



Utrecht University

**Language as a Tool of Inclusion in
a Multilingual Environment**

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Abstract

In a globalised world, communication between people from multiple cultural and linguistic backgrounds are more likely to happen. It is one of the many outcomes of globalisation. Such multilingual environments are particularly apparent in universities, in which obstacles may arise due to the diversity associated with each person's cultural and linguistic background. As a response, it is suggested that there are several ways to mediate multilingual conversations, including through translation, code-switching, *lingua franca* and *lingua receptiva*. This research focuses on the two latter notions, where *lingua franca* and *lingua receptiva* are employed to bridge conversations involving parties from various cultural and linguistic contexts. To this end, this research utilizes an experiment model involving a multilinguistic group of 6 (six) participants in a group conversation setting where 2 (two) selected issues are discussed in two separate sessions, each using one of the two communication modes. The data is derived from the content analysis of the discussions using two communication modes as well as in-depth interviews from each participant. The results show that both communication modes are effective in promoting participation among multilingual students in a conversation. However, *lingua receptiva* has been observed to promote greater inclusion among these participants, especially at preserving the diverse linguistic backgrounds of the participants while still facilitating interaction similar to ELF. For participants who have less knowledge in a particular language, they can rely on the responses of other participants who are proficient in that language to actively participate in the conversation. This demonstrates the benefits of multilingualism and *lingua receptiva* conversation.

Table of Contents

1. Introduction.....	4
2. Theoretical and Conceptual Framework.....	8
2.1. Intercultural Communication	8
2.2. Multilingualism	9
2.2.1. English as a Lingua Franca	10
2.2.2. Lingua Receptiva	11
2.3. Inclusion.....	13
3. Methods	15
3.1 The selection of the participants.....	15
3.2. Data collection.....	17
3.2.1. Conducting a group discussion.....	17
3.2.2. Interview.....	18
3.3. Data Analysis	19
4. Results and Discussion	20
4.1. English as Lingua Franca.....	20
4.2. Inclusion in Conversation using English as the Lingua Franca	23
4.3 Lingua Receptiva.....	26
4.4. Inclusion in Conversation using Lingua Receptiva.....	30
5. Conclusion and Limitations	35
Bibliography	38
Appendices	42
1. Group Discussion	42
2. Interview Transcriptions	63

1. Introduction

Cross-border and worldwide interactions between people from various language and cultural backgrounds are now frequent in today's globalised world, whether through physical mobility or technical means of communication, and they appear to be a driving force in the world economy. Participating in such cross-border interactions enriches people, organisations, institutions, and even societies in both tangible and intangible ways (Stahl et al., 2010). As a result, language and communication have taken centre stage in scholarly and political discussions. Globalisation influences the communication between people around the world; it connects people and in a globalised world, intercultural communication is more likely to happen. Perhaps one of the most obvious positive outcomes of globalisation is interconnectedness, including in terms of education, in which it is now frequent for students to study abroad. As one of the reasons, international students come to the Netherlands because English is well spoken in the Netherlands even though it is not the official language.

Universities across Europe have recently welcomed exchange students from both within and outside of the continent. As a direct result, the student population in Europe is becoming increasingly multilingual. In fact, a growing number of colleges now provide education in English as a second language in order to facilitate international exchange and because English is becoming more significant as an academic language (Björkman, 2011). Moreover, English is used as a lingua franca in informal situations for communication between European exchange students (Hülmbauer 2014). This certainly creates a multilingual environment in universities. In a multilingual environment, intercultural communication is more likely to happen. It is where there are two or more people in a conversation that come from different cultural and linguistic backgrounds (Rehbein. J, 2012). In this connection, the facilitation of communication in such diverse contexts could be through either the use of lingua franca, translation, or lingua receptiva. Nevertheless, Rehbein. J, (2012) find that the increasing

use of English in academia has significant negative effects. In particular, it makes it difficult for people who are not native English speakers to participate in academic discourse and a lack of language proficiency and linguistic diversity may lead to a lack of cultural and intellectual diversity. As one of the alternatives to English as lingua franca (ELF), the authors suggest receptive multilingualism, also known as lingua receptiva (LaRa). LaRa is a type of multilingual communication where speakers use different languages but can comprehend one another because they employ their receptive skills in the other language.

This research aims to focus on the use of lingua franca and lingua receptiva as a tool of inclusivity for students at Utrecht University. This is particularly significant as people need to feel included in groups because groups help people with their material interests (Jansen Otten 2014), boost our self-esteem, validate our beliefs and give us a sense of uniqueness and belongingness (Leary & Baumeister, 2000). Yet, being included is not a guarantee; it further depends on how well one fits in with the other group members. In general, when other group members are similar to one another, inclusion is easier to be secured. Inclusion is needed in every situation, but in a multilingual one it becomes even more crucial. If some people feel excluded, a multilingual environment, where people speak many languages, might be difficult to navigate (Kristof-Brown, Zimmerman, & Johnson, 2005).

Communication between people is facilitated by promoting an inclusive environment. Inclusive environment encourages open communication, which is crucial in a multilingual setting, and fosters an atmosphere in which people are free to express themselves in their native language and any language they are able to speak without worrying about prejudice or condemnation (Moore, 1999). In today's globalised world, diversity can be found everywhere and a multilingual environment promotes that diversity. Therefore, diversity is a characteristic of a multilingual environment. Diversity equates to different. As a result, variety is not a recent phenomenon because people have always varied from one another. This means that the idea

that some features, such as accent, physical prowess, and cultural heritage, are thought to be better indications of diversity than others gives rise to the selectivity of diversity. In light of the fact that context affects how people are perceived, people can only be considered "different" in relation to other people in their environment (Moore, 1999).

Additionally, learning can be greatly facilitated by being in a multilingual setting (King, 2018). It offers the chance to pick up new languages, comprehend various cultures, and develop communication abilities. Inclusion in a multilingual setting promotes tolerance and respect for the diverse languages, cultures, and worldviews of others. Lastly, inclusivity promotes teamwork in a multilingual setting. People are more likely to collaborate successfully and produce greater results when they feel included. Therefore, inclusion is essential in a multilingual workplace since it promotes respect, communication, variety, learning, and teamwork (King, 2018). Regardless of the language people use, it is critical to promote an atmosphere where everyone feels included.

To set its focus, this study addresses the following research question:

- *To what extent do multilingual students feel included in a conversation setting where English as a lingua franca is spoken as compared to lingua receptiva?*

To this end, this study will answer the following sub-questions to substantiate the main research question:

- *How does English as a lingua franca influence the participation of a participant in a multilingual conversation as compared to lingua receptiva?*
- *To what extent do the participants feel included with English as lingua franca as the communication mode?*
- *To what extent do the participants feel included with lingua receptiva as the communication mode?*

The theoretical framework will be covered in the sections that follow along with a selection of comparative studies on ELF and LaRa in higher education as well as multilingualism, ELF, and LaRa, their individual advantages and limitations. The technique will then be examined, and the findings will then be presented and discussed in order to address the research questions. A summary of the key findings, a discussion of the study's limitations, and suggestions for more research will be included in the thesis' conclusion.

2. Theoretical and Conceptual Framework

In this section, the theoretical and conceptual framework will be covered, in which relevant theories and concepts that are key to the research study will be elaborated. These theories and concepts include intercultural communication, multilingualism, English as a lingua franca (ELF), lingua receptiva (LaRa), and inclusion.

2.1. Intercultural Communication

Nearly everything that matters to people, outside of some of the most fundamental survival needs, comes from and is mediated by communication. Communication is the only means by which we are able to acquire the laws and customs of our language and culture, build and negotiate relationships, control markets and production, plan group actions for governance and protection, and derive meaning from the things we do every day (Cooke & Dengerscherz 2020). Based on Watzlawick (1969), Cooke & Dengerscherz (2020) reiterate the theory that communication is embedded in every human interaction (Cooke & Dengerscherz 2020). Given that both globalisation and technological advancements have broken down territorial borders and revolutionised conventional patterns of interaction, communication includes everything that people convey to each other, consciously or unconsciously, which can occur in different places and situations. Spencer-Oatey and Franklin (2009) claim that in an international conversation, language is not the most crucial factor in communicating a message. Since much of a verbal message must be decoded by the recipient, they claim that in an intercultural setting, sending and receiving the message can be challenging because the inference of meanings can vary due to culture and background. Speakers arrive at different meanings based on the clues they picked up that comply with their cultural framework (Spencer-Oatey & Franklin, 2009). Having a distinct cultural background can cause one to understand something differently than the speaker intended. Further, there are a few competencies that can facilitate successful

message communication, including linguistic accommodation, information structuring and highlighting, discourse markers, and active listening (asking for clarification, ensuring correct understanding, or resolving misunderstandings) (Spencer-Oatey & Franklin, 2009). Experts have provided numerous definitions of intercultural communication, each with their own interpretations and implications. The concept proposed by Samovar and Porter (2004) highlights how deeply ingrained a person's perspective of the world is in the system of symbols that their culture uses to make sense of it. Additionally, they assert that cross-cultural interaction is defined as "the interaction between persons whose cultural perceptions and symbol systems are sufficiently different to change the communication event" (Samovar and Porter, 2004: 15).

Despite the many definitions, it is crucial to remember that during an intercultural communication event, problems can arise because a person, for instance, fails to recognize the uniqueness of the individual, fails to concentrate on the message, fails to comprehend the belief systems and values that form the foundation of other cultures, and makes judgments from the perspective of their own culture (Patel et al., 2011). In other words, the failure of people—both individuals and in groups—to interpret the cultural uniqueness of others presents a challenge for intercultural communication. Therefore, the human factor has a significant impact on cross-cultural communication as they are central for the proper conveyance of messages across different cultures (Patel et al., 2011).

2.2. Multilingualism

The term "multilingualism" describes the capacity to use or speak several languages fluently (Cenoz, 2013). Growing up in a bilingual or multilingual environment, studying multiple languages in school, or actively learning and using multiple languages on their own are all ways that people can become multilingual. For a sizable portion of the world's

population, multilingualism is a part of daily life. However, for many others, multilingualism is a communication barrier for many people. Language barriers must be overcome if speakers from various native language backgrounds are to converse with one another. However, language acquisition is mostly hard work. Many speakers feel insecure about speaking or writing in a language that they have not mastered well. Many people have not learned other foreign languages up to a standard for cross-border communication. (Lid, 2018)

Inclusive multilingualism is a concept explaining how communication techniques are employed to circumvent language barriers, which forms an essential tool to establish multilingual comprehension rather than an undesirable deviation from monolingual speech (Jansen et al., 2014). Since most people who use foreign languages only have a limited command of them, inclusive multilingualism starts from the premise that they do not use those languages according to the norms of native speakers but rather with the goals of effective communication that are specific to that context. The multilingual communication modes in particular that people employ to deal with linguistic variety and inadequate linguistic abilities are the subject of research that underpins inclusive multilingualism. These include using English as a "Lingua Franca," using a "Regional Lingua Franca," using a "Lingua Receptiva," code-switching, and using translation or interpreting as a form of mediation (Jansen et al., 2014).

2.2.1. English as a Lingua Franca

In most instances, according to Seidlhofer, lingua franca is "a 'contact language' between those who share neither a common native tongue nor a shared culture, and for whom English is the chosen foreign language of communication," (Firth 1996: 240 in Seidlhofer 2005: 339). English as a lingua franca allows the Expanding Circle of English-speaking countries to seek connectivity in the modern world (Pakir, 2009), where the Expanding Circle is the sphere of countries teaching and learning English as a foreign language (EFL) as a means

of communication with Inner circles (where English is a native language) and Outer circles (where English is not the mother tongue, but one of the main languages) of Englishes (Mollin, 2006). This need for connectivity and ELF providing a bridge in communication between speakers with different native languages explains why mistakes in ELF are not deemed important, as efficiency is often deemed more important than linguistic accuracy.

Additionally, interference from the speaker's first language or other known languages, as well as features that are generated during language acquisition, often characterise the formal features of English as lingua franca (Backus et al., 2013). This variety of English therefore differs from Standard English in such a prominent way that external expectations to “adhere to native speaker norms” (Backus et al., 2013) do not apply. Although speakers' native languages have an effect on English as lingua franca, the variation is still often compared to Standard English and some sociolinguists see it as “an inferior kind of English” (Jenkins, 2011). It is therefore unsurprising that American and British English remain the most desirable forms (Jenkins, 2011). These expectations can also be present for non-native speakers in their use of ELF. However, while it is often believed that native speakers do not participate in ELF, it is suggested according to the Vienna-Oxford International Corpus of English that ELF is “an additionally acquired language system which serves as a common means of communication for speakers of different first languages” (Jenkins, 2011). This means that for native speakers, this extra language system can be acquired and can differ from their native English use. They are thus also expected to make accommodations, according to the ELF language system, in order to facilitate successful communication with non-native speakers.

2.2.2. Lingua Receptiva

Lingua Receptiva is a type of multilingual communication where speakers use different languages but are able to comprehend one another by using enough listening skills in the other speaker's language. This language use is referred to as lingua receptiva by Rehbein, ten Thije,

and Verschik (2010). They define this concept as the interaction of linguistic, mental, interpersonal, and intercultural skills that are triggered when the subject is addressed in a language that he or she is proficient in. In this case, *lingua receptiva*, is mentioned by researcher Jan ten Thije as a potential fix for situations where multilingualism is an issue. Each participant in a conversation speaks their preferred language, which is referred to as *lingua receptiva*. The requirement that participants have sufficient receptive knowledge of each other's language(s) in order to communicate with one another is a crucial requirement for the use of *lingua receptiva* (Ten Thije 2020).

Prior information is either required or unnecessary depending on the linguistic interaction in which *lingua receptiva* is employed. *Lingua receptiva* can be used for communication between Chinese and Dutch speakers, however understanding the other language is necessary. Less foreknowledge is assumed when a German and a Dutchman or a Dane and a Swede meet. Due to their shared Germanic language family origins, Dutch and German share many similarities with each other, including word order, grammar elements, and word stems (Goossens, 1985; Beerkens 2010).

Moreover, the use of *lingua receptiva* is encouraged by many linguists for a number of reasons. One of them is the fact that nobody can claim to speak more fluently than the other person. *Lingua receptiva* is thought to be a superior option in more ways than just politeness, though. According to Ten Thije (2010), all speakers find it simpler to explain themselves in their mother tongue than in a foreign language. If the discussion is focused on a particular field where the use of professional words is crucial, this effect is strengthened. Beerkens (2010) found that Dutch and German are both easily understood by both sides after having similar talks in LaRa language mode in organisations along the German-Dutch border. Another argument of LaRa is that learning a second language is unnecessary because receptive understanding suffices to enable practically anyone to have a conversation without any prior

knowledge. Although much seems to speak in favour of the application of LaRa, it remains inconclusive whether LaRa works better than ELF. To our understanding there are still no 'hard figures' that actually prove that LaRa works better than ELF.

