



How to be inclusive without excluding others? Multilingualism & Participation at Utrecht University (*luistertaal/lingua receptiva*)

Final report of the Project Multilingualism and Participation (version 2 June 2022)

For discussion at the colloquium on the 10th of June 2022, Paushuize Utrecht

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1. Introduction

The project application of the Participation and Multilingualism (M&M) project formulated the following objective: "to contribute to securing and promoting multilingual participation of all sections of representative bodies at all levels for the coming decade. The proposed activities will contribute to (1) the formal support and institutional embedding of *Luistertaal*; (2) the successful introduction of multilingualism for employee and student participation in the U-council and faculty advisory bodies and (3) the acquisition of linguistic and intercultural competences of all stakeholders that are necessary for multilingual employee participation. The proposal has a scientific foundation and is internationally anchored" (ten Thije, 2020).

In this final report, we give an account of the project approach, the structure and the deployment of staff (chapter 2) and the final results (chapters 3-6). The financial accountability is described in a separate document. Chapters 3 to 6 are based on the posters that the M&M project will present at the colloquium on 10 June 2022 to mark the conclusion of this project. At the end of the report (Chapter 7), we formulate recommendations for the implementation of the language policy as recently adopted by the University Council. In this study, we have not limited ourselves to the participatory bodies, but we have also looked at the participation of (international) students and (international) lecturers in lecturer meetings or educational discussions. In other words, it concerns the choice of language in the administrative context. As such, the issue of language choice for teaching falls outside the scope of this study. This report is one of the building blocks for the implementation of the multilingual language policy that was decided upon by the University Council on 23 May 2022.

As for the theoretical basis of this project, we refer to Backus et al. (2013), Spolsky (2009), Darquennes and Nelde (2005), and Ferguson (2006). Spolsky (2009) distinguishes between status and prestige planning, corpus planning and acquisition planning. Status and prestige planning refers to the legal basis of language choice in comparison with other languages or language varieties. Corpus planning refers to the rules used for the use and modernisation of certain languages, e.g., the use of a bilingual glossary. Acquisition planning focuses on language users, accessibility, and training opportunities. In our case, this refers to the training opportunities for Dutch speakers to learn English, and for *internationals* to learn Dutch in order to better participate in multilingual meetings on complex policy issues.

2. Justification for project structure and staff deployment

Het M&M project is uitgevoerd door intensieve samenwerking in vijf subteams met elk een eigen doel en samenstelling.

The **core team** was responsible for the implementation of the eleven sub-projects as formulated in the project proposal. These are described and justified in chapters 3 to 6. The core team met weekly and consisted of the following project members: Frederike Groothoff, Kimberley Mulder, Kimberly Naber (coordinator) and Jan D. Thije (project leader). Annick van de Bijl was the project assistant.

The aim of the **research team** was to promote the scientific foundation of the M&M project through continuous cooperation with the researchers within Utrecht University. This involved the following colleagues: Trenton Hagar (Department of English, Humanities), Stefan Sudhoff (Department of German, Humanities), Rick de Graaff (Professor of Modern Foreign Languages), Saskia Spee (Lecturer in Dutch at

UCU), Arjan van Hessen (Uil-OTS, Humanities) and Henk Pander Maat (Department of Language and Communication, Humanities). This team usually met once every eight weeks together with the core team or had separate targeted appointments. Special activities of the research team consisted of setting up the automatic speech recognition of U-Council recordings and the generation of corpus analysis and lexicon for course development. Finally, members of this research team, together with members of the core team, submitted a research application to NWO's Open Competition. The application was recently evaluated as excellent three times by the external judges. The requested project is a direct scientific continuation of the M&M project (De Graaf et al., 2022). We will hear the decision in July 2022. Kimberly Naber's research proposal application for a PhD on this project at 'PhD in the Humanities' was not selected during the internal review (Naber, 2022a).

The **teaching team** was responsible for organising and implementing three pilots of the receptive Dutch course for employee and student representatives. This team consisted of Saskia Spee (UCU), Kimberley Mulder (Humanities) and Marieke Smit (M&M).

The aim of the **advisory board** was to advise the project and to promote the embedding of the project in the UU organisation. The advisory board consisted of the following people: Peter Schrijver (Chair Language Committee, Humanities), Bart van de Laar (Head of Internationalisation, University Corporate Offices), Harmen Binnema (Chair University Council), Manon Sas (Communication and Marketing, University Corporate Offices), Wieteke de Jong (HR, University Corporate Offices) and Patience Gondwe (Students, Education and Research, University Corporate Offices). Kimberly Naber and Jan ten Thije represented the M&M project in the advisory board. This group met every quarter.

The **financial control team** was responsible for monitoring and planning the budget. The team played an important role in embedding the receptive course in the UCU. This team consisted of: Manon Sas (Communication), Bart van de Laar (Student and Academic Affairs Office-INT), Wieteke de Jong (HR), Patience Gondwe (Student and Academic Affairs Office-INT), Jan ten Thije (M&M, chair), Kimberly Naber (M&M note taker).

