding the possibilities of LaRa for the translation optimization.

Quantitative research about the current use and potential of multilingual practices could be conducted through large scale surveys within the Commission (as suggested by Backus et al., 2013) (e.g. pre-post intervention measurement and follow up research). Furthermore, the relationship

between the different factors influencing LaRa could be further investigated by means of quantitative research (e.g. multivariate analysis). In addition, research using neuro-imaging (e.g. fMRI, TMS, PET scan, etc.) could highlight the cognitive processes and emotions involved or associated with multilingual practices, more particularly the effect of using these modes and comprehension strategies; the cognitive resources involved in the successful application of LaRa; and the linguistic improvements associated with its use.

More in general, further research could compare the use and potential of multilingual modes such as LaRa in the different EU's institutions. In addition, the question about how these modes are currently used in settings such as work, healthcare, schools, transport, media, tourism, business, experiments, and healthcare (as suggested by Backus et al., 2013) and a comparison between all these settings could be relevant. Herein, the method's possibility of investigation in these different settings are wide.

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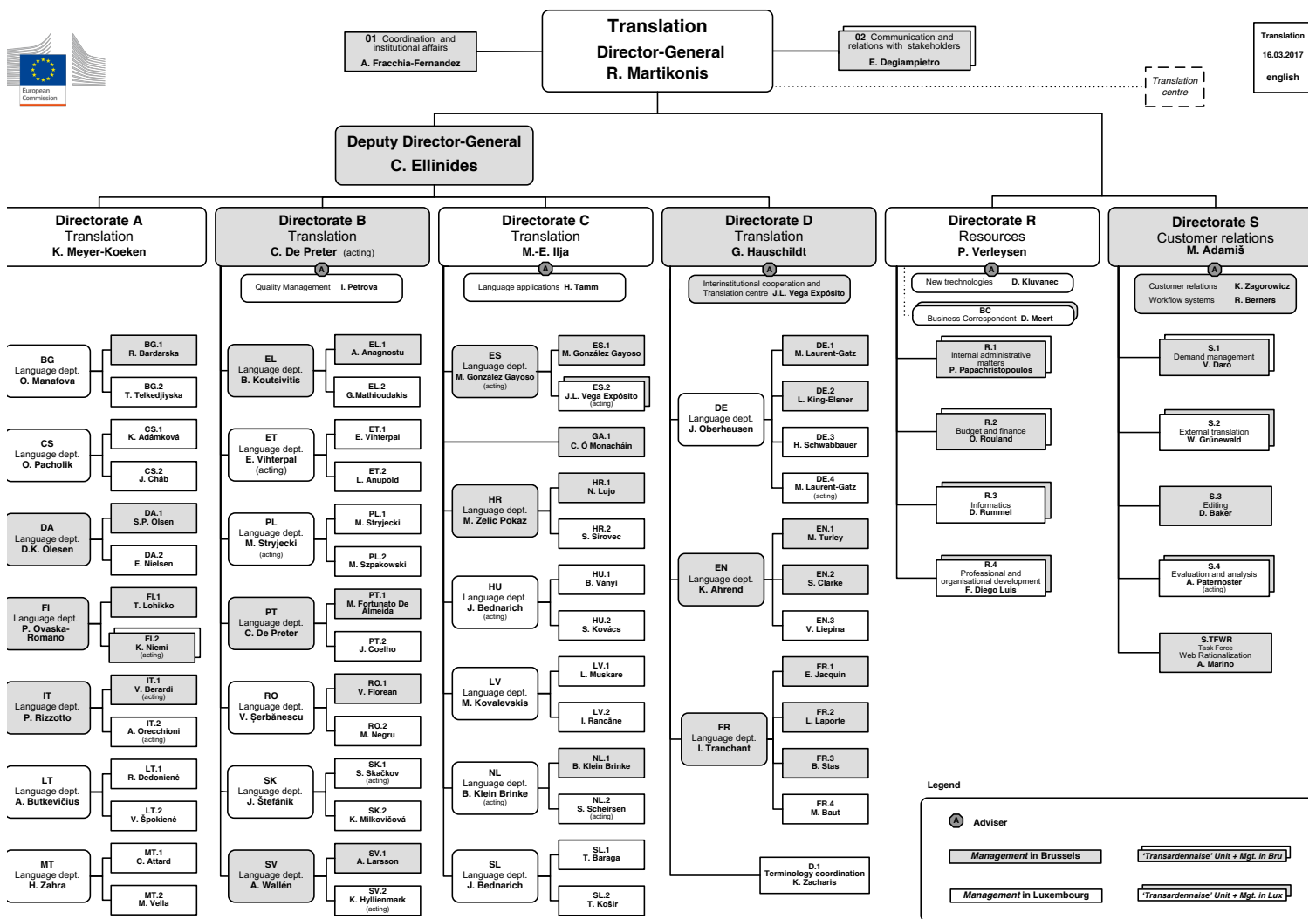
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Appendices

