



How to be inclusive without excluding others?

Multilingualism and Participation at
Utrecht University

PUBLIC VERWION FINAL REPORT

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Index

Chapter 1	3
1. Introduction	3
1.1. Problem definition	3
1.2. Actualisation of final report	3
Chapter 2	5
2. Researching multilingualism in participation	5
2.1. Inventory of multilingualism in employee and student representation	5
2.2. Standards according to the new language policy	5
2.3. Scenarios for multilingualism in the employee and student representation	5
2.4. Suggestions for accommodation that contributes to (linguistic) inclusion	6
2.5. Choice model for multilingual meetings at a bilingual university	8
2.6. Issues and implications of the choice model	9
Chapter 3	11
3. The development of Tools & Services for multilingualism in participatory bodies	11
3.1. Toolkit Multilingual meetings	11
3.2. Workshop Multilingual meetings	11
3.3. Coordinator multilingualism and participation	11
3.4. Interpreter and translation services	12
3.5. Keywords administrative language	12
3.6. Course Receptive Dutch for meetings and administration	13
Chapter 4	14
4. Conclusions and recommendations	14
References	16
Publications of the Multilingualism and Participation project	17

Chapter 1

1. Introduction

1.1. Problem definition

In the 2020 election of the University Council of Utrecht University, two international students with limited productive command of Dutch were elected. This prompted the Executive Board (CvB) to ask Prof Jan D. ten Thijs to set up the Multilingualism and Participation project to guide and facilitate the development towards multilingual communication in participation bodies at different levels of the university. The key idea was to use *Luistertaal/ Lingua Receptiva* which enables locals¹ to speak Dutch while internationals can use English. Internationals can thus focus on receptive skills in Dutch when acquiring Dutch.

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 Thijs, 2020).

In this public version of the final report, we summarise our final report for a wide audience. We provide a description of the final products created by the M&M team and address the recommendations from the final report. The account of the project's approach, structure and deployment of staff, and final results and recommendations can be read in the final report. Financial accountability is also described in a separate document.

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 and established in 2023 in the Utrecht University Language Policy Memorandum (Schrijver, 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.

1.2. Actualisation of final report

There is a year between the presentation of the final report to the CvB at the concluding colloquium of the M&M project on 10 June 2022 and the publication of this current document in

¹ By locals, we mean people for whom it is natural to use Dutch. They can both understand and speak it at C1 level. By internationals, we mean persons who prefer English while working at Utrecht University because they understand and speak it better than Dutch (they may have another language they master even better but that language cannot be supported as an administrative language in Utrecht University's bilingual Dutch-English policy).

June 2023. In the meantime, the staff of the Multilingualism and Participation project have continued to work on the development of the various products. The implementation of Utrecht University's new language policy (Schrijver, 2022) ensured that the experiences gained in the M&M project were relevant and there was a need for practical support for the implementation of the new language policy. The products and advice produced by the M&M project were therefore further refined and made more manageable for practice during 2022 and 2023. Minister Dijkgraaf's recent proposals on internationalisation and the choice of Dutch-speaking or English-speaking education and administration give this report added urgency, which we will discuss below. In this report, therefore, we focus mainly on these practical products and omit issues such as accountability, project structure and staff deployment. Those wishing to read the full final report can visit the [website Multilingualism in employee and student representation](#).

