Ocean i3 Language Policy

2020-21

Authors:
Karin van der Worp
Itxaso Etxebarria Lekanda
Giorgia Gabbricci

Abstract

The aim of this Language Policy is to help maintain the linguistic diversity of the Ocean i3 community. On the one hand, this document sheds light on the main reasons for implementing the Language Policy. On the other hand, it provides a set of game rules to help decide which language to use at each moment, and ultimately, enable participants to reassert their linguistic identities without invading others.

Key Words

Language Policy, multilingualism, multilingual communication, cross-border, university project.

Authors

Name: Karin van der Worp
Position: Assistant Professor at the University of the Basque Country (UPV/EHU) and member of the DREAM research group
Country: Basque Country, Spain
E-mail: karin.vanderworp@ehu.eus

Karin van der Worp holds a Doctoral Degree in Education (UPV/EHU, Basque Country), a Master's Degree in Teaching Spanish Language and Culture (RuG, The Netherlands), a Master's Degree in Applied Linguistics (RuG), a Bachelor's Degree in Romance Languages and Cultures (RuG) and a Bachelor's Degree in Pedagogy (UPV/EHU). She is an Assistant Professor at the UPV/EHU University of the Basque Country, in the Faculty of Education, Philosophy and Anthropology, in the Department of Educational Sciences. Her research interests include multilingualism in the workplace and in education and minority languages. She has presented her work at national and international conferences and has published several articles in international academic journals.

Name: Itxaso Etxebarria Lekanda
Position: Head of Outreach and Multilingualism at Euskampus Fundazioa
Country: Basque Country, Spain
E-mail: itxaso.etxebarria@euskampus.eu

Born in Bilbao, Basque Country (Spain), she has lived in the USA (Hollister, California), where she finished her secondary education studies, in the UK (London and Worthing), where she worked as the Head of student courses and stays, and in France (Pau), where she did postgraduate studies. She is currently the Head of Outreach and Multilingualism at Euskampus Fundazioa . Itxaso Etxebarria holds a European Master's Degree in Multilingualism and Education from the UPV/EHU's Faculty of Education, Philosophy and Anthropology, a Master's Degree in Business Administration from the Bilbao School of Engineers (UPV/EHU), and a Master's Degree in Foreign Trade from the Elkano School of Business Studies (UPV/EHU). She completed postgraduate studies at the University of Pau and Pays de l'Adour, and holds a Bachelor's Degree in Philosophy and Literature (English Philology section) from the University of Deusto. She carries out research into multilingual projects developed by Euskampus Fundazioa and has presented her work at national and international conferences.

Name: Giorgia Gabbricci
Position: Researcher at Euskampus
Fundazioa
Country: Basque Country, Spain
E-mail: ggabbriccig@gmail.com

Born and raised in Forlì (Italy), she graduated in Foreign Languages and Literature (English and Portuguese) from the University of Bologna (UNIBO, Italy). During her academic degree she had the opportunity to participate in an overseas programme in Brazil, where she studied Foreign Languages and Literature (English and Portuguese) for six months at the Federal University of Santa Caterina (UFSC, Brazil). After her Bachelor's Degree, she moved to Spain to learn Spanish. More specifically, she moved to the city of San Sebastian/ Donostia, a city known for being bilingual. There, she enrolled in the European Master's Degree in Multilingualism and Education, where she graduated doing research into multilingualism in cross-border communication. She is currently working as a researcher at the University of the Basque Country (UPV / EHU), continuing her studies into multilingualism.

TABLE OF CONTENTS

Ocean i3 Language Policy

List of Figures

List of Tables

LANGUAGE POLICY

1. Presentation

Ocean i3 is an interdisciplinary cross-border university project in the New Aquitaine area and in the Spanish part of the Basque Country. This is a project carried out by the Euskampus Fundazioa (Euskampus Foundation), the cooperation between the University of the Basque Country UPV/EHU in the Spanish part of the Basque Country and the University of Bordeaux in France. Euskampus Fundazioa was set up in 2011 by the University of the Basque Country (UPV / EHU), together with the Corporación Tecnológica Tecnalia and with Donostia International Physics Center (DIPC). It was created as an interinstitutional foundation to manage and govern the UPV / EHU Euskampus International Campus of Excellence (CEI). In 2017, the University of Bordeaux joined the Euskampus Fundazioa, thus creating international and cross-border cooperation.