Note. First, the organizational charts of the two studied DG's are shown. The organization of the DG Translation is highlighted in Figure 1 and the DG Education and Culture is presented in Figure 2, both in Appendix A. The theoretical framework used to develop and implement the pilot awareness training is presented in Appendix B. Appendix C is the description of the training and Appendix D is the invitation set up by Dr. Ten Tije, Hester Postma, and Anna Wery and further edited by Dr. Ten Thije.

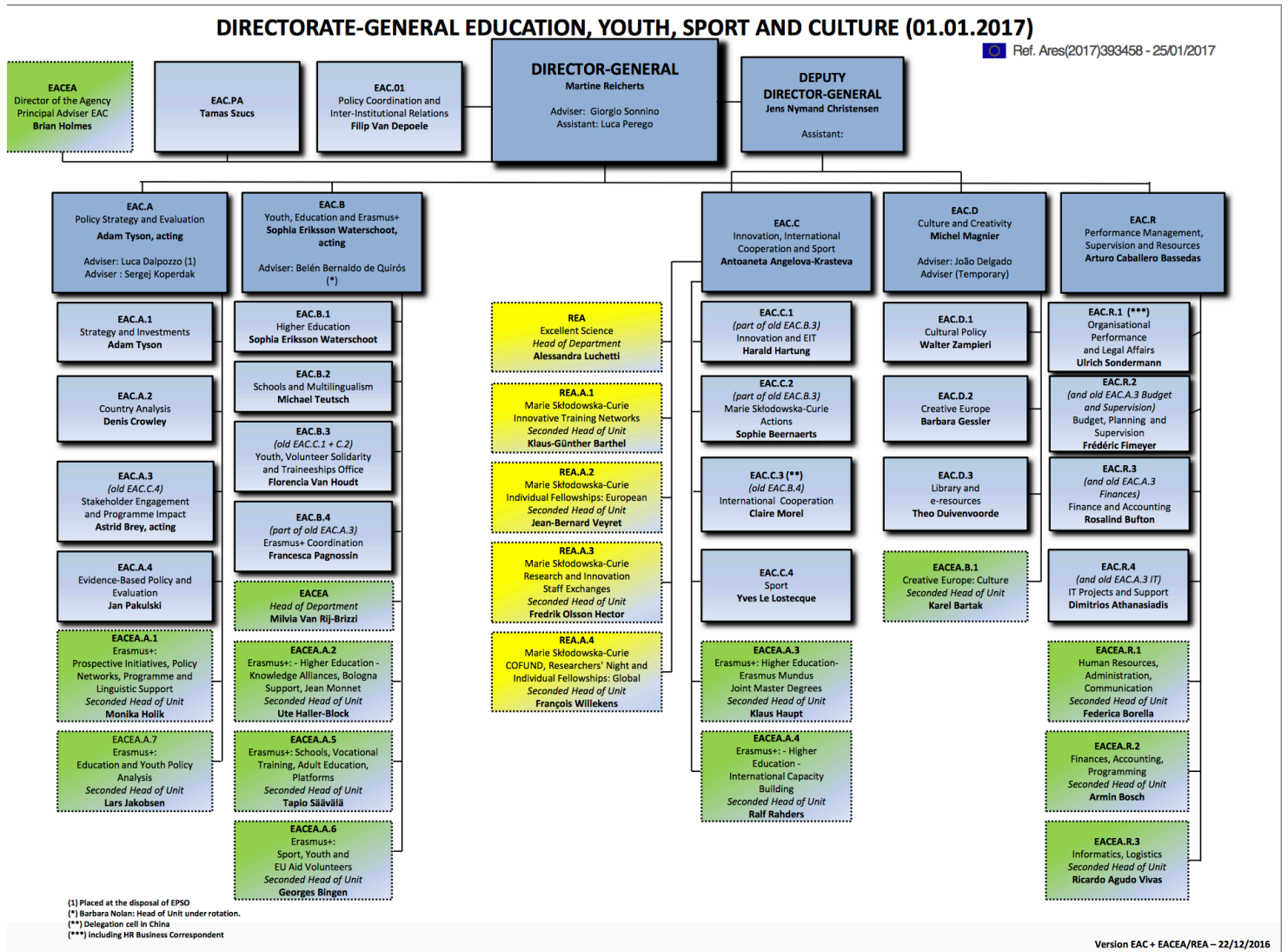
Appendix A

Figure 1. The Organizational Chart of the Directorate-General Translation



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Figure 2. The Organizational Chart of the Directorate-General Education, Youth, Sport and Culture.



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Appendix B

Intercomprehension Pilot Awareness Training

This section provides the theoretical framework on which the development of the *intercomprehension pilot awareness training* (i.e. developed for the DGT and referred as pilot training out of facility) was based. Initially, this *training* was ment to be given at the Commission during this research period, nevertheless, it could be offered only after the end of this work (i.e. in June 2017). This had different implications. First, as the literature regarding training development and – implementation was not the essential part anymore of this work, this training section was added as an annex. Secondly, as the training offer included some methods for data gathering (i.e. surveys) in order to measure the effect of such a training implementation, this data could not be collected, neither considered within this research. Nevertheless, the training proposal including its questionnaires can be find in Appendix C and the training invitation in Appendix D.

For further information about the progress of the research and/or the results of these training, the interested reader, in the future, can contact the author of these work or address the trainers of this intercomprehension awareness training that will be given at the Commission in June 2017 (i.e. Dr. ten Thije and Karen Schouten). In the next section, the intercomprehension pilot awareness training will be conceptualized by offering a relevant theoretical framework.

