

Multilingualism in European Football Teams: UD Carrión as a Study Case

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Abstract: This paper focuses on how multilingualism and monolingualism coexist in a regional football team in Castilla-La Mancha. Using a questionnaire that I have developed and distributed among a group of non-Spanish speaking players from the regional team UD Carrión, I have located and analysed many of the language-related problems encountered by these players in their everyday professional life. According to my study of multilingualism in UD Carrión, the main language of communication used by players is Spanish; further, varieties of French are frequently used by team members from different French-speaking countries in Africa. The language used during the training sessions is Spanish, which is also the main language used by players during matches (plus French in some exceptional cases). Given this situation of imposed monolingualism, the main language problem encountered by foreign players has to do with their little or no knowledge of Spanish. These linguistic shortcomings are especially serious in those cases where players arrive after the beginning of the football season, with no time to learn the local language and, especially, the football jargon used by the other team members.

Keywords: multilingualism, sociology of language, sociolinguistics, language and sports (football)

1. Introduction

1.1. Football teams as transient multilingual working environments

Globalization has created brand-new working environments in which individuals from radically different cultural and linguistic backgrounds have to work together in order to achieve a common goal. Hence, they are enforced to communicate with each other in an optimal and efficient way, regardless of their language and cultural barriers. The resulting multilingual working environments are frequently described as “transient communities characterized by frequent changes in organizational structure and in employee com-position” (Lønsmann, 2017, p. 326).

Whereas in today’s world new multilingual groups (such as departments, teams, etc) are continuously being created, dissolved and moved from one place to another, their members (employees, players, etc) are continuously being hired, moved, or reassigned. The constant influx of new members implies a continuous process of initiation into a workplace culture and norms. Furthermore, increasing internationalization implies that companies recruit internationally, send their employees abroad and create virtual teams that collaborate across national and linguistic borders. The resulting transient internationalized workplaces are normally highly linguistically diverse, as a wide variety of languages are used by their members for a variety of purposes. A direct consequence of this is that, apart from the normal workplace norms, new norms for language use and language choice will be created, either naturally (through everyday usage) or artificially (through linguistic planning and consensus).

Earlier studies on communication in the multilingual workplace have normally focused on large, international companies (as illustrated by, for example, the following studies on the multilingual workplace: Angouri, 2014; van der Worp, Cenoz & Gorter, 2018). However, as demonstrated by Chovanec & Podhorna-Policka (2009) and Ringbom (2012), among others, professional sport teams can also be seen as transient multilingual workplaces, based on the complex linguistic environments in which players and coaches with different mother tongues and cultural backgrounds interact professionally with each other with the same identical professional aim (Lavric, 2009, p. 186).

Over the last 10 years or so, this tendency to internationalize sport teams has spread from large, national teams to smaller, regional teams. For example, in the case of football, more and more foreign players arrive in Spain each year with the promise that, in less than two years, they will be hired by a professional team (which seems to be unlikely to happen in the vast majority of the situations). The resulting type of multicultural environment is nowadays widely spread in professional sport teams, where players are drafted because of their skills rather than their nationality or their native language. Professional football teams are thus a perfect example of those transient working environments where all members need to coordinate their performances in order to accomplish a common objective.

1.2. Background of the football team under scrutiny

UD Carrión was originally founded in 1956, being one of the longest-running football clubs in the province of Ciudad Real (Castilla-La Mancha, Spain)¹. The club is historically known for the hospitality given to all the players hired by the club. During its first decades of existence, the club was made exclusively of players from the city of Carrión de Calatrava. In the 90s, amateur footballers from different cities near Carrión de Calatrava entered the team, which contributed to getting considerably better results. Thanks to this strategical change, the team was soon promoted into the 4th division first, and into the 3rd division later. In season 2018-2019, UD Carrión had within its ranks several foreign players, most of whom came from Latin American countries, so that efficient linguistic communication among players was not a problem at all. However, at the beginning of the new season (2019-2020), this situation radically changed with the arrival of more foreign players, none of whom spoke Spanish as their mother tongue or even as a second language. Defenders had been a particularly strong part of the team in the season 2018-2019 (as can be seen from the fact that very few goals were scored against UD Carrión). Nonetheless, by the end of that season, the vast majority of defenders moved to better clubs within the region. Consequently, the club president and his board of directors decided to hire new, young players from Africa and Asia, in order to convert them into the fundamental basis of the team defence. These new players needed to be drafted very quickly and on a very limited budget, so that the list of potential candidates was very short. As a result, most of the reinforcements were foreign players who had no knowledge of Spanish at all (apart from a few, very basic words and expressions). As can be imagined, the initial matches of the 2019-20 pre-season were a big chaos, as many players were unable to communicate with each other, neither on nor off the field (for example, foreign players spent no time with their Spanish teammates, creating a sensation of isolation and miscommunication).

