Urszula Majdańska-Wachowicz
University of Zielona Góra
https://orcid.org/0000-0002-3004-0826
ula.maj@wp.pl

Magdalena Steciąg
University of Zielona Góra
https://orcid.org/0000-0002-6360-2987
M.Steciag@ifp.uz.zgora.pl

Lukáš Zábranský
University of Hradec Králové
https://orcid.org/0000-0001-7349-6607
lukas.zabransky@uhk.cz

Lingua Receptiva: An Overview of Communication Strategies The Role of Pragmatic Aspects in Receptive Intercultural Communication (the Case of Polish and Czech)[1]

Lingua receptiva – rejestr strategii komunikacyjnych
Rola czynników pragmatycznych w receptywnej komunikacji międzykulturowej (przypadek polsko-czeski)

Abstract: The aim of the study is to examine communication strategies employed by the Polish and Czech speakers when communicating with each other in their native languages. In particular, the analysis refers to receptive intercultural communication. The material under investigation covers audio and visual recordings of semi-spontaneous dialogues. The pragmalinguistic research investigates the strategies which help achieve mutual intelligibility when using *lingua receptiva*. The findings prove how significant pragmatic aspects are when it comes to successful receptive intercultural communication.

Key words: *lingua receptiva*, closely related languages, communication strategies, pragmalinguistic analysis, intelligibility

Abstrakt: Celem artykułu jest prześledzenie strategii komunikacyjnych podejmowanych przez uczestników receptywnej komunikacji międzykulturowej na przykładzie półspontanicznych dialogów prowadzonych przez Polaków i Czechów w ich rodzimych językach. Materiał badawczy został zgromadzony podczas polsko-czeskich warsztatów językowych i zarejestrowany w formie nagrania audiowizualnego. Analiza ma charakter pragmalingwistyczny i skupia się na strategiach wzmacniających wzajemne zrozumienie w toku zaplanowanej pod kątem potrzeb badawczych interakcji w modelu *lingua receptiva*. Jej wyniki potwierdzają ważną rolę czynników pragmatycznych w receptywnej komunikacji międzykulturowej.

Słowa kluczowe: *lingua receptiva*, języki spokrewnione, strategie komunikacyjne, analiza pragmalingwistyczna, zrozumiałość komunikatu

1. Aim of the Research

The paper aims to investigate the importance of communication strategies which help achieve intelligibility between two closely related languages: Polish and Czech. The research was inspired by the project on the intelligibility between closely related languages done by GOOSKENS et al. (2017) which shows low rates of understanding the Polish language by the Czech listeners and the Czech language by the Polish listeners when exposed to reading and listening tasks. The project did not take into consideration speaking activities, though. Thus, the following study investigates the role of pragmatic aspects in intercultural communication and their impact on mutual intelligibility with reference to semi-spontaneous dialogues in real-time.

The study starts with a theoretical framework dedicated to receptive multilingualism and *lingua receptiva.* Then it proceeds to define the notion of communication strategies. The third section of the paper reveals methodology, while the fourth one discusses the analysis proper. The study concludes with the discussion on the results of the overall intelligibility concerning communication strategies incorporated into the dialogues.

2. Theoretical Framework

2.1. Receptive multilingualism and *lingua receptiva*

The scope of receptive multilingualism (abbreviated: RM or ReMu) includes several different issues: intercomprehension or mutual intelligibility of related languages, inter- or translinguistic similarities, the pragmatics of receptive interactions in different language constellations, areas and communication situations, linguistic stereotypes and attitudes of users, and language policy concerning the practice of receptive multilingualism (RIION-HEIMO, KAIVAPALU, HÄRMÄVAARA, 2017: 117–121). The recognition of RM goes far beyond the passive knowledge of language or methods of foreign language teaching. It refers to multilingual communication strategies which are hardly ever paid attention to in language pedagogy. As a communication phenomenon, which usually occurs in borderlands of different states of more or less similar national languages, it is usually rooted in the historical tradition, geographical proximity, and long-term neighbourly relations. Receptive competence developed in such circumstances is often considered obvious and thus elusive even for the participants of the multilingual communication.

The research on RM conducted in Europe in the last decades was multi-layered and quite dispersed. The measurements of mutual intelligibility of closely related languages (abbreviated: MICReLa) are the most structured and regionally extensive. The MICReLa project included studies on 16 languages carried out on a large scale. The uniform methods of testing the level of intelligibility of spoken texts were developed within related languages through an Internet application. In 2017 the results of cloze tests selected from some chosen pairs of languages were published. The languages in question belonged to the largest language families in Europe: Germanic, Romance and Slavic (GOOSKENS et al., 2017). Interestingly, they took into account Polish and Czech. As far as these two Slavic languages are concerned, it can be stated that the Polish listeners were able to comprehend

26.6% of the Czech language, while the Czech listeners scored 35.4% when exposed to Polish (Gooskens et al., 2017: 14). The participants who were reading the text were all female, aged 20–40, and could be considered standard speakers of the chosen languages. When it comes to the listeners, they were chosen online arbitrarily, aged 18–33. They spoke the language of a country as their native language at home.

For the sake of this study, it is vital to underline that the research on RM focuses also on the problems of pragmatics and, as such, it is embedded in specific social situations and a particular territory. The term often used interchangeably with receptive multilingualism in this particular context is *lingua receptiva* (abbreviated: LaRa), defined as "the ensemble of those linguistic, mental, interactional as well as intercultural competences which are creatively activated when listeners are receiving linguistic actions in their 'passive' language or variety" (Rehbein, ten Thije, Verschik, 2011: 249). It should be noted that the pragmatics of LaRa is viewed not so much as 'languages in use,' that is, the update of different abstract systems but more as language practices implemented by multilingual interlocutors in frequent conversations. These practices are based on their own experience and socially developed conventions or standards of communication which prefigure specific verbal behaviour and develop scenarios of communication events. This approach reveals diverse conditions of LaRa:

– civilizational and historical conditions which determine changing-in-time preferences in more or less stable language constellations (Rindler-Schjerve, 2007; Braunmüller, 2013);

– social conditions, in particular including the sources of asymmetry in stable constellations, linguistic attitudes and stereotypes, the economic or cultural distance, and the impact of the current geopolitical situation on the openness in undertaking multilingual receptive practices (Beerkens, 2010; Hlavac, 2014; Schüppert, Hilton, Gooskens, 2015);

– situational conditions, for example, in families (Herkenrath, 2012), at the workplace (Ribbert, ten Thije, 2007; Lüdi, 2013), in the media (Sloboda, Nábělková, 2013), in the institutional communication (Berthele, Wittlin, 2013), in brief contacts, for example, when shopping or using services (especially in border areas – Beerkens, 2010), also in school education (Lambelet, Mauron, 2017), and, finally, as part of international student exchange (Blees, Mak, ten Thije, 2014);

– discursive conditions which cover a varied competence of the participants of the interactions and the manner of their use in LaRa on several levels of communication, for example, when objectives of the conversation, cognitive orientation in time and space, and a manner of linguistic expression are defined (Bahtina-Jantsikene, 2013).