The M&M project also cooperated with the **Dutch Language Union** (Kevin de Coninck, from 1 May 2022, Steven Vanhoren and Heleen Rijkskaerl) with the aim of setting up comparable pilots on internationalisation, employee and student participation and multilingualism in the study programmes at the Fontys International Business School in Venlo (contact person David Harder) and at Ghent University (contact person Pieter Pauwels). In Venlo, the workshop multilingual meetings has been offered successfully.

Finally, during the project, four **students** of the master Intercultural Communication contributed to the scientific foundation of the project with their master's thesis and/or internship, namely: Valentina Correale (2021), Babette Levert (2021), Masha Morwood (2021) and Annick van der Bijl (2022). Moreover, they have contributed to the valorisation of the ICC Master's programme.

3. Choice model inclusive multilingualism

3.1 Scenarios for multilingualism in the employee and student representation

In order to give advice on how universities can deal with multilingualism in employee participation, the current practices have been mapped out. First, a document analysis was carried out to see what the language policy is at Dutch university councils (Levert, 2021). A distinction was made between the language used in meetings and the language of documents. This comparison (Appendix 1, Table 9) shows that there is substantial variety between universities: in addition to English only and Dutch only, there are several multilingual practices in which receptive multilingualism (or *luistertaal*) is also used. There also appears to be a difference between universities in the choice of language for meetings and the provision of translations of meeting documents. In anticipation of national legislation in the framework of the Language and Accessibility Bill, universities have developed their own policies. In addition to the document analysis, Levert (2021) conducted a survey to find out to what extent practice corresponds to the policy drawn up by these university councils and how satisfied the employee representatives are with said practice.

Subsequently, focus groups were conducted at Utrecht University with (former) representatives, ranging from (international) students and staff members of the University Council to faculty councils, education committees and other representative bodies (Van der Bijl, 2022). During these focus groups, these (former) representatives were asked about the language policy in meetings, the language policy when using documents, and how satisfied they are with the language practice. In summary, the five scenarios outlined below emerged from this, see Table 1.

The scenarios in Table 1 show that there is no single answer to the question of how universities deal with multilingualism: practices vary in the Netherlands and per faculty. There are also sidenotes to all possible scenarios. By facilitating one group, you exclude another. The question the M&M team was continuously concerned with was "How to be inclusive without excluding others?". This question was also at the centre of a [discussion](#) in the DUB between U-council members and the M&M project. In the paragraphs below, we compare the scenarios mentioned above with the standards set in the language policy (Schrijver, 2022) and the choice model developed by the M&M project.

Table 1: Current scenarios of multilingualism in participatory bodies at Utrecht University

Scenario	Description	Meetings	Documents	Result for minority language group*
1.	Dutch <i>Strict monolingual policy</i>	Dutch	Dutch	excluded
2.	Dutch <i>Preferential policy</i>	Dutch	Bilingual or summarizing translation	facilitated** but cannot participate fully
3.	English <i>Strict monolingual policy</i>	English	English	excluded
4.	English <i>Preferential policy</i>	English	Bilingual or summarizing translation, depending on the portfolio of the non-native speaker	facilitated** but cannot participate fully
5	Multilingual policy English/Dutch <i>Luistertaal and/or code-switching</i>	English /Dutch	Bilingual or summarizing translation, depending on the portfolio of the non-native speaker	facilitated** but can affect participation

* The minority language group is in situation of a Dutch language policy the group that cannot fully participate in Dutch. The minority language group is in situation of an English language policy the group that cannot fully participate in English.

**The minority language group can be facilitated by language courses, interpreters or translation services

3.2 Standards according to the new language policy

The new language policy (Schrijver, 2022) attempts to clarify the choice of language by defining the working language in various employee participation bodies. The involvement of non-Dutch-speaking staff in the bodies is taken into account, as well as the extent to which they can be expected to speak Dutch because of their participation in Dutch education. Subsequently, the question whether internationals have the opportunity or will have the possibility to learn Dutch is considered. International students following a one-year master's course, for instance, do not have the opportunity to learn Dutch prior to their election. This means that when they are elected, the body concerned will have to meet in English. For faculty councils and university councils, several options are left open: Dutch, English, or Dutch and English. Although the term *luistertaal* is not used by Schrijver (2022), it does seem to be implied. However, the memorandum makes no mention of how the relevant bodies can arrive at their choice of language. In the future, programme committees will clearly be helped in determining their language policy. For higher-level participatory bodies, criteria are mapped out, but the outcome of the language choice remains open-ended. For the M&M project, this was the motivation to take a closer look at how the choice of language works out in practice in the participatory bodies, and which different solutions for multilingual meetings are being used.