Currently, the club is on the 8th position fighting to reach promotion to the 3rd division; it goes without saying that the increasing internationalization of this team is one of the main factors of its professional success. However, as has been said above, internationalization is not free from problems, and many of these problems can be directly related to the resulting decrease in the quality of linguistic communication among UD Carrión team members.

From a linguistic point of view, the football team chosen for this research represents a very interesting case study for a variety of reasons. As shall be seen later, Spanish is the language used on the field and during the training sessions, creating a situation of imposed monolingualism on a group of professionals that is multilingual by definition. Despite their linguistic differences and barriers, effective communication within the team is vital for efficient goal-oriented interaction and cooperation at all times, in as much as efficient communication is crucial in order to achieve the common goal shared by all the team members, namely winning matches. Being part of a football team requires several types of communication, such as understanding and following instructions during training sessions, receiving tactical instructions during and after the football

1. More information on this football team can be found in <https://es-es.facebook.com/pages/category/Amateur-Sports-Team/UD-Carrion-746571598782203/> and in <https://www.resultados-futbol.com/Ud-Carrion-Senior>.

matches, and being able to interact with fans and the media, to name a few. Given this variety of communicative scenarios, it is important to provide new players with all the linguistic skills that will allow them a better integration and, in consequence, a better on-field performance.

1.3. Aims of this study

This study focuses on how multilingualism is expanding through regional football teams in Castilla-La Mancha and on the communicative consequences of this expansion. Using a questionnaire that I have developed (adapted from Ringbom, 2012) and distributed among a group of non-Spanish speaking players recently arrived in UD Carrión, I have located and analysed some of the language-related problems encountered by these players in their everyday professional life.

Based in the data collected through the questionnaire and on a set of personal interviews, I have tried to find out about successful strategies and techniques used in teams that could function as communicative models. In doing so, I have found out more about these aspects of multilingualism in football teams:

- (1) What is the actual nature of communication in multilingual teams?
- (2) What specific strategies and structures are used by clubs in order to make communication successful;
- (3) What ways of improving such strategies and to enable more effective communication and the easier integration of new players can be proposed.

2. Methodology

2.1. Design and distribution of the questionnaire

The main tool used for the collection of the data needed for the current piece of research was a questionnaire. This research tool was designed in order to obtain as much linguistic information about my interviewees as possible. After some research about similar questionnaires used by researchers that have studied related topics, I decided to use an adapted version of the questionnaire used by Ringbom (2012) in his study of multilingual practices in the Swedish football team IFK Marienhamn.

This questionnaire (included in the Appendix) is aimed at providing with relevant data about successful multilingual practices, strategies and techniques used in teams that could function as communicative models. In January 2020, the surveys were distributed by myself among the 6 non-Spanish players playing in UD Carrión. It consists of 15 questions, that could be divided into four main sections depending of the subject they were addressing. These four sections are: (i) national and linguistic background, (ii) on and off the field communication, (iii) situations of frustration and (iv) problems encountered as a result the lack of proficiency in Spanish.

It is important to mention that, apart from one single exception², none of the foreign players interviewed for this research has spent more than one full year in Spain, which implies that they are still getting adapted to their new social and linguistic environment.

2.2. Personal interviews

Apart from the questionnaire, I also used personal interviews and matches observation. Regarding this second data-collection method, matches observation has been used in order to get to know how information is communicated by the coach to the foreign players. As for personal interviews, they were conducted individually with players (normally in their own home or in an informal environment). These interviews were a very important complement to the questionnaire: in fact, it came out that some players were reluctant to fill out the five-page questionnaire and tended to give very short and irrelevant answers to some of the items, so that I decided to use the questionnaire as a guide to conduct the interviews, which resulted into very high-quality answers. Interviews also helped me created an informal, face-to-face conversation with players, which was topic-governed rather than question-driven. Moreover, African players were recorded, as they showed special interest in being filmed, and many pictures of the meetings were taken as part of this research.

2. Namely, the Rumanian player Dimitrescu, who arrived in Spain five years ago. His personal report of the multiple difficulties that he had to face during the first two years as a consequence of his poor command of the Spanish language have been extremely useful for this analysis and for my whole research.