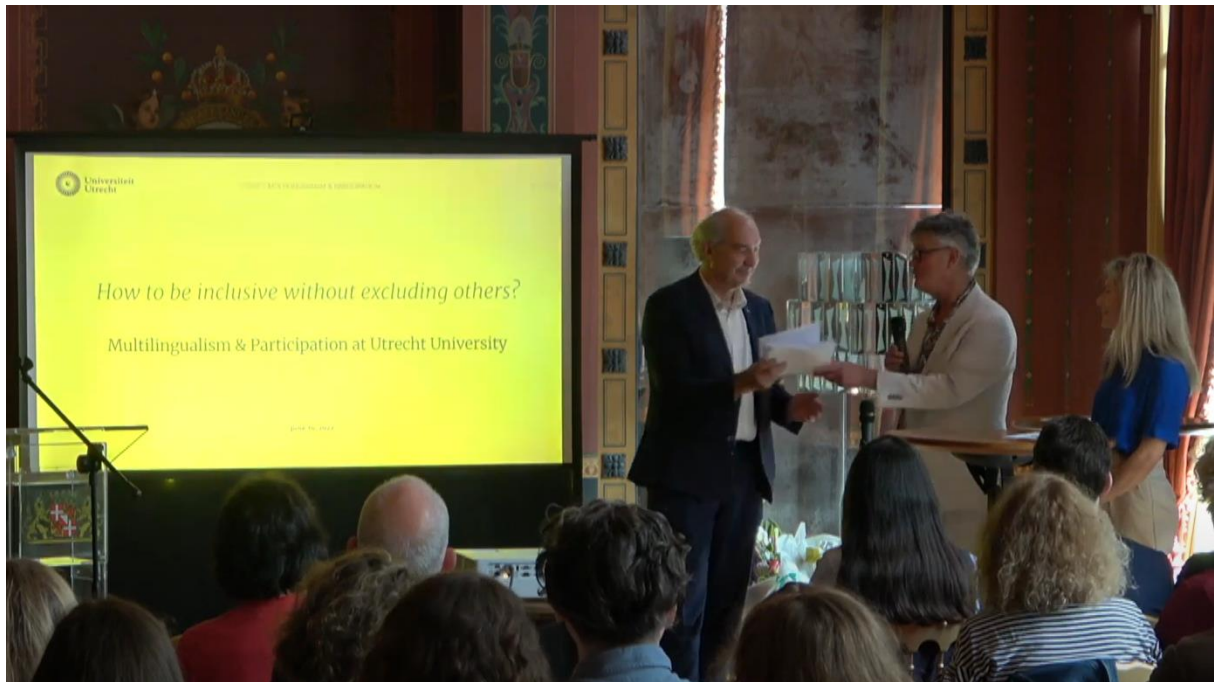


Photo 1: Presenting the final report of the M&M project and the course book Receptive Dutch for meetings and administration to Anton Pijpers on 10 June 2023.

Chapter 2

2. Researching multilingualism in participation

2.1. Inventory of multilingualism in 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 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 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 April 2023, Minister Dijkgraaf withdrew the Language and Accessibility Bill and announced new legislation. This will include a clear place for Dutch. He wants to make agreements with universities on: "to use Dutch primarily as the language of instruction within the institution (other than the language of instruction), bilingual if necessary." (Dijkgraaf 2023, 18). These new plans create a legal basis for the language policy as Utrecht University has now formulated it and may also better regulate the use of listening language in co-decision.

2.2. 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.

2.3. Scenarios for multilingualism in the employee and student representation

When the norms and actual experiences are combined, there are actually five scenarios that can be identified, as depicted in Figure 1.