Table 2: Standards for the communicative languages of the participatory bodies according to the new language policy (Schrijver, 2022, 21)

	non-Dutch students/ staff involved?	learning Dutch expected?	immediate participation essential?	communicative language
Education committees of non-Dutch degree programmes	yes	no (students)	yes (students)	English
Education committees of Dutch and non-Dutch degree programmes	yes	no (students)	yes (students)	English or Dutch and English
Faculty council, employee's consultative body	yes	no (students) yes (staff)	by the end of 1 year after start of studies: yes	Dutch (English can also be spoken)
University council	yes	no (students) yes (staff)	by the end of 1 year after start of studies: yes	Dutch (English can also be spoken)

3.3 Choice model inclusive multilingualism

The Inclusive Multilingualism choice model is based on the study by Backus et al. (2013), which compares five different forms of multilingualism. These are: English as Lingua Franca (ELF), the use of a Regional Lingua Franca (e.g., German in Eastern Europe), Lingua Receptiva (or *luistertaal*), Codeswitching (switching between languages) and the use of Interpreters and Translations. The following considerations played an important role in developing these possibilities for Utrecht University:

- Although there is great diversity among councillors in terms of their first language, the choice model is limited to Dutch and English. It remains relevant to consider that for many, English is not their first language.
- When evaluating the five scenarios that we now find in the co-determination (table 1), there appears to be a choice for monolingualism with for either Dutch or English. This monolingualism is not meant to exclude non-Dutch speakers but is nonetheless experienced as such by those involved. From an inclusive point of view, such exclusion of council members is undesirable.
- The purpose of the choice model is to identify relevant criteria, such as the distinction between productive and receptive skills in a language and the language level expressed in terms of the CEFR levels from A1 to C2.
- An important difference between the standards set out in the language policy is that no distinction is made between Dutch and non-Dutch, but that the language level of all those present in Dutch and in English is taken as the starting point.
- Furthermore, it is important to consider the language choice of documents. In practice, in addition to complete translations, the presence of an informative translated summary is also relevant with regards to participation.

- Finally, it appears to be important to compile a list of Dutch-language keywords (administrative language) with their English translation. This helps to ensure that institutional administrative knowledge can be named in the same way.

Based on these considerations, we have come to the choice model presented below. This model can be used at the beginning of the year after the election and composition of the participatory body to determine the choice of language. It can also be used at the beginning of each meeting. At the university council, for example, it turned out that officials were almost always invited to explain the specific items on the agenda. Their language proficiency and handling of multilingualism also proved to be decisive for successful participation in multilingual meetings.

Table 3 describes the five possible choices. Compared to the scenarios (Table 1) and the norms (Table 2), two new variants for dealing with multilingualism can be distinguished. We found these variants in the practice of the U council in 2022-2022:

- The use of an interpreter is crucial when having multilingual meetings.
- It turned out to be possible to make the choice of language dependent on the portfolios of the council members. If an international wants to discuss a topic, it is possible to switch to English during the discussion.

In the application of this model at the beginning of the year, and also at the start of a meeting, the chair has an important task. Firstly, they must briefly take stock of the language skills of those present and estimate what their expected participation in the discussion will be. Next, it is important that the chair's proposal for the use of one or more of the variants from the choice model is understood by all those present, and that all those present agree to it. Finally, it appears relevant that all those present and the chair regularly check whether the chosen language still works, or whether adjustment is necessary and desirable. In the context of the corpus planning, it is good if such a procedure is included in meeting regulations.

Table 3: Choice Model Inclusive Multilingualism

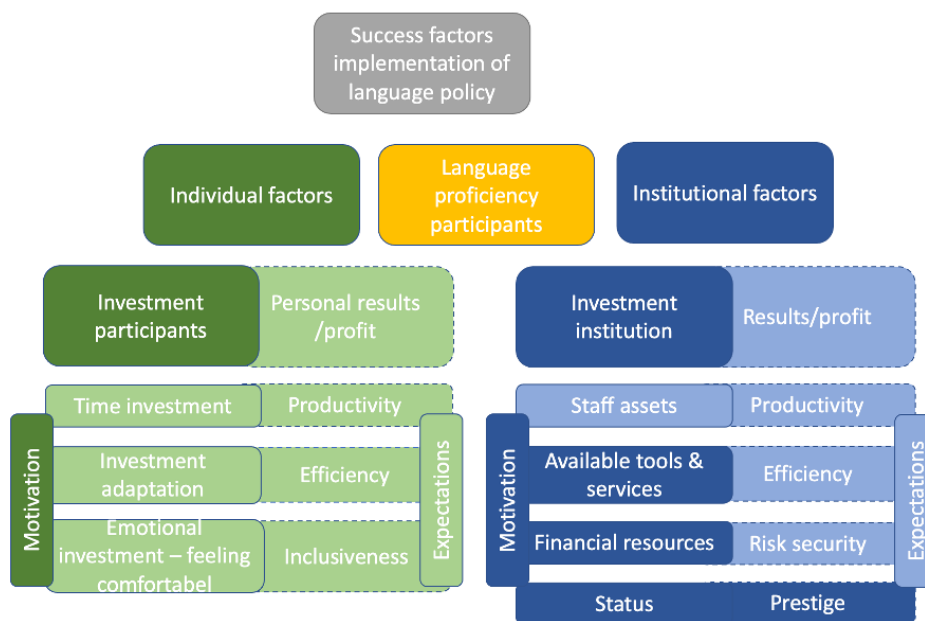
Situation	Language level all attendees		Language policy	
	Dutch	English	Meetings	Documents
A	> C1	n.a.	Dutch	Dutch
B	< B1	> C1	ELF	Bilingual or ENG summary with Dutch documents (depending on the portfolio of the international)
C	>B1 receptive	>B1 receptive	<i>Luistertaal</i>	Bilingual or translated summary depending on the portfolio and language levels of the attendees
D	<B1	<B1	Combination of interpreter, ELF, Dutch, and code-switching (based on the portfolios and language level of the speakers)	Bilingual or translated summary depending on the portfolio and language level of the attendees
E U-council 21-22	- Dutch councillors (>C1) - International X (>B1 receptive) - International Y (<B1 receptive)	>B1 receptive, but not all councillors are comfortable with speaking	- With international X, <i>luistertaal</i> is applied - With international Y, there is a combination of ELF and an interpreter based on the portfolio	Bilingual or translated summary depending on the portfolio and language levels of all attendees