Figure 1: *Graphic Recording snapshot by @muxotepolitbat @ miryamartola.*
Imagine of Euskampus Bordeaux Eguna, 2019

Of the various projects to come out of this union, the Ocean i3 project addresses the challenge of reducing ocean pollution due to plastics and microplastics on the Basque-Aquitaine cross-border coast. The name Ocean i3 reflects the 3 "i" in the Basque language: Ikaskuntza/Learning, Ikerkuntza/Research and Iraunkortasuna/ Sustainability. It is an innovative programme that aims to develop transversal skills in university students based on research-based learning methodologies and aimed at the challenges related to sustainable development. Therefore, it consists of articulating research work, projects and student practices around several proposed

Figure 2: *Oceani3 students at Awareness Raising sesion at Bayonne, 2019*

missions and mobilising collaboration and co-construction of knowledge and solutions in close collaboration with territorial agents from the public, private and civil sectors of society. Herewith, interdisciplinary skills, cross-sectoral approaches and a systemic and integrated vision of problems are developed (Click here: https:// vimeo.com/469740861)

The Ocean i3 community comprises the following participants: students, administration staff and teaching staff. Furthermore, the community collaborates with a wide area of external working entities: social agents from the territory that propose various challenges, problems and case studies related to marine plastic pollution. These working entities can be defined as follows: public administrations (governments at a local, regional, autono-mous community, state and European Union level), research centres and education/training institutes other than the universities themselves (Etxebarria, 2018). Furthermore, the Ocean i3 community is not only made up of permanent members. In fact, the students, some social agents and some teachers change each year. Howe-ver, the management team and most of the teachers remain the same.

Figure 3: *Participants of Ocean i3 project's workshop at Biarritz, 2019*

The set of languages spoken by members brings multilingualism into this community. The term multilingualism refers to the ability of a single speaker or a community of speakers to communicate effectively in more than one language (Cenoz & Gorter, 2014). This term describes the Ocean i3 community perfectly. Indeed, this work group brings a diverse repertoire of languages into play, including the majority languages, Spanish and French, the minority language, Basque, and the international language, English.

The goal of the work group is not only to enhance sustainability in terms of an interdisciplinary problem-solving approach towards ocean pollution, but it also seeks to implement linguistic sustainability, whereby use of all of the community's languages are embraced and supported during the project (Click here: https://euskampus.eus/es/blog/multilingual-and-multicultural-university-work-environment-focus-on-new-aquitaine-and-the-basque-country)
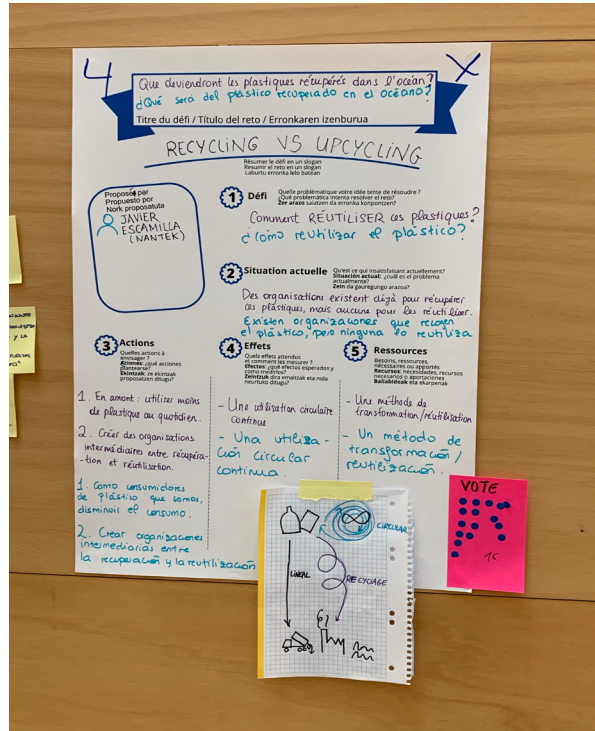
Figure 4: *Ocean i3 multilingual poster used during one of the workshops*