2.3. Inclusion

According to Shore et al (2011), inclusion is formed when people feel like they belong to the group but also think of themselves as separate and individual. There are two theories that especially address the interaction between group belongingness and individuality when examining the theoretical foundations of the inclusion concept: the optimal distinctiveness theory (ODT) and the self-determination theory (SDT). ODT (Brewer, 1991; Brewer & Roccas, 2001 in Jansen et al., 2014)) states that humans have intrinsic desires for both belongingness and uniqueness, which are in opposition to one another. The drive to establish and preserve solid and enduring relationships with other people stems from the need to belong. This definition of inclusion makes three crucial points. First, inclusion is understood as meeting personal needs within a group. Second, belonging-ness and uniqueness are the two elements that make up inclusion. Finally, rather than the person connecting to the group, it is the group that includes the individual. (Jansen et al., 2014). Two components are believed to make up belonging: group attachment and group membership. Group affection shows the perceived positive valence of that tie, as opposed to group membership, which displays the perceived strength of the bond between an individual and the group (cf. Allport, 1954). Crucially, ODT asserts that if these two requirements are pursued at the same level, they would conflict (e.g., the intragroup level; Brewer & Roccas, 2001). In other words, ODT predicts that people tend to feel less different and separate as they feel more attached to others (cf. Sheldon & Bettencourt, 2002).

The aforementioned concepts are directly relevant to this research. The concept of intercultural communication, which explains a form of interaction involving subjects from multiple cultural backgrounds, provides a context for the research, and is related to multilingualism. The focus of the research is essentially whether English as *lingua franca* works better to accommodate than *lingua receptiva* for multilingual setting, in which intercultural communication occurs. As such, this research is limited to such a context. To further delve into these questions, both English as *lingua franca* (ELF) and *lingua receptiva* (LaRa) are crucial to this research because the two are the objects of the research. It will then be observed whether the use of each one benefits multilingual participants in an intercultural context. Finally, the concept of inclusion further explains the outcome of the usage of ELF and LaRa towards multilingual participants. In this connection, it will be explored ELF and LaRa make participants feel like they belong to a group, which includes a three-fold result: *first*, whether their personal needs are met, *second*, whether the feeling of belongingness and uniqueness are attained, and *finally*, whether the group includes the individual and not vice versa.

3. Methods

The research uses qualitative research methods. The qualitative method is using data from a group discussion and interviews. This section will explain the research design and the method applied, as well as how the participants were selected and how the data was analysed.

3.1 The selection of the participants

The participants for the group discussion consisted of 6 (six) multilingual students from the ICC master's program at Utrecht University batch 2022-2023, from both the multilingual track and language specific track. The selection of 6 (six) participants was made due to the limitation of time. In choosing the participants, first, the researcher must know the languages that the participants speak and have in common. During the selection of the participants, the six participants were asked by the researcher to indicate their nationalities, mother tongues, and the languages they speak. As a result, two language families were chosen, Germanic and Romance language families. Since Lingua Receptiva conversation requires a certain level of language proficiency in order for it to be put into practice. The selection of the Germanic language group is because all the participants live in the Netherlands and they either speak or understand Dutch. In this case, the Germanic languages include English, Dutch, and German. The second language family is the Romance language group. All six participants speak and understand one or more Romance languages. In this case, the Romance languages include French, Spanish, and Italian. Therefore, they understand each other although they do not speak one of the languages but they have the knowledge of another language that is similar to their first language.

The following table shows the list of anonymised names of the participants, gender, nationalities, native languages, and language knowledge.

No.	Participants	Gender	Nationalities	Native Language	Language Knowledge
1.	Participant 1	Female	Portuguese	Portuguese and Spanish	Portuguese, Spanish, English, French, German, and Dutch
2.	Participant 2	Female	Canadian	French	French, English, and Spanish
3.	Participant 3	Female	Italian	Italian	Italian, Dutch, French, English
4.	Participant 4	Female	Dutch	Dutch	Dutch, German, English, and French

5.	Participant 5	Female	Dutch	Dutch	Dutch, German, English, Italian
6.	Participant 6	Female	German	German	German, Dutch, English, and French

3.2. Data collection

The data were derived from eight different sources, the first session of the group discussion using English as Lingua Franca, the second session of the group discussion using Lingua receptiva, and individual interviews of six participants. The first data was recorded and automatically transcribed using the MS Teams feature. Anonymised transcripts of all experiments can be found in the appendices. The second data was also recorded with MS Teams and the audio was transcribed after the experiment using MS Teams but was divided into five parts due to five different languages being spoken, German, Dutch, French, Italian, and Spanish. Anonymised transcripts of all experiments can be found in the appendices. The interviews were held online and were recorded and automatically transcribed using the MS Teams features. The interviews were conducted in English.

3.2.1. Conducting a group discussion

A group discussion was conducted as an experiment for the six participants to be able to use ELF and LaRa in a conversation. It allows the researcher to observe the communication

between 6 participants who have different linguistic backgrounds. The group discussion was attended by 6 participants and it was held online on March 15th, 2023 using MS. Teams. The group discussion was divided into two sessions where in the first discussion they use English as a lingua franca and in the second discussion they use their mother tongue to communicate with each other. For the group discussion, they were given two different topics for each session. The first topic was about travel destination preferences, whether to go to more than one country in a single trip or explore a certain country, and the second topic was travelling to natural travel destinations or historical and metropolitan area destinations. The participants have been informed that they are allowed to turn their camera off for the discussion. The researcher was not involved in the discussion in order for the participant to make the flow of the discussion as natural as possible. At the beginning, the researcher introduced himself, answered questions, and set up the recording, but left once the experiments started to not interfere in the natural conversation flow.

In the session of the discussion, the participants were instructed to discuss travel destination preferences, whether to go to more than one country in a single trip or explore a certain country using English as the Lingua Franca. The first group discussion lasted for 17 minutes. The second session, the participants were instructed to speak in their native language and they were informed that each participant has the knowledge of each other's languages, that includes languages from both language groups, Germanic and Romances. Therefore, the languages that were spoken in the group discussion were French, Italian, Spanish, Dutch, and German. The selection of the topic is to create a natural and neutral discussion and to create a relaxed and casual atmosphere/ambience. The second group discussion lasted for 18 minutes. In total, both group discussions lasted approximately 45 minutes including explanations of the communication modes at the beginning of each session in order to clarify and to avoid misunderstanding from happening.

3.2.2. Interview

The interviews were conducted after the group discussion and separately for each participant. The interviews were held in order to look at the deeper understanding of each participant on how they felt included in the group discussion. The time frame of the interviews was between March 26 to March 28, 2023. The interview consists of 15 questions and divided into 4 parts, demographic questions, English as Lingua Franca, Lingua Receptiva, and Inclusion. The questions were made after the group discussion and adjusted accordingly to the observation of the group discussion. Also, The interviews were conducted online using MS Teams. The average of each interview is 15-20 minutes.

3.3. Data Analysis

The data from the group discussions and interviews were categorised into four variables in order to answer the research question and the sub-questions. The variables look deeper into the participation of the participants and the feeling of being included in both communication modes. The variables are the participation in English as a lingua franca group discussion, the participation in *lingua receptiva* group discussion, inclusion in English as a *lingua franca*, and inclusion in *lingua receptiva* communication mode. The first and second focus on the participation of the participants during the group discussion. To answer Sub-questions 1 and 2 about the participation of the participants in each group discussion with two different communication modes, the data was derived from the transcription of both group discussion and was manually observed to see the involvement, the reaction, the turn-taking, code-switching and how each participant elaborated their stories. Furthermore, in order to answer sub-question 3 and 4 about how each participant feels included in each group discussion while using English as a *lingua franca* and using their native language in *lingua receptiva* use, the

data derived from the interviews of six participants based on the 16 Jansen's model of perceived group inclusion (Jansen et al. 2014:373).

4. Results and Discussion

In this section, the results of the findings are discussed. Specifically, it will analyse the focus group discussion of the 6 (six) participants and the responses from in-depth interviews in order to gain insights on Inclusion according to communication modes: ELF versus *lingua receptiva*. The analysis will be presented in four parts. The first part will focus on the communication using ELF, within which the first phase of the group discussion and interviews will be analysed and elaborated. The second part will then relate such findings to the concept of inclusion and determine whether the use of ELF boosts inclusion. The third and fourth parts will mirror the first and second, discussing communication using LaRa by referring to the second phase of the group discussion and interviews, and connecting the findings with inclusion, sequentially.

4.1. English as Lingua Franca

The first form of communication method that was observed was ELF, which had been used throughout the first phase of the group discussion and interviews involving the 6 (six) participants. At the outset, a general trend that was noticed among the participants was their preference towards the use of the English language in a multilingual conversation setting, primarily because of its status as an international language. The use and the role of English in the world really influence the participation of the participants in a multilingual conversation setting. For instance, Participant 1 claims that English is the easier language when it comes to multilingual conversations because “*everybody knows it and it’s the go-to language when other people don’t speak Portuguese, I’m among other people who are not Portuguese*”. This was further confirmed by Participant 4, who had claimed that “*...it is the language that most people speak and it’s easiest to include everyone in a conversation if you just speak English*”. In addition, Participant 5 expressed a feeling of convenience when communicating in English

because it allows her to “...express [her] feelings the most.” Her problem with fluency in other languages such as Italian can be circumvented by using English, with which she can “make [herself] understood the best.” Indeed, with approximately 1.3 billion speakers and the status of the present global lingua franca (Jenkins, 2011; Szmigiera, 2021), ELF provides people with a variety of opportunities to communicate with people all over the world. In addition to its wide adoption, ELF is distinguished by its high prestige (Stecig, 2019), linguistic adaptability, and tolerance of departures from normative standard English (Hülmbauer, 2014; Stecig & Majdaska-Wachowicz, 2021).

A feeling of security from using English is also observed. It has been suggested that English as Lingua Franca actually encourages non-native speakers to communicate regardless of errors, misunderstandings, or their level of English competence by employing inventiveness, such as switching between or borrowing from other languages (Backus et al., 2013; Hülmbauer, 2009; Jenkins, 2011). The same was seen from the participants. To illustrate, Participant 3 agreed that “...everyone, every speaker [in the group discussion] is not an English native speaker...”, and as a result he felt “less stressed...” as “we [all non-native English speaker] probably make mistakes and sometimes are aware of it...” Similarly, Participant 5 also concurred that when English is spoken in a multilingual conversation setting, it means that everyone is willing to come to a common ground where they are able to understand each other very well: “...if everyone in the environment uses it as a lingua franca, I think that everyone in the room wants to understand each other. So it doesn't really matter if you follow the rules exactly. So I think if you keep that in mind, it's a super good alternative for, I don't know for instance, Spanish...” Certainly, mutual understanding when using ELF remains possible even when speakers do not adhere to a single national norm (Blees et al., 2014; Mauranen, 2010). In fact, it has been suggested that English as Lingua Franca actually encourages non-native speakers to communicate regardless of errors, misunderstandings, or their level of English

competence by employing inventiveness, such as switching between or borrowing from other languages (Backus et al., 2013; Hülmbauer, 2009; Jenkins, 2011).

An interesting finding to be brought up is the existing perception that a good professional level of English certainly influences and helps each participant in engaging and being involved in the conversation. For instance, Participant 1 pointed out that it relaxes the conversation when they are able to speak a language that they are fluent in and understand each other completely: “...*I know that we all have a very good professional level of English and yeah, I didn't even feel like I it could have gone on for way longer because I was just having fun and it was very chill and relaxed*”. This finding helps to understand that despite the suggestions of some scholars that mutual understanding can be reached through adaptations, such as alteration of tempo or syntax as well as speech patterns (Backus *et al.*, 2013), level of proficiency ultimately acts as a significant factor in facilitating a multilingual conversation. Nevertheless, considering the diverse roster of the participants involved, it is definitely possible that the feeling of overall proficiency is derived from the adaptations made by each interlocutor during the conversation rather than their actual proficiency in English. This further confirms that the use of ELF does not bar mutual understanding among multilingual participants in spite of non-fluency. In this connection, As a result, ELF can retain multilingual diversity and broaden language repertoire (Seidlhofer and Hülmbauer, 2013).

The overall outcome of using ELF is therefore a sense of security. Participants feel safer when they make errors or grammar mistakes with non-native speakers because they jointly share and experience the same struggle of speaking a language that is not their mother tongue. In addition to feeling safe, the participants do not perceive ELF as a barrier to comprehension. Rather, it incentivizes communication irrespective of the different levels of fluency and adherence of national language norms.

4.2. Inclusion in Conversation using English as the *Lingua Franca*

In this part, the first phase of the conversation and interview using ELF is observed against the concept of inclusion. The interview questions revolving around inclusion were constructed in adherence to the 16 model of Jansen. The result of the interviews shows that 5 (five) participants felt included by using ELF (Participants 1, 2, 3, 5, 6) while the one other (Participant 4) did not. The general trend of inclusion can therefore be observed. In fact, according to the participants, to a certain extent, the use of ELF in a multilingual conversation promotes inclusion and that they feel included as a part of the group. As a case in point, Participant 1 illustrated as follows: *“For example, when I hear people here speaking English in the Netherlands..., I'm like, oh, can you communicate with them? Because I hear the language I'm like, oh, I actually can communicate with them like I'm going to be able to be part of this conversation. So it does make me feel included. Yeah, especially now that I'm abroad, it is like a form of inclusion...”* She had compared speaking English in the group discussion and in a more broad and general setting and she claimed that it gives her the same feeling of inclusion.

Notably, Participant 2 pointed out that any language can be used as a medium for inclusion: *“Some people will really want to include you in English or in other languages and some whatever the language they don't want to. But I felt like I belonged to the group while speaking English. We were all joking. We were all talking, it was easier to understand each other”*. In the context of the group discussion, she did feel included because English is used and that it allowed her to express herself. Although, she seemed to disapprove that English is the only language that can effectively produce inclusivity as other languages are more than capable of reaching the same end.

Participant 3 claims that since there was no English native speaker involved, it made her feel more comfortable because it puts her on the same level with the rest of the participants

“Yes, absolutely. Maybe also because I knew that all of us used English as a Lingua Franca with no one being an English native speaker. So, we were all in the same boat, so to say.”

Similarly, Participant 3 said that by speaking English, in this case not only English is the lingua franca but also it is a second language to every participant in the discussion. As a result, Participant 3 felt comfortable speaking English with non-native speakers as it puts them on the same level, and it is resulting that they can engage equally. Moreover, because they have the same level of English, they tend to listen more carefully and help each other if necessary: *“It kind of puts us all at the same level. Maybe I feel like maybe you would also engage more. Because for example, if you speak a language that's not your own, and like... all the others also, they're not their native language. Maybe you listen more and you try to help them in case there's a word lacking like they're like, ohh I cannot really like, as I'm doing right now. There's maybe sometimes like a few words. And I'm like, what is that word? And then you would like, you know, just jump in and help me”*. In addition, according to Participant 3, English is the international language, and therefore the majority of people have at least the basic knowledge of the English language. This confirms that the world has departed from the conventional English language norms as a result of globalisation. English has generally gained a more universal standing, either as an official language in Outer Circle nations or as a priority in Expanding Circle nations. Because English is primarily used as a medium for communication, the situation has also led English as the International Language speakers to reject any Inner Circle Englishes. To describe the issue, McKay uses the term "re-nationalized" rather than "de-nationalized" English (McKay, 2002). In that case, Participant 3 held that since every participant has the same level of proficiency in English, it can help them feel more included *“It's the language that most people have at least a basic understanding, so that can help everyone feel a bit more included”*.