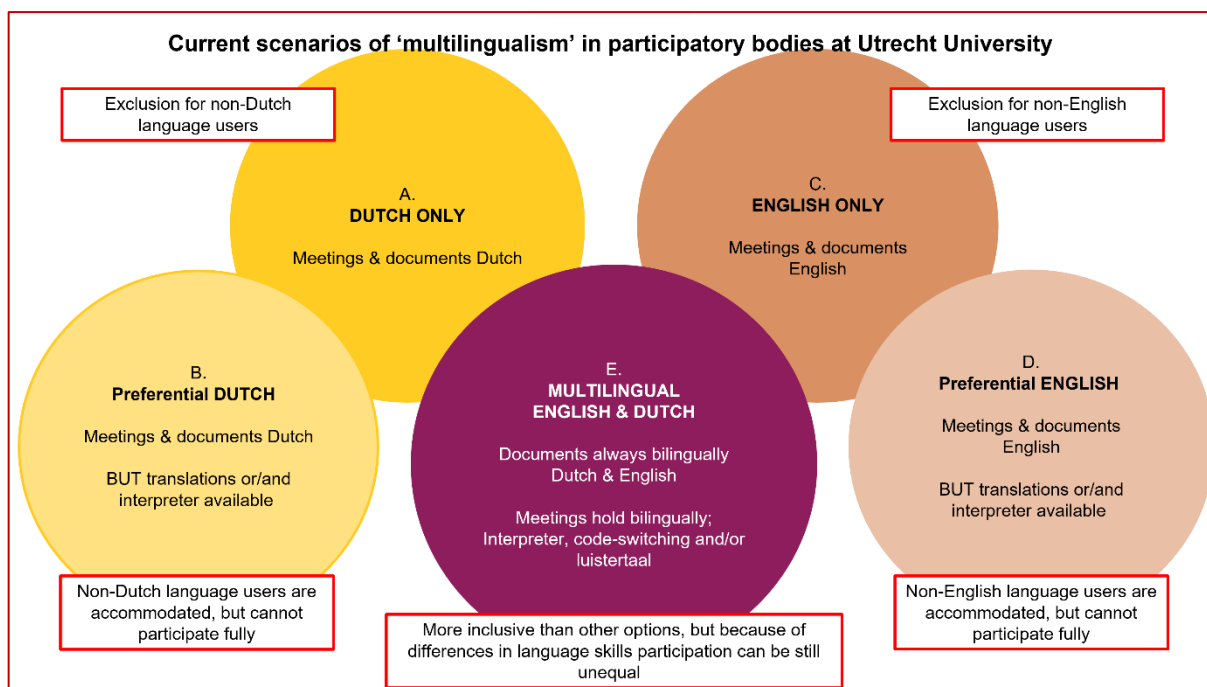


Figure 1: Different scenarios of language policy and the consequences for inclusion

The scenarios show that there is no single answer to the question of how universities deal with multilingualism: practices vary in different universities in the Netherlands and in different faculties at Utrecht University. Also, there are clear conditions for allowing both internationals and locals to participate in each scenario and therefore all possible scenarios have reservations because of the implications for inclusion. In scenario A, everyone is expected to speak, understand and be able to read and write Dutch at B2-C1 level. In scenario C, everyone is expected to speak, understand and be able to read and write English at B2-C1 level. In scenario E, everyone is expected to be able to speak and understand both English and Dutch at B2-C1 level (orally and in writing) and speak or write either language at that level. In scenarios B and D it is about people not being able to master Dutch or English at C2 level respectively to participate fully in meetings. In both scenarios B, D and E, the condition is that there is sufficient time and budget for facilitation activities. Figure 1 clearly illustrates that by facilitating one group, you can exclude another. The question that continuously occupied the M&M team was "How to be inclusive without excluding others?". The norms in the language policy and the experiences in practice show that exclusion takes place in several meetings within Utrecht University. The question to be answered by those responsible within Utrecht University is whether or not to allow this exclusion at Utrecht University.

2.4. Suggestions for accommodation that contributes to (linguistic) inclusion

If the aim is to have inclusion without excluding others, we need to look at what is needed to accommodate participation participants if they cannot meet the conditions of the scenarios in Figure 1. Below, we have listed what can be done to facilitate participation participants. The letters after the facilities refer to the scenarios in Figure 1 for which they are relevant:

- **Dutch language classes** (A.B.E.). Internationals (students and staff) should be able to make use of a range of Dutch lessons at different levels from A1-C1 and also be given the choice to focus on receptive skills only. There is currently intensive consultation between the Department of Languages, Literature and Communication and the Executive Board about the organisation of Dutch courses for internationals. This involves clear considerations about funding and facilitation for the participants and the organisation. Currently, classes are facilitated up to B1, but this should be extended to C1.
- **List of keywords with abbreviations and jargon** (A.B.C.D.E.). It is recommended that each faculty, department or body compiles its own list of specific abbreviations and jargon, including a good translation. If this list is shared with all those involved within the department, the choice can be made to use one particular term in both English and Dutch. You can see this with the

abbreviation CvB, for example, which is also used by internationals in their English contributions. Such a list should be an extension of the Dutch-English Glossary already available via intranet. See [link](#).