Overall, this community is characterised by having a rich linguistic repertoire used by members. In order to preserve and promote linguistic diversity in this cross-border project, it is necessary to develop an appropriate language policy that enables the linguistic diversity to be maintained whilst fostering the use of the four languages (including Basque, the minority language). Such a language policy could give the participants a set of game rules to help decide on which language to use whilst enabling them to express themselves in the language of their choice. Furthermore, it could eventually empower the participants to reaffirm their linguistic identities without invading the others (Etxebarria, 2018).

Therefore, the **main goals of this Language Policy** are to:

- Foster and promote linguistic diversity
- Create language awareness amongst participants, encouraging social cohesion based on tolerance of language diversity and linguistic sensitive cross-border collaboration
- Protect and promote the use of Basque as a minority language

2. Linguistic Situation

The linguistic situation of the Ocean i3 community will be described through the results of the analyses carried out during previous editions.

The following editions of the Ocean i3 project have been analysed and observed: 2017/2018, 2018/2019 and 2019/2020. However, only the most recent data (2019/2020 edition) will be used to describe and give specific examples of the Ocean i3 linguistic situation. Data was collected through observations of face-to-face and on-line workshops sessions and on-line questionnaires among the participants.

Regarding the **observations**, both naturalistic and participant observations were used in the study. First of all, one face-to-face workshop was observed using participant observation, allowing for interaction between the participants and the researcher. Afterwards, nine recordings of the Ocean i3 on-line meetings were observed and analysed through naturalistic observation, where the researcher simply observed and recorded what was happening, without interacting with the participants. This technique involves studying the spontaneous behaviour of the participants in their "natural" environment. A table detailing the observed sessions is presented below:

Date	Topic	Modality	Duration	Type of observation
January 31, 2020	Plastic pollution and the cross-border blue economy	Face-to-face	4 hours and 45 minutes	Naturalistic observation
April 3, 2020	From knowledge to action: environmental psychology	On-line	1 hour	Naturalistic observation
April 10, 2020	Make water clean again	On-line	1 hour and 40 minutes	Naturalistic observation
May 15, 2020	From knowledge to action: environmental psychology	On-line	1 hour and 50 minutes	Naturalistic observation
May 15, 2020	We are all surfriders	On-line	2 hours	Naturalistic observation
May 15, 2020	Recycling VS Upcycling	On-line	1 hour and 50 minutes	Naturalistic observation
May 15, 2020	Sport scolaire turquoise ocean	On-line	40 minutes	Naturalistic observation
May 18, 2020	Make water clean again	On-line	2 hours	Naturalistic observation
May 18, 2020	Stop aux microplastiques	On-line	40 minutes	Naturalistic observation
June 26, 2020	Final workshop	On-line	2 hours and 30 minutes	Naturalistic observation

Table 1: *Workshops analysed in the 2019/2020 edition of Ocean i3*

Regarding the on-line **questionnaire**, it was designed with the aim of defining the multilingual profile and needs of this Ocean i3 community. The questionnaire on language use was created through Google Forms and sent to all 82 participants of the 2019/2020 edition of the project: students, teaching staff at UPV/EHU and the University of Bordeaux, social agents involved, members of Euskampus. In total, 34 responses were collected. Among the respondents, 32.4% were male and 67.6% were female. The majority of the participants were from the UPV/EHU (91.2%), while only 8.8% were from the University of Bordeaux. The truth is that over the years, the participation of UPV/EHU community has been always higher than that of UB, despite efforts made by Euskampus to involve the UB community. The geographical location of most encounters next to the border or very close to the border on the French side may be a reason for this reluctance to participate, although the distance from Leioa to Biarritz is probably very similar to that from Bordeaux to Biarritz, somehow, more Basque students and teachers are willing to participate.