Literature review

Several studies arising from various research domains have shown the relevance of training in order to implement changes. In this section, the explored research in terms of training design, content, implementation, and evaluation has been further subdivided according to the following themes: training requirements, the training's content, and the training activities. These themes are discussed as they are the basis of our training. The training proposal and invitation can be found in Appendices C and D, respectively. Nevertheless, before to present a literature review regarding the training set up, the overall training context will be presented.

Training Context.

In order to guarantee a successful (intercomprehension) pilot awareness training and optimize its future implementation, it is important to base the training design on evidence and take into

consideration the broader context where this training would take place (e.g. its language policy and possible encountered barriers impeding LaRa's implementation, see section *Contextualization*). As the aim of the Intecomprehension training is to implement a change in the multilingual practices at the Commission, the broader language policy and the implication for the training will be highlighted next.

As the importance of the language policy on multilingualism has been demonstrated at the Commission, the question can arise on what the exact relation is between the training and this policy. Hereby, ten Thije (to appear) associates the use of LaRa (i.e. advantages and disadvantages) with the three different components of language policy¹¹⁰ (i.e. status and prestige planning, corpus planning, acquisition planning; proposed by Kaplan & Baldauf, 1997) and highlights that more attention should be given to all components of language planning. Moreover, a higher emphasis on status and prestige planning would probably lead to more transparency regarding LaRa occurrence and its implementation (e.g. at an educational level) would have been more successful (ten Thije, to appear).