- **Summaries in English** of documents on the agenda (A.B.C.E.). If a full English translation² is not possible, it can be helpful to at least make a good English summary. It is important that the summary is a true summary of the main points and not just a very short description of the content. The international can then prepare the meeting better and consider whether a full translation is needed after all.
- **Summaries in Dutch** (B.C.D.E.). If no full Dutch translation is possible, it can be helpful to at least make a good Dutch summary. It is important that it is a real summary of the main points and not just a very short description of the content. The local can then prepare the meeting better and consider whether a full translation is needed after all.
- Availability of **interpreters and translations** at the most important points (A.B.C.D.E.). Should it not always be possible to use interpreters or full translations of documents, it may be considered to use an interpreter or provide full translations only for the most important points. The choice may then depend on the decision-making phase and the international's portfolio. If the international is not involved in the formation of a memo in a particular committee, for instance, a translation and perhaps an interpreter need only be provided during the plenary presentation and discussion.
- **Multilingual Meeting Workshop and Intercultural Communication Workshop** (A.B.C.D.E.). For anyone participating in a multilingual team, it is advisable to attend these workshops. (The tips from the Multilingual Meeting Toolkit can be a starting point). See section 3.2.
- **English language classes** (C.D.E). Locals (and internationals) should be able to make use of a range of English classes at different levels and, in addition, be given the choice to focus on receptive skills only. Utrecht University currently already facilitates English classes from B1-C1, but it is worth exploring whether English A1-A2 classes should also be offered.
- **Dutch and English receptive classes** (A.B.C.D.E.). Internationals and locals should be able to make use of a range of Dutch and English lessons aimed at learning receptive skills at different levels from A1-C1. The Dutch variant at B1-C1 level already exists, but an English variant does not yet. See section 3.6.
- **Basic standard translations university-wide** (B.D.E.). To save costs and promote uniformity, it is important that university-wide documents are translated centrally. Legal Affairs, for example, can provide certain formats that faculties then specify. The [Word list Dutch-English](#) that has been developed can already be helpful.
- **Development of university-specific translation tools** (B.D.E.). The jargon at a university is very specific, therefore the development of a university-specific translation tool could ensure that translations keep getting better because they are trained on the specific language of the university.
- **Employing student assistants** (B.D.E.). To save costs, student assistants could be employed by departments and divisions to translate documents or provide translations during meetings.

Several of these facilitating activities have been elaborated in the M&M project and will be explained in chapter 3 and can be found on the [Multilingualism in employee and student representation website](#). Whether these facilitating activities will actually be used depends on the implementation of the language policy by the Executive Board and the various faculty boards. In the letter to parliament, the minister has clearly indicated a direction for the new legislation, which creates an interesting policy framework for further implementation of Utrecht University's bilingual language policy (Dijkgraaf 2023).

² Everyone could of course provide their own translations, but it saves time and can ensure more uniformity if translations are made more centrally, for instance at the board secretariat. A translation protocol was also considered within the M&M project, this could be helpful to think about issues such as privacy and uniformity. A final version of this translation protocol has unfortunately not been forthcoming. The advice is to continue to pay attention to this and to develop a policy and a protocol for it in cooperation with the Master of Specialised Translation.

2.5. Choice model for multilingual meetings at a bilingual university

With the above scenarios, multilingual meetings can be held, the only question is how to arrive at the right choice for a scenario in which everyone can participate. To this end, the M&M project has designed a choice model (See Figure 2) of multilingual meetings. The choice model is based on the study by Backus et al (2013), which compares five different forms of multilingualism. They 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 Interpreting and Translation. In developing these options for Utrecht University, the following considerations played an important role:

- Although there is great diversity among councillors with regard to their first language, the choice model is limited to Dutch and English. However, it remains relevant to take into account that for many, English is not their first language.
- When evaluating the scenarios we now find in participation in decision making (Figure 1), there appears to be a choice of monolingualism for either Dutch or English. This monolingualism is not meant to exclude non-native speakers, but it is felt as such by those involved. From an inclusive view, such exclusion of councillors is undesirable.
- The purpose of the selection model is to distinguish relevant criteria, such as the distinction between productive and receptive skills in a language and the language level expressed in the European Reference Framework (ECFR) levels from A1 to C2 (Council of Europe, 2020).
- 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. A poster version of the choice model can also be downloaded from the [Multilingualism in Participation website](#). This model can be used at the beginning of the year after the election and composition of the participation body to determine the language choice. It should also play a role at the beginning of each meeting. At the university council, for example, it was found that the choice of language sometimes had to be reconsidered when a policy officer was invited to explain specific agenda items. Indeed, the language skills of these employees in Dutch and English and their handling of multilingualism also proved to be decisive for successful participation in multilingual meetings.