The graph shows the percentage of participants from the University of the Basque Country UPV / EHU and the University of Bordeaux:
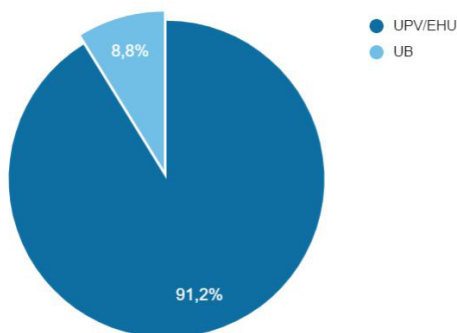
Figure 5: *Participation Percentages*

As for the participant profile, there is a slight majority of students, 54.5%, although the teaching staff/ students ratio is quite balanced, with teaching staff participation of 42.7%.

The following graph shows the participants **profile**:
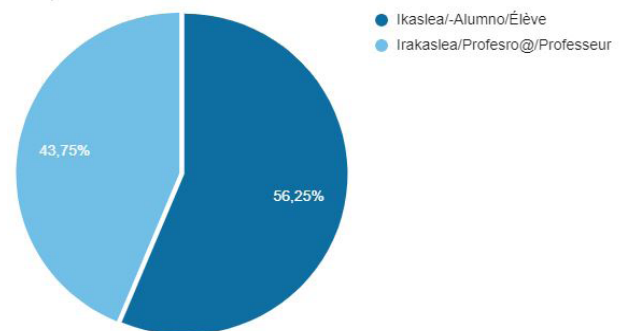
Figure 6: *Participant Profile*

To conclude, the linguistic situation of Ocean i3 will be described through the analysis of four different aspects:

1. The different languages used by Ocean i3 members

2. The different linguistic repertoires of the participants

3. The needs and preferences of participants

4. The linguistic challenges faced in previous editions

Points 1, 2 and 3 will be explained by **referring first of all** to the data collected during the observations of face-to-face and on-line workshop sessions and **secondly** to the data obtained from the responses to the Multilingualism Questionnaire.

2.1. Different Languages Used

Data from the observation of face-to-face and on-line workshop sessions will be presented first (2019/2020 edition), followed by the data obtained from the responses to the Multilingualism Questionnaire (2019/2020 edition).

2.1.1. Observation of face-to-face and on-line workshop sessions

The data obtained show that most of the sessions were characterised by multilingualism and all four community languages were used during the workshops in all previous editions of Ocean i3 (spoken or written). In general, the sessions were characterised by the use of a multilingual approach. However, in general it was clear that the languages used to interact by the groups were the languages that had the largest number of speakers within the group. For example, if the majority of members of the group were Spanish speakers, there was a tendency to choose this language as the main one for communicating, and if the group had a majority of French participants, the tendency was to speak in French.

In addition, it should be noted that some cases appear where a member deliberately chose to do a presentation in a language other than the common language chosen informally by the group, and the other members of the group often returned to the common language to ask questions or make comments.

However, despite this tendency to use a common language to speak, most of the sessions analysed were characterised by multilingualism and switching from one language to another to ensure understanding and communication for all groups members of Ocean i3. Furthermore, during the face-to-face workshop, it was observed that if two interlocutors did not speak each other's language, they tended to use English. If there was no common language, the two speakers were able to communicate thanks to the similarities between French and Spanish, both being Romance languages, and also due to a relative knowledge of the respective languages (French participants had an intermediate level of Spanish, and Basque participants had a low-intermediate level of French).