At the very core of all the conditions above are communication strategies employed by interlocutors who aim at achieving mutual understanding. This approach is also taken advantage of in the present study.

2.2. Communication strategies

Communication strategies (abbreviated: CSs) are usually defined as the ways in which a speaker attempts to solve communication problems to reach particular communication goals (Sukirlan, 2014). This term usually refers to a second language acquisition. It is underlined, however, that communication strategies may be also used in native language

interactions, which is promising while concerning the analysis of closely related languages. One of the most significant classifications of communication strategies was proposed by Tarone (1981). It seems vital for the sake of this study as the scholar examines communication strategies from the interactional perspective as "a mutual attempt of two interlocutors to agree on meaning in situations where requisite meaning structures do not seem to be shared" (Tarone, 1981: 294). In other words, "[c]ommunication strategies are used to compensate for some deficiency in the linguistic system and focus on exploring alternate ways of using what one does know for the transmission of a message without necessarily considering situational appropriateness" (Tarone, 1981: 287). Besides, the scholar points out the necessary criteria and intention (locutionary force) to define CS:

> (1) a speaker desires to communicate meaning к to a listener; (2) the speaker believes the linguistic or sociolinguistic structure desired to communicate meaning к is unavailable or is not shared with the listener; thus (3) the speaker chooses to (a) avoid – not attempt to communicate meaning к – or, (b) attempt alternate means to communicate meaning к. The speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning.
>
> Tarone, 1981: 295

Following that, Tarone (1981: 286–287) suggested a typology of communication strategies which became a core for other classifications as, naturally, one typology is insufficient to cover all communication nuances. Thus, the combination of typologies proposed by Tarone (1981), Færch and Kasper (1984), and Willems (1987) was collected by Hua, Nor and Jaradat (2012: 835–836). The collection includes the avoidance or reduction strategies, such as message abandonment, topic avoidance; the achievement or compensatory strategies such as literal translation, borrowing or code-switching, foreignizing, approximation or generalization in meaning, word coinage, circumlocution, self-repair or restructuring, appeals for assistance; and stealing or time-gaining strategies. Interestingly, Dörnyei and Kormos's taxonomy (1998: 169–178) completes typologies with a more detailed description of certain strategies called problem-solving mechanisms (PSM) such as PSM related to own-output problems, and PSM related to other-performance problems – meaning-negotiation mechanisms triggered by perceived problems.

3. Methodology

The research design and methodology applied in the present study was inspired by the so-called French experiment (Krysztofowicz, 2017). The study on closely related languages (Gooskens et al., 2017) had an impact on the choice of languages, namely, Polish and Czech. Bulatović's (2014) study dedicated to communication and spoken discourse was also valuable. The pilot study was based on semi-free speech between the speakers of closely related languages. A total of six students took part in the research. The participants were all female, aged 25–35. They were graduates in different fields. The recording session took place in a professional recording studio, equipped with the wall mute system, cameras, a designated spot for the participants and a designated spot for the researchers. Proper

lighting was provided as well. The choice of the professional studio was vital, as one of the post-recording procedures was to prepare transcripts. The participants were given microphones so that the final results could be easy to transcribe. A checklist was prepared to establish the level of intelligibility of the task.

3.1. Instruments

Different types of research instruments were used in the present study to provide qualitative and quantitative data. The data were collected through (1) the audiovisual recording of the students performing the task. It was followed by (2) the checklist (evaluative sheet), including key statements necessary to evaluate if the task was performed successfully, (3) the audiovisual recording of retrospective comments of the participants, and (4) the transcripts.

3.2. Procedure of the present study

The participants were divided into three random pairs (Pair 1, Pair 2, Pair 3). The pairs were composed of a Polish speaker (PL) and a Czech speaker (CZ). Each pair was given instructions in their native language about the task, setting, dos and don'ts. The participants were made aware of the time limit and switching roles. The participants were given microphones so that they could be heard well. Every time the recording session started, they were informed about it by an arbitrary sign given by the camera operator. It was decided in advance who was going to begin the task. After the task had been completed, the participants were asked to share their comments.

3.3. Task

In the "French experiment" (Krysztofowicz, 2017), students were supposed to find their way in the maze. However, they did not see each other since the objective of the experiment was to focus on verbal communication only. In the present study, the task was similar, yet some major modifications were introduced. The participants were sitting on the chairs, turned back so that they could not see each other. However, the maze was not used, as the present authors had realised that the language might have been limited entirely to constructions connected with giving directions. Thus, some rules of the taboo game were incorporated into the task. Generally, the objective of the taboo game is for a player to have their partners guess the word on the player's card without using the word itself or five additional words listed on the card. During the study, the participants had to guess the name of a country in Europe without being given such taboo pieces of information as any proper names, any culturally related phenomena, etc.

3.3.1. Description of the task

1. Speaker 1 (S1) was given three envelopes in three different colours. The envelopes contained three numbers.
2. Speaker 2 (S2) was given a map of Europe with the names of countries and three pieces of paper with the same three numbers as in the envelopes given to S1, which corresponded to three names of the chosen European countries.
3. The speakers were sitting turned back.

4. S1 started the interaction by informing S2 about the number of envelopes and their colours.

5. S2 picked one envelope by saying its colour.

6. S1 took out, from the chosen envelope, the piece of paper with a number written on it.

7. S1 read out the number.

8. S2 identified the number on the piece of paper and described the European country corresponding to the number.

9. S1 could interrupt S2 when the speaker was sure what country it was.

10. The participants switched roles. The numbers and the colours of the envelopes were different from the ones used in part 1.