Legenda: < lower level than, > minimum or higher level than, ELF = Engels as a Lingua Franca

3.4 Initial stocktaking of success factors for the implementation of the multilingual policy

A policy on multilingualism may seem inclusive on paper, but practice has shown that it can only work if the language skills of those present meet a certain level. Inclusiveness becomes possible if all employee and student representatives are committed and the relevant participatory body provides the right facilities. A first schematic representation of factors that influence the successful implementation of a language policy is shown below in Table 4. The dark-coloured factors are mentioned in theories on language policy (e.g., Spolsky, 2009). In addition, the light-coloured factors are compiled based on initial interpretations of the focus groups, evaluation interviews with internationals, and ethnographic observations of multilingual meetings. This exploration requires further research; nevertheless, it provides an indication of the factors relevant to the implementation of a multilingual policy.

Table 4: Stocktaking of success factors for the implementation of a multilingual policy (Naber, 2022)



As it turned out, the focus groups revealed that facilities are sometimes offered, such as language training, but that the employee does not have the time and/or the financial means to make this investment. At the same time, there are participatory bodies that offer all kinds of resources, but despite this, the employee is not motivated to make the investment. The motivation of both individuals and institutions to make an investment seems to depend on the expectation of the result to be achieved. For the implementation of a language policy to be successful, the investment must come from both the local and the international representative, but at the same time, the participatory body must provide the right resources. That is why the M&M team has developed tools and services that participatory bodies can use to deal with linguistic diversity.

4. The development of Tools & Services for multilingualism in participatory bodies

In line with the exploration described above, the M&M project developed a series of tools and services. To this end, there was intensive cooperation with the U-Council (clerks and chair) and with the University Corporate Offices' services (Internationalisation, HR, M&M and Student & Academic Affairs Office). The tools are also based on applied research (Correale 2020 a,b; Levert 2020; Morwood 2021; Van der Bijl 2022). Additionally, monthly coaching sessions were held with the internationals in the U-council and their interpreters. The overview below describes the developed tools and services with a description of the target group, the advantages and disadvantages of their use, and the current status of the tool. A detailed description can be found via the links.

Before the completion of the M&M project on 1 July 2022, an attempt will be made to make all of the described tools available online.

Table 5: Overview tools and services developed by the Project Multilingualism & Participation

Target group	Tools and services	Pros- and cons	Status
(International) students and employees operating in a multilingual and culturally diverse environment	Toolkit multilingual meetings	+ available free of charge + little time and effort required - not in-depth	Available on intranet and for external parties upon request
	Workshop Multilingual Meetings	+ In-depth, connecting, and strengthens competencies + limited time and effort required - limited number	Available via development guide – continuation in September unknown
	Coordinator multilingualism (including advisory group)	+ continuity and development + professional expertise + interest representation -staffing costs	Implementation advised
Multilingual teams and participatory bodies	Interpreter and translation services (translation protocol and overview services)	+ precise - no extra time effort required - increases costs	Implementation advised
	Keywords administrative language	+ available free of charge + use increases effectivity and productivity + little effort	Available on intranet and upon request for external parties
	Checklist multilingualism in the employee and student representation	+ available free of charge + use increases effectivity and productivity + little effort	Available on intranet and upon request for external parties
International students and employees with B1-level in Dutch	Course Receptive Dutch for Employee and Student Representatives Error! Hyperlink reference not valid.	+ increases receptive skills + increases knowledge on administrative language + increases intercultural competences - great effort and time investment - limited number of places available	Available at UCU

5. Development of teaching material for the receptive Dutch course

The method Receptive Dutch has been developed through a structured and scientifically sound approach. An important pillar of the method is that both the specific vocabulary, the topics, and the communicative situations offered in the method are based on reality, i.e., they are based on authentic materials and situations from the university.

5.1 Vocabulary

The first step in the creation of the method was to define the vocabulary specific to student and employee representation (hereafter also referred to as administrative language words). For this purpose, we first created a corpus of authentic material. This corpus consists of both written documents, such as memos or agendas, and of reports and video recordings of the University Council meetings from 2020-2021. These video recordings were then transcribed using automatic speech recognition. Together, these documents (the written sources and the transcriptions of the meetings) form the corpus for the further design of the learning line.

The next step was to analyse how often words occur in the corpus. For this purpose, we only looked at the written sources. Based on this analysis, we extracted the thousand most frequently occurring words from the corpus. For these thousand words, we then examined their frequency in the SUBTLEX-NL corpus, a database of Dutch word frequencies based on more than 44 million words from film and TV subtitles. The idea behind this was to see to what extent the thousand most frequent words in our selection have a low frequency in the general SUBTLEX-NL corpus and can, therefore, be generally classified as more specific to administrative language. Various analyses (correlations of the frequencies between our corpus and the SUBTLEX-NL corpus, comparison of the thousand most frequently occurring words in both corpora, and filtering the set according to criteria defined by us (e.g., English words were taken out, no separate entries for words that occur in both singular and plural forms in our set) then led to the isolation of about 500 words that we define as important words for participation; the 'administrative language words'. This is the vocabulary that we consider essential to master.