The results of the observations indicate that the language that was used most was Spanish, followed by French and Basque (which played a major role in the project presentations of the UPV / EHU students). The language that was used least was English, only being used in specific cases and written on PowerPoint presentations. Three of the workshops analysed were characterised by mainly using a single language. Furthermore, it was noted that the workshops in which the main language was French were those with less multilingual dynamics, while the workshops in which the main language was Spanish had more multilingual dynamics. The term multilingual dynamic refers to the constant switching between languages, translanguaging, receptive multilingualism, the production of information in a multilingual display (both written and spoken) and in general, the flexible and tolerant standards to be immersed in a community that manages itself freely in 3-4 languages on a daily basis.

2.1.2. Responses to the Multilingualism Questionnaire

The first Language (L1) of the participants is shown in Figure 7:
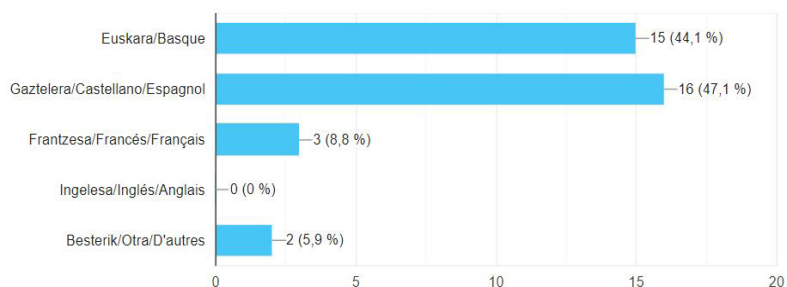
Figure 7: *L1 of the participants*

As shown in the graph, Spanish was L1 for 16 participants, followed by Basque, which was L1 for 15 participants, and only 3 participants indicated that French was their L1, which may be explained by the low participation rate of the members of the University of Bordeaux. 2 members identified themselves as either a speaker of another language or a bilingual speaker of Spanish and Basque.

Figure 8 shows the use of languages at home:
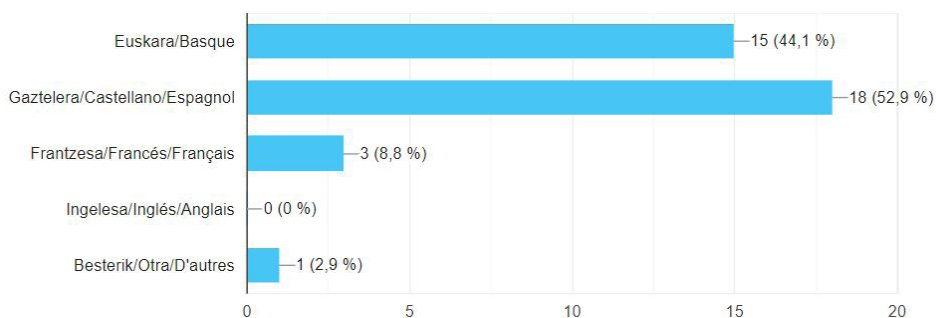
Figure 8: *Percentage of use of language at home*

It is shown that the majority of participants use Spanish at home (52.9%), followed closely by Basque, with 44.1%. The low percentage for French (8.8%) is in line with the number of French-speaking participants who completed the questionnaire. The remaining 2.9% corresponds to students who use another language at home.

The question *"what language do you use mainly at university?"* provided the following results:
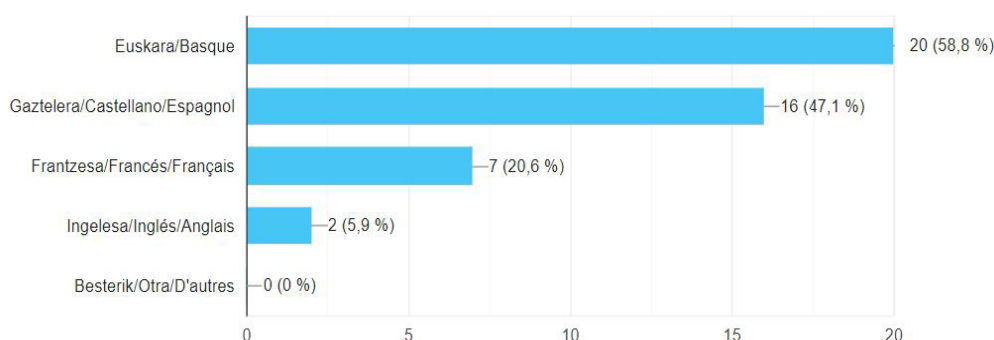
Figure 9: *Language used at university*

The **language used by participants in the university environment** is mainly Basque with 58.8%, followed by Spanish, with 47.1%. This shows a different pattern compared to the L1 or languages used at home, in which Spanish prevailed. The number of students who use French (20.6%) is slightly higher than those who speak French at home or have French as their L1 (8.8%).