The same feeling was shared by Participant 6, who claimed that using English in a multilingual setting with no English native speaker involved made her feel more comfortable as it puts her on the same level with the rest of the participants: “*Yes, absolutely. Maybe also because I knew that all of us used English as a Lingua Franca with no one being an English native speaker. So, we were all in the same boat, so to say.*” She further explained that speaking English with non-native speakers also boosts confidence because every participant shares the same struggle of speaking a second language. Therefore, it gives the inclusivity that a participant needs: “*I had the impression that I could express what I intended to say. And even in case me or other people might not know a word in English, it wouldn’t embarrass me at all because we all know it’s not our mother tongue.*” However, it is certainly possible that the feeling of inclusion derived not from the use of English but from the awareness that no English native speaker was participating and a common understanding that all the participants were non-native speakers. Hence, it might be less the use of English as *lingua franca* but more of the awareness of the background of the participants.

Interesting enough, Participant 1 implied that inclusion felt from the use of ELF can exceed that of her native language by referring to the frequent use of English in pop culture which ultimately influences proficiency. She claimed that she “*can express myself better in English than in my [her] own language, Portuguese, you know, because I [she] watched TV shows, always on social media, and you [she] can relate to these memes and whatever that is putting out on the Internet. Sometimes I feel like my personality is better described in English than in my own language.*”

In contrast, the feeling of inclusion is not felt with Participant 4. She opined that in a general setting, it is indeed more common to use English to bridge multilingual contexts and has become something that is extremely common in everyday conversation, but that does not in itself give her the sense of being included: “*I think it doesn’t explicitly give me the feeling*

that I'm included...” She then underlined that although using English does not prompt inclusivity, it does not produce an opposite outcome: “...*but it definitely doesn't give me the feeling of being excluded. If you know what I mean. So it's more just. Yeah, like I said, cause it's the usual. It's just normal.*” In the normal course of conversation, using English is seen as a regularity and perhaps also necessary to accommodate the evolving nature of interaction.

In sum, the use of ELF communication mode can produce a sense of inclusion. In the context of the group discussion and interview, most of the participants agree that English bridges a multilingual conversation well and that it provides them with the feeling of being included in the group. This is particularly the case where all of the interlocutors are non-native English speakers, which gives the overall discussion a very relaxed atmosphere. Noticeably, one participant, while agreeing with the notion that ELF can promote inclusivity, also went as far as alluding to the fact that inclusion can be achieved by other languages as well. English is apparently not the only *lingua franca* that could bridge multilingual conversations. Furthermore, another participant even suggested that the ELF offers more inclusivity than her native language could. Nevertheless, an anomaly is also observed where a participant did not agree nor disagree that ELF produces inclusion. Rather, ELF is really a commonality rather than something which explicitly gives the sense of inclusion. Notably, the disagreeing participant also did not think that ELF necessarily provides the opposite of inclusion.

4.3 Lingua Receptiva

While English as a *lingua franca* seems to be helpful in making the participants feel included, it is observed that *lingua receptiva* also produce a similar result. During the first few minutes of the group discussion, every participant took turns telling and sharing their own stories and experience of the given topic. During the first 20-25 minutes, there was no misunderstanding because the participants were still sharing their personal experiences and it took each participant a few minutes to share and elaborate their experiences in their native

language. Therefore, they were able to express themselves by speaking their native language. In minute 26.36, however, Participant 2 began shifting the conversation topic in order for her to participate in the conversation because she does not have the requisite knowledge of the Dutch and German languages. She initiated a question in French in which she is aware that every participant speaks and understands French. In response, Participant 3, who speaks Italian as her first language and has learned French for 8 years, participated in answering the question. This is likely because Italian and French originate from the same language family.

“Participant 2: ‘Je, je je, je, je suis un peu visée par ça parce que j'avoue que j'ai beaucoup voyagé avec ma famille. Logique. Mais je suis plus dans l'optique en ce moment de vouloir planifier les choses avec mes amis. Un des amis et puis aussi en fait, on sait, aujourd'hui, on va voyager ensemble et donc à un moment ça va se faire mais donc ça va être très bien. Mais sinon j'aimerais bien un jour pouvoir voyager seul. Mais je pense que si je voyage seul, je vais aller dans les coins très touristiques et parce-que c'est triste de dire ça mais gentil 21e siècle, on est quand même une femme jeune seule qui voyage...easy target, voila. On va donc, mais j'aimerais bien que mon l'a dit un peu plus tôt. Moi aussi j'ai une liste de pays que j'aimerais bien faire. Pour l'instant oui, donc un t'es un, t'es demi but c'est de avec des amis. Mais quand il est avec la famille aussi.’”

Participant 3: ‘Si. Perché anche per me una cosa che mi mi blocca da viaggiare da sola, hai fatto che appunto da sola sarei una una ragazza io sola e purtroppo donne, abbiamo più paura rispetto a un uomo a viaggiare da solo. Ehh, hebben jullie me begrijpen?’”

Similarly, during the interview phase, Participant 5 asserted that she had felt a little excluded when another participant spoke a language that she fluently does not. On the contrary, when a language that she was familiar with was used, she felt more included: *“I feel a bit less included when, for instance, participant 2 spoke in French because my French is just not as good as friends as my Italian or my Spanish, which surprised me and I could understand*

Participant 1 did well. But yeah, for me, French is just a hard language. So then it was nice that participant 6 translated it in German so that I felt more included again”.

Additionally, although the languages spoken by each participant are different—which is largely influenced by their countries of origin—it was observed that their native languages can actually be classified into two language groups: Romance and Germanic. To illustrate, Participant 2, who was Canadian and whose native language was French, was more active in the conversation when other participants only spoke a language from Romance language groups such as Italian and Spanish. On the flip side, in conversations when Germanic languages are used, such as Dutch and German, she relied primarily on the responses of other participants, who spoke in languages she is familiar with. A similar finding was confirmed by Participant 6, who noticed that *“the Dutch native speakers could easily pick up or react to what I was saying [in German], with Dutch and German being linguistically so close”*. She found that the Dutch participants were more interactive when she spoke German because Dutch and German are in the same language family. Language commonalities such as these are commonly used as a means to foster mutual understanding among speakers of LaRa (Blees et al., 2014; Hülmbauer, 2014).

Participant 3 *“Ja en dan die man misschien heb niet zo zij zij niet als als trouwen, want Als je met Als je in mij bent en Ik wil Alleen reizen, Dat is Misschien een beetje. Maar oké. Ja, Ik weet niet waar ga je naartoe? Ja, Misschien aan het Laar een grote stad en gaat Alleen buiten in gaan nooit naar...s'nachts naar buiten alleen en ja”*

Participant 5: *“Er zijn Misschien sowieso bepaalde landen die je dan gaat mijden, zoals bijvoorbeeld Polen of meer In het Oostblok gericht”*

Participant 4: *“Ja als mama zit dan net dat op bezorgd daarom in je eentje blijft te gaan, dus schrikken, Maar”*

Participant 5: *“Dat is Misschien ook een stereotiep bij hebben”*

Participant 6: *“Ah ist schon mal eine Erfahrung gemacht eine experience, das hier irgendwo in einem Land wart, wo die Natur gigantisch super warm und dass ihr gedacht habt Menschen, das das ist echt ein Land, ein super Beispiel für wie beeindruckend, wie schön Natur versus Kultur sein kann.”*

Participant 5: *“Voor mij niet echt eigenlijk het altijd wel een beetje fifty fifty in een land zowel mooie stenen als heel mooie natuur. Maar ja, Ik ben ook nog niet buiten Europa geweest, dus Misschien ben ik niet goed Point of reference.”*

Participant 4: *“Ja nee eens eigenlijk voor mij,”*

Participant 6: *“Ja, ich selbst habe das einmal erlebt. Vor langer Zeit war ich in Neuseeland und da ist nicht mehr so viel Over bleibst du nicht nicht mehr so viel übrig von der Maori Kultur hier und da ein paar Sightseeing Sachen, aber das Land ist eigentlich atemberaubend für die für die Natur junge Gebiete wüstengebiet sind da gibt es irgendwas alles und das war das erste Mal für mich, dass ich dachte Ok Kultur ist hier so ein bisschen Mhm, aber die Natur war wahnsinn. Echt toll.”*

Participant 5: *“Heel cool”*

Participant 4: *“Heb je ook echt een soort tour gedaan door de jungle en zo ik hoor dat ook wel vaker van Mensen.”*

Participant 6: *“Ja, das war so schön, weil ich ich habe Angst vor gefährlichen Tieren sowie großen Spinnen oder Schlangen hab ich Angst, Angst, Angst, aber das ist coole ist in Neuseeland im Dschungel gibt es gibt es keine gefährlichen Tiere. Ja, dann sind ja es gibt keine, keine giftigen Spinnen, keine giftigen Schlangen, keine Tiger und dann sind wir dort echt durch den Dschungel gegangen und das war so toll, ach ich habe es geliebt.”*

Interestingly, a general convenience of using LaRa was additionally observed. For instance, Participant 1 asserted that her convenience in using her native language in a multilingual conversation stemmed from the fact that everyone was also trying hard to understand each other: *“I feel like in that specific conversation, because everyone was speaking their own language... we were all in the same level of struggle. I did feel comfortable”*. The same was seen in Participants 3 and 6. In the case of Participant 3, she expressed the mutual

feeling of comfort and even more so when some participant was able to understand her in her native language: “*I mean considering that everyone is speaking their native language... I think it’s nice if they can understand me*”. Likewise, Participant 6 found that although it “*felt weird to speak my mother tongue [in a multilingual conversation] as [she] had no idea whether [she] would be understood by the others*” she felt increasingly comfortable when “*people [the participants] could understand me speaking my mother tongue*”. This confirms the findings of, for example, Thije *et al.* (2017), who found that everyone possesses the innate potential to use *lingua receptiva* and can afterwards learn it more or less quickly depending on whether they have inherited or acquired *lingua receptiva*. Beerkens (2010) and Verschik (2012) comparably found that although speakers had some initial discomfort when using LaRa for the first time, they rapidly became accustomed to it. *Lingua receptiva*, according to Beerkens (2010), is fair since it does not subject users to restrictions or disadvantages because of language barriers. Moreover, speakers can convey their identity in their mother tongue (Roelands & ten Thije, 2006), create utterances naturally (Blees *et al.*, 2014), and do not need to acquire another language at a native-speaker level (Beerkens, 2010). There is no requirement for a third language (Hülmbauer, 2014).

4.4. Inclusion in Conversation using Lingua Receptiva

In terms of inclusion, it is observed that typically participants become more accommodative when conversing using LaRa, including the inclination to use easier and simpler words, speak more slowly, and to listen more attentively in a group conversation, all of which contribute to a higher level of overall comprehension despite language gaps between participants. According to Shore *et al.* (2011), people are included in a group if they feel a sense of belonging to a group and at the same time are valued for their specific unique characteristics. Over the course of observation, these tendencies were seen. Participant 2, for

instance, said that because “*we [the participants] know we’re [the participants] not gonna understand each other*” the group had to “*pay more attention*” to each other when they are conversing. This is echoed by Participant 4: “*Yeah, it was really fun to do... You start using language a bit more consciously and you listen a lot better. I feel like because just understanding the other languages just takes a bit more mental effort, but then you also focus on what they’re actually saying a bit more, which I thought was kind of funny.*” In particular, Participant 5 felt more included and appreciated when knowing that other participants have knowledge of the Dutch language and pay more attention to her when she was talking. Participant 5 also felt the same and she felt more appreciated and comfortable when speaking her native language knowing that other participants have knowledge of the Dutch language and pay more attention to her.

In this case, the effort of the participants that listen more carefully and pay more attention, shows that it is the group that values and appreciates the individual rather than the individual who connects to the group, hence moving towards inclusion. As alluded to previously, inclusion is seen when there is a sense of belonging and more appreciation is given to an individual’s unique characteristics in a group. The findings above are in line with the idea of inclusion, where it is the group that includes the individual rather than the individual who connects to the group (a point on which we will elaborate later). We concur with these scholars that crucial components of inclusion include establishing a sense of belonging and appreciating individuality.

Several outliers were identified as well, though. For instance, Participant 3 had felt that speaking her native language was “*a bit difficult because I [she] thought I [she] was paying a bit more attention to talking slower*” in order to consciously accommodate the needs of the other participants. She added: “*It didn’t completely feel right*” because she would feel more comfortable speaking her native language where more participants could understand her it and

she would not provide further explanation and translation for the other participants to understand her, *“because like in this conversation for example Participant 6 was not able to understand me, maybe with Participant 5 and Participant 1 I think I would be more comfortable speaking Italian all the time. But the others maybe I feel like I need to provide a little bit of explanation or translate it into another language so that I would include them as well in the conversation”*.

In addition, Participant 4 in the interview said that she is comfortable speaking her native language because in that case she would use less mental effort in speaking the language. Although she feels so comfortable speaking her native language in a multilingual conversation setting, she claimed that she had to choose her words carefully and tended to speak slower in order to make other participants understand easily what she was saying, *“It's nice to not have to think that much about what I'm saying. I can just like ramble on in Dutch. But I do have it in the back of my mind that I need to be a bit more careful about how I speak. Umm. And like, you know, talk a bit more clearly maybe or use different words. Uh, just because I'm aware people might miss things. And that's a bit more conscious, I think.”* Three important things become apparent from this definition. First, inclusion is seen as the satisfaction of individual needs within a group. Second, inclusion consists of two components: belongingness and uniqueness. Shore et al. (2011) conceptualized inclusion as the simultaneous satisfaction of belongingness and uniqueness needs. Indeed, belonging does not always accompany a diminished sense of individual uniqueness (Bettencourt, Molix, Talley, & Sheldon, 2006; Horsey & Jetten, 2004). In this sense, by using LaRa, most of the participants in the group feel like they belong in the discussion, without necessarily undermining their unique linguistic backgrounds. Third, it is the group that includes the individual, rather than the individual who connects to the group. Value for authenticity means that group members are permitted to differ from one another, much like value for originality does. Contrary to valuing originality,

however, valuing authenticity also suggests that group members might be similar to one another just as well.

Lingua receptiva's distinct separation of tasks and languages between hearer and speaker, in contrast to English as a lingua franca (Hülmbauer, 2014). Lingua receptiva is said to provide listeners with simple access to learning different languages because understanding a language is easier than speaking it (ten Thije et al., 2017). Lingua receptiva can therefore assist interlocutors in developing and activating their receptive (hearing, reading), productive (speaking, writing), and pragmatic (using) foreign language skills (Rehbein et al., 2012; ten Thije et al., 2017). Conti and Grin (2008) found that Lingua receptiva's hearer-oriented character encourages speakers to be attentive and helpful toward hearers' potential understanding issues. In the context of the present discussion, a general trend of attentiveness was observed. Because of the disparity in understanding due to different languages employed, participants attempted in various degrees to comprehend what the group was saying. This is to compensate for the language gap. Thus, it is asserted that LaRa will increase interlocutors' knowledge of their multilingual resources (Blees et al., 2014; Hülmbauer, 2014) as well as of language and cultural diversity in general (Braunmüller, 2013; Rehbein et al., 2012; ten Thije et al., 2017).