The task was limited up to five minutes unless the participants identified the countries before the time scheduled. The participants were allowed to use *yes/no* questions. Props included: (1) colourful envelopes, (2) colourful maps of Europe in Polish, (3) colourful maps of Europe in Czech, (4) pieces of paper with cardinal numbers written on them, (5) pieces of paper with cardinal numbers written on them and the corresponding countries written in Polish or Czech. The aim of the task was not only to refer stimuli to the basic semantic categories such as numbers and colours, but also to the cognitive knowledge of the receiver connected with Europe and its countries, cultural associations and stereotypes, etc. Words and semantic categories considered taboo made the task more challenging but brought more reliable data. Such a procedure was necessary due to an array of international words or proper names which would have been used by the participants in the process of communication if not forbidden. The interactions between the interlocutors were additionally observed and so was the time frame of the task.

4. Data Analysis of the Task

The analysis starts with the transcripts followed by an investigation of (1) lexis and semantic categories, (2) communication strategies, and (3) results (based on the checklist). The analysis includes lexis and semantic categories due to the type of task, namely, a taboo game which requires a careful choice of verbal elements.

4.1. Pair 1

Polish speaker (PL1) describes a country, Czech speaker (CZ1) guesses a country	
CZ1	Tak já mám barvu obálky červenou, žlutou a zelenou*.
PL1	Zieloną.
CZ1	Zelená, ano. A v zelené obálce je číslo třicet tři (33).
PL1	[nods her head] Ymm, a więc to jest kraj, w którym jest, yyy, bardzo ciepło, hmm hmm można zjeść tam orientalne, w miarę jedzenie, yyyy pochodzi stamtąd taniec, yyy, jest to kraj nad morzem [a pause]. Hmm, telenowele są w tym języku tworzone, seriale [sighs]. Hmm, stroje kobiet są, yyyy, kobiety noszą kwieciste sukienki, yyy.
CZ1	Je to Španělsko?
PL1	TAK! [excited].

* Punctuation was arbitrarily introduced. Transcripts were translated by the present authors, sometimes with CAT assistance.

Table 1. Transcript: Pair 1, Part 1

• Lexis and semantic categories

As it can be seen, the information provided by the person describing a country is connect-ed with its weather (*ciepło* – it is warm), geographic features (*to kraj nad morzem* – it is a country by the sea, food (*orientalne jedzenie* – oriental food) and some cultural aspects (*taniec, telenowele są w tym języku tworzone, kobiety noszą kwieciste sukienki* – dance, soap operas are made in this language, the women wear flowery dresses). Taboo words are omitted by means of periphrastic expressions or rephrasing of the sentences.

• Communication strategies

When it comes to communication strategies, CZ1 uses *repetition* of the colour to confirm understanding. The Polish speaker uses a non-verbal strategy, namely, *miming*, such as nodding her head for the self-assurance of understanding the message (number 33). PL1 uses *fillers* such as *yyyy, hmmm*, and *an unfilled pause* to process time and avoid taboo words. The proximity code seems to be important as the speakers lean towards each other (turn their heads in the direction of the partner) to make sure that the message is clear and loud. The taboo game requires, by definition, *circumlocution* to avoid forbidden words.

• Results

Both speakers perform the task very well. The choice of colour is understood as this semantic category is very similar in both languages (*zielona – zelená* – green), which is confirmed by the repetition of the keyword and the lexical *backchanneling* through the word *ano* (*yes*). There is no difficulty in choosing and understanding the number (which is indicated by nodding the speaker's head). The country is described without taboo words. Even though CZ1 does not ask any additional questions, the name of the country is guessed (*Španělsko – Spain*). Both speakers interact with each other using communication strategies to achieve intelligibility.

Czech speaker (CZ1) describes a country, Polish speaker (PL1) guesses a country	
PL1	Mam trzy koperty: zieloną, niebieską i czerwoną.
CZ1	Červená, prosím.
PL1	Numer trzydzieści.
CZ1	Je to země, která produkuje parfémy. Je číslo jedna v módě. Země, která je poměrně velká. Z obou stran sousedí s mořem.
PL1	[nodding her head] Czy jest to Francja?
CZ1	Ano!

Table 2. Transcript: Pair 1, Part 2

• Lexis and semantic categories

The Czech speaker focuses on some cultural information such as typical features of that country (perfume) and fashion (*parfémy* – perfume, *Je číslo jedna v módě* – it is number one in fashion) and geographic features: coastline and size (*Země, která je poměrně velká. Z obou stran sousedí s mořem* – a country which is quite large. It borders the sea on both sides). Taboo words are omitted. The key information contains either an international word such as *perfume* or words which are similar in both languages, for example, *fashion* (*móda – moda*), *sea* (*moře – morze*). Simple utterances, ellipsis or descriptive syntax (explanatory utterances) are used by CZ1. A *yes/no* question is used by PL1.

• Communication strategies

When it comes to communication strategies, the Polish speaker uses a non-verbal strategy, namely, *miming*, such as nodding her head for the self-assurance of understanding of the message. CZ 1 uses *foreignising* (*perfume*). Both speakers speak slowly and loud. The taboo game requires, by definition, *circumlocution* to avoid forbidden words.

• Results

Again, the task is done very well. The choice of colour is understood (*czerwona – červená – red*). There is no problem with identifying the number. The country is described without taboo words. Even though PL1 does not ask any additional questions, the name of the country is guessed (*Francja* – France). Both speakers interact with each other.

4.2. Pair two

Czech speaker (CZ2) describes a country, Polish speaker (PL2) guesses a country	
PL2	Mam trzy koperty, czerwoną, niebieską i zieloną.
CZ2	Hmm… Červenou.
PL2	Numer trzydzieści.
CZ2	Yhmm. Tak, je to země na západě Evropy. Hmm, Je to velká země. A patří do Evropské unie.
PL2	Acha [nods her head].
CZ2	Aaa, Hmm, Je populární pro turisty [PL2 nods]*, je tam moře, hory. Jí se tam velmi dobré jídlo [smiles], například bagety, šneci [PL2 nods] a hodně mořské plody, protože to je u moře.
PL2	Acha, a tam się pije dużo wina?
CZ2	Hodně dobrého vína [smiles].
PL2	Hmm i są winiarnie [affirmative].
CZ2	Ano, taky. A [pauses] co bych…
PL2	Ja wiem co to za kraj, chyba [CZ2, aha]. Tak? Francja?
CZ2	Ano [smiles].