Finally, 5.9% use English in the university environment, despite the fact that none of the participants have English as their L1 or use it at home.

Continuing with the analysis of **language use at university, participants were asked what language they were using on their** Bachelor thesis. The results are shown in Figure 10:
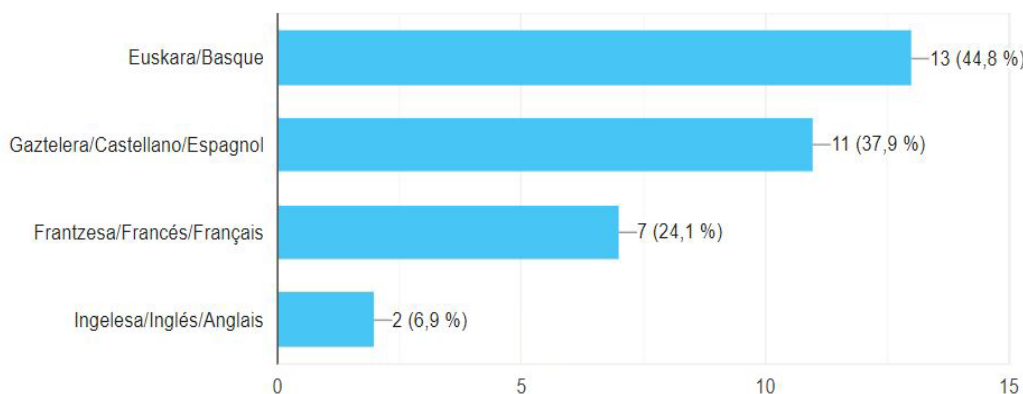
Figure 10: *Language preference for the development of Master's and Bachelor's Theses*

The most commonly used language for writing Bachelor's theses is Basque (44.8%), in line with the results shown in the previous figure. The percentage of participants who chose Spanish for their Bachelor's thesis is slightly less than the percentage of those who studied their degree in Spanish (37.9% compared with 41.2%). The same occurs with French: 24.1% chose to do their Bachelor's thesis in French compared with 26.5% who studied their degree in this language.

However, comparing the language mainly used at university with the language mainly used in the Ocean i3 projects, results are rather different.

The results of which languages participants mainly use in the ocean i3 project are shown in the figure below:
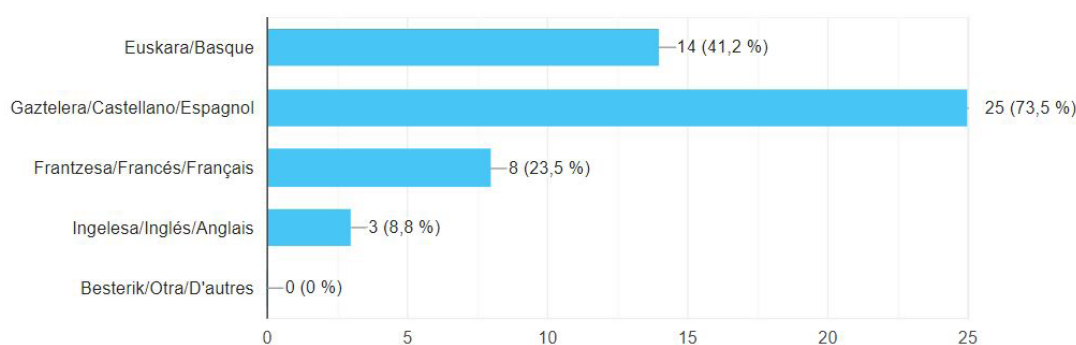
Figure 11: *Language preference in the Ocean i3 project.*

Although 41.2% mostly used Basque, a majority of 73.5% used Spanish in the project. 23.5% of the participants mainly used French in the meetings, whereas 8.8% used English. The reason for the total adding up to more than 100% might be because multiple answers were possible, so some participants chose more than one language as the mostly used language.