5.2 Themes

Parallel to defining the set of governance language words, the topics most relevant to the University Council's participation in the past five years were examined based on the agenda. Based on this selection, the themes of the chapters were determined. Examples are the Education and Examination Regulations, Finance, and Diversity and Inclusion (see an overview of the themes in section 6). We believe that by selecting the most relevant topics, the most important knowledge about employee and student representation is covered.

The vocabulary and the selected topics formed the framework for further development of the method. For each theme, the corpus was searched for documents relating to that specific theme. These documents were then incorporated into the theme in various assignments that focused on training the sub-skills of reading and listening, increasing and solidifying vocabulary, mastering grammatical phenomena receptively, training and increasing knowledge of intercultural competences and speech acts relevant to participation, and training the switching between languages. Finally, each theme is linked to one or more practical assignments that enable participants to use the knowledge and skills they have acquired in practical situations in which *luistertaal* and/or participation is important.

5.3 Different types of assignments

The reading, listening and vocabulary assignments are designed to train specific reading, listening and word-learning strategies. Examples of this are assignments that teach the meaning of unknown words by looking at the structure of words, or an assignment that teaches the student to listen to either the essence of a conversation or to pay attention to specific details. For the listening assignments, we either anonymised or rewrote the transcripts so the speakers could not be identified directly. It is important to note that we only used transcripts for which we had received informed consent from the original speakers.

The grammatical assignments have been created in two ways. First of all, a list of grammatical phenomena that are offered in language methods at B1-B2 level has been compiled. Then, we checked the texts of the reading and listening assignments for the presence of these phenomena and, if there was a match, we added a grammatical assignment. A second way in which we isolated relevant grammar for our method was by looking at which grammatical phenomena frequently recurred in our material. When making and selecting a grammatical assignment, we always kept in mind whether a certain

phenomenon is relevant for the learner to master receptively, and whether a phenomenon could be difficult because of differences with English.

The assignments on intercultural competences and speech acts are, on the one hand, based on the situations we have encountered in our material and, on the other hand, on our team's knowledge of the aspects of intercultural communication that are important during meetings in particular, and for participation in general. Where possible, the assignments are linked to the selected materials from our corpus and have a largely reflective and/or analytical approach.

The switching assignments are also linked to the vocabulary and speech acts within each theme. The switching exercises are interactive by nature and are set up in such a way that students always respond in English to a Dutch expression. In the switching exercises, attention is paid both to the content of the expression and to the speed (i.e., fluency) with which one switches between different languages.

After the chapters were completed, the final step was to see if and how often our selected set of administrative language words appeared in the chapters we worked on (i.e., the coverage rate). We looked at how often in total and in which chapters the administrative language words recurred. If the words did not occur often enough, they were incorporated into the texts or exercises.

5.4 Pilots

During the development of the curriculum, we tested the material in three pilots. A total of 34 students participated in the three pilots. The drop-out rate was low: in pilot 1, all 8 participants completed the course. In the second pilot, 6 out of 8 participants, and in the third pilot 15 out of 18 participants did. Based on the experiences of the teachers and the feedback from the participants, adjustments were made to improve the curriculum as a whole. The quality of the curriculum was evaluated in the following ways:

- The development of the subskills has been evaluated in pre- and post-language tests (State Examination I and II).
- The effectiveness and workability of the materials was evaluated by means of both interim surveys per theme, and by an overarching survey.
- Feedback on the didactics of our method was collected through interviews and the teachers' logbook notes.

The surveys of the three pilots took place after the end of each theme, and also at the end of the course as a whole. By informed consent, the participants agreed to taking part in the surveys. They responded to a series of 5-point Likert-scale questions about knowledge on participating in the employee and student representation, understanding the meeting agenda, specific vocabulary, knowledge of the Dutch meeting culture, and how adequately participants could process and respond to the information offered (e.g., 'I can follow the main points of a meeting', 'I can respond adequately during a meeting', etc.).

Table 6: Evaluation of the entire course

	Average of the course
I have specific thematic knowledge of topics	4.09
I can follow the main points of a meeting	3.975
I understand the meaning of the green words of this theme	3.5

Legenda: *0,01 to 1,00 is (completely disagree); to 2,00 is (do not agree); from 2.01 to 3.00 is (neutral); 3.01 to 4.00 is (agree); 4.01 up to and including 5.00 is (completely agree)

Table 7: The development of the learning process

	Beginning of the course	End of the course
I can understand spoken Dutch well (in a normal speaking rate).	2.9	3.6
I can understand the Dutch notes and the other written documents globally.	3.2	4.3
I can respond adequately (in English) during a meeting. I can understand the Dutch speakers well.	3.2	3.75
I know what to do when I do not understand a word.	3.5	3.9

As can be seen in both Tables 6 and 7, high averages of content knowledge were detected during the course, and scores from the beginning and end of the course showed a consistent improvement in receptive skills and vocabulary development.