Hereby, the product of this thesis, the intercomprehension pilot awareness training (i.e. developed for the Commission, see Appendices A, B, C) follows this recommendation. First, since the training aim is to increase the use of LaRa at the European Commission, the training is related to a possible change in language status. In addition, the training also takes place as part of the language planning since we aim to raise awareness of the potentiality of going with this mode, as well as teaching its optimal use. Next, training relevant literature will be presented as it was the base on which the training was developed.

Training requirements.

Müller-Jacquier and ten Thije (2000) highlight some tasks or activities that should be completed in the preparation, implementation, and evaluation of an intercultural training (i.e. training project management). They list the following tasks:

- I. A need for analysis in the particular organizational setting, this helps to determine the required communication service necessary for the training.
- II. The training preparation period, in which data can be gathered and analyzed (e.g. interviews or other interaction-related data) in the organization. In addition, contradictory or conflicting attitudes, values, taboos, and problem solving strategies can be assessed.

¹¹⁰ For explanation about these three components of language policy implementation, see section *The European Union's Language Policy* (Kaplan & Baldauf, 1997).

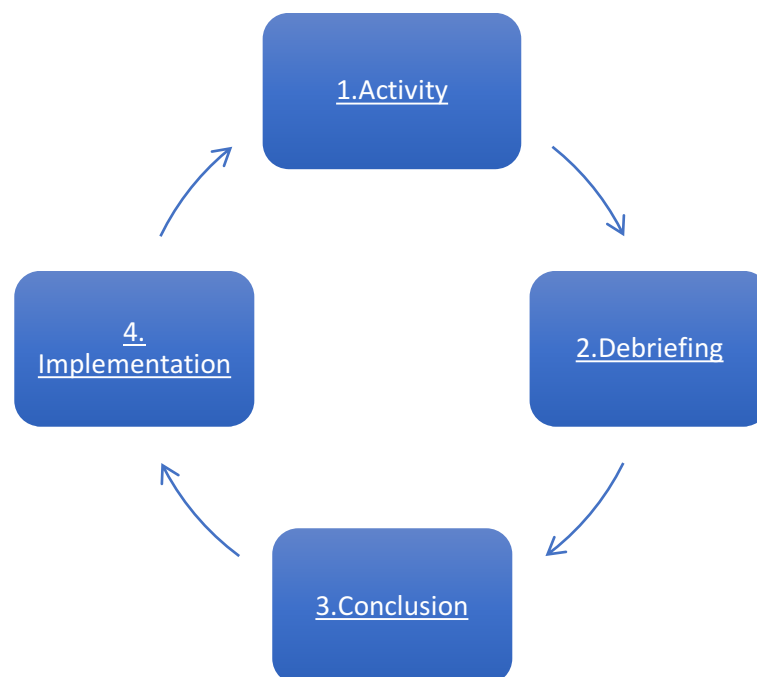
III. The training design and proposal: based on the previous analysis a training is designed and offered in an adequate setting.

IV. The assessment of training results (e.g. by interviews, surveys, assessment). Subsequently, these should be divulged to the participants (Müller-Jacquier & ten Thije, 2000).

Altogether these four phases give relevant guidelines regarding how to organize such trainings chronologically and which task each phase entails. In addition, Müller-Jacquier and ten Thije (2000) highlight the trainers' importance to develop training concepts and materials, as well as, to test them. Similarly, Tomalin (2009) suggests that immediate applicable tools are necessary and therefore training activities are required.

More specifically, with regard to the training design (see task III, Müller-Jacquier & ten Thije, 2000), Tomalin (2009) suggests that for training development, the learning cycle forms a useful framework since training activities should rely on these four phases (see Figure 1). Hereby, training activities are conceived as ways to cause (cultural) awareness (i.e. a mindset switch and behavioral adaptation), as well as, to make the learned principles develop into practices. During the training, the participants ideally follow the following learning phases:

Figure 1. The learning Cycle: A base for training development



1. Activity. This is a knowledge-based topic and interactive phase, the participants are invited to effectuate a task or something in which cultural differences are likely to be experienced, and by comparison with the others to reflect upon own practices and attitude.