2.2. Different linguistic repertoires of the participants

Data from the observation of face-to-face and on-line workshop sessions will be presented first, followed by the data obtained from the responses to the Multilingualism Questionnaire.

2.2.1. Observations of face-to-face and on-line workshop sessions

The set of languages spoken by the members of Ocean i3 (French, Spanish, Basque, English) makes the linguistic repertoire of this community multilingual. In fact, during the Ocean i3 workshops French, Spanish or Basque (as local languages) were mixed with English (considered a lingua franca due to its global use). In most cases, many organisations support an idea of linguistic unity. However, for practical and ideological reasons, they often choose an official and corporate language. This language is used as a lingua franca in meetings and in written communication and also functions as a symbolic expression of the organisational unit (Gunnarsson, 2013). On the contrary, the Ocean i3 community does not seek to use only one language for communication. All the languages of the community are welcome and speakers can choose which language to use to better express themselves.

2.2.2. Responses to the Multilingualism Questionnaire

In relation to the language used in meetings, Spanish is used the most (13 ranked it in first place, followed by 11 who chose French, 7 who opted for English and 6 who chose Basque). English is the least used language (13 ranked it in the last position). It can be concluded that Spanish (bridge language) and French are the most used languages. For this reason, the languages that often prevail in group work are Spanish and French.

The following graph shows how languages are used during Ocean i3 meetings, according to the participants' opinion:

16. À votre avis, dans quelle mesure les différentes langues utilisées dans les réunions du projet Ocean i3? Mettez les langues suivantes par ordre d'utilisation (1 = la langue la plus utilisée, 4 = la langue la moins utilisée)/MARQUEZ SEULEMENT UNE CASE/MARKATU BAT BAKARRIK/MARCAR SÓLO UNA CASILLA/Zure ustez, noraino erabiltzen dira hizkuntza desberdinak Ocean i3 proiektuaren bileretan? Jarri ondoko hizkuntzak erabilera ordenan (1 = gehien erabiltzen den hizkuntza, 4 = gutxien erabiltzen den hizkuntza)/En tu opinión, ¿en qué medida se utilizan los diferentes idiomas en las reuniones del proyecto Ocean i3? Pon los siguientes idiomas en orden de uso (1= el idioma más utilizado, 4= el idioma menos utilizado):
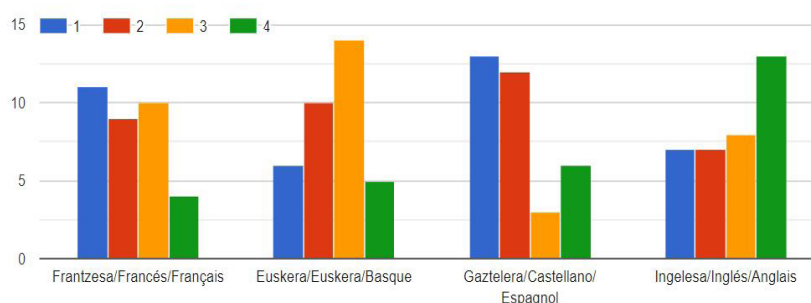
Figure 12: *How languages are used in Ocean i3 meetings*

The participants adapted to each situation and adopted the language to use tacitly or otherwise they agreed explicitly on the language to use, although they did express their dissatisfaction with the use of French as the lingua franca instead of English.