It is apparent that while both communication methods effectively facilitate and encourage participation among multilingual students in a conversational setting, LaRa demonstrates a greater ability to promote inclusion. However, it should be acknowledged that both ELF and LaRa are effective in fostering inclusivity. For ELF, this stems from the fact that English is perceived by the participants as an international language that everybody seemed to understand, albeit with different levels of understanding, fluency, and proficiency. That way, the use of English greatly facilitates multilingual participants in engaging in the conversation, and it prompts the feeling of "fitting in" or conformity with the rest of the group. Nevertheless,

LaRa stands out by better accommodating the diverse linguistic backgrounds of participants while still enabling interaction comparable to that facilitated by ELF. For instance, when engaging using LaRa, comprehension is largely undisturbed despite the differences in linguistic backgrounds; individuals with limited knowledge in a particular language can utilize the responses of other participants who are proficient in that language to actively engage in the conversation. Additionally, a greater role is assumed by the group when one person is talking, such as observing, listening, and paying attention, compared to when ELF was used. This implies that through LaRa, while more effort is exerted to achieve comprehension, more is also exerted in attempts to make the speaking individual feel included.

5. Conclusion and Limitations

The present research is aimed at investigating and understanding the use of English as *lingua franca* (ELF) and *lingua receptiva* (LaRa) as a medium of inclusivity for students engaging in an intercultural and multilingual environment at Utrecht University, and in particular, assessing the effectiveness of each method of communication in reaching that end. As such, the concepts of intercultural communication, multilingualism, ELF, LaRa, and inclusion remained central to this research. To this end, the research is designed to simulate a discussion in which 6 multilingual participants are involved using the two tested modes of communication, ELF and LaRa, and subsequently an interview is done to further examine the effects of the use of the two modes of communication towards inclusion.

The results suggest that the use of LaRa makes multilingual students feel more included in a conversation setting as opposed to ELF to the extent that it accommodates each participant in the group without undermining their existing linguistic and cultural idiosyncrasies. This is in adherence with the known concept of inclusion, which refers to the balance between belongingness and distinctiveness/separability of an individual with a group in that they are a part of it but nevertheless think themselves as separate and individual. The general finding is that the use of LaRa greatly influences how the group includes the individual, rather than *vice versa*. As seen from the discussion, through LaRa, each participant tends to be more attentive, observant and considerate of their peers when they speak their native language. Thus, the group that proactively tries to include the individual, rather than *vice versa*. As for participation, the findings indicate that the fluency in native language allows the participants to be their authentic self by embracing their mother tongue, which include dictions, expressions and intonations not wholly captured by other languages, such as English. The participation of interlocutors is further encouraged by the participants' knowledge of languages falling under either Romance or Germanic groups.

Such a finding stands in direct contrast with the use of ELF in the conversation. The findings show that ELF can boost participation of the participants but not so much inclusion. During the use of ELF, participants tend to be influenced by the fact that many denominations of the English language have materialized and with considerable departure from a single national language norm. As such, a sense of security is felt—many feel that they do not need to display comprehensive command of the language for their counterparts to understand. ELF is therefore seen to encourage participants in a multilingual context. However, it does not produce inclusion to the extent that it retains the uniqueness of each participant. As recalled, the concept of inclusion implies that, *first*, the personal needs of each participant are met, *second*, the feeling of belongingness and uniqueness are both individually obtained, and *third*, the group includes the individual and not *vice versa*. It is found that the second parameter is not indicated. The findings show that the use of ELF is indeed capable of giving a sense of belongingness, which stems from the participants' mutual understanding of the overall level of English proficiency and the ease of interaction facilitated by a common international language. This belongingness, however, is not counterbalanced by the retention of linguistic uniqueness. It is possible to argue that the lack of English proficiency of the group rather demonstrates their linguistic uniqueness, albeit not to the same extent as when LaRa is used.

In summary, although both communication modes are very well capable of facilitating and encouraging participation among multilingual students involved in a conversation setting, LaRa is observed to engender greater inclusion among them. Although, it must be noted that both ELF and LaRa both remain effective in promoting inclusivity, but the latter is better in terms of retaining the various linguistic backgrounds of the participants while at the same time able to result in the facilitation of interaction commensurate to that of produced by ELF. For some participants that have less knowledge in a certain language, they can use the other

participant's response that they have the knowledge of that certain language to participate in the conversation. It shows the benefit of multilingualism and *lingua receptiva* conversation.

Some limitations to the research must also be acknowledged. First, this research does not capture a wide variety of linguistic backgrounds. The participants subscribe to only two language families: Romance and Germanic, which are mostly European languages. Even in Europe, these two classifications do not represent the entire continent; language families such as Slavic, Hellenic, Baltic, Celtic and Scandinavian languages are also present in Europe. Furthermore, languages outside of Europe are not encompassed as well, particularly those of Sino-Tibetan/Tibeto-Burman origin, such as Mandarin and Thai are not observed. It is therefore difficult to conclude whether the findings of this research will be consistent when linguistic backgrounds are changed. Further research is required where a more diverse set of languages are included. Second, Future research may also use a larger number of participants as mentioned in the first point. By having more languages it also means having more participants. The larger number of participants will allow this research to use surveys to analyse the data. Also, the survey will be more reliable and accurate as it shows numbers and questions and methods that are inspired by the 16 models of Jansen Inclusion methods can be properly implemented. Future research may also use a different methodology, such as the use of carefully-designed surveys which reflect the parameters of inclusion, although this might also reduce the ability to examine the subjective aspect of the participants in depth.

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Appendices

1. Group Discussion

English as Lingua Franca Group Discussion

Participant 5

Hello.

Participant 4

Hey guys. Hello.

Participant 3

Hello.

Participant 2

Hello. Hello, hello. So what did you guys prefer? Travelling multiple countries at a time or just one?

Participant 6

I was just wondering whether I ever had the experience of traveling to multiple countries, I think. I think I didn't. So there I'm not a good source. Maybe someone else should talk about her experiences or preferences.

Participant 4

I really think I'm the same like from from what I've been remembering the past. Couple trips I've made. It's all just one country. But I feel like. Again, I'm not the greatest. You know. Source of reference. I did think like when you go to one country, you really have to. Period before where you really looking forward to it, really looking into what you're gonna do and what's it gonna be like? And. I don't know. I don't. I don't know if that's different if you visit multiple countries at once.

Participant 5

I actually did quite the opposite for multiple years I used to travel through at least five countries at a time for two weeks.

Participant 6

Wow.

Participant 5

Which I really enjoyed because we used to travel on the motorcycle and then you get so much to see and there's, I don't know. You really feel like you're traveling, not to just one country, but really or another longer trip. And it doesn't feel like only two weeks. It feels like you've been gone for like a whole month. So when you get back home, you feel really relaxed

and like you've seen a lot of different kind of things and not only just one country. So I prefer to travel around through different countries, actually.

Participant 6

And so A Miriam, this is so interesting is, and so did you never have the impression that when you went on to the next country, you were a bit regretting that you didn't have more time to stay in one and to get a like deeper knowledge or whatever of it?

Participant 5

Not necessarily. When I go on a holiday, I don't go to a country to actually get to know the core of the culture. So I just go there to see the nicest things and then I want to move on to the next. So I don't, maybe I just get bored really easily, I don't know.

Participant 6

Interesting.

Participant 2

Was it always in Europe that you traveled to all those countries? Umm.

Participant 5

Yeah, yeah, always with the motorcycle. I've never been outside of Europe, which I would like to do, but then maybe I would like to only visit one country to get to know the culture where I guess.

Participant 6

Yeah.

Participant 3

Yeah.

Participant 2

Yeah.

Participant 5

Yeah.

Participant 6

And that's a good point of view, Participant 2, because in of course in Europe it's so much easier to go within a short time to different countries, yeah.

Participant 4

Umm. Yeah.

Participant 2

That's. Yeah, that's what I gather. Because you have the opportunity to go from one country to another. It's so easy. Literally, yesterday I left. It had to go to Paris, and I did three countries in a day just by train. Like for me. That's really nice. But for example, I feel kind of like human, but it's always in one country that I travel a lot, but the countries are so big that you just do multiple towns and you feel as if you're visiting. Different countries, but it's still the same, but I feel like in Europe it's easier to jump from one country to another than in any other continents I guess cause.

Participant 5

Yeah.

Participant 4

Umm.

Participant 6

Yeah.

Participant 3

Yeah.

Participant 2

You have to like play into stuff and.

Participant 6

But.

Participant 2

Here it's really nice also.

Participant 3

Yeah.

Participant 6

That is true, I can but relate to what you say, Participant 2, because I used to live in Boston, and before I went to the states, I was sometimes, to be honest, making a bit fun of Americans and their ignorance of Europe and stuff. But when I went there and I noticed how few vacations they get per year, depending on which job they do, sometimes they just have two weeks vacation in a year. And then I was like, OK, if you live in such a big country like the US or Canada, of course, when you have not much vacation, you would first start.

Participant 3

But.

Participant 6

Discovering your own country, which is so big instead of going to a far away countries and then more of them maybe so yeah, it has to do with this location also.

Participant 3

But wait, isn't too normal 2 weeks like normal 2 two weeks a year like normal vacation time? Because that's also what I wanted to say. I actually traveled very little, especially with my parents when I'm so when I was young and I and I lived with them, we mostly just went in Italy to places where we also that that we were familiar with the bit because my parents have such short vacation time and actually also for myself. Then when when I would go somewhere in the future.

Participant 3

I would mostly go like to one country because I would go for only a few days and then again, as you said, like also just look at the nicest things. As Medium said, you need still a few days. So maybe like I went to Berlin for a weekend, but then I could only stay there and I also was not able to see everything but.

Participant 6

Yeah.

Participant 3

On the other hand, I have for example, a friend of mine who would like kind of a like an influencer on social media, and now she's like in the.

Participant 2

Nice.

Participant 6

Exactly. Yeah.

Participant 3

She's traveling a little bit around Asia, so she like she she's going to different countries, but she has like months of time and I think like maybe like I would see myself doing it like with such time. Like that. Yeah. You go there and because it's also really far. So like you say, once you spend so much for the flight and you're there, then maybe you can do. Yeah, you can visit multiple countries. But yeah, in in Europe is quite cheap to travel. So you can just focus on one and then. Another time going to another place.

Participant 2

Mm-hmm.

Participant 6

This is so interesting what you said, Participant 3, because I didn't know that in Italy. It's also just short times of vacation for me, coming from a German background, it was such an

astonishment because, I mean, as I said, it differentiates depending on which branch you're in, in stuff. But in general, people that have like a full time job would have like 5 weeks of occasion, 4 to 5 weeks every year, yeah.

Participant 2

That's my.

Participant 3

Yeah, well.

Participant 6

So then we have, yeah.

Participant 1

I I actually now that they're good, I mentioned this, can you can you hear me?

Participant 2

Yeah.

Participant 1

And I actually agree with it because I also can relate with it a lot. I when I we my parents had vacation, we were always and we wanted to go abroad. We were always OK. We had to find a country and we would just go one weekend and it was just like, OK, we're just going to this one city. So no, now I feel like I have this mentality that I'm like, OK, then now I have to check as many countries as possible for. So now for example, two years ago. I did this trip with my friends, so it feels like a waste to just be in one country. So we were just like going in central Europe when we are just jumping from country to country, just going from capital to capital. So you were just like check, check, check, check because it we it just feels like OK, Now I have this country down this country down this country now and it feels like it's a project for the future. If I have more money than I will invest in a country like, OK.

Participant 6

And.

Participant 2

Yeah.

Participant 1

Now I have a bag full of money that I can invest in a a road trip in this country, but like now that I'm a student, I'm like, OK, I'll visit as many countries as possible. I don't know if that makes sense. Yeah. But that's my thought process at the moment.

Participant 3

Yeah. And I don't know if you girls also agree on this. I while growing up, I always felt like I wanted to be.

Participant 4

Yeah.

Participant 3

Umm, like, not really a tourist like more do more like local things as well. So that's why I like. I also don't really plan my like my trips that well. I just mostly just I like to wander around and see, OK, what do I like? What do I and and discover it like that because. Also, for example, if I go to a country, well, I've never experienced it, but if I would go to a country where the where the culture is really, really different than I would like to get to know like to do activities like like with locals so.

Participant 5

Yeah.

Participant 6

Yeah.

Participant 2

Umm yeah.

Participant 3

Ohh.

Participant 2

No.

Participant 6

That is true.

Participant 4

My parents. Ohh.

Participant 3

I'm sorry.

Participant 4

My parents used to go to on these, like hop on, hop off buses. I don't know if you know them.

Participant 2

Oh, nice, yeah.

Participant 6

Yeah.

Participant 5

Right.

Participant 4

Like very much the touristy like have a set of very cheap headphones and just, you know like for example in London you go past the Big Ben and the and the London Eye and all that stuff and there used to be so embarrassed sitting there because that was just like ohh I'm. A tour is but like. Participant 4

The worst kind.

Participant 2

I mean.

Participant 4

Kind of over that now, but.

Participant 2

True, yeah.

Participant 6

But it's it's as you as you say. And on the it's a it's actually a good way of seeing a lot of sightseeing stuff in a short time, yeah.

Participant 4

Yeah, yeah.

Participant 5

Yeah, but it is very embarrassing.

Participant 4

Yeah, I think you're sitting at the top and everyone's looking at you. It's.

Participant 2

I mean, imagine I went to Japan and we did the Little Tour bus in the city with my family. It was the funniest thing ever, but it was really nice. But it was so cool that day. Oh my God. And we were at the top of your roof. We were just freezing on the bus.

Participant 4

Ah.

Participant 2

But I feel like I get what Participant 3h meant, but just.

Participant 2

I got my life is a little peculiar in that aspect that we moved a lot. So like for me the tourist aspect, I feel like as if I always had it because literally also the opportunity that when you live in Europe, you can travel everywhere you want. In Europe when you live in Asia, everything is super close and super cheap. So you can travel everywhere in Asia. Same in America, same in Africa. Like everything is super close. So like I got the opportunity when I was in Asia to just travel like every time I had a holiday.

Participant 2

We would go somewhere literally because it was close and it was cheap. So like.

Participant 4

Umm.

Participant 6

On nice. Ohh.

Participant 3

But.

Participant 2

So that was so like the touristic aspect for me like just was normal, but because of that, now I'm talking with some friends. We're like we can't stay in one place too long. Like we wanna move.

Participant 6

OK.

Participant 2

Like I was in the Netherlands for a year now. OK, well, what's next? Step. Like what? What am I gonna do afterwards? And people have that like mentality and then. But I still wanna do the touristic aspect cause I feel like also when you want to travel, you kind of have to do like these these things just to see what it is I mean.

Participant 3

But.

Participant 2

It's kind of the most attractive points of it sometimes, but the locals are really nice. Also when you get to know them and just you're just talk to somebody honestly and then.

Participant 6

Yeah.

Participant 2

You'll never see them again, but you'll have a great time with the person, so that's nice. Yes.