Additionally, open questions were asked to enable participants to highlight positive or negative aspects of the pilot and to indicate where development opportunities lay in the course. In the first pilot, course participants felt that the lessons were taught too fast-paced. Moreover, the rules and practice of listening in Dutch and speaking in English were unclear. In the later pilots, the shortcomings were addressed, and such suggestions disappeared. Positive feedback concerned the explanation of the context of the exercises, as well as the enthusiasm of the teacher. The following two quotes illustrate the impact this receptive multilingualism course had on the participants.

"I really enjoyed the course. I have noticed that my vocabulary in formal contexts has increased a lot and I listen better because I have become more accustomed to the style of speaking and the pace of speaking in formal meetings. This was due to the listening exercises. I also really like how the teacher promotes a discussion about cultural differences and gives people space to share their experiences, and that we can share this in Dutch or in English. In general, the course was the "safest place" I have experienced in a Dutch course so far. I felt comfortable making mistakes that I have not felt like this before in other more formal and tightly structured courses." (pilot 1) "I think the course is great and congratulate the developers. I really liked the topics (themes) discussed and learned a lot about the university. I especially like how the theme of diversity was handled. I think you could also look at the plan for gender equality in the university as an example. I would recommend all new employees to do this course." (pilot 3)

The themes were tested in different elaborations in three pilots, after which adjustments were made to improve the curriculum as a whole. The quality of the curriculum was evaluated in the following ways:

- The development of the subskills was evaluated in pre- and post-language tests (State Exam I and II).
- The effectiveness and workability of the materials was evaluated by means of both interim surveys per theme and an overarching survey.
- Feedback on the didactics of our method was collected in interviews and teachers' logbook notes.

The feedback led to a reconsideration of the number of chapters and their contents. Furthermore, this feedback was incorporated into the teacher's manual. An improvement we would like to implement in the future is differentiation, realised by means of offering reading texts and listening fragments on different language levels (between B1 and C1); this way, a learner can follow his/her own learning line within the level scales.

In addition to the experiences of the participants we were able to map out the efficiency of the reading and listening comprehension exercises and didactics based on the development of the subskills (determined by means of the language proficiency tests administered before and after the course). The results from the last two pilots suggest growth in both subskills after the course, both within one a language level as well as growth to a higher language level. This growth appears to be greatest among course participants with a B1 starting level. However, more research and a larger sample is needed to be able to draw conclusions supported by statistics. In addition, the student surveys and feedback from the teachers have shown that the materials are workable and interesting; however, they could be introduced and structured a little better. All in all, the learners from the three pilots were generally very satisfied with the content and approach of our course. For example, one student said that after this course, they were more able to follow official meetings, and another said that because of this course, they would consider participating in a participatory body. Next year, this course will be offered within the curriculum of the University College Utrecht (UCU), and the course will be evaluated through Caracal.

6. Final product: Course Receptive Dutch for Employee and Student Representatives

6.1 Goal and target audience

The method "Multilingual Meetings - Receptive Dutch for Employee and Student Representatives" has been specially developed for international members of participatory bodies. The aim of this method is successful interaction in a multilingual setting. The method trains learners to attain a language level at which they can participate in a multilingual environment independently of any aids (e.g., an interpreter), with a specific focus on participatory bodies. We aim to efficiently teach participants sufficient receptive knowledge and skills of Dutch to enable them to communicate in English with colleagues who continue to speak Dutch. Our method focuses on multilingual, communicative and receptive education. Therefore, we also call our method the Multilingual CORE method.

The subgoals of our method are as follows:

- Increasing the knowledge and vocabulary regarding employee and student participation in Dutch participatory bodies.
- Increasing the subskills reading and listening.
- Developing the efficiency of switching between languages.
- Responding adequately in English in interactions with Dutch-speaking conversation partners.
- Understanding of and being able to reflect on cultural differences and developing intercultural competencies.

This method is aimed at international learners who have at least a B1 level of Dutch, and who work in a Dutch participatory body or are interested in doing so.

6.2 Material

We have developed several materials for the method. Firstly, **a teacher's guide**, which explains the didactic principles of the method. It also contains extra instructions per chapter and per assignment. Furthermore, we wrote **an English introduction to the method** in which the students can read something about the background and origin of the method, as well as its objectives and structure. The teaching material itself consists of **a course book** with six chapters containing texts and assignments. These assignments are accompanied by **sound fragments**. These sound fragments were developed based on recordings of the University Council 2020-2021 but have been rewritten and anonymised. Finally, there is also **an answer model** per theme.

The six themes that are discussed consecutively are: 1) Employee and Student Representation, how does it work? 2) Education and examination regulations (OER), 3) Diversity and Inclusion, 4) Language policy, 5) Working at the University 6) Finances and repetition.