This questionnaire was created in a way that reflects the principal aims of this investigation. There seems to be various reasons in favour of a full interview as the principal source of data collection. The main advantage of the informal meetings is that I could control the amount of time spent on each footballer. For this reason, I contacted players well ahead in time, so that they knew in advance the approximate length of the interview, to which they agreed very enthusiastically. This method appears to be more appealing than asking the footballers to give written answers to the questionnaires in their homes and then send them to me back in a couple of days.

Five out of the six interviewees showed an intense enthusiasm; they were willing to answer at least orally all the questions and were very committed. I really appreciated their implication in the activity. Another advantage of these interviews has to do with the very limited availability of the players. At the beginning of this process of data collection, I thought that it would be hard to contact all the players independently. Surprisingly, thanks to the cooperation of my friend Ivan Delgado (who also plays in this team), that was not the case. In general terms, players preferred to speak than to give long written answers, which is the main reason why I decided to make them feel as comfortable as possible, so I could maximize this part of my research.

First of all, Iván provided me with some personal information about the six players, personal stories and funny anecdotes within the team. Thereafter, I collected some data about their countries of origin, such as typical traditions and famous footballers there. Therefore, I started the interviews by interacting with them using this information. This increased their degree of implication in the interviews. These warm-up questions not only provided we all with a most friendly meeting atmosphere, but also helped me obtain the players' confidence and, consequently, better quality data. Adding to all this, it should also be stated that two of the respondents knew that I play in another football team near Carrión de Calatrava (known as CD Bolañego). Once again, knowing that they were being interviewed by a peer contributed to better interaction and increased commitment by my informants.

3. Analysis of data

The initial aim of the questionnaire was to provide with some guidance to the interviewees, rather than making them follow its structure. Since the very first meeting with players, some questions have resulted to be crucial to the development of this experiment, while others, as expected, have turned out to be less relevant. The following discussion of my results is divided into four sections, corresponding to the four issues addressed by the questionnaire that were commented in previous sections.

3.1. National and linguistic background

As has been said above, during the last few years this team has undergone a sudden process of internationalization, through which players from seven different European, African, American and Asian countries. However, as can be seen in *Table 1*, foreign players are still a minority, in as much as two thirds of the team players are local.

Spain	Romania	Ivory Coast	Niger	Morocco	Brazil	South Korea	Japan	Total
16	1	2	1	1	1	1	1	24

Table 1 The national background of UD Carrión players in 2020

Given this international background, it is obvious that the UD Carrión can be considered a highly multilingual team. According to the answers to *question 1*, up to eight different languages spoken by its players: four Romanic languages (Spanish, Brazilian Portuguese, French and Romanian), one Semitic language (Arabic), and two Asian languages (Korean and Japanese; see *Table 2*).

Spanish	Romanian	French	Arabic	Portuguese	Korean	Japanese	Total
16	1	3	1	1	1	1	24

Table 2 The LIs of UD Carrión players in 2020

This apparently simple linguistic distribution is further enriched if we take into account the local languages and dialects spoken and used by some of these foreign players, many of whom come from

multilingual backgrounds. This is the case of the three African players, who speak standard French plus a variety of West-African French³ plus, at least, one vernacular African language. For example, the player from Niger describes a bilingual family background, with two main languages, French and Bambara⁴, spoken indistinctively at home, plus a good knowledge of Hausa⁵. Similarly, the two players from Ivory Coast reported a multilingual background, with French as their national language and, at least, one African vernacular language (normally Hausa). This is in very clear contrast with the situation reported by the two Asian players, who describe a strictly monolingual family and educational background. Multiple studies have given some evidence to support the advantages of multilingualism when learning a third language (see, among others, Cenoz, 2003). For example, bilingual speakers have a wider mental view of a language than a monolingual, as well as a greater perspective of the varieties of language and the possibilities of expressing the same idea in different linguistic ways. Furthermore, in the case of the three French-speaking players, it can be assumed from their comments and from their answers to *question 2* in the questionnaire that they have had a shorter period of adaption to L2 than the other players. This could be easily related to the many linguistic similarities between these two Romanic languages.