2. Debriefing. This phase takes place by interaction and discussion. The participants are asked to share their experience with the group and/or the trainer. This includes their thoughts about their actions, the things they learned, and their feelings toward the experience.

3. Conclusion. In this phase the participant is instructed to think about the implications associated with their experience, what changes of thinking it may imply and what behavioral modifications it suggests.

4. Implementation. This phase can be considered as the key phase since there is no training that does not strive towards implementation. To facilitate implementation, the trainer can ask the participants how they are going to apply their acquired knowledge in their work environment (Tomalin, 2009).

Altogether, these phases can help (1) to develop training activities aiming the implementation of the participants' learning outcomes and (2) to increase the probability that the aimed learning outcomes (in this case the use of intercimprension) would be implementen in the working context. In the next section, some guidelines in terms of training content will be presented.

Training content.

With regard to the content of the training, Gile (2009) suggests that the theoretical components of training should be (1) directly relevant for the participants' needs (2) easy to understand and implement (3) instructed after sensitization, and (4) regularly rehearsed upon. In addition, the importance of explaining the aim of the training and its advantages is highlighted since it contributes to the participant's positive attitude development toward the training and thus possibly to the implementation of the training goals (Gile, 2009). Likeiwe, these insights help to further develop the training content and show the importance of participants' positive attitude towards the training before and during the training since it could increase the probability for LaRa's implementation at the Commission. Altogether, all these points were considered during the training development (see Appenix C). Next, literature regarding training activities to (possibly) include in the developed training will be introduced.

Training activities.

Webers (2003) highlights the importance and the effect of simulation¹¹¹ (e.g. by role-playing) in training. Furthermore, Gumperz and Roberts (1991) emphasize the relevance of recording simulations, among other things, in order to raise awareness: “The analysis of naturally occurring video sequences and the simulation or re-creation of interviews by participants provides real evidence of how decisions are constructed from interaction. They provide opportunities to shake participants out of their ways of doing things for granted and provide them with a set of analytic tools for monitoring their own behaviour” (p. 79). Finally, Weber (2003), highlights the importance of reflection and proposes different tools (e.g. questionnaires) to enable the participants’ reflection and to analyze the learning process. Therefore, the training that’s was developed included intercomprehension exercises that were recorded (see Appendix C).

In sum, previous research suggested that a training should be completed by executing the following tasks: a need for analysis; a training preparation period; a training design and proposal period; and an assessment of training results (Müller-Jacquier & ten Thije, 2000). Therefore, a pre- and postquestionnaire have been developed (see Appendix C). At the time this thesis was written (i.e. April, 2017), the first three tasks until training design were effectuated (see section *Training Requirements*, Müller-Jacquier & ten Thije, 2000).

With regard to the training content and development, Gille’s (2009) and ten Thije’s (to appear) recommendations have been followed. In addition, the training activities include interactive exercises, simulations, and questionnaires according to the research suggestions enumerated previously. Altogether, these insights emerging from different research domains enable to develop an *intercomprehension pilot awareness training proposal* that will be presented in Appendix C.

¹¹¹ For instance, the participants increased their negotiating and problem solving. These results were promising, since the participants even demonstrated a changed perception of culture (e.g. as communities of practice rather than nations).

Appendix C

Proposal: pilot awareness training

1.1 Invitation to participate in the ‘Intercomprehension’ pilot training

All participants will receive an invitation letter via mail.