Each theme begins with a preview of what will be learned and practised in the theme. This is followed by various assignments based on authentic reading texts and listening fragments. We use eight different types of assignments. First, here are two types of **reflection assignments**: the first one prepares for the theme and the vocabulary and asks the student to think about the theme. The second is mainly for reflecting on one's own experience with a particular speech act or intercultural communication situation and its application to the current work situation. Additionally, there are two types of **vocabulary assignments**. The first one is always placed at the beginning of a new paragraph and is a vocabulary table containing the words the students will encounter during the reading and listening assignments. It is, therefore, a preparation for the reading and listening assignments, and we also hope to activate a student's knowledge of the theme. Of course, there are also vocabulary assignments for processing vocabulary. In addition, we have **reading assignments** that consist of authentic sources such as notes, letters, university websites, etc. The **listening assignments** are also based on authentic sources, namely, recordings of university council meetings. The **grammar assignments** deal with and practise a grammatical phenomenon that the student has come across in one of the reading texts. We have limited ourselves to grammatical phenomena that hamper the understanding of Dutch. Another category of assignments are **meeting-facts assignments** and **intercultural communication assignments**. These assignments deal with certain striking examples from the Dutch meeting culture and stimulate the student to think about differences and similarities between (linguistic) cultural traditions in the work field. Since one of the subgoals is to practise switching between languages (in thinking, speaking and

listening), specific *luistertaal assignments* are also incorporated. Each chapter ends with some practical assignments to investigate or try out what has been learned in one's own practice. Examples of each of these assignments are given in appendix 2.

6.3 Didactic principles

Our method is unique in that our focus is on multilingual, receptive teaching. Despite the fact that we only aim at increasing receptive skills, we follow a variant of Neuner's ABCD model (Neuner, 1981) for learning the learning words and phrases, in which exercises are built up in four phases; from receptive to productive. Our method is a receptive method, so it is important to emphasise that we see production as actively using the translation of the learned Dutch word and demonstrating understanding by responding appropriately in English to the Dutch word/construction used by a conversation partner, see Table 8 for our interpretation of the ABCD model by Neuner.

Table 8: Receptive interpretation of the ABCD model by Nuener

Phase A	Receptive phase	The learning context and concepts are activated by reflection assignments and the learning words and sentences are offered, with their translations, in a meaningful context.
Phase B	Reproduction	In various receptive processing assignments, the learning words and sentences are repeated and rehearsed.
Phase C	Controlled production	Students are trained in using the adequate translation of learning words and sentences in a controlled, meaningful context, like a language switching assignment in which one has to respond in English in an utterance with the translation of the learning word on a Dutch utterance.
Phase D	Free production	In this phase, the students put what they have learned into practise. They can effortlessly understand the learning words and sentences in context and adequately respond to that in English; think of participation in a multilingual meeting.

The multilingual approach is also clearly visible during the lessons, as the entire language repertoire of the course members is involved, and there are many possibilities for exchanging experiences. In addition to learning administrative language vocabulary, the aim is for the teacher, together with the course members, to create a respectful atmosphere in which the course members feel safe enough to talk about their experiences and learn how to make aspects of multilingual meetings discussable in their own work situation. By discussing and applying theories from intercultural communication, we create a 'we'- feeling in which diversity is seen as a strength.

7. Conclusion and recommendations

On 24 May 2022, the Utrecht University Council approved the new bilingual language policy. It is important that the Executive Board **actively promotes this new language policy in the coming years as a common starting point** for an inclusive and diverse university. The experience of other multilingual universities shows that a common choice for multilingualism is very important for students, professors and staff. It offers a necessary support when they are confronted with barriers, difficulties and resistance due to linguistic and cultural diversity. For the participatory bodies, it is important that

internationals and Dutch students and staff are explicitly motivated to participate in multilingual meetings at all levels and are prepared to stand for election.

In the current participatory bodies we find, besides multilingual scenarios, also two scenarios where an explicit choice is made for a **monolingual (Dutch or English) language policy (see table 1)**. As such, non-native speakers are excluded from the meetings. When implementing the new language policy, faculties and degree programmes where these scenarios are found deserve extra care. It is clear that a long-term strategy with the deployment of all developed tools and services will be necessary here.

Furthermore, it is important to set up a **university centre for multilingualism**, which would provide all faculties and degree programmes with the following services: advice, mediation, web services, interpreting, translation, language courses, and intercultural training. Additionally, an **ombudsperson** is important to be able to mediate and advise on individual multilingual issues. A central academic centre for multilingualism can pool existing expertise in faculties and departments and work towards providing efficient and effective services.

Moreover, it is important that the **trainings offered** for students, teachers, and staff who are interested in the employee and student representation contain the entire package of A1 up to and including C1. In the current plans of the Executive Board, there is a gap between B1 > B2.

In preparation of the establishment of a university centre for multilingualism, it is recommended that a **Coordinator multilingualism** is appointed. This coordinator will have the task of bundling existing expertise, and to contribute to a coordinated implementation of the new language policy.

Lastly, it is recommended that the existing advisory board of the M&M project is continued as **Advisory Committee Multilingualism** for the implementation of the language policy.

8. Publications of the M&M project

Bijl, A. van der (2022) *Dutch, English and everything in between: Scenarios of the interplay of language policies and practices in participatory bodies at Utrecht University*. Master thesis Intercultural Communication. Utrecht University.

Correale, V. (2021a) *Multilingualism in University Council meetings. What contribution can Lingua Receptiva make to the inclusivity of an internationally oriented university?* Master thesis Intercultural Communication. Utrecht University.