* When the interaction takes place simultaneously, it is indicated in the brackets with a suitable acronym of the speaker.

Table 3. Transcript: Pair 2, Part 1

• Lexis and semantic categories

The Czech speaker focuses on (1) location (*na západě Evropy* – in western Europe, *Je to velká země* – it is a big country), (2) political background (*A patří do Evropské unie* – part of EU), (3) geographic features (*je tam moře, hory* – there is a sea, there are mountains), (4) culture-related elements such as food (*Jí se tam velmi dobré jídlo, například bagety, šneci a hodně mořské plody, protože to je u moře* – there is good food, for instance: baguettes, snails and a lot of seafood because it is by the sea), drinks (*víno* – wine in particular). Taboo words are omitted. The key information contains words which are similar in two languages: *sea* (*moře – morze*), *mountains* (*hory – góry*), *wine* (*víno – wino*), *good food* (*dobré jídlo – dobre jedzenie/jadło*) or easy to guess from the context as in the word *seafood* (*mořské plody – owoce morza/morskie płody* – word-for-word translation). Interjections (*yhmm, ano*) are used too. Simple utterances, ellipsis or descriptive syntax (explanatory utterances) are used by CZ2. *Yes/no* questions or semi-questions in the form of affirmative sentences are used by PL2.

• Communication strategies

When it comes to communication strategies, the Polish speaker uses a non-verbal strategy, name-ly, *miming*, such as nodding her head for the self-assurance of understanding of the message. CZ2 uses *pauses*, both *unfilled* or *fillers* (*hmm*) to signal the process of thinking. Both speakers speak slowly and loud. The taboo game requires, by definition, *circumlocution* to avoid forbid-den words. The phatic function of language is signalled through interjections (*backchanneling*).

• Results

The task is performed successfully. The colour is understood (*czerwona – červená* – red) and so is the number. The country is described without taboo words. Both speakers interact with each other by means of communication strategies (nodding, turning their faces towards the interlocutor while speaking), by employing *backchanneling* to indicate they understand the message (*acha, ano, taky, yhmm*). PL2 asks additional questions for confirmation and one question in a form of the affirmative sentence to manifest she knows the answer. PL2 uses *meta-discourse phrases* to introduce the readiness to answer (*Ja wiem co to za kraj, chyba* – I think I know the name of the country).

Polish speaker (PL2) describes a country, Czech speaker (CZ2) guesses a country	
CZ2	Mám tři obálky: zelenou, žlutou, červenou.
PL2	Yyy… Żółtą.
CZ2	Žlutou.
CZ2	Číslo sedmdesát tři (73).
PL2	Yyyy, jeszcze raz [face confused, frowning].
CZ2	Sedmdesát tři.
PL2	Siedemdziesiąt trzy.
CZ2	Yhmm.
PL2	Dobrze. Yyyy… to jest kraj na zachodzie Europy [CZ2 yhm] i to jest wyspa [CZ2 yhm], yyyy całkiem duży kraj [CZ2 yhmm, nodding, smiling], yyyy, i jest [pauses], yyyyy [looks up, smiles, thinking]
CZ2	Je teplý? [head towards PL2]
PL2	Yyy, nie, raczej nie.
CZ2	Spíš ne.
PL2	Raczej jest zimny. Yyy, iiii, nie ma tam gór [CZ2 yhm], tak myślę [touches her chin with a hand], YY, iiii, eee, ta wyspa jest podzielona, to jest yyy, i to jest kraj… [CZ2 yhm].
CZ2	Je u moře?
PL2	Eee, tak bo to wyspa i jest tam morze dookoła [both speakers turn their heads towards each other].
CZ2	Aha.
PL2	Jest tam morze dookoła.
CZ2	Ano, ano, yhm [nods her head].
PL2	yyy i mi się kojarzy ten kraj z piwem.
CZ2	S pivem?
PL2	I alkoholem, ogólnie… [CZ2 yhm], i z kolorem zielonym… [CZ2 yhm, nods], też bardzo.
CZ2	Zelená???

PL2	I [pauses] ich święto narodowe też mi się kojarzy bardzo z kolorem zielonym [CZ2 yhm, yhm, nods her head with confidence]. Ten kraj jest na zachodzie, ale też jest na północy, na północnym zachodzie [points in the air, indicating the direction].
CZ2	Ano, ano.
PL2	Bym powiedziała.
CZ2	Slaví se tam svátek, takový zelený, že?
PL2	Yyy, zielony kolor?
CZ2	Aha, zelená [smiles].
PL2	Tak, tak, tak, dużo tam jest zieleni.
CZ2	Myslím, že vím.
PL2	Yyy, jaki to kraj?
CZ2	Irsko.
PL2	Yyy, [a pause, speaker looks confused] yyy, nie wiem, co [CZ2 Irsko, cheche], to zna…
CZ2	Je to vedle Anglie.
PL2	Yyyy, graniczy z Anglią, z Wielką Brytanią [CZ2 ano, ano, ano]. Tak, tak, tak, tak.
CZ2	Irsko.
PL2	To Irlandia [laughs]?
CZ2	Ano [laughs].
PL2	Dobre jesteśmy [smiles].

Table 4. Transcript: Pair 2, Part 2

● Lexis and semantic categories

The Polish speaker describes the country employing words and phrases which are connected with: geographic location (*na zachodzie Europy* – in western Europe), geographic features (*to jest wyspa* – it is an island, *nie ma tam gór* – there are no mountains), size (*całkiem duży kraj* – it is a pretty big country), associations such as alcohol, colours (green), a national holiday. Simple utterances, repetitive structures, ellipsis, descriptive syntax (explanatory utterances) are used by PL2. *Yes/no* questions are used by CZ2.