Participant 3

Yeah, but, Lori, you were saying that in also like if you were in a in the US for example, you like everything is like everything in the US is closed, but.

Participant 2

No, the country is really big.

Participant 3

I felt like domestic flights can be up to 1000 also like domestic flights can be up to \$1000.

Participant 3

Yeah.

Participant 2

Yeah. No. OK. Well, I mean, I'm from. I'm from Montreal. So, like, we're not even like.

Participant 2

It's like not even an hour to go.

Participant 2

To the border. So like.

Participant 2

It's it's so close, you can just travel like for example there's the.

Participant 3

Yeah.

Participant 6

Yeah.

Participant 2

Near Ottawa, no Toronto like you literally have the border and you can travel from 1 border to the other. Just like that there you don't need passport. Well you need passport because it's the states obviously. But like just to travel. If you plan stuff it will be cheaper coming from Canada. I feel like but in like within the country you have a lot of people traveling from one part to the other like I talked to my friend, she's half Argentinian and.

Participant 2

They have a lot of internal tourism, like you have tourists, but all the tourists that are there are from Argentina, like when you don't really have external tourists. So like for her, she's have Argentina have French. So like when she's in the city.

Participant 2

She can be like kind of like a local, but she told me, like when she goes through her grandmother, grandparents like town, they know she's not from there. Like they know it, they see it directly because everybody looks the same. And people that travel in the country are just from Argentina. So she's like, I feel like an outsider, but it's nice. So.

Participant 6

Yeah, that's a school, actually, yeah.

Participant 2

Yeah.

Participant 6

And would you have, would any of you have any disadvantage in mind why you would not try to see as many countries in a short time as possible? I mean, we talked already about advantages when you have a short time and it may be kind of affordable to do that and as a student you want to see as much as possible. But like would there anything you could think of that might be more for disadvantage?

Participant 4

I feel like.

Participant 1

You don't see as much.

Participant 5

Maybe that you only get in contact with the stereotypes.

Participant 2

Umm.

Participant 6

Sorry, can you say that again, you know?

Participant 4

Umm.

Participant 2

Umm.

Participant 5

Maybe that you only get into contact with the stereotypes of that country if you travel through a lot of countries at the same time.

Participant 6

We are.

Participant 4

That's a good point, yeah.

Participant 6

Yeah. So that it stays a bit superficially then superficial.

Participant 5

Yeah, exactly. Yeah.

Participant 6

Yeah.

Participant 2

Yeah.

Participant 4

Yeah.

Participant 1

You just see the touristic sites. You don't see as much, you just go through like the the main points and then you don't really go deep dive deeper I guess.

Participant 5

Yeah.

Participant 6

It'll.

Participant 6

Yeah, that's what that.

Participant 3

Yeah. And I remember. Ohh sorry.

Participant 6
Go ahead.

Participant 5
Yeah.

Participant 3
No, I remember that in one class at uni they they talked about this like well, it's also part of it essentially essentially stands like you maybe go there with with an idea. So you look for to have this like these ideas you have in your creating in your mind because of experiences you heard from someone else and you try to confirm those ideas and if you don't don't confirm then and you don't have maybe a lot of time then you may be disappointed then you have you may have a bad image of the country.

Participant 4
Yeah.

Participant 6
Yeah, that's interesting. Yeah.

Participant 2
Expectations.

Participant 6
Yeah.

Participant 4
Yeah.

Participant 5
Yeah.

Participant 6
Yeah.

Participant 4
Yeah.

Participant 6
Yeah.

Participant 2
It's like also also sometimes I don't know if you had that, but like sometimes when you travel

somewhere and then you go back to the exact same place, but it's not with the same people, it's not the same. I don't know. Like the actuality is not the same. What's happening in the town is not the same. And then you get deceived by it because you're like. But I had such a great time. What's happening now? Why? Why is it like that? I had such good memories and now I'm just sad about it. Also, there's that aspect. Yeah.

Participant 2
And.

Participant 4
Yeah, it's such a bummer where you go back.

Participant 4
Like, especially like exactly what you said. Participant 2, you had such great memories with such great people. And then you go back for maybe, like, a weekend to visit some people and then you're like, ohh.

Participant 4
This is different now that I.

Participant 6
Yeah.

Participant 4
Ohh.

Participant 4
Uh, yeah.

Participant 6
It feels weird. Yeah, I I know that feeling too.

Participant 4
Umm.

Participant 2
Umm.

Bariki Ghazian Harum, B. (Bart)
Yeah.

Participant 2
That it's a weird feeling.

Participant 6

But also I find it interesting, though I don't know who of you have said it, but.

Participant 5

Very short.

Participant 6

This one disadvantage that you might rather than focus on the yeah superficial side of it. I had this a bit when I once got the chance to go to China, but I only had two weeks time and then I we went there. And of course I tried to see within that time as much as possible, but I only could stick to the main like the bigger cities. And I also thought M had I now had the time I would have liked to go to the countryside.

Participant 6

To see the contrast within the country and to yeah, if there would have been people that talked English maybe then also talked to locals because of course you see maybe not such a representative group of that people in the bigger cities. So yeah, that's that's true. That, yeah, sometimes when you it's just a short time it's it might not be as representative for everything the country has to offer.

Participant 4

Umm.

Participant 5

Yeah.

Participant 2

But.

Participant 3

Yeah, especially when it's such a big country.

Participant 6

Yeah.

Participant 2

Yeah, exactly.

Participant 5

No.

Lingua Receptiva Group Discussion

Participant 5
Nou Jongens

Participant 2
Qui veut commencer?

Participant 6
Ich lasse euch den vortritt

Participant 5
Bla blab la beginnen

Participant 4
Ja, doe maar

Participant 5
ik moet eerlijk zeggen dat we toen hebben we veel verschillende landen bezocht, hebben voornamelijk dan door de natuur aan het rijden waren en dan stopte in het kleine dorpjes en steden. Maar Als ik mezelf op vakantie zie, dan moet ik altijd denken aan het strand vakantie ergens in het zuiden van Italië of Griekenland of zo. Maar dat heb ik nooit echt gehad, dus Ik weet eigenlijk niet of dat echt zeg maar vakantie is of dat dat nou zo leuk is als dat ik in mijn hoofd heb. Dus Misschien dat iemand daar een comment over heeft?

Participant 6
Ich war die letzten Jahre, weil ich jetzt auch noch recht kleine Kinder habe, eher in der Natur unterwegs für die Ferien, weil für kleine Kinder sind Städte nicht so interessant. Aber normalerweise, wenn ich an meine eigenen Interessen denken, mag ich eigentlich am liebsten einen Mix aus Kultur, Sightseeing und und einfach relaxen am Strand oder irgendwo an einem See. Zum Beispiel?

Participant 4
Meisje is altijd wel het beste, heb ik het idee. Ik heb de laatste paar jaar vooral. Bijvoorbeeld, vorig jaar ben ik dan naar Bordeaux geweest en dan heb. Ja ook gewoon de hele grote stad, maar normaliter heb je daar ook heel veel natuur In de buurt waarvan je ook gewoon kan zeggen, Ik ga een dagje gewoon lekker hiken. Of ja even even de natuur in. Dat vind ik altijd wel een hele fijne fijne combi.

Participant 3
Sì, anche anche soprannome, è perché se non vado al mare non mi sembra di andare in vacanza, di rilassarmi. Non lo so perché probabilmente perché sono cresciuta andando in vacanza sempre al mare e quindi l'idea di vacanza viene associata con l'idea di Royal. in spiaggia, però anch'io se potessi scegliere,eh, preferisco magari ad esempio andare in Toscana, che c'è un po di natura, si possono luce per visitare tante città. E c'è il mare, la campagna. Tutto.

Participant 5
quindi anche un po un mex.

Participant 3

Si

Participant 6

Dann hab ich ja doch einiges verstanden.

Participant 1

Ah, como Participant 3 dit. Yo crecí en Portugal, así que es un país de playa, de mar y vitamina D, por eso a mí me gusta la playa cuando voy de vacaciones con mis padres, así que voy a la playa por eso para mí me gusta la playa, pero ahora que estoy en Holanda me gusta mucho las montañas. ¿Ay, estoy de broma, no me gusta nada, me gusta la playa y si el mar?

Participant 6

Ja, und das kann ich so gut verstehen also hier in den Niederlanden mag ich den Strand auch so gerne, aber ich vermisse hier auch die Berge.

Participant 2

Moi je reste dans les attractions touristiques. Parce que j'ai des allergies, donc il est en montagne, c'est pas c'est pas la majorité chose même si c'est très beau et c'est très drôle parce que je me suis rendu compte au travers de toutes vos interventions, je réussi à comprendre des mots alors que je parle pas toutes les langues et donc c'est drôle. Et bien compris par rapport aux préférences de chacune sur les plages, j'ai compris que vous aimez bien la plage, mais donc est-ce qu'il y a un endroit que vous préférez visiter quand vous allez à dans un pays où, par exemple, ça soit un musée ou juste vous allez plutôt voir la famille ou...

Participant 6

Ça dépend vraiment du du pays. Wenn ich in Deutschland bin, dann möchte ich am liebsten meine Familie sehen, aber wenn ich dann ein andere Länder fahre, dann würde ich eigentlich auch ganz gern zum Beispiel Museen besichtigen oder alte Schlösser, alte Burgen, das dann so ne kleine Kombination zwischen Kulturhistorie und draußen sein in der Natur ja also es hängt tatsächlich vom Land App für mich.

Participant 2

Est-ce que vous préférez visiter un endroit avec des amis ? Avec vos familles ou meme parfois seul? Parce que..Quelque chose qui ne préfère plus.

Participant 3

Emm, io Prima sempre viaggiato con la mia famiglia o. Adesso poco con il mio, con il mio ragazzo, però mi piacerebbe tanto viaggiare, provare a fare un viaggio da sola. Come è proprio una di quelle cose che voglio provare almeno una volta, però non so dove, perché sono molto.

In italiano diciamo Fifona e dal dal...Dat betekent dat ik met een bang voor alles.

Participant 3

Ja.

Participant 5

Maar ik moet zeggen dat het Alleen reizen mij ook wel spannend lijkt, hoor. Ik ben dan altijd of in ieder geval met een andere vriendin geweest of met familie. En dat stelt je toch wel een beetje gerust dat je op iemand anders kan terugvallen in plaats van dat je helemaal Alleen ja,

wat waar, wanneer ga je je dan vermaken? Zeg maar hè. Je hoopt dan dat je andere Mensen tegenkomt, Maar dat hoeft niet per se zo te zijn en dan ben je toch heel erg op jezelf aangeschreven?

Participant 6

Ja, das kann ich verstehen und ich glaube, bei mir ist es auch so also ich bin eigentlich glaub ich noch nie ganz allein gereist, aber wenn ich das machen würde, dann werd ich so ein bisschen schade, dass ich meine Eindrücke meine Impressionen gar nicht teilen könnte, ja mit anderen mit anderen Menschen oder mit einer anderen Person.

Participant 5

Ja

Participant 6

es war manchmal möchte man das ja auch zusammen erleben und das finde ich ja schade

Participant 4

Ja. Want je kan andere Mensen Natuurlijk ook wel foto's sturen op bellen of vertellen hoe Het is, Maar dat is Natuurlijk ook niet helemaal hetzelfde als dat je het echt Samen beleeft.

Participant 5

Precies

Participant 4

Nee, dat lijkt mij ook wel lastig aan Alleen reizen inderdaad,

Participant 5

ja precies dat dat bedoel ik. Ja

Participant 3

Ja

Participant 5

Et toi Participant 2, comment c'est pour toi alors?

Participant 2

Je, je je, je, je suis un peu visée par ça parce que j'avoue que j'ai beaucoup voyagé avec ma famille. Logique. Mais je suis plus dans l'optique en ce moment de vouloir planifier les choses avec mes amis. Un des amis et puis aussi en fait, on sait, aujourd'hui, on va voyager ensemble et donc à un moment ça va se faire mais donc ça va être très bien. Mais sinon j'aimerais bien un jour pouvoir voyager seul. Mais je pense que si je voyage seul, je vais aller dans les coins très touristiques et parce-que c'est triste de dire ça mais gentil 21e siècle, on est quand même une femme jeune seule qui voyage...easy target, voila. On va donc, mais j'aimerais bien que mon l'a dit un peu plus tôt. Moi aussi j'ai une liste de pays que j'aimerais bien faire. Pour l'instant oui, donc un t'es un, t'es demi but c'est de avec des amis. Mais quand il est avec la famille aussi.

Participant 3

Si. Perché anche per me una cosa che mi mi blocca da viaggiare da sola, hai fatto che appunto

da sola sarei una una ragazza io sola e purtroppo donne, abbiamo più paura rispetto a un uomo a viaggiare da solo. Ehh, hebben jullie me begripen?

Participant 6

German. Ik ook niet helemaal een beetje along the line what Participant 2 just said Das was du gesagt hast, dass du dich sicher fühlst, auch als Frau

Participant 3

Ja percies

Participant 4

ja ok.

Participant 3

Ja en dan die man misschien heb niet zo zij zij niet als als trouwen, want Als je met Als je in mij bent en Ik wil Alleen reizen, Dat is Misschien een beetje. Maar oké. Ja, Ik weet niet waar ga je naartoe? Ja, Misschien aan het Laar een grote stad en gaat Alleen buiten in gaan nooit naar...s'nachts naar buiten alleen en ja

Participant 5

Er zijn Misschien sowieso bepaalde landen die je dan gaat mijden, zoals bijvoorbeeld Polen of meer In het Oostblok gericht.

Participant 3 and Participant 5

Ja

Participant 4

Ja als mama zit dan net dat op bezorgd daarom in je eentje blijft te gaan, dus schrikken, Maar

Participant 5

Dat is Misschien ook een stereotiep bij hebben.

Participant 6

Ah ist schon mal eine Erfahrung gemacht eine experience, das hier irgendwo in einem Land wart, wo die Natur gigantisch super warm und dass ihr gedacht habt Menschen, das das ist echt ein Land, ein super Beispiel für wie beeindruckend, wie schön Natur versus Kultur sein kann.

Participant 5

Voor mij niet echt eigenlijk het altijd wel een beetje fifty fifty in een land zowel mooie stenen als heel mooie natuur. Maar ja, Ik ben ook nog niet buiten Europa geweest, dus Misschien ben ik niet goed Point of reference.

Participant 4

Ja nee eens eigenlijk voor mij,

Participant 3

ja

Participant 6

Ja, ich selbst habe das einmal erlebt. Vor langer Zeit war ich in Neuseeland und da ist nicht mehr so viel Over bleibst du nicht nicht mehr so viel übrig von der Maori Kultur hier und da ein paar Sightseeing Sachen, aber das Land ist eigentlich atemberaubend für die für die Natur junge Gebiete wüstengebiet sind da gibt es irgendwas alles und das war das erste Mal für mich, dass ich dachte Ok Kultur ist hier so ein bisschen Mhm, aber die Natur war wahnsinn. Echt toll.

Participant 5

Heel cool

Participant 4

Heb je ook echt een soort tour gedaan door de jungle en zo ik hoor dat ook wel vaker van Mensen.