1.2 Chronological overview and content of the ‘Intercomprehension’ pilot training

1. Welcome and Introduction

1.1. Presenting the aims of the pilot training:

- Raise awareness of issues that can arise when communicating in a multilingualism context such as at the European Commission (e.g. DGT) and the possibility to use different communication modes.
- Provide the terminology in order to increase observations possibilities and enhance the linguistic awareness of the possibility to use Intercomprehension as a mode of communication.
- To achieve deeper understanding in the (dis)advantages of Intercomprehension as communication mode and when to use it.
- Discuss the following questions: How does ‘Intercomprehension’ work in practice? How could ‘Intercomprehension’ be used in the day-to-day activities of the EU employees in order to communicate in a more efficient way?

1.2. Presenting of the Programme:

09:00-09:30	Welcome and introduction
09:30-10:00	Presentation and theoretical concepts
10:00-10:15	Break
10:15-11:15	Exercises in pairs
11:15-12:00	Reflection and discussion
13:00-13:15	Post - exercise questionnaire
13:15-13:30	Conclusion and word of thanks

2. Presentation and theoretical concepts

2.1. Contextualization

- History of multilingualism and language planning.
- Current situation at the EU
- The EU’s role in multilingualism

2.2. Presentation of the different modes of communication

- ELF (i.e. English as Lingua Franca)
- Intercomprehension

2.3. The advantages and disadvantages ELF and Intercomprehension

The participants will be asked for the possible (dis)advantages associated with Intercomprehension and ELF. These will be written on the blackboard. A brief discussion will take place.

3. Exercise in pairs

The participants will be instructed to take place (i.e. back to back) in couples¹¹² and conduct a problem solving task using subsequently the two discussed communication modes (i.e. ELF and Intercomprehension). The aim of this exercise is to experience the applicability of these modes depending on the distance between the used languages.

The exercises will be recorded for possible further analysis, after which these films will be deleted.

4. Reflection and discussion

Discussion about the overall observations of the participants and comparison between the use of Intercomprehension and ELF.

5. Interactive exercises

In order to optimize the use of Intercomprehension at the European Commission, an additional interactive exercise will be proposed in form of a roleplay. This exercise will teach the participants how to improve the comprehension and communicational success, for example, by using communication strategies.

The aim of the first role play will be the participants to experience the applicability of intercomprehension according to the setting (i.e. formal or informal context). Whereas the aim of the second exercise will be the negotiation of language choice.

6. Post- exercise questionnaire

All participant will be asked to fill in the questionnaire. All information will be processed in an anonymous way.

This questionnaire also includes feedback questions about the pilot training. This would make us able -if necessary- to improve the training).

7. Conclusions

The important addressed issues will be revised, the possible remaining questions will be answered, and the participants will be thanked.

1.3. Required material for the pilot training

- classroom with sufficient desks and chairs
- blackboard with available chalks
- projector for the powerpoint presentation and connection devices (also for Mac)
- paper (to take notes), printed brochures, printed maze for the experiment, printed questionnaires
- internet connection and access
- chronometer (or phone)
- camera with audio system in order to record

¹¹² These couples will be composed previously by the trainers according to their spoken language.

1.4 Appendix: Material of the ‘Intercomprehension’ pilot training

1.4.1. Brochure

The brochure will be send to all participants in attachment.

1.4.2. Questionnaire (to send by mail and to complete by participants before the pilot training)

Gender: M/F

How old are you?.....

Function:.....
.....

What is your working Directorate? (For ex.: A / B / C,...)
.....
.....

In what department do you work? (For ex.: which language dep.)
.....
.....
.....

What is your educational background?
.....
.....

Languages:

Mothertongue(s):.....
.....