3.2. Use of language on and off the field

Nowadays, being a semi-professional footballer automatically implies working in a multicultural and multilingual environment. It should be noted here that football is a participative sport consisting basically of automated physical behaviour, where linguistic communication plays a secondary role during the matches (i.e. commenting one pass with a fellow player or warning him that an opponent is coming closer from behind). Nevertheless, very often footballers need to adapt into a new social and linguistic environment, and they need to learn the basic vocabulary required in the country where they are working. It is true that body language and gestures could compensate for their lack of proficiency in Spanish, but the more linguistic skills a player has in their new language, the better they will adapt to the new situation, not only in the context of football matches but also off the field.

This was the case of two of my French-speaking interviewees, Sadiou and Rachidou (both are original from Ivory Coast), who informed me during the meeting that, at the beginning of the season, they had difficulties to understand the indications of the manager. However, my third French-speaking respondent narrated a different experience: Yvan (from Niger) stated that having a girlfriend in Ciudad Real had helped him make considerable progress with his Spanish command in just four months. Consequently, his performances on the field had improved in a very reasonable way, thanks to his better knowledge of Spanish.

Regarding the two Asian players, the situation that they reported was radically different. Rei (born in Japan) expressed that he started to study football terminology in Spanish two months before he came here, and Son (from South Korea) described some of the adversities he faces whenever football jargon is used. For instance, he reported that, a few weeks before the interview, he got very stressed during a match when their Spanish teammates asked him to “sacar al equipo”⁶, as he interpreted that they were about to remove him from the team. Thus, when the striker received the ball, he was not in an offside position.

Taking into consideration the technical terminology required to play football, which constitutes an obstacle to all foreign players. I was hardly surprised when Rei mentioned the fact that Western European facial expressions and body gestures posed an important problem for him at the beginning of his stay in Spain when, for example, he tried to indicate the referee that he had been fouled in his back, and he was given a red card because the referee understood something completely different.

3. Following Boula de Mareüil, Rouas & Yapomo (2011), I will use the term West-African French to refer to describe the set of mutually interconnected colonial varieties of French developed in Western Africa. Broadly speaking, these varieties of French are spoken by 75 million people in a variety of African countries, including Ivory Coast, Niger, Mali and Senegal, among others.

4. Bambara is a Niger-Congo language spoken by circa 15 million people in Mali, where it is considered a national language. However, only one third of these speakers use Bambara as their mother language, whereas the other two thirds use it as a lingua franca (Dumestre, 2003).

5. A Chadic language with circa 80 million speakers from Niger, Nigeria, Ivory Coast and Ghana (Schuh & Yalwa, 1999).

6. In Spanish football jargon, the expression “sacar el equipo” is used to ask the defence to move one step closer to the midfield.

Some of the questions related with their communicative situation (such as *question 5* in the questionnaire), have helped me determine the degree of linguistic competency of these foreign players. Although their speaking skills cannot be considered poor (all interviews were conducted in Spanish, with the help of Google translator), especially in terms of their use of vocabulary and expressions related to football (Schmidt 2008), they reported their lack of communicative skills in their everyday routine, which produced a certain sense of inadequacy. For example, during the team Christmas dinner, where players discussed various aspects of their personal lives outside the football pitch: most of my interviewees mentioned that, in situations like these, they could not follow a current conversation with their Spanish mates. This is because off-the-field conversations are normally related to analytical matters rather than daily transactions or interpersonal communication that they use to express emotions or the feeling of being part of a group. Of special relevance for this part of my research is *question 4* in the questionnaire, where players were asked whether any member of the club had tried to help foreign players to improve their Spanish proficiency, in order to make their integration process easier (both into the team and into the local environment)⁷. According to the players' answers and comments, the captain of the team (Juanve, who speaks Spanish and is also fluent in French) performs the role of interpreter. As a captain, his function is oriented towards the team to achieve a common goal: winning matches. Moreover, Juanve helps the coach, especially during the first months, interpreting all the indications of the manager and helping foreign players with their Spanish during training sessions, making the integration process of African players much easier.

Regarding *questions 6, 7, 8 and 9* in the questionnaire, even though French-speaking players have more facility to understand the manager's tactics and explanations, they all agreed that, since football rules are universal, while they are still learning Spanish, their basic knowledge of the language, together with some nonverbal communication skills, are enough to understand what the manager demands of each player. Of special interest here are the comments provided by Son and Rei during the personal interviews; both Asian players reported that, at the beginning of the season, the manager provided them with individual strategic illustrations on flip charts and boards, in order to make sure that they were understanding what they should do on the field (see *Picture 1*).



Picture 1. Whiteboard tactics, individual indications given to Song.