● Communication strategies

When it comes to communication strategies, the Polish speaker uses a lot of *pauses*, for instance, *sound lengthening* (*yyyy, eee, iii*), *unfilled pauses*. *Miming*, such as frowning, looking up is present, too. She employs *appeal for help* by asking a question about the number and *repetition* of the number and *self-repetition* (*tak, tak, tak*) for emphasis. *Circumlocution* to avoid forbidden words is observable as well. CZ2 uses *repetition* of the key concepts with interrogative intonation, for example, *S pivem?, Zelená?* Both speakers speak slowly, clearly and loud. *Backchanneling* is very frequent.

● Results

The task is performed well by the speakers and a general feature of this conversation is interaction. The choice of colour is understood (*żółty – žlutý* – yellow). There is little difficulty in understanding the number which is overcome by the *appeal for help* and *repetition*. The country is described without taboo words. Both speakers interact with each other by communication strategies (nodding, turning their faces towards the interlocutor while speaking, gestures, smiling, repetition). Interestingly, *backchanneling* to indicate that the speaker understands the message (*ano, ano, yhmm, yhmm*) is very frequent. CZ2 asks

a lot of questions which are understood and answered by PL2 due to a similar form of the keywords like *warm* (*ciepły – teplý*), *sea* (*morze – moře*), *national holiday* (*święto – sviatek*), and *green* (*zielony – zelená*). *Meta-discourse phrases* are used by both speakers (*tak myślę* – I think, *Myslím, že vím* – I think I know). The phatic function of the language appears to be vital for both speakers. It is indicated by additional comments (*dobre jesteśmy* – we're good). A major problem is caused by the name of the country *Ireland* (*Irlandia – Irsko*) as the name seems to be a bit confusing to the Polish speaker. However, new information and a direct question in the form of an affirmative utterance (*to Irlandia* – it is Ireland) help solve this intelligibility problem.

4.3. Pair three

	Czech speaker (CZ3) describes a country, Polish speaker (PL3) guesses a country
PL3	Mam trzy koperty… w trzech różnych kolorach, zielony, niebieski i czerwony, proszę wybrać jedną z kopert.
CZ3	Yhm, Prosím modrou.
PL3	Czerwoną?
CZ3	[looks confused] červenou?
PL3	Niebieską [laughs]?
CZ3	Ano, modrou. Jo, nebeskou.
PL3	Dobrze, dobrze, już tutaj wybieramy, teraz podam cyferkę.
CZ3	Hmmm.
PL3	Czterdzieści pięć.
CZ3	Dobře, takže, je to velká země, která má moře [pauses].
PL3	Hmm… Jest morze, tak otoczona morzem, to jest wyspa tak?
CZ3	Ano, má moře a hodně dálnic. Dálnice je velká silnice, na které se dá jezdit hodně rychle, až 130 kilometrů za hodinu.
PL3	Yyyy, Na zachód, tak?
CZ3	Aaa, od vás je na západ, ano.
PL3	Od Polski na zachód… [CZ3, yhm] i ma dostęp do morza.
CZ3	Ano, má moře a je celkem velká a sousedí i s námi.
PL3	Yyy z Polską, tak sąsiaduje?
CZ3	Taky s vámi i s námi [nods her head].
PL3	Czy to jest Litwa?
CZ3	Aaa, hmmm, je velká.
PL3	Ukraina.
CZ3	Ne, Ne, co bych ještě řekla? Dálnice, aha, dříve byla rozdělená.
PL3	Jeszcze raz przeproszę, jeszcze, czy na zachód, czy na wschód było?
CZ3	Na západ.
PL3	Na zachód od Polski? Tak?
CZ3	Yhm.
PL3	Hmm, Hmm… no to Niemcy [laughs], Niemcy, tak?
CZ3	Ano, tak [smiles].

Table 5. Transcript: Pair 3, Part 1

• Lexis and semantic categories

The Czech speaker gives information about the size of the country (*je to velká země* – it is a big country), its geographic location (*od vás je na západ* – it is west of you), neighbouring countries (*Taky s vámi i s námi* – it is your and our neighbour) and a very typical feature of this country, namely, *motorways* (*dálnice*) as well as its history (*dříve byla rozdělená* – the country used to be divided). The country is described without taboo words. She uses explanatory syntax and interjections.

• Communication strategies

As far as communication strategies are concerned, the Czech speaker uses *circumlocution*, for instance, when defining the word *motorway* (*dálnice* – *Dálnice je velká silnice, na které se dá jezdit hodně rychle, až 130 kilometrů za hodinu* – The highway is a large road which can be driven very fast, up to 130 kilometres per hour). She uses *sound lengthening* (*aaa*) to indicate hesitation or *lexicalised pauses* (*hmm*) to signal the process of thinking, or *unfilled pauses*, specifically at the end of the utterance to make sure that the interlocutor understands the message. CZ3 employs *self-repetition* (*ne, ne*) to emphasise that the answer is wrong or *backchanneling* when the semi-question for confirmation is right. Interestingly, she uses *repetition* to make sure she understands the Polish speaker (the choice of colour: *červenou?* – the red one?*)*. Last but not least, the Czech speaker uses *substitution* and, thus, *approximation*, for example, instead of the adjective *modrý* (blue), she takes advantage of the word *nebeský* (heavenly) as in Polish this word stands for *blue*. It is one of the examples of Polish and Czech false friends (Orłoś, 2003). Besides, she employs *code-switching*, for instance, the Polish word *tak* (yes) together with the Czech phrase meaning *yes*: *ano, tak* to underline the correct answer. *Miming* plays an important role, too (nodding or shaking one's head). CZ3 uses *meta-discourse phrases* to indicate the beginning of the speech (*Dobře, takže*), or the process of thinking to fill in the pause (*co bych ještě řekla?* – what else?). The Polish speaker employs similar strategies, such as *repetition* (*za zachód od Polski, tak?*– west of Poland, isn't it?), *self-repetition* (*dobrze, dobrze* – OK, OK), *pauses*, mostly *fillers* (*hmm, hmm*). She also uses *self-correction* (the choice of the envelope) and mechanism related to *other-performance problems* such as confirming the information about the direction (*Jeszcze raz przeproszę, jeszcze, czy na zachód, czy na wschód było?* – Excuse me, was it in the west [of Poland] or east [of Poland]).