The choice model describes several routes to arrive at the most appropriate language choice, taking into account the language level of all parties involved. Compared to the current scenarios (see Figure 1) and the standards set by the language policy, there are six variants for dealing with multilingualism. We found that different language choices are made at different times within a multilingual team in the practice of the U Council in 2022-2023:

- The use of an interpreter proved crucial for multilingual meetings in some situations.
- It proved possible to make the choice of language dependent on councillors' portfolios. If an international wanted to discuss a topic, it was possible to switch to English during that discussion.

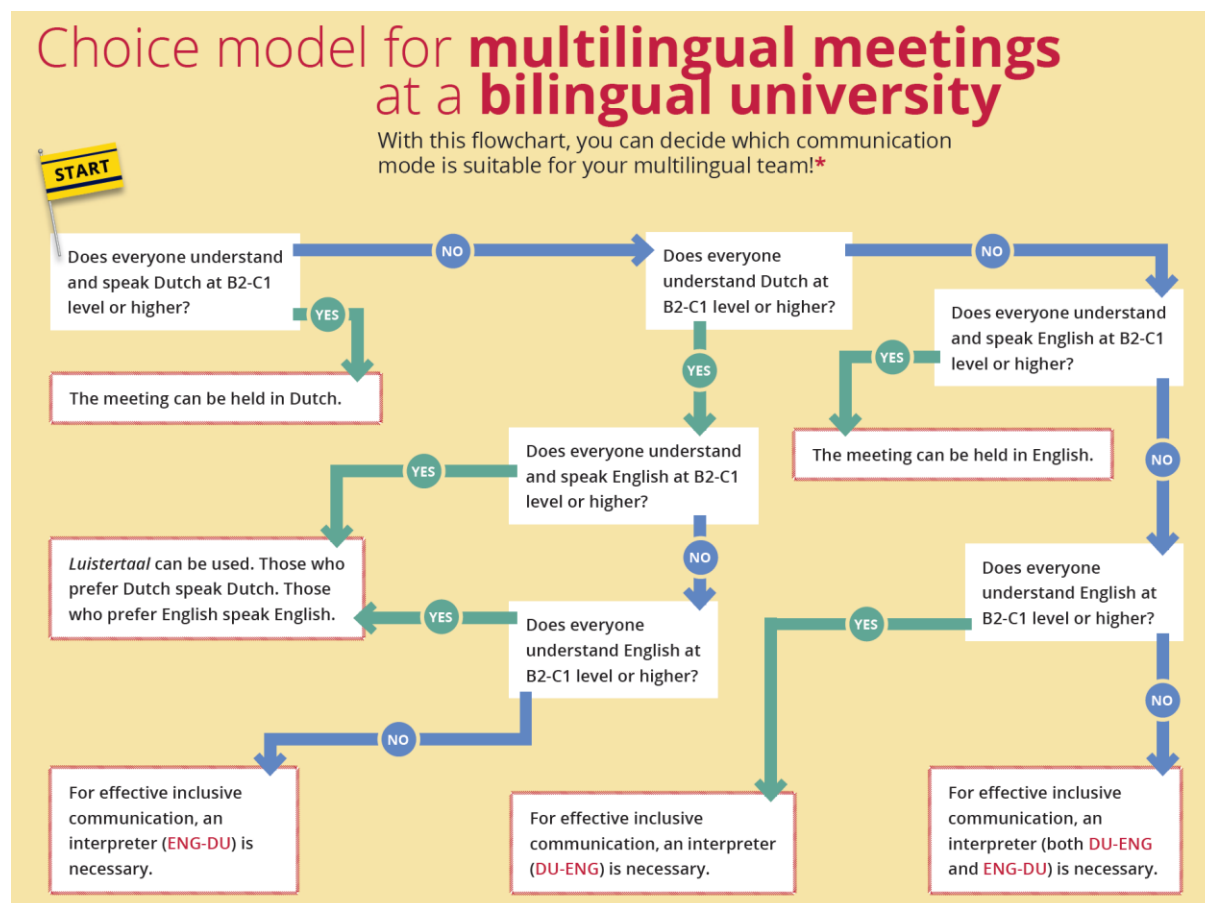


Figure 2: Choice model for multilingual meetings at a bilingual university

2.6. Issues and implications of the choice model

In applying this choice model of inclusive multilingualism at the beginning of the year and also at the beginning of each meeting, the chair has an important task. Firstly, he or she should briefly take stock of the language skills of those present, and see what their expected participation in the discussion will be. Next, it is important that the chairman's proposal for the use of one or more of the variants from the choice model is understood by all attendees and agreed to by all. Finally, it appears relevant that all attendees and the chair regularly check whether the chosen language choice is still working or whether adjustment is needed and desired. In the context of corpus planning, it is good if such procedures are included in the rules of procedure.

A very important consequence of applying the choice model is the available budget for interpreters at meetings and translations of documents also in the preparations and the increased workload involved. If all those involved at the university, regardless of their level of English or Dutch, are allowed to play a role in the employee participation process, the consequence will be that an interpreter will be needed at meetings or that documents will have to be provided in two languages. Here, too, it is good to make clear agreements in advance, but there must also be awareness that the need may change because the language level of those present may be different each time. To give some examples, if in a University Council committee only Dutch speakers are present then all communication on a memo can be in Dutch, but for the discussion in the general meeting of the University Council a translation is needed for the international participants who do not speak sufficient Dutch. If every person present has agreed to speak English because of some international participants, but they are not present in the end, then the meeting can still be held in Dutch. However, it is important to have an English translation of the minutes.