As previously mentioned, communication with referees is not frequent and, normally, it has negative effects on the team. While Saidou and Yvan mentioned that they had been sent off two times because of miscommunication problems with referees, the others stated that the less you talk to the referee, the better. In fact, the linguistic barrier existing between foreign players and referees, leads them to vent their feelings of anger and frustration through swear words, which it is not acceptable under any circumstances.

7. It is important to mention here that, given its very low budget, the team cannot afford hiring Spanish teachers to help foreign players enhance their Spanish skills. Consequently, off the pitch conversations and the role of an interpreter in the team are essential aids.

3.3. *Situations of frustration (as a result the lack of proficiency in Spanish)*

It is well known that communication during the training sessions and matches is context dependent and related to the player's positions on the field and to the tactics of the manager, which they know in advance. Consequently, players predict the meaning of the message even though their proficiency in the target language is not enough to communicate effectively. However, there seems to be more than just the "no problem" attitude that most foreign players follow when arriving to their new teams. Four (out of six) of my interviewees admitted in our meetings that this miscommunication and lack of proficiency problems lead to frequent situations of frustration. They all admitted that being unable to communicate properly during the training sessions cause them frustration (*questions 11 and 12*). Nonetheless, the vast majority added that their main problem comes when dealing with everyday situations (such as going to the dentist or to the bank), when they see their own personal limitations in relation to the linguistic vocabulary needed in these contexts.⁸

3.4. *Other language-related problems encountered*

Most footballers claim their complete understanding and linguistic competence in Spanish. Nevertheless, there are several situations in which they realised that they lack the skills to convey a message properly: for example, when asking or making a more pressing action or activity, such as taking a relative or a friend to the hospital, or trying to manage a conversation with official authorities (such as bank clerks or the police). Players use to understand as *full competence in a foreign language* their ability to communicate fluently with their teammates and members of the club, managers and the president. Where more accurate linguistic skills are required, the role is carried out by their agents, though only Rei and Yvan stated to have an official agent. The rest of the respondents cited that the team manager or the president act as their representative.

At this final point of the informal interview, Son mentioned one unfortunate event he was part of just two weeks before our meeting. He parked illegally his motorbike in the vicinity of the stadium. Suddenly, the police entered the football field asking for the owner of that vehicle. The matter was then mediated by the team manager, who was the one dealing with the official authorities on behalf of Son.

In sum, these interviews with the foreign players have contributed to stress the importance of non-verbal communication and body gestures (especially during their first few months in a Spanish team) to convey well enough the content of their message. In relation with the idea of simplifying the content of their speech (see *question 15* of the questionnaire), players do not feel comfortable with the idea of summarising their topics or reducing the content of their message, which I found really remarkable, because in my football experience, when I used to have this type of situations of foreign players in the team, they tried to synthesise the full message, just to make themselves understood.

4. **Concluding Remarks**

As indicated by Ringbom (2012, p. 192), linguistic factors are essential for a prosperous adaptation of foreign players into a football team, despite the fact that numerous off-the-field situations can be tackled by partners helping not really capable players. Creating a friendly atmosphere within the team could lead to a better way of dealing with hindrances regarding communication barriers. Moreover, the role of an interpreter seems to be crucial to reduce the time of adjustment of future foreign players. In terms of the small, regional team analysed for this study, one should wonder to what extent the growing degree of multilingualism described here is being tackled with, both officially and extra-officially.

In this study, I have been able to describe some important aspects of the interactional sociolinguistic strategies used within this football team. As has been seen above, rather than adopting English as their lingua franca (as is happening in other European teams; see, among others, Chovanec & Podhorna-Policka, 2009, and Ringbom, 2012), UD Carrión foreign players are opting for Spanish as a foreign language as their main means of oral communication. Given the lack of English proficiency (not only by foreign players, most of whom come from French ex-colonies, but also by local players and coaches) and the fact that most players are monolingual, no radical changes are expected in terms of language choices in the near future, but this will highly depend on the linguistic background of future foreign players.

8. For example, during this part of the interview, the Korean player Rei mentioned his experience with a security guard in a supermarket during his first week in Spain, when he asked for a pen drive and he felt terribly tense and frustrated as the security guard did not put much effort into understanding him.

In my view, more attention should be put into the drafting procedure for coming seasons: as this semi-professional team's budget is limited, an important emphasis should be paid to the linguistic skills of potential new players. Therefore, foreign players' understanding of Spanish (and, eventually, English) is a relevant aspect to bear in mind. They should be given sufficient opportunity to become familiar with the fundamental football jargon, and the team should avoid hiring foreign players in the middle of the season. Successful communication within the team (both on and off the field) is essential in order to achieve the club's common goals. Hence, more professional resources could be provided by the club for teaching the main language used.