Participant 6

Ja, das war so schön, weil ich ich habe Angst vor gefährlichen Tieren sowie großen Spinnen oder Schlangen hab ich Angst, Angst, Angst, aber das ist coole ist in Neuseeland im Dschungel gibt es gibt es keine gefährlichen Tiere.

Participant 4

Oh....

Participant 6

Ja, dann sind ja es gibt keine, keine giftigen Spinnen, keine giftigen Schlangen, keine Tiger und dann sind wir dort echt durch den Dschungel gegangen und das war so toll, ach ich habe es geliebt.

Participant 3

Ja maar wat heb je iets gehoord? Want ook de familie van mijn vriend zijn al alle naar nieuwe zeeland geweest en ook naar Brazilië en ze zeggen nee, nieuwe zilla is helemaal niks, maar naar ga niet naar Brazilië, want dan. Ja heerlijk grote spinnen en

Participant 6

ja, oh nee, oh ja, oh. Sint die kruisspinnen hier al eng.

Participant 5

Precies.

Participant 6

Participant 2 tu comprend?

Participant 2

Pas tout. J'arrive à avec le contexte. J'arrive quand même à comprendre ce que le le le, le comment dire le message, on va dire, je comprends quelques mots qui se ressemblent autant que quand un Participant 3h parle en italien et Participant 5 vous parlez d'autre ou quand elle parle allemand ou même comment Participant 1 elle parle, tu dis ou que ce soit espagnol? J'arrive à comprendre, y a plein de mots qui se ressemblent en fait, et donc maintenant sur ça et par rapport à d'autres mots, des fois y a on va dire 3 mots plus loin, y a un autre mot que je

comprends qui me permet de. Prendre, on va dire quand Alex je vois, ça va un peu vite et et là je suis. Là je comprends pas, je comprends plus rien pour moi pour moi.

Participant 5

Moi c'est la même chose, j'entends ce que Participant 3h dit ou Participant 1, je peux, je peux essayer de deviner ce qu'elles disent, I can I can, Ich kann probieren zu raten was haben Sie gesagt? Oh ja, hier ist ein Wort das.

Participant 2

Moi parce-que j'ai, j'ai regardé une série où justement il y avait plein de langues qui parlent les unes avec les autres et donc ça fait que, à force de la regarder. J'ai appris quelques mots, donc ça m'a bien fait pour le, pour ce qu'on ce moment. Quest-ce que ça veut dire?

Participant 6

Das ist super.

Participant 1

Pero Participant 5, lo lo hago lo mismo con con lo o lo holandés, así que lo entiendo algunas palabras, así que lo ajá pero ya no lo hago, lo mismo con lo holandés, así que lo entiendo. Algunas palabras.

Participant 6

Ook wel heel leuk. Nou, ik vond het buitenland reizen dat je de andere taal misschien niet kan verstaan, Maar dat zij jou ook niet kunnen verstaan. Dus dat je dan onder het lekker Nederlands kan praten of je eigen taal. En dan moet je ja toch een beetje kan roddelen of zo.

Participant 5

Ja, percies

Participant 1

I think Participant 5 hablando y lo entiendo, algunas palabras, pero no estoy completamente segura de que estaba hablando y después a Participant 5, lo repite de alguna forma y lo estoy haciendo aquí. ¿Dijo esto, OK? ¿Marcelita tu canción quién te da asco?

Participant 3

Participant 1 tub la blab la Italian???

Participant 1

¿Sí, lo entiendo todo,

Participant 3

OK?

Participant 1

Todo lo que dices no entiendo. Porque

Participant 3

Tedesco..... In Italiano, por dire

Participant 6
Participant 1, du sprichst Deutsch?

Participant 1
ja aber ein bisschen, aber ich verstehe alles, aber meine Deutsch ist sehr schlecht.

Participant 6
Ich kann gar kein Portugiesisch. Bravo

Participant 4
Ik vind het ook altijd zo grappig dat het verstaan van een taal zoveel makkelijker gaat dan het spreken.

Participant 6
Ja.

Participant 4
Dat is inderdaad bij Participant 5 en Participant 2 met het Duits en het Frans. Dat gaat, ik begrijpt het allemaal. Maar Als het dat iemand hoofd zelf in het Frans een zin probeert te maken, dan denk ik echt, wow, nee haalbaar.

Participant 3
Ja precies

Participant 5
Misschien ook liggen aan de context dat je gewoon ja de message eruit kan halen en dan aan de hand daarvan dat begrijpt waar het over gaat, maar dan zelf de context maken. Dat gaat niet.

Participant 4
Nee, je verliest dus alle kleine woordjes en Misschien structuur en zo dat ja.

Participant 2
Mais là aussi, l'adaptation en fait que chacune s'adapte pour que l'autre comprenne et c'est. C'est conscient de justement de faire ça, d'inclure la personne et de d'essayer d'exclure personne parce que quand on va dire, par exemple, si on est aux Pays-Bas, vous allez tout parler donc en néerlandais, mais vous allez vous parler euh elle contre nativ donc, vous allez pas même vocabulaire, vous allez pas avoir les mêmes contextes, allez pas avoir la même situation, la même prestance, tandis que là là on va dire un an de date, tu parles, mais après tu vas faire en sorte de parler à l'autre, de parler plus lentement, de d'articuler plus. Participant 3h, ça va faire en sorte que bah déjà, mais moi je vite, mais plus lentement. Et après je sais pas si c'est vous, ça fait la même chose. Et sinon la cité de Swing où justement le mot on va avoir donc le Français, on va voir le verlan et donc en fait le mot à l'envers vers l'an, l'envers.

2. Interview Transcriptions

Participant 1 Interview Transcription

1. What is your nationality?

I'm I'm Portuguese.

2. What languages do you speak? And how fluent are you in each language?

I speak Portuguese, English and Spanish and completely fluently. Then I speak German in a B2 level, I also speak a little bit of Italian, A1 level. I also speak a little bit of French, but it's very very basic.

3. What language do you prefer to use while in a multilingual environment? And why?

Uh, English. I think it's the easier one because everybody knows it and it's the go to language when you don't, when other people don't speak Portuguese, I'm among other people who are not Portuguese.

3.1 And I think it's because English is an international language?

Exactly. It's the go to language, the to go to speak when you're among internationals, yeah.

4. How do you feel in general with English as a lingua franca being spoken?

I mean, there's always it. It's just like something normal, you know, since I was a child, I have always been in contact with English. I was always taught to. wish English will be important for my future. So. Umm that was put into English classes and I was in contact with English TV shows and themes and. Uh, English books. And so it has become like normal to me. Umm, so I don't really feel. But sometimes I do think about it like. How people sometimes don't try to learn the language of the country they're in because they just think that English is much easier.

They don't really try to make an effort to try to learn the language of the country. For example. Now I'm in the Netherlands and I do notice that some people don't really try to make an effort to learn Dutch because English is such like the easier way out to communicate. And sometimes that upsets me a little bit because, you know, it's just a respectful way to integrate into the country. Just speak the language and try to. You know, be respectful towards the culture. So I think that in a way, it's kind of negative negative side of English and it's a globalization, but it's also cool. Like I mean I love it. Wish it's. And helped me communicate and make so many friends. So I don't know has good sides and bad sides.

5. How did you feel in the group discussion using in ELF setting?

Ohh like it, just felt it just felt natural. I mean, I since I've come here to the Netherlands, that's how I communicate with other people because obviously like I'm not. I'm learning Dutch like and other people who I hang out with, they're also internationals who don't know Dutch and so we don't have any language in common. They also don't know Portuguese and I don't know their language. So we have to communicate in English. So it just felt like a normal day

and like a normal conversation that we have like in a corridor like, so we just felt completely normal and natural like. It was just like a normal conversation that we would have in a cafe or something is just felt completely natural, yeah.

6. Does speaking English in the discussion task gives you the feeling that you are part of the group?

Yeah, yeah, sometimes that even like I am in. For example, when I hear people here speaking English in the Netherlands or something, I'm like ohh, can you communicate with them? Because I hear the language I'm like, oh, I actually can't communicate with them like I'm I'm going to be able to be part of this conversation. So it does make me feel included. Yeah, especially now that I'm abroad, it is. It is like a form of inclusion. I feel like.

7. Does speaking English as the lingua franca in this setting allows you to express yourself?

Yeah. Yeah, especially now with pop culture and everything. I feel like sometimes I even can express myself better in English than I in my own language, Portuguese, you know, because I watched on the TV shows, always on social media, and you can relate to this memes and whatever that is putting out on the Internet. Sometimes I feel like my personality is best described in English than in my own language. So sometimes that even speaking in Portuguese with my friends and I switched to English because I feel like. It's have it describes me better and it describes the situation better. If I say these things in English, then in Portuguese it's so weird.

8. How did you feel speaking your native language and listening to other languages spoken by native speakers?

I actually really enjoyed it because as much as I enjoy speaking English is also feels like a very homey dispute. Hear people speak their own languages and he, even though, like in Portuguese, I was speaking Spanish, always feels like very coming home of sort to actually behave, able to speak another language besides English because it gets tired. It is tiring after some point. It it does get tired. Like sometimes you just need to switch. It's just, you know as much as I love speaking English. I just it it does saturate you after. a bit, and sometimes I do like to speak other languages and hear other languages, and he was really interesting also to realize that I could actually understand. So my so many languages at the same time. So I really enjoyed it.

9. Do you feel included in the conversation by speaking your native language?

I yeah. I mean, I feel I feel like. In that specific conversation, because everyone was speaking their own language, I I felt like we were all struggling. So in that specific. Situation where we were all struggling in the in the we were all in the same level of struggle. I did feel comfortable, but if I was in another situation where everybody understood each other and I was speaking in a foreign language, then obviously, I wouldn't feel so comfortable. You know, if everyone were speaking Dutch and then I was speaking Spanish, then I wouldn't feel comfortable. But in that situation where everybody was speaking their own language and we

were struggling to understand each other and we're in the same like fair ground. Then I felt really comfortable. I was like, oh, this is actually really fun.

10. Do you feel included in the conversation by listening other languages?

Yeah, yeah.

11. How do you feel speaking in your native languages in a LaRa communication setting?

I mean, I think that. Actually, I really enjoyed this. I think it was a great challenge. I never did this before and I think it's actually fun in in the challenges you in some ways and I actually prefer this. I think that. Still, like the whole, that whole idea of what they were saying, and even Dutch, which I've not fluent on, but I understand some words like I was like, OK, I actually can't catch up to that. And for example, German I I haven't been speaking German in a while but I understood everything that was said. I was so proud of myself. So I actually really enjoyed it. So I prefer actually to say.

12. How often do you understand the explanation from other participants speaking other languages?

I I understand, like almost always, except when in the you they were speaking Dutch and then I understood some words and it was harder for me to understand what they were saying because only some words I understood are not the complete. Idea of what they were saying, but then. The explanation was done in German after and I was like, OK then actually I can actually pick up on what is being said. So I understood most of what was being said, except when it was Dutch and I struggled a little bit, but then everything else was like almost perfect.

13. How do you feel about other people speaking other languages you have less knowledge in?

14. Which communication mode do you prefer for a multilingual conversation setting, ELF or LaRa?

Umm, I think that lingua receptiva is more fun. And it's actually more engaging and you learn more. But I think that English as a as a lingua franca is easier, you know? And if you're just trying to get by in society and you're, you're if your time is limited, which is, you know, the world, sadly. You have to use it. You know if you're in the work setting and your daily day-to-day life. It's just yeah, you can't really use lingua receptive even though I wouldn't be so much fun.

15. In which communication mode do you feel more included?

Lingua receptive I think so, because. Yeah, I think it was so much fun and everyone is struggling. I I do like the common struggle among everyone, especially because, like I'm international student and I feel like sometimes it's just a. Uh, it's just hard like. Uh, how do I explain myself? Like, I feel like I'm struggling and but I struggle alone. So in in linguistics

September we would all be struggling in the at the same time. So you would be fun to be speaking in Spanish to Dutch people and then speaking Dutch to me and then try to understand me.

15.1. It's mostly because of international students, right?

Yeah.

16. Do you feel more appreciated in ELF or LaRa?

I think we, I feel more appreciated in a linguist aptiva, yeah. Because people appreciate like. I feel I feel more appreciated because I can actually understand other languages, so I feel proud of myself and I feel actually proud of other people that they can understand language that I'm speaking. So it's mutual appreciation, yeah.

17. Do you participate more in ELF or LaRa?

Ohh actually I don't know. I think maybe English as a lingua franca. I would participate more. Because you just know more and Legos and in linguistic diversity, after think a little bit more on how to say things. So maybe other people understand.

18. Do you feel more engaged in ELF or LaRa?

It's kind of fifty fifty, it's it's different in, in, it's different ways of doing it.

19. Does the group give you the feeling that you belong more in ELF or LaRa?

I belong more in Lingua Receptiva I think. That's where I felt more comfortable. But I feel like on a day-to-day basis, maybe a a lingua franca, that's what I would use the most.

Participant 2 Interview Transcription

1. What is your nationality?

So originally, I'm Canadian and I acquired the French nationality in 2019 So now I'm half French, half Canadian.

2. What languages do you speak and how fluent are you in each language?

Uh, so I speak French, which is my mother tongue. So practically all the time. English I'm bilingual in English. Umm. And then a little Spanish I did my I think five or six years of Spanish in school, so I don't know what level it is, but I think education wise it's like A B1 or something B. Yeah, I would say like that. And so, yeah, so French, English and Spanish.

3. What language do you prefer to use while in a multilingual environment and why?

Well, I mean English. Uh, because I would love to be able to speak Spanish, but I don't have the right knowledge to speak Spanish to people. If somebody were to speak Spanish to me, I would understand, but not so maybe English, because also. A lot of people actually know French, but. They don't like they understand it more than they can speak it, so I feel like. Me having. Of course I have a better level in French than in English, but I'm bilingual in English, so I really don't mind speaking in English. So I think yeah, English and multilingual environment.

3.1. And would you say that it's because English the international language?

Uh, yeah, it's easier. I don't have many options really to communicate with people except for French and English, so I'll use the easy way. Of course, I could speak French, but. Because in Europe, people actually know French or like in Canada, since it's like English and French that are both dead, like native tongues, that say of the country, but. Yeah, I mean, it's the easy way. And also I know how to speak it, so why not?

4. How do you feel in general with English as a lingua franca being spoken?

I feel OK. I feel like with the experience I had of moving to a lot of places, English was really a relief for me because I when I used to live in Hong Kong, it was either English or Mandarin and I already had the basics in English. I could develop English better than Mandarin, and I didn't have to learn like a whole new alphabet for it, so English was better. But umm yeah, as a whole, I feel like people rely on it. It would be I. I feel like it would be nice to learn more languages and have other languages as lingua franca, but also. English is also a beautiful language, so I feel like a I don't know it's it's a good situation. Whatever is happening so.