• Results

The task is not performed successfully at the first attempt. At the very beginning, there is a problem with colours, as the Polish speaker misunderstands her interlocutor and chooses red instead of blue. However, by using *substitution*, the problem is solved and the right envelope is picked. There is no difficulty with numbers. The Czech speaker describes the country without taboo words. The Polish speaker asks additional questions which are partly understood. The intelligibility fails because the Polish speaker focuses her attention on the countries situated east of Poland instead of west of Poland, even though she confirms the direction by asking extra questions at least twice (*Na zachód, tak, od Polski na zachód?)*. The Czech speaker manifests her intelligibility through *backchanneling* (*yhm, ano, tak*). The Polish speaker uses *repetition* and *paraphrases* as the main communication strategies. She uses *question tags* to confirm understanding (*Na zachód od Polski? Tak?* – it is west of Poland, isn't it?). However, the right answer is given after two trials. Apart from

false friends and inability to understand the key information, the speed can be a factor which affects the performance badly as the Czech speaker (CZ3) speaks naturally, much faster than the previous speakers.

	Polish speaker (PL3) describes a country, Czech speaker (CZ3) guesses a country
CZ3	Mám tři barvy, tři obálky, jedna je žlutá, jedna zelená a třetí červená.
PL3	No to żółtą poproszę.
CZ3	Žlutou, dobře. A v žluté je číslo sedmdesát tři (73).
PL3	Siedemdziesiąt trzy (73).
CZ3	Yhm [nods].
PL3	Yhm, hmm, jest to kraj, który jest wyspą, hmm, wyspą, czyli jest otoczony morzem, cały dookoła.
CZ3	[nods] Tak, ano, aha, celý dokola má moře.
PL3	Tak, tak, dookoła morze [CZ3 nods], są tam klify...
CZ3	Ne, 'klify' ne [shakes her head].
PL3	Klify, strome wybrzeże, hmm, świętuje się tam [pauses], o, jak to powiedzieć bez imienia, tam jest takie święto związane z imieniem i czterolistną koniczynką, zieloną [CZ3 aha, smiles], to jest bardzo zielona wyspa [laughs].
CZ3	Aha, dobře, [laughs] a je to [pauses] nad Velkou Británií?
PL3	[laughs] Tak, tak, tak, tak, tak.
CZ3	Aha, dobře, takže je to Irsko?
PL3	Yyyy, jak po polsku mogłoby to brzmieć?
CZ3	Aha, to nevím, jak po polsku, jak to říct po polsku.
PL3	A część tej wyspy to... to jest też inny kraj.
CZ3	Prosím?
PL3	Część tej wyspy, kawałek, fragment tej wyspy, to też jest inny kraj.
CZ3	Yhm, jo, tak.
PL3	Czyli jeszcze raz, jak nazwa... tej wyspy, tego kraju?
CZ3	Irsko, nevím, jak po polsku.
PL3	Irlandia, tak?

Table 6. Transcript: Pair 3, Part 2

● Lexis and semantic categories

Similarly to other speakers, the Polish speaker describes the country with reference to its geography (*jest to kraj, który jest wyspą* – it is an island; *są tam klify* – there are cliffs) and culture-related elements (*tam jest takie święto związane z imieniem i czterolistną koniczynką, zieloną, to jest bardzo zielona wyspa* – there is a holiday connected with a name and the four-leaf clover, it is an island full of green). To give extra cues, the speaker mentions geopolitical features (*Część tej wyspy, kawałek, fragment tej wyspy, to też jest inny kraj* – a part of this island belongs to another country). Taboo words are omitted. Simple syntax, repetitive phrases or explanatory structures are used by PL3.

• Communication strategies

Communication strategies employed by the Polish speaker are based on *circumlocution* (*jest to kraj, który jest wyspą, hmm, wyspą, czyli jest otoczony morzem, cały dookoła* – it is an island, namely, it is surrounded by the sea). *Pauses* are dominant in the speech, *unfilled pauses* or *fillers* (*hmm*), to indicate the thinking process. *Sound lengthening* to indicate hesitation is used by PL3 (*yyy*). The *self-repetition* strategy emphasises correct interpretability (*tak, tak* – yes, yes). *Repetition* is used by PL3 to make sure the number is right. She also *appeals for help* (*Yyyy, jak po polsku mogłoby to brzmieć?* – What is the Polish word for this country?). The Czech speaker uses *miming* (nodding or shaking her head), *repetition* to confirm the colour of the envelope, *backchanneling*. The Czech speaker *appeals for help* when she indicates she does not understand the word *klify* (cliffs). In Polish *klif* is an English loanword, in Czech, however, the right word for a cliff is *útes*. Again, the Czech speaker uses *code-switching* – a Polish word *tak* (yes).

• Results

This time the colour of the envelope is right and the number is correct, too. The Polish speaker describes the country without taboo words. The Czech speaker asks additional questions which are answered correctly by the Polish speaker. The speakers interact with each other through *backchanneling* (*aha, ano, tak, dobře*) to manifest understanding and interpretability. Interestingly, when the Czech speaker confirms the name of the country, she uses three different words which stand for yes: *yhm, jo, tak* for emphasis. Intelligibility is achieved due to communication strategies, specifically *repetition* and *paraphrasing* the partner's speech. The main difficulty, again, is caused by the name of the country *Irsko* (Ireland) which seems problematic for the Polish speaker. The issue, however, is solved by additional information and asking to repeat the name of the country.

5. Conclusion

The study aimed at the analysis of LaRa in the Polish–Czech context. In particular, the research addressed the issue of intelligibility in spoken interactions established through communication strategies. The study served as a pilot study, being part of a bigger research project dedicated to an analysis of *lingua receptiva* in the Polish and Czech border area. The task presented in this paper was lexis- and concept-oriented. The findings prove that the degree of intelligibility was high. Overall intelligibility is presented in Table 7.

Table 7 indicates that all the speakers understand each other when demonstrating the colours, choosing the colours, choosing the numbers, etc. They all describe the countries avoiding taboo words. Four speakers out of six ask additional questions which are responded respectively. All the speakers interact with each other by employing communication strategies. In one case, the first answer given is negative, however, it must be underlined that the speaker corrects herself. Colours, numbers, food are very similar semantic categories in both languages.