In sum, since Spain is considered one of the countries of reference in the world of football, more foreign players will join national and regional teams with the promise of improving their skills and becoming professional players. Things being so, more coherent language policies should be implemented by these Spanish teams and their managers.

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Appendix. The questionnaire

1. Proficiency in different languages (indicate with a cross where it is relevant)

	Mother tongue	Excellent	Very Good	Good	Fair	Weak
French						
Spanish						
Japanese						
Portuguese						
Other						

Criteria:
Excellent → Nearly native-like proficiency
Very Good → Can speak fluently, has no difficulties in understanding speech
Good → Understands a lot, but does not speak very well
Fair → Understands some, but speaks very little
Weak → Understands a little, cannot speak
Mother tongue → Excellent Very good Good Fair Weak

2. How long have you lived in Carrión or Ciudad real or in some other places where Spanish works as the medium of communication?

- All my life 8–15 years 4–7 years 1–3 years Less than a year

3. Cd. Carrion’s language in the field during training sessions and matches is Spanish. What is your opinion about it?

- It is the most correct alternative Other language would be better

4. Has any member of the club tried to help their foreign players to improve their Spanish proficiency, thus integrating them into the team and the Ciudad real environment?

- Yes No

If yes, in what way? Has it helped you?

.....

- the communicative situation

5. What language(s) do you speak with your teammates off the field? Indicate the language and the order:

	1	2	3
French			
Spanish			
Japanese			
Portuguese			
English			
Other languages			

1 = the language I speak most
2 = a language I quite often speak,
3 = a language I sometimes speak
For 2 and 3 you can indicate more than one language, if applicable

Do you ever mix any of those languages when speaking?

- Yes No

If yes, Which ones?

.....

6. What languages do you usually speak with your coaches? Indicate the order (if could be considered number 3 as any other member of the staff)

	1	2	3
Spanish			
French			
Portuguese			

7. What language(s) do you speak with Cd. Carrión’s club officials? Indicate the order.

	1	2	3
Spanish			
French			
Portuguese			

8. What language(s) do you speak with players from the Spanish teams? Indicate the order.

	1	2	3
Spanish			
French			
Portuguese			

9. What languages do you speak with referees, and with officials in the Spanish teams? Indicate the order.

	1	2	3
Spanish			
French			
Portuguese			

10. What languages do you speak in Carrión, with others than teammates and club officials? Indicate the order.

	1	2	3
Spanish			
French			
Portuguese			

11. In what types of situations have you been frustrated because of language problems?

	Often	Sometimes	Never
During training sessions with teammates			
During training sessions with the coach			
During matches with referees and match officials			
During matches with players in Spanish teams			
Off the Field, with teammates			
Off the field with club officials			
Off the field with players from Spanish teams			
In Carrión talking to others than Cd.Carrión people			

I have not experienced any language problem

12.If you have ever felt frustrated, this depends on

- Mainly my own limited proficiency in the language
- Mainly my partner's limited proficiency in the language
- Both my own and my partner's limited proficiency

13. When you are talking to a team mate and have problems because of his limited proficiency, what do you do? Indicate what strategies you use and how often.

	Never	Often	Sometimes
I try to speak more slowly and clearly			
I change into another language			
I ask somebody for help			
I change/simplify the content of my message			
I use non-linguistic means (body language, mimics)			
I try to rephrase my message in some other way			
I repeat my message			
I try to use words from my mother tongue or some other language to convey my message			

When talking to people that are not your teammates, is there any difference?

- Yes No

If yes, what kind of difference?

.....

14. What do you normally do when you have difficulties in the understanding of what your partner is saying?

	Never	Often	Sometimes
I ask him to speak more slowly and clearly			
I ask him to repeat what he said			
I ask him to say the word(s) in some other language			
I ask him to explain the meaning of the word(s)			

15. What do you do when you notice that you yourself do not know the language well enough to convey the message?

	Never	Often	Sometimes
I try to get help from others			
I change/simplify the content of my message			
I try to get help from my mother tongue			
I try to get help from English, French or other language you know			
I try to get help from other languages than English and my mother tongue			
I gesticulate and use body language, mimics and other non-linguistic means to convey my message			
I change the topic of the conversation			



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