A point that has not often come up in the discussion on multilingualism and co-determination is the presence of audience members who do not have the same language level in which the meeting is being held, what happens then? After all, for successful multilingual co-determination it is important that all students and employees can participate, even as listeners. Another point that needs further consideration is the accessibility of the archive. If the archive is also to be accessible to international co-partners or other university stakeholders, how far back should documents be translated? Should the archive become entirely bilingual or should it be clearly communicated that you can request an official translation? These concerns should be further explored during the implementation of the language policy. To this end, a special committee was set up in autumn 2022 by the project manager Internationalisation.

Chapter 3

3. 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 other tools and services in addition to the choice model. To this end, there has been intensive collaboration with the University Council (clerks and chair) and with the University Corporate Offices' services (Internationalisation, Communication, Human Resources and Student Education and Research). The tools are also based on applied research within the M&M project (Correale, 2020a,b; Levert, 2020; Morwood, 2021; Van der Bijl, 2022). For example, monthly coaching sessions were held with the internationals in the U Council and their interpreters. The overview below describes the tools and services developed with descriptions of the target group and the pros and cons of their use.

3.1. Toolkit Multilingual meetings

[The Multilingual Meeting Toolkit](#)³ uses seven knowledge clips to explain how to hold multilingual meetings. After all, multilingual meetings do not just mean thinking about which language is used; both Dutch-speaking and international colleagues can apply different strategies to understand each other better. The toolkit is freely available and can be walked through independently.

3.2. Workshop Multilingual meetings

The [Multilingual Meeting Workshop](#) is a deepening of the Multilingual Meeting Toolkit. This interactive workshop teaches how to create an inclusive working situation for a team consisting of people from different linguistic and cultural backgrounds. After discussing some brief theoretical tools (based on authentic situations), participants get to work themselves. By participating in challenging role-plays, they experience how to deal with multilingualism in a meeting setting. Awareness is created about everyone's own role in work situations where multilingualism is an issue and participants know how to meet effectively with colleagues from different cultural and linguistic backgrounds. After attending the workshop, participants will have:

- gained concise theoretical knowledge about multilingualism;
- gained tools to hold multilingual meetings;
- gained the ability to deal more consciously with a multilingual situation;
- practised strategies to function as a speaker, hearer and active bystander in an inclusive multilingual environment.

The workshop is offered twice a year through the development guide at the university, but there is also the possibility of attending the workshop at another time as a team.