Checklist LaRa	Total
1. S1 gives information about the colours of the envelopes	6/6
2. S1 gives the right information about the colours of the envelopes	6/6
3. S2 chooses the colour	6/6
4. S2 chooses the right colour	6/6
5. S1 opens the right envelope	6/6
6. S1 gives information about the number in the envelope	6/6
7. S1 gives information about the right number in the envelope	6/6
8. S2 chooses the number	6/6
9. S2 chooses the right number	6/6
10. S2 describes a country	6/6
11. S2 describes a country avoiding taboo words	6/6
12. S1 asks additional questions during the task	4/6
13. S2 answers additional questions	4/6
14. S1 interacts with S2	6/6
15. S1 guesses the name of a country	5/6
16. The task is performed within the time frame scheduled	6/6

Table 7. Checklist

Semantic categories play a significant role as they are chosen carefully without taboo words. However, the majority of them relate to similar concepts such as geography, politics, or culture-related items. The speakers use their cognitive knowledge, but also adjust their utterances to the cognitive knowledge of the receiver. What helps achieve intelligibility are communication strategies such as circumlocution, pauses (both unfilled or filled), repetition and self-repetition, backchanneling and non-verbal strategies. Thus, this study, though having its limitations, supplements Gooskens et al.'s (2017) findings as it shows the significant role of pragmatic aspects in receptive multilingualism. The results of the research demonstrate a strong effect of communication strategies for LaRa to be successful in the spoken discourse. What is more, in light of the pilot study, it can be stated that receptive multilingualism may enhance speakers' confidence and the skills of interpretation of the message. In addition, it improves openness and motivation to interact effectively.

All in all, LaRa as such seems to have many advantages. The core of its addressor-addressee form is based on the fact that the participants of communication exchange roles in the course of the receptive multilingual discourse, speaking alternately in one language (addressor's role) and understanding in a different one (addressee's role). The reception of speech acts in this discourse is a process based on several stages of understanding during which the recipient 'soaks' the language of the addressor (Rehbein, ten Thije, Verschik, 2011: 250). This is why, LaRa may support efforts to understand other cultures by extending their common platform of communication and by improving social cohesion; it breaks down the barriers between nations by ensuring the choice of languages based on equality and tolerance. On top of that, it seems to correspond to the official declarations of language policy and guidelines regarding foreign language teaching promoted by the Council of the European Union (2008).

Urszula Majdańska-Wachowicz, Magdalena Steciąg, Lukáš Zábranský

References

Bahtina-Jantsikene D., 2013: *Alignment in Lingua Receptiva: From Automacity towards Monitored Code-switching.* „ESUKA – JEFUL" 4 (2), 51–77.

Beerkens R., 2010: *Receptive Multilingualism as a Language Mode in the Dutch-German Border Area.* Waxmann Verlag. Münster.

Berthele R., Wittlin G., 2013: *Receptive Multilingualism in the Swiss Army.* „International Journal of Multilingualism" 10 (2), 181–195.

Blees G.J., Mak W.M., ten Thije J.D., 2014: *English as a Lingua Franca versus Lingua Receptiva in Problem-solving Conversations between Dutch and German Students.* „Applied Linguistics Review" 5 (1), 173–193.

Braunmüller K., 2013: *Communication Based on Receptive Multilingualism: Advantages and Disadvantages.* „International Journal of Multilingualism" 10 (2), 214–223.

Bulatović S., 2014: *Lingua Franca vs. Lingua Receptiva. Does English Always Work Better?* Retrieved from https://arts.studenttheses.ub.rug.nl/15692/1/MA_S2399180_S._Bulatovic.pdf, accessed 19.12.2019.

Dörnyei Z., Kormos J., 1998: *Problem-solving Mechanisms in L2 Communication.* „Studies in Second Language Acquisition" 20 (3), 349–385.

Færch C., Kasper G., 1984: *Two Ways of Defining Communication Strategies.* „Language Learning" 34 (1), 45–63.

Gooskens Ch., van Heuven V.J., Golubović J., Schüppert A., Swarte F., Voigt S., 2017: *Mutual Intelligibility between Closely Related Languages in Europe.* „International Journal of Multilingualism" 15 (2), 1–25.

Herkenrath A., 2012: *Receptive Multilingualism in an Immigrant Constellation: Examples from Turkish–German Children's Language.* „International Journal of Bilingualism" 16 (3), 287–314.

Hlavac J., 2014: *Receptive Multilingualism and Its Relevance to Translation Studies with Data from Interpreters of Bosnian, Croatian and Serbian Languages.* „Across Languages and Cultures" 15 (2), 279–301.

Hua T.K., Nor N.F.M., Jaradat M.N., 2012: *Communication Strategies among EFL Students – An Examination of Frequency of Use and Types of Strategies Used. GEMA Online.* „Journal of Language Studies" 12 (3), 831–848.

Krysztofowicz D., 2017: *Lingua receptiva – pojęcie oraz perspektywy dla komunikacji interkulturowej.* In: Kamas V., Mikołajczyk B., Taborek J., Woźniak M., Woźnicka M., Zabrocki W., eds.: *Język w Poznaniu.* Vol. 7. Wydawnictwo Rys. Poznań, 89–98.

Lambelet A., Mauron P.-Y., 2017: *Receptive Multilingualism at School: An Uneven Playing Ground?* „International Journal of Bilingual Education and Bilingualism" 20 (7), 854–867.

Lüdi G., 2013: *Receptive Multilingualism as a Strategy for Sharing Mutual Linguistic Resources in the Workplace in a Swiss Context.* „International Journal of Multilingualism" 10 (2), 140–158.

Orłoś T. Z., 2003: *Czesko-polski słownik zdradliwych wyrazów i pułapek frazeologicznych.* Wydawnictwo Uniwersytetu Jagiellońskiego. Kraków.

Rehbein J., ten Thije J.D., Verschik A., 2011: *Lingua Receptiva (LaRa) – Remarks on the Quintessence of Receptive Multilingualism.* „International Journal of Bilingualism" 16 (3), 248–264.