5. How did you feel when, with English as a lingua franca, in the discussion in the group discussion last week?

I feel OK. It was as if we were in class and seeing everybody, which was really nice. Umm but also I I do notice sometimes that while being here in the Netherlands I always speak English like just English and the amount of times I speak French is actually not that much. I have like some French friends here, but yeah. So for example in our intercultural consultancy was really great to be able to speak French and people did understand me and so was more. I

was more using French, but then also. As I said, English is something relieving. That you don't stress about it, of course I don't have. Like all the knowledge, all the vocabulary, but I know I can like use it and people will get me. So as long as people get me, that's fine for me.

6. Does speaking English in the group discussion, gives you the feeling that you are part of the group?

Umm yeah, there's always this little sense that when somebody speaks the language that you don't know, you feel kind of better of left out but not in the in a bad way. Cause for example in the second part of your interview like Group Chat was not English, it was other languages. But the people still made it as.

If I would be able to understand and they did include me, so I feel like it depends on the people you're talking to. Some people will really want to include you in English or in other languages and some whatever the language they don't want to. But I've yeah, I felt like I belonged to the group while speaking English. We were all joking. We were all talking it it was, it was easier to understand each other, but in the next part it was easier the language because it was our mother tongue. So we had, like all the vocabulary, didn't need to find the words, but the comprehensions was more difficult.

7. Does speaking English as the lingua franca in this setting, allows you to express yourself.

Oh yeah, yeah. Yeah, because I. I have the ability now to express myself in English, whereas before maybe I didn't and I feel more comfortable than before because also when you speak English every day, you feel more confident with your vocabulary with how you pronounce words. And also I knew the people in the group chat. So maybe if I didn't know anybody, I don't know if it would have been the same thing. But we already felt like we belong with to each other with each other and that we knew each other. So we knew that we really wanted to help you but also help each other understand. And so like this judgment, it was a judgmental free zone. So it was really nice to just be able to express myself and just be me.

8. How did you feel speaking your native language and listening to other languages spoken by native speaker?

Umm speaking my native language, it felt funny because I'm used to speaking in English with these people, but it was it felt nice because. A lot of them understood what I was saying, which was really surprising because I I remember I'd be the beginning of the year. I didn't know people would be able to understand French, so it was really funny, but also a comment that I remember having or like an idea was that I really want to learn more languages cause I would. I would love to be able to understand everybody for like, example German. I didn't know what they were saying, but I understand some words or Dutch.

I would love to be able to understand it better so like also because I feel like it's respectful to some people like you learn their languages, you try to understand them, but there's so many languages in the world so you can only do what you can. But. Yeah, I would love to learn more. It made me think about it.

9. Do you feel included in the conversation by speaking your native language?

Yeah. Yeah, it did. Umm, it was really nice because we could see, like, the nonverbal communication at least, because we would see each other. So we would see sometimes the

10. Do you feel included in the conversation by listening other languages?

Yeah. Well, I mean, it's also the the Viber person gives. I feel like this is for the verbal and also the nonverbal is that they will like look at you sometimes they would say your name or just your participating and somebody will say ohh yeah I agree with you. Uh well yeah I agree with you. I feel like it really depends on the people because it did happen to me. So once that people would have a conversation, one of them wanted to include me but the other had no interest in it. So they would just like exclude me whatsoever, but like in this, in this conversation, we really we try as much as we could to include everybody and to make everybody understand what was being said.

11. How do you feel speaking in your native languages in a LaRa communication setting?

I feel good. It's funny though, because I still use my French from France accent. Uh, because I feel like if you have some knowledge or you don't necessarily speak French, but you kind of understand. If I were to speak my, let's say, real action from Quebec, then people would just be lost but then I had to use my friends from friends accent because that's what people are most used to and also. Umm, it's less mumbling. Let's say it's more clear. And also because the words really resembles some in the other languages, whereas maybe the pronunciation in Quebec will be, it will be the same word. So me, I will understand. But other people who might not like understand with the accent. So that's something I didn't notice, but it was really nice to just speak my own language so I didn't have really did think about what I was thinking or like what I had to say.

12. Yeah. And how often do you understand the explanation from other participants speaking other languages during the the group discussion last week?

I mean...Probably like 65 to 70% I would say. Like when Participant 3 was speaking in Italian, there was some words I didn't get. But it really like was similar to some words in Spanish. So with the other words in the sentence and with only one word, I didn't really understand. I could still get it. And then Participant 1 would speak and I would understand. And sometimes people speaking in French. So that was nice.

The only? Yeah. The only part I had trouble with was Dutch. Really. UM, more more than German because it's it's so funny because for my thesis I also have to listen to multilingual conversations and there's a lot of German, so I got to pick up some words which is great so I could understand what they were saying. But yeah, also, because sometimes when they were speaking in Dutch, they were super fast and they were like not cutting each other, but jumping on each other. And it was like a really quick. Umm intervention for me? I was like, OK, trying to get what they were saying, but then somebody would speak and say something in another and the other language I was like, OK, I get, I get it. But it's a lot of the times you

get the context, but not necessarily the words like I would get the context because somebody would ask a question and I would understand kind of. But the answers of the people, sometimes I would like I did not understand.

13. How do you feel about other people speaking other languages you have less knowledge in?

Uh, feel fine about it. Because I feel like it's not not to be mean. It's their native tongue, so of course they feel more comfortable speaking and would it? And also because sometimes we really don't understand each other or you don't know how to translate a word. So you you'll use the one from your native tongue so. I feel like it's fine. Again, I feel like it really depends on the person also.

14. Which communication mode do you prefer for a multilingual conversation setting? Is it English as a lingua franca or lingua receptiva?

Maybe more in lingua franca. Because I understood more. But I did really enjoy lingua receptiva. But then Maybe. I don't I I don't know. Maybe learn more of the other language or have like a predefined question that will be written in English and then we speak about it in our different mother tongue, I don't know. But yeah, of course. I I like to understand what's being said, so I will learn more into the angle of hunger.

15. In which communication mode do you feel more included?

Umm. I feel like both because the the lingua franca is more like. A non conscious state of mind. We all speak the same language as so of course we're gonna include each other, but the other one, the Linganna sativa. We know we're not gonna understand each other or like in some cases. So I feel like it's even sometime more, including because you really want the person to understand what you'll be saying. So you pay more attention. You say, like, you, you not like, point them out but you're like, ohh, or like. No, he never. And then I feel like both, but it's just different cases. One is more conscious, one is more like nonconscious way of thinking, I feel like.

16. Do you feel more appreciated in English and Lingua franca or lingua receptiva?

I don't know. I maybe, maybe Lingua franca because I feel like Lingua receptiva. You have more opportunity to use other language. Like you know, in that context that you will use other languages like. The easy way out is English, but then you can use others to really get what you mean and how do you think? Cause some people think in one language, some people think and in other language I feel like it. But is it yours? More useful.

17. Do you feel like you participate more in English as the lingua franca or lingual receptiva?

Lingua franca.

18. And do you feel more engaged in a conversation in Lingua Franca or Lingua Receptiva?

Ah. Depends where you are. Because for example, I know that when I was speaking in French, think. Every one of them understood what I was saying. But. Also. Yeah, I think it just depends on the situation. Again, it's really specific to each cases, but yeah.

19. Did the group give you the feeling that I belong more in ELF or LaRa?

More in lingua franca. Umm, because again, when they were speaking in in Dutch or in German I Knew that it was not like. Something mean that wanted to exclude me, but I in the end was excluded, sometimes because I didn't get what they were saying, but that's normal. So I feel I felt more included in lingua franca.

20. Did the group give you the feeling that you are part of this group more in ELF or LaRa?

Maybe more in Lingua Receptiva. Because in Lingua franca we all knew we were part of the same group, like it was not. We didn't have it, didn't have to be like said out loud but Lingua receptiva, we would all reach out to each other, so I feel like it will I, I felt included, really in that one. So you'll feel more included in lingual accept plan. And it and it starts sort of way. Yeah cause we had to reach out more to each other, so more than in English because we knew in English that we would understand each other.

Participant 3 Interview Transcription

1. What is your nationality?

I'm Italian, so born and raised in Italy.

2. What languages do you speak and how fluent are you in each language?

OK. Yeah, well, my native language is Italian. Then I speak English at a I would say, I know like quite. Good level professional level. Umm. Then maybe my third language at the moment would be Dutch because I also have a good understanding of it and I can speak it as well and maybe like the writing is a little bit more complicated. So that's where I need to work on a little bit more. And then I have a basic to intermediate understanding of French, German and Russian. But they're I struggle a bit more with speaking.

2.1 So about that in which level do you think you are like A1 A2 B1?

Yeah, I don't know. I never tested it. I would say maybe. Especially for the younger, like the listening and understanding, maybe I'm more almost B2 I think cause I understand quite a lot but also depends on the topic and also I would say between B1 and B2 probably. Yeah.

3. What language do you prefer to use while in a multilingual environment and why?

Umm, I would say English overall because I think it. Yeah, I mean. It's the language that most people have at least a basic understanding, so that can help everyone be included, bit more included. Yeah, I would say that.

4. How do you feel in general with English as a lingua franca being spoken?

Yeah, I think it's. It's it's nice in a way, cause like, UM, well then you mean you would say that everyone, every speaker is not an English native speaker, right. I think it's nice because it also. I mean, we probably make mistakes and maybe sometimes we we are aware of it. We we realize it, but we. I don't know. I feel like less, uh, stressed about speaking English with people who whose native language is not English, because maybe like the with the English ones, I feel like I have to show them that I can speak English and I look more for the yeah. For the. Yeah, I don't know, like. I don't know what's the war, but for yeah, I want to show that I can speak English.

I I I think I understand sometimes I can understand. I mean, I definitely understand someone maybe coming from a from another country speaking English as a, as a lingua franca, then maybe someone coming from the UK with a particular accent that it makes it really difficult for me. So it stresses me out and on the other hand I look for the validation for that person like to show, OK I I understand you. You know I'm not yeah, I'm not stupid and I didn't get you but sometimes it's really difficult to understand that.

5. How did you feel in the group discussion with English as the lingua franca?

I think it was. Yeah, it was. It was nice. It was really nice. I think everyone. Yeah, I mean, we are also from the same study program. So we, I we I know that we all have a very good. Professional level of English and yeah, I think it was very, very nice to confront over some

like, yeah, the topics that you asked us to discuss and it was it was very, I don't know, I I didn't even feel like I it could have went on for way longer because I was just having fun and it was very chill and relaxed.

6. Does speaking English in the discussion task gives you the feeling that you are part of the group?

Yeah.

7. Does speaking English as the lingua franca in this setting allows you to express yourself?

Wait, so like how it allows me like speaking English in a multilingual environment? I think it's a bit like also what I said before that. It kind of put us all at the same level. And. Yeah, you know, like, especially if you, if you're all with non-native speaker then. OK. You umm and ohh it's difficult. I don't know actually like you. Did you take a bit of time to listen to each othe. Maybe I feel like maybe you would also engage with more. Because for example, if if you speak a language that's not your own, and like anyone like all the others also, they're not their native language. Maybe you listen more and you try to help them in case there there's a word lacking like they're like ohh I cannot really like as I'm doing right now. There's maybe sometimes like a few words. And I'm like, what is that word? And then you could like, you know, just jump in and help me. Umm. And I feel like that maybe when you speak your own language that misses a bit and then people like maybe they don't pay that much attention. Umm, I don't know if that makes any sense, but also I think. I learned a lot how to to use English to express what I want to say, and I remember also something that you mentioned one time, like very long, a long time ago, there was that English for you is the way like you can. You are able to describe, to express yourself the most. That's really, really interesting. And I think that at the moment it kind of applies for me as well.

8. And how did you feel speaking your native language, which is Italian and listening to other languages spoken by native speakers?

Speaking my language was bit difficult because I thought like for example I was paying a bit more attention on talking slower so that the others would understand. And I don't know. It didn't completely feel right. Whereas listening to the others is like it was really, really interesting and. I feel like. I like the last when. I mean, I was. I was a lot able to understand Dutch mostly and also Spanish. French was sometimes I was a bit lost, especially with Participant 2 cause like her like her like. I mean French is really difficult and. Yeah, I don't know. Sometimes I I got a bit lost, but.. Overall, I think it was very nice, UM and. I I was able to follow most of the conversation, but it was it was very, very interesting, but I felt more I felt more at ease listening to the others than me speaking my own language with other people because I could see that some were not. Understand understanding what I was saying.

9. Do you feel included in the conversation by speaking your native language?

Maybe not really. But right maybe the most comfortable in English and I very much enjoy speaking other languages as well, sometimes I after so many years that I have been living in

my country and I speak Italian in a daily basis it's a bit weird for me to speak Italian and especially with people who do not speak it. I like more speaking other languages or just listening.

10. Do you feel included in the conversation by listening other languages?

Yeah

11. How do you feel speaking in your native language in a LaRa communication setting?

Yeah, I mean that if I have to consider everyone is speaking their native language I think yeah its nice for example I think its nice if understand can understand me. Because like in this conversation for example Participant 5 was not able to understand me, maybe with Participant 5 and Participant 1 I think I would be more comfortable speaking Italian all the time. But the others maybe I feel like I need to provide little bit explanation or translate it into other language so that I would include them as well in the conversation.

12. How often do you understand the explanation from other participants speaking other languages?

I think most of the time yeah because with French like I told you for example but the topic that we were discussing that definitely helps that probably if Participant 2 would start speaking I would not not the topic but then I would struggle a little bit more.

13. How do you feel about other participants speaking other languages you have knowledge in?

I think I mean I do not really mind I only feel like maybe oh I wish I could speak it as well I wish I could reply in that language maybe in certain situations if a person uses a certain language that it probably that language is they feel most comfortable speaking.

14. Which communication mode do you prefer for a multilingual conversation setting? Is it English as a lingua franca or lingua receptiva?

Umm. Yeah. Well, I feel like maybe I would contradict myself right now because I said that I probably feel more comfortable speaking English, but I actually enjoy enjoy it a lot. Because I think it's just a bit more. It probably, yeah, enriches us bit more, provides more insight and. Yeah. So I've really enjoyed that part. But maybe. Maybe I have to say I don't know if I would have enjoyed it if I would have if I would not have been able to enjoy the to, to understand the whole conversation cause mostly was. There was a lot of Dutch and German, so I think for Participant 2 it was quite difficult. So I think maybe she did. She may not have felt that included. Yeah, from my side. It was very. It was a lot of fun.

But again, I I'm now like think taking into consideration that it's probably it may have been because of the fact that I was able to follow most of the things. So maybe I would still say to be more inclusive. I would always use English. But I like the lingua receptiva, so maybe like we're using. I would say in the perfect solution for me would be English with maybe a few

words. In other languages that maybe don't have translation in English, and then you you yeah, I don't know. Maybe you can explain it a bit, but.

15. In which communication mode do you feel more included, ELF or LaRa?

Umm, maybe English as a lingua franca. It's overall, yeah.

16. Do you feel more appreciated in ELF or LaRa?

Maybe, Lingua Receptiva, because people are they, they can be like ohh wow. You speak so well or it's so nice that you can understand that language as well. So you you also get this sort of appreciation. You don't get often like. Umm. Compliments. Ohh yeah you. You speak English?

17. Do you feel that you participate more in ELF or LaRa?

Maybe. Maybe I participate a bit more in the linguistic diva, but I'm not sure. I don't remember, but I remember I. Yeah, maybe it's because I was so excited about that part. So I felt more. I felt I participated with more.