Correale, V. (2021b) *The importance of the shared knowledge behind a word. An analysis and formulation of a small glossary of Dutch and English institutional keywords used by the Utrecht University Council*. Internship report master Intercultural Communication. Utrecht University.

Graaff, R. de. J.D. ten Thije en H. van den Bergh (2022) *Getting to the CoRe: a Communicative Receptive approach to language learning and mutual understanding in multilingual academic context. Application NWO Open Competition SSH 2021*. Universiteit Utrecht (not decided yet).

Gulikers, E. (2020). *Videofilm Introductie M&M Project*. [Link](#). Universiteit Utrecht.

Levert, B. (2021). *Nederlands is Niet Altijd the Language we Speak Around Here: An Analysis of Multilingual Language Policies in Dutch University Councils*. Master thesis Intercultural Communication. Utrecht University.

Morwood, M. (2021). *Multilingual council meetings at Utrecht University. An examination of how lingua receptiva, non-verbal communication and the role of the chairperson contribute to effective multilingual council meetings*. Master thesis Intercultural Communication. Utrecht University.

Mulder, K., F. Groothoff, K. Naber & J.D. ten Thije (2022). Participatie op de meertalige werkvloer. Het voordeel van inclusieve meertaligheid. *LES. Tijdschrift voor NT2 en taal in het onderwijs*. 40/221, [Link](#)

Naber, K. (2022). *Receptive Multilingualism: an inclusive approach for the challenge of linguistic diversity*. Application PhD in the Humanities, Utrecht University (not selected).

Naber, K. en J.D. ten Thije (2020). *Waarom er voor het Nederlands EN het Engels plek moet zijn in de U-Raad, DUB*, maart 2021. [Link](#).

Naber, K., J.D. ten Thije, F. Groothoff en K. Mulder (2022, to be published). *Luistertaal als meertalige benadering in de klas. Handvatten om aan de slag te gaan. Levende Talen Magazine*.

Naber, K. (2022). *Toolkit Meertaligheid en Medezeggenschap*, [Link](#). Universiteit Utrecht.

Thije, J.D. ten Thije (2020). *Lingua Receptiva / Luistertaal*. UiL-OTS lecture 14 Mei 2020. Universiteit Utrecht.

Thije, J.D. ten (2022). *The topicality of language contact: lingua receptiva. Paper at Excavating Language Colloquium*. Urbino, 8 April 2022.

Thije, J.D. ten (2022) *Exploring Lingua Receptiva as a Multilingual Mode of Communication*. Studiemiddag rond taalhoudingsenquêtes. Luik, 10 mei 2022.

Thije, J.D. ten, F. Groothoff, K. Kranenburg & K. Naber (2022, te verschijnen). The impact of internationalisation on participation bodies at universities. Panel op 19 oktober 2022 in Maastricht op conferentie van Integrating Content and language in Higher Education met als thema EMI, ICLHE & Englishization.

Thije, J.D. ten, K. Mulder, F. Groothoff, K. Naber (2022). *Multilingualism & Employee Participation Project*. Lezing voor Onderzoeksgroep Taal en Communicatie. Universiteit Utrecht.

Thije, J.D. ten & K. de Coninck (2021). *Radio-uitzending Luistertaal*. Forum 31 maart 2021, 2-3 uur onder leiding van Jacob de Vries.

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Appendix 1: Table 9: Council board members and Language Policy per Dutch university, 2019-2022
(Levert 2021, 13)

University	UC # Board Members	UC Meeting language policy	UC Document language policy
Utrecht University	12 staff	The spoken language is Dutch, Lingua Receptiva is used	Written bilingually or provided with English summaries
	12 students		
University of Twente	9 staff	English, unless only Dutch speakers are present	English only
	9 students		
Maastricht University	9 staff	Free to express in English or Dutch	English only
	9 students		
University of Amsterdam	15 staff (COR)	The SR speaks English, in the plenary meetings it is Dutch. Lingua Receptiva is used	Mostly English or provided with English Google translations.
	14 students (SR)		
Tilburg University	9 staff	Unknown or not available	Unknown or not available
	9 students		
Leiden University	8 staff	Dutch, unless there is a good reason to switch to English	Available in Dutch and English, from 2020 provided with translations
	8 students		
Erasmus University Rotterdam	12 staff	English, unless only Dutch speakers are present	All documents are available in Dutch and English
	12 students		
University of Groningen	12 staff	Dutch, as long as all members have sufficient passive knowledge	English only
	12 students		
Radboud University Nijmegen	20 staff (OR)	Dutch only	Available in Dutch and English, minutes provided with manual translations
	14 students (SR)		

Continuation: Table 9: Council board members and Language Policy per Dutch university, 2019-2022

Wageningen University	16 staff (OR)	The SR speaks English, in the plenary meetings it is Dutch or English	Available in Dutch and English or translations. Minutes in English.
	12 students (SR)		
Delft University	23 staff (OR)	Dutch, unless non-Dutch speaker is present	Available in Dutch and English, most preparation documents are in Dutch
	10 students (SR)		
Eindhoven University	9 staff	English, unless only Dutch speakers are present	English only
	9 students		
Vrije Universiteit Amsterdam	21 staff (OR)	Free to express in English or Dutch, Lingua Receptiva is used	Can be bilingual, but mostly Dutch
	11 students (SR)		