3.3. Coordinator multilingualism and participation

One of the recommendations of the M&M project was to appoint a coordinator for multilingualism and participation. The Multilingualism and Participation Coordinator position should be created to support and advise Utrecht University (UU) on how to deal with multilingualism within co-determination. In doing so, this function contributes to the creation of an inclusive working environment in which cultural and linguistic diversity are embraced.

In this (policy) advisory and support function, the knowledge and experiences gained from the M&M project (Faculty of Humanities) are implemented at central level. Based on the experiences of the M&M project, the following range of tasks was defined for the coordinator:

- The point of contact on multilingualism in employee participation for the U Council, faculty councils, programme committees, participation bodies and other international teams within the UU.

³ A Pdf document of the Toolkit is also available on <https://www.uu.nl/en/organisation/governance-and-organisation/employee-and-student-representation/multilingualism-in-employee-and-student-representation>

- Coordinating, developing and organising the Multilingual Meetings workshop offered in the Development Guide (recruitment, communication and promotion of the course, evaluating and improving the offer).
- Coordinator of the Receptive Dutch for Co-Determination course (recruitment & promotion, liaison and coordination between HR, UCU and potential course participants) see course planner.
- Coaching of international co-participants consisting of organising monthly evaluation meetingsevaluatiegesprekken.
- Advising and referring to interpretation and translation services (briefing and supervising interpreters and/or translators, helping with translation protocol, offering/preparing list of keywords).
- Writing (policy) memos and giving presentations within and outside the UU in the field of multilingualism within the employee participation.

From September 2022, Frederike Groothoff holds the position of coordinator Multilingualism and Participation. She can be reached via multilingualism@uu.nl.

3.4. Interpreter and translation services

As a result of discussions with representatives from various employee and student representation bodies, it became clear that there would be much to gain from facilitating interpretation and translation services. Now, bodies often have to arrange this themselves. As a result, costs can rise because no permanent staff members are employed for this or the quality of translations is compromised because these interpretation and translation services are not provided by professionals but by the participation bodies themselves. This is why the Multilingualism & Participation coordinator can advise on interpretation and translation services and on drawing up a translation protocol appropriate to the budget and interests of the specific representation body. The experience of the past three years shows that the need for interpreters changes in the course of the academic year as the international's receptive skills in Dutch increase. It also proves advantageous if the interpreter is well informed about the topics being discussed. A summary strategy interpreter works better than a literal translation of everything being discussed. In initial experiences with a university council interpreter, the interpreter wrote the translation in a separate document, which the internationals could read along. This is similar to a whisper interpreter, but in writing. Internationals could also ask for further explanations in the document.

3.5. Keywords administrative language

In addition to interpretation and translation, the use of institutional keywords is recommended. Institutional terms are an essential feature of administrative language: they summarise complicated procedures in one often compound word, e.g. for 'the education and examination regulations', the abbreviation OER is used. When these terms are translated it can lead to misunderstandings because there is often no English term for them that refers exactly to the same thing. If everyone uses the same keywords in both English and Dutch, there will be no confusion and quick and effective action can be taken. The Multilingualism & Participation coordinator can help draw up this list. Correale (2020) has put together a first proposal for such a list, on the M&M project website you can find a document with instructions around keywords.

3.6. Course Receptive Dutch for meetings and administration

The final product of the M&M project is the course Receptive Dutch for meetings and administration. The receptive Dutch course was created 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 university participation, in particular the university council.

The Receptive Dutch for meetings and administration course is specially designed for international members of participation bodies. The aim of this course is successful interaction in a multilingual setting. This course trains learners to a language level at which they can participate independently of aids (such as interpreter) in a multilingual environment, with a specific focus on co-determination. We aim to efficiently teach participants sufficient receptive knowledge and skills of Dutch so that they can communicate in English with colleagues who continue to speak Dutch. This course focuses on multilingual, communicative and receptive education. We therefore refer to our method as the Multilingual CoRe method. The sub-goals of the course are as follows:

- Increasing knowledge and vocabulary related to participation in Dutch governing bodies.
- Increasing sub skills in reading and listening.
- Developing efficiency in switching between languages.
- Responding appropriately in English in interaction with Dutch-speaking interlocutors.
- Understanding and being able to reflect on cultural differences and developing intercultural competences.