Which foreign languages do you speak aside from your mother tongue and how do you estimate your level of active speech of the foreign languages? To the languages you have knowledge of, please add your estimated level. At the bottom of the list you have the possibility to add languages that are not in the list. *(please rate with 1 till 10, with 1 being of the lowest value and 10 being of the highest value)*

Language:.....	Productive proficiency :...1....2....3....4....5....6....7....8....9....10 Passive proficiency :...1....2....3....4....5....6....7....8....9....10
Language:.....	Productive proficiency :...1....2....3....4....5....6....7....8....9....10 Passive proficiency :...1....2....3....4....5....6....7....8....9....10
Language:.....	Productive proficiency :...1....2....3....4....5....6....7....8....9....10 Passive proficiency :...1....2....3....4....5....6....7....8....9....10
Language:.....	Productive proficiency :...1....2....3....4....5....6....7....8....9....10 Passive proficiency :...1....2....3....4....5....6....7....8....9....10

Language:.....	Productive proficiency :...1...2...3...4...5...6...7...8...9...10 Passive proficiency :...1...2...3...4...5...6...7...8...9...10
Language:.....	Productive proficiency :...1...2...3...4...5...6...7...8...9...10 Passive proficiency :...1...2...3...4...5...6...7...8...9...10

Which other languages do you work with? (Besides your translations) Explain in which situations.

.....

Are you familiar with the concept *intercomprehension* ?

- No
- If yes;
 1. Could you describe this concept ?

.....

2. In which situation do you use it?

.....

To what extent do you think Intercomprehension could be used... (please rate with 1 till 5, with 1 being of the lowest value and 5 being of the highest value)

A. In order to improve the efficiency of the translation process?
 1 ... 2... 3... 4... 5...

- Could you please specify your answer:

.....

B. In order to communicate with other colleagues

1 ... 2... 3... 4... 5...

- Could you please specify in which in situations:

.....

What do you expect of the training?

.....

Within the European Union, *intercomprehension* is seen as an ideal to achieve multilingualism. Do you think the DGT could set an example in this?

.....

1.4.3. the post-exercise questionnaire (about Intercomprehension)

This questionnaire will be printed and give to the participants on the day of training.

1.4.4. Questionnaire about the problem-solving task (i.e. the maze)

This questionnaire will be printed and give to the participants on the day of training.

1.5. the Powerpoint presentation

The powerpoint presentation will be sent to all participants after the pilot training.



Appendix D

Universiteit Utrecht

INVITATION PILOT TRAINING

Intercomprehension at the Directorate-General for Translation (DGT)

Relevance

‘Intercomprehension’ is the communication modus where participants from related but different linguistic backgrounds communicate in their own language with each other, but are still able to understand each other (DGT publication)

In 2013, scientific research at DGT has shown that ‘Intercomprehension’ offers many advantages and possibilities as a communication modus within the DGT (Van Klaveren, De Vries & ten Thije 2013). It was recommended to explore these advantages by setting up a pilot training. The opportunity to follow up on this recommendation has now occurred.

Gaining more insight in the use of ‘Intercomprehension’ within the DGT is useful to gain insight into the advantages and opportunities this communication modus offers. In this way, the communication processes within the DGT could take place in a more efficient and cost-effective way.

Training set-up

The training will introduce the concept of Intercomprehension. Subsequently, interactive exercises based on everyday situations that the DGT employees deal with will be executed. The exercises will be reflected upon. A short questionnaire pre- and post the ‘Intercomprehension’ training will document the learning outcomes of the training.

The training will take place in Brussels at DGT, preferably in the period between February, 13 -15 2017. The training is aimed at desirable at least six employees with different linguistic backgrounds participate in the program. The training will last around three hours, and is presented by Jan ten Thije, Hester Postma and Anna Wery from the University of Utrecht. No cost are associated with this training. The training contributes to a research project on the effectiveness of Intercomprehension.

Information

Please let Konrad Führmann know if you are willing to participate in the training.

Appendix E: Transcripts of the interviews

<i>Table 1. The Used Transcription Conventions (inspired from Koole and ten Thije, 1994)</i>	
(())	Speaker says something which can not be understood
?	Interrogative sentence
/	When the speaker makes a repair
(.)	A pause of less than 0.3. seconds
(0.4)	A pause of more than 0.3. seconds is indicated by the number of second within the parenthesis
(laughs)	Indications between brackets highlight if the speaker or hearer e.g. laughs

Please contact the author of this work to receive the transcriptions and recordings of these interviews.

Contact information: anna_wery@hotmail.com