Ribbert A., ten Thije J.D., 2007: *Receptive Multilingualism in Dutch–German Intercultural Team Cooperation.* In: Zeevaert L., ten Thije J.D., eds.: *Receptive Multilingualism. Linguistic Analyses, Language Policies and Didactic Concepts.* John Benjamins. Amsterdam, 73–101.

Riionheimo H., Kaivapalu A., Härmävaara H.-I., 2017: *Introduction: Receptive Multilingualism.* „Nordic Journal of Linguistics" 40 (2), 117–121.

Rindler-Schjerve R., 2007: *Linguistic Diversity in Habsburg Austria as a Model for Modern European Language Policy.* In: Zeevaert L., ten Thije J.D., eds.: *Receptive Multilingualism. Linguistic Analyses, Language Policies and Didactic Concepts.* John Benjamins. Amsterdam, 49–70.

Schüppert A. Hilton N.H., Gooskens Ch., 2015: *Swedish is Beautiful, Danish is Ugly? Investigating the Link between Language Attitudes and Spoken Word Recognition.* „Linguistics" 53 (2), 375–403.

Sloboda M., Nábělková M., 2013: *Receptive Multilingualism in 'Monolingual' Media: Managing the Presence of Slovak on Czech Websites.* „International Journal of Multilingualism" 10 (2), 196–213.

Sukirlan, M. 2014: *Teaching Communication Strategies in an EFL Class of Tertiary Level.* „Theory and Practice in Language Studies" 4 (10), 2033–2041.

Tarone E., 1981: *Some Thoughts on the Notion of Communication Strategy.* „TESOL Quarterly" 15 (3), 285–295.

Willems G.M., 1987: *Communication Strategies and Their Significance in Foreign Language Teaching.* „System" 15 (3), 351–364.

Appendix

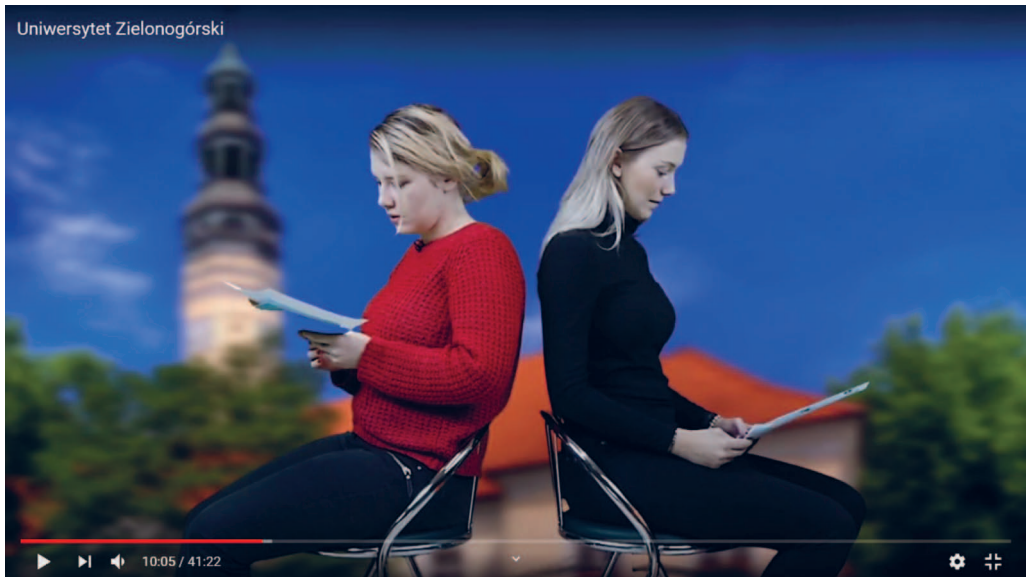Figure 1 Pair 1: (Retrieved from YouTube, accessed on 12.02.2020)
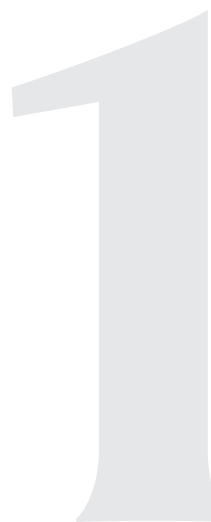
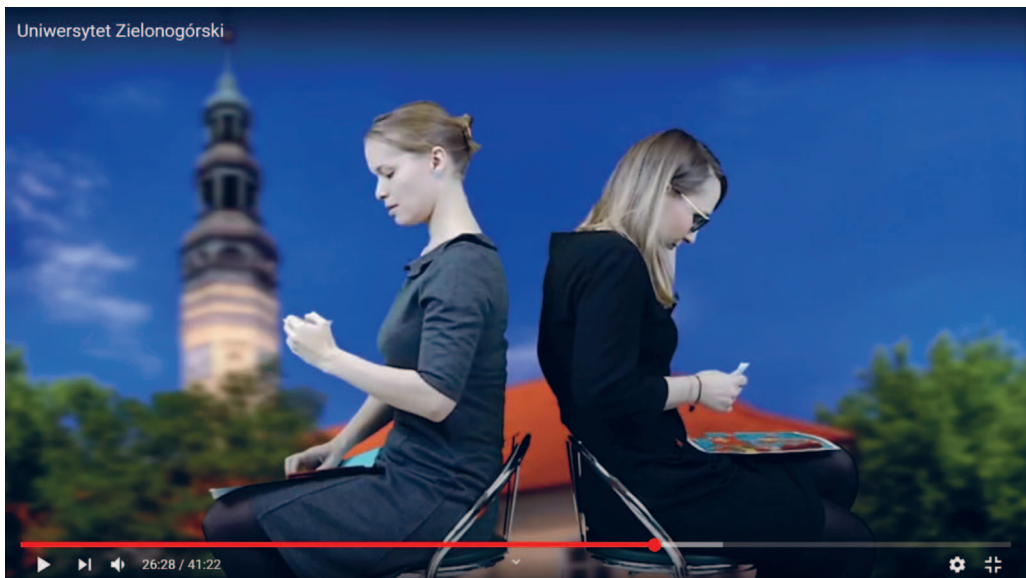Figure 2 Pair 2: (Retrieved from YouTube, accessed on 12.02.2020)

Figure 3 Pair 3: (Retrieved from YouTube, accessed on 12.02.2020)