This course is aimed at international trainees with at least B1 level Dutch working in or interested in Dutch employee participation. Several pilots have taken place during the M&M project, but from September 2022 it is planned to offer the course twice a year. The current course consists of six themes and is taught over about 20 weeks with two two-hour meetings. The six themes covered in sequence are: 1) Employee and student representation, how does it work? 2) The education and exam regulation (OER), 3) Diversity and Inclusion, 4) Language policy, 5) Working at the university and 6) Finance and reputation.

Multilingualism is the starting point of the course as visible during the lessons, as it involves the whole language repertoire of the trainees and involves a lot of exchange of experiences. Besides learning administrative language vocabulary, the instructor also aims to create a respectful atmosphere together with the participants in which participants feel safe to talk about their experiences and learn about how they can make aspects of multilingual meetings negotiable in their own work situation. By discussing and applying theories from intercultural communication, the course creates a we-feeling in which diversity is seen as a strength.

Chapter 4

4. Conclusions and recommendations

In July 2022, we ended our final report with several conclusions and recommendations. We still stand by those conclusions, and will therefore reiterate them here. One of the recommendations has already been adopted and we will briefly address that.

The University Council of Utrecht University on 24 May 2022 approved the new bilingual language policy. It is important that the CvB actively promotes this new language policy in the coming years as a common starting point for an inclusive and diverse university. Experience at other multilingual universities shows that a common commitment to multilingualism is very important for students, faculty and staff. It is a necessary support for when they face barriers, difficulties and resistances due to linguistic and cultural diversity. For employee and student participation, it is important that internationals and Dutch-speaking students and staff members are explicitly motivated to participate in multilingual meetings at all levels and are willing to stand for election for this purpose.

In the current employee and student representation we find, besides multilingual scenarios, two scenarios where an explicit choice is made for a monolingual (Dutch or English) language policy. Here, non-native speakers are excluded from the meetings. When implementing the new language policy, faculties and 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.

It is important to set up a university centre for multilingualism that offers service to all faculties and programmes in the following tasks: advice, mediation, web services, interpreting, translation, language courses and intercultural training. In addition, an ombudsperson is important to mediate and advise on individual multilingual issues where appropriate. A central academic centre for multilingualism can pool existing expertise in faculties and departments and work towards efficiency and effective services. Moreover, research and teaching can be directly linked to the multilingual practice of employee and student representation.

It is important that in the Dutch language training offer for students, teachers and staff interested in participation, the whole package from A1 to C1 is offered. In the CvB's current plans, there is a gap for staff (which could also include students in the council) from B1 to C1 (with the exception of the receptive B1-C1 course). Moreover, the need to expand the offer with receptive variants of language courses at different levels to complement the current receptive course should be considered.

Following the end of the M&M project, a Coordinator of Multilingualism and Participation has been appointed from 1 September 2022. Described above is what the job of this coordinator entails. Initially, the coordinator is now concerned with the first three points of the job description. Through this appointment, the CvB has indicated that multilingualism is high on the agenda in employee and student representation. Also, the sounding board group of the M&M project is still frequently consulted by the coordinator and its members are still involved in the implementation of the language policy. The coordinator's current appointment is temporary and expires at the end of December 2023. Recent months have shown that this position adds value to the continuous focus on the topic of multilingualism and participation. We therefore recommend creating a permanent appointment for this position.

We would also like to mention that the M&M project has received a continuation through the award of a NWO Open Competition grant for a new project: Getting to the CoRe: a Communicative Receptive approach to language learning and mutual understanding in multilingual academic contexts. This is an NWO-funded research project where, over the next five years, the receptive language method will be further developed based on discourse analysis of meetings and psycholinguistic research on the language processing of multilingualism. Prof Rick de Graaff is coordinator of this NWO project. Two PhD students and a Post-doc will conduct further research on

multilingual meetings. Prof. emeritus Jan D. ten Thije is co-supervisor of the PhDs. This follow-up research aims to investigate the extent to which a receptive approach can be used to learn a language and communicate effectively multilingually. This further contributes to a more inclusive international environment at the university.

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