18. Do you feel more engaged in ELF or LaRa?

Still probably in the lingua receptiva.

19. Does the group give you the feeling that you belong more in ELF or LaRa?

Umm. Maybe lingua franca then. Because I feel like we were all at the same level. I have to say I felt included.

20. Does the group give you the feeling that you are part of the group more in ELF or LaRa?

Maybe actually, if I think about it, it could be slightly. That it was better in the lingua receptiva because I feel like we oh gave each other the time to to like for each of us to use the RNT language or so. OK, I will go with the Eva.

21. Does the group give you the feeling that you fit in more in ELF or LaRa?

I will go again with lingua receptiva.

22. Does the group cheat treat you as an insider more in ELF or LaRa?

Umm. Yeah, also I think.

Participant 4 Interview Transcription

1. What is your nationality?

I am Dutch.

2. What languages do you speak and how fluent are you in each language?

Uh, so Dutch is my mother tongue and I'm basically, fluent in English, I'd say. UM French, I am definitely not fluent in, but understanding and reading it is really good still. But then speaking it's been a really long time since I've done it, so that's like. What I'd call the level, but like medium ish. And then German is quite low. Also understanding is quite good, but then speaking not at all. And Spanish is basic basic level.

2.1 So would you say that your French is at B1 level?

And maybe, say, French B2 and German B1.

2.2 And maybe Spanish like very basic then it's gonna be A1?

Yeah, exactly.

3. What language do you prefer to use while in a multilingual environment and why?

I Prefer to use English. Uh, just because. It is the language that most people speak and. It's easiest to include everyone in a conversation if you just speak English.

4. How do you feel in general with English as a lingua franca being spoken?

I think it's easy in a sense. Is this easier to pick one language that a lot of people learn and use and as opposed to having everyone speaking their native language and then you need to have some sort of understanding of that language to have these in conversation. So I feel like it's it's, you know, easy in a sense.

5. How did you feel in the during the discussion?

A really nice it's really, really normal cause. Most of the time we already use English when we're with classmates. So it's very much like the usual kind of setting I think.

6. Does speaking English in the group discussion, give you the feeling that you are part of the group?

Yeah, for sure. Umm yeah, I think. It doesn't explicitly give me the feeling that I'm included, but it definitely doesn't give me the feeling of being excluded. If you know what I mean. So it's more just. Yeah, like I said, cause it's the usual. It's it's just normal. It's just like, oh, yeah, sure. Is not like specifically feeling included.

7. Does speaking English as the lingua franca in this setting, like in a multilingual setting, allows you to express yourself?

Yeah. Overall, yeah. There are some things that. You know, like right now I'm just having a bit of trouble getting out the words and like speaking my thoughts. But that is also very.

Depending on the moment, sometimes that goes really well, sometimes it doesn't. But overall in English it's fine, yeah.

8. How did you feel speaking your native language, which is that and listening to other languages spoken by native speakers doing specifically during the group discussion last week?

I thought it was really fun and it went a lot better than I expected, actually. Yeah, it was really fun to do. It was a bit more. You start using language a bit more consciously and you listen a lot better. I I feel like. Because just understanding the other languages just takes a bit more mental effort, but then you also. Focus on what they're actually saying a bit more, which I thought was kind of funny.

9. Do you feel included in the conversation by speaking your native language?

Yeah, I do. Actually. I do think that's also because there were. Uh, three others. I think that also understood Dutch knowledge of you know there are at least a couple people that know what I'm talking about. And I feel like for you know, if I if I would start talking Portuguese and I'd be the only one I. Think maybe that will be a bit less, but I don't know.

10. Yeah. And do you feel included in the conversation by listening to other languages?

Yeah, especially if I do understand what they're saying for sure. But then also if I don't really understand what I'm saying, it's also really nice to to one. Know that other people like for example something I didn't quite understand that I was just like, you know, I'll just let it go. But then Participant 5, I think. As you kind of came back on the topic and she was like. You know, just to clarify, I didn't understand it. Everything you said and I was like, yeah, me too. I think that was really nice actually. Yeah. Just kind of like on the one hand, knowing that other people maybe didn't get the full gist of it either, but then also other people explaining it, in other words or in another language that's also very including.

11. How do you feel speaking in your native language in a lingua receptiva communication setting?

Uh, it's nice. It's nice to. Not have to think that much about what I'm saying. I can just like ramble on and Dutch. But I do have it in the back of my mind that I need to be a bit more careful about how I speak.

Umm. And like, you know, talk a bit more clearly maybe or use different words. Uh, just because I'm aware people might miss things. And that's a bit more conscious, I think.

12. How often do you understand the explanation from other participants speaking other languages?

I would say most of the time. I mean in in. I think Participant 1 was speaking Spanish right most of the time. That was the one I didn't really get. But then I think in her case, also in in any case, it helps if they're just also speaking a bit slow or using different words to explain the same thing, and then maybe you recognize a word and you're like oh. So that does help, yeah.

13. And how do you feel about other people speaking other languages you have less knowledge in?

I think in this setting it's it's more than fine and it's also really interesting to. Have that, that aha moment when you finally get, like, over on this track of the conversation now. Yeah. So it's kind of like a small triumph when you finally.

That's good. Get back in it again after, like, you know, three sentences or like. Ohh yeah, sure.

14. Which communication mode do you prefer for a multilingual conversation setting? Is it using English as a lingua franca or lingua receptiva?

I think in in what we did, I preferred the Lingua receptiva one.

But I. Do you think I don't know, it depends. I do really like the idea and I think doing it more often helps as well. So I think that is.

The one I I prefer.

15. In which communication mode do you feel more included?

I think actually that I said, Lingua receptiva one as well.

16. Do you feel more appreciated in English and spelling of Franca or Lingua Receptiva?

Umm. That's a difficult one, I think. Maybe lingua franca. Just because you have the knowledge that everyone will immediately understand what you're saying. I feel like for others that might be easier, but then I don't know.

17. Do you feel that you participate more in English as a lingua franca or Lingua receptiva?

Lingua Receptiva, for sure. Yeah.

18. Do you feel more engaged in which one in which session?

Uh, I think that's a bit more equal. That's a bit harder to decide. I think maybe also Lingua receptiva because like I said, you're very. Uh, you listen more intently. I think that makes a bit of a difference.

19. Does the group give you the feeling that that you belong more in English as feeling well, Franca or Lingua Receptiva?

I think both. I don't really have a strong opinion on either one on that one, I think just because. Everyone in both cases just really reply to each other engaged with each other each other, and that didn't really change much, I feel like.

Participant 5 Interview Transcription

1. What is your nationality?

I am Dutch 100%.

2. What languages do you speak? And how fluent are you in each language?

Dutch for sure because that's my native language and English I'd say I'm pretty fluent, and Italian, I think comes on the 3rd place and I can understand German and French as well.

2.2 But in Italian, would you consider your level would be in B2?

Yeah. I think between B2 and C1.

2.3 French and German you would consider?

UM and like on listening level, I'd say B2. Uh speaking level A1 for both, yeah.

3. What language do you prefer to use while in a multilingual environment? And why?

English for sure, because I just feel like that the way I can express my feelings the the most. My vocabulary in Italian is not that great, but in English I do feel like I can express most of my feelings and make myself understood the best. So yeah.

4. How do you feel in a general with English as a Lingua Franca being spoken?

Yeah, I think it's a good language to use as a lingua franca. I do think that Americans don't understand that it can be a lingua franca, so they might. Kind of. I don't know. Expect us to use the language in a certain way while we can. It's just a lingua franca for us. But if everyone in the environment uses it as a lingua franca, I think that everyone in the room wants to understand each other. So it doesn't really matter if you follow the rules exactly. So I think if you keep that in mind, it's a super good alternative for, I don't know for instance, Spanish or something like that.

5. How did you feel in the group discussion using in ELF setting?

I thought it was very good. It has been a while for me since I spoke English, so I had to get used to it for a little bit, but other than that, yeah, I think it was great. Everyone could say it what they wanted and me too. So yeah, I I really enjoyed that session actually. Yeah.

6. Does speaking English in the discussion task gives you the feeling that you are part of the group?

Yeah, yeah, for sure, yeah.

7. Does speaking English as the lingua franca in this setting allows you to express yourself?

Uh, yeah, I think so. Sometimes I have to choose my words a bit different than when I speak in Dutch, so I do tend to think a bit more about what I'm gonna say. But I think overall I can express myself very well, yeah.

8. How did you feel speaking your native language and listening to other languages spoken by native speakers?

I've never had such an experience before, so it was very interesting to experience something like that and I thought it went really well. I did tend to speak a bit slower in Dutch so that everybody who didn't speak Dutch could also kind of understand what I was talking about. But it also made me kind of feel relaxed that I could be that I could just speak Dutch and that everybody could understand me, sort of more or less, yeah. So I actually enjoyed speaking Dutch more than speaking English.

9. Do you feel included in the conversation by speaking your native language?

Yeah, yeah, for sure I did. However, I feel a bit less included when, for instance, Participant 2 spoke in French because my friends is just not as good as friends as my Italian or my Spanish, which surprised me and I could understand Participant 1 did well. But yeah, for me, French is just the hard language. So then it was nice that Participant 5 translated it in German so that I felt more included again.

10. Do you feel included in the conversation by listening other languages?

I feel a bit less included when, for instance, Participant 2 spoke in French because my friends is just not as good as friends as my Italian or my Spanish, which surprised me and I could understand Participant 1 did well. But yeah, for me, French is just the hard language. So then it was nice that Participant 5 translated it in German so that I felt more included again.

11. How do you feel speaking in your native languages in a LaRa communication setting?

I like it a lot. I want to use it more actually. Yeah, but I do think that it's well, the quality of my English will go backwards if I start doing that. More international settings for sure.

12. How often do you understand the explanation from other participants speaking other languages?

Uh, I think I understood all explanations that depending on the context, but like I said, I did have a bit of trouble with the friendship Participant 2 because she spoke kind of fast for me personally. And yeah, but for all the other participants I could understand them fully, I think, yeah.

13. How do you feel about other people speaking other languages you have less knowledge in?

Well. I think it's super interesting to hear other people speak their language. I don't really have a strong opinion on that, but I do think that other languages are super beautiful, so if someone feels like they are free to speak to me in their language and only encourage them.

14. Which communication mode do you prefer for a multilingual conversation setting, ELF or LaRa?

I think for now, uh lingua franca would be easier. But if more people understood Dutch, too, or maybe I don't, I don't know. It's it depends on the context. I think really, if you have certain

people that don't speak in a certain language, then lingua decide if I won't work. So I think for a whole international setting, lingua franca would be easier.

15. In which communication mode do you feel more included?

I think lingua receptiva

16. Do you feel more appreciated in ELF or LaRa?

I think in lingua receptiva too, because then I feel more smart I can say what I what I want to say without really thinking about it and it just. Yeah, I don't know. I can't express myself better in Dutch than in English. So I think it's the easier, yeah, to feel appreciated in my own native language. Yeah.

17. Do you participate more in ELF or LaRa?

Uh, I think in the session specifically, I participated more in the lingua receptiva part. But overall, I think getting Lingua Franca is about the same amount in general, yeah.

18. Do you feel more engaged in ELF or LaRa?

I think in Lingua Franca it's easier to understand everything that everybody's saying and so I think it speaking about engagement, yeah, Lingua Franca will be better. But linguistic has more interesting because you really see the way that someone expresses themselves. But for me personally, I would feel more engaged in a lingua franca setting.

Participant 6 Interview Transcription

1. What is your nationality?

German

2. What languages do you speak? And how fluent are you in each language?

German (mothertongue), English, French and Dutch (C2 level)

3. What language do you prefer to use while in a multilingual environment? And why?

Mostly English or Dutch, because those are the two ones I am used to using in multilingual contexts. Of course, I am most fluent in my mothertongue, but I would only use it if I knew that other participants could also communicate with me in German.

4. How do you feel in a (must the “a” go here?) general with English as a Lingua Franca being spoken?

Totally fine.

5. How did you feel in the group discussion with English as the lingua franca?

I felt very much at ease.

6. Does speaking English in the discussion task gives you the feeling that you are part of the group?

Yes, absolutely. Maybe also because I knew that all of us used English as a Lingua Franca with no one being an English native speaker. So, we were all in the same boat, so to say.

7. Does speaking English as the lingua franca in this setting allows you to express yourself?

Yes, I had the impression that I could express what I intended to say. And even in case me or other people might not know a word in English, it wouldn't embarrass me at all, because we all know it's not our mother tongue.

8. How did you feel speaking your native language and listening to other languages spoken by native speakers?

I felt a bit more unsure to speak in my native language than using English as a Lingua Franca, as I wasn't really sure how much people would understand me. But at the same time, I found it a great experience to see that it seemed to work. I loved the fact that for the first time, I could hear classmates I have spent months of a study programme with suddenly speak their mother tongue. This was awesome, because it felt as if suddenly, I got to see a side of them I did not have access to before. I also loved the sound of the other languages like Italian or Spanish.

9. Do you feel included in the conversation by speaking your native language?

Yes, even more so as I noticed that the Dutch native speakers could easily pick up or react to what I was saying, with Dutch and German being linguistically so close.

10. Do you feel included in the conversation by listening other languages?

In the beginning, when I heard Italian and Spanish being spoken, I felt really overwhelmed, because I couldn't get a lot. But after a short while, I tried to pick out bits and pieces and I was glad to see that I could understand it roughly. What certainly also helped was that I knew the context, the topic we had been given.

11. How do you feel speaking in your native languages in a LaRa communication setting?

In the beginning, it felt weird to speak my mother tongue, as I had no idea whether I would be understood by the others. The more I realized though that people could understand me speaking my mother tongue, the more comfortable it felt.

12. How often do you understand the explanation from other participants speaking other languages?

I was very thankful to the participant who had spoken Italian that sometimes, she would give a Dutch translation afterwards, because I could tell that I had roughly understood a bit, but not the whole story. So, with Italian and Spanish, I understood only single words and had to "guess" the rest out of context.

13. How do you feel about other people speaking other languages you have less knowledge in?

In the beginning, when I listen to Italian and Spanish being spoken, I felt totally lost. It became better after a while, though.

14. Which communication mode do you prefer for a multilingual conversation setting, ELF or LaRa?

It really depends on how many people are present that do understand my native tongue. I think, I prefer English, because then, I felt everyone understood everyone else.

15. In which communication mode do you feel more included, ELF or LaRa?

With ELF, because LaRa left me a bit aside with Spanish and Italian.

16. Do you feel more appreciated in ELF or LaRa?

I felt more appreciated using LaRa because I got the feeling that people liked the fact to actually listen to my native language. At least, that was what I felt when I heard others. I found it very enriching.

17. Do you participate more in ELF or LaRa?

I think it was more or less equal in both cases.

18. Do you feel more engaged in ELF or LaRa?

I think I might have been a bit more engaged when using my own language.

19. Does the group give you the feeling that you belong more in ELF or LaRa?

More in ELF, as for example when the Italian and the Spanish speaker talked to each other, I felt quite lost and therefore not really belonging.