Ulertzen dut erronka eta teorikoki ados nago (garrantzitsua eta goraipatzekoa iruditzen zait egiten den ahalegina) batez ere, euskara bezelako hizkuntza gutxituen ikuspegitik, baina hizkuntza denak ez menperatzeagatik (frantsesa nire kasuan) informazioa galtzea pena bat iruditzen zait. Agian, ohituta ez egotea da nire arazoa, zientzian dena inglesez egitera ohituegi nagoelako eta Irunen adibidez, ez zen inglesa erabiltzen nahiz eta elkar ulertzeko arazoak euki (inglesa genekienon artean), batzuk nahiago zuten google translate-ekin frantsesa-gaztelera egin, nahiz eta askotan ulertzeko arazoak euki

Quotation 1: *Explain how the use of different languages contributes to the creation of a multilingual identity.*

In the previous comment, the participant regrets not being fluent in the four languages, particularly French, and as a result, he/she missed some information. It is also a matter of habit, as English is the language used in research and he/she is not used to working in French. He/she regrets that everything was conducted in French in the workshop held in Irun, and English was not used at all, although its use would have favoured full comprehension. Some participants preferred to use Google Translate to translate from French into English despite comprehension problems. We could therefore say that the use of English as a lingua franca should not be ruled out and its general use could be encouraged at times.

2.3. Needs and Preferences of the Participants

Data from the observation of face-to-face and on-line workshop sessions will be presented first, followed by the data obtained from the responses to the Multilingualism Questionnaire.

2.3.1. Observations of face-to-face and on-line workshop sessions

Although the Ocean i3 community used a multilingual approach during its sessions, it was observed that members usually have preferences for a specific language. The data obtained show that the preferences and needs of the participants are different from each other. Examples from the 2019/2020 edition of Ocean i3 will be used to explain this.

In one particular case, a student preferred not to use the language proposed by the group moderator to speak. This case occurred in the meeting on April 3 2020, when one student chose not to use English for the presentation of her project.

Moderator: Après je voudrais savoir si vous communiquez mieux entre vous en anglais ou si… je ne sais pas… peut-être que vous allez travailler en anglais entre vous, est-ce que vous trouvez plus simple de vous déplacer par mots pour des questions techniques, je veux dire?

¿Preferís hablar en inglés? Tal vez por estos temas tan técnicos que al pasar por Cecile y por mí, tal vez lo estamos empobreciendo… no sé, ¿cómo lo veis?

Student: Yo en inglés para explicar esto un poco mal

The moderator referred to the two parts, first to the French part and then to the Spanish one. A Basque student prefers not to use English to present her individual project, since she did not consider herself capable and confident in doing so. Consequently, the moderator accepted her choice, reminding everyone that each member was free to choose the language to speak in.

Sometimes, members decided to use the language they felt most comfortable speaking in, although no other person in the group understood this language. An example of this occurred at the workshop on May 18, 2020. The first student who presented her individual work decided to speak Basque, as it is the language in which she studies at university and in which she feels more confident communicating. The student made this choice despite being aware that most members of the group did not speak Basque.

On the contrary, members try to follow the needs of their group members when they speak. For instance, in the workshop on May 15 2020, one student started her presentation in Basque, introducing herself and presenting her project in a general way. After this general presentation, she expressed her desire to continue the project presentation and the results obtained in Spanish, to ensure that those members who did not speak Basque would understand.

In general, participants confirm understanding the speech offered in different languages. Only in specific cases were language needs reported. When reported, moderators immediately proceeded to help. An example of this was the meeting on May 15, 2020. A participant asked the speaker if it was possible to see his face while speaking (focusing on the lips) in order to understand Basque better. The speaker was speaking in Basque and although this member of the group understood Basque, he did not master it.

"Ehm… una cosita, una cosita. A la hora de hablar me ayuda mucho leer los labios de la persona. Sobre todo si se me va a hablar en un idioma que no controlo muy bien"

Another example is the meeting on May 18, 2020, in which the main languages of the meeting were Spanish and French. During the meeting, a student decided to present her project in Basque, as she was writing it in this language. The moderator respected her decision despite the fact that neither she nor the translator spoke Basque. She just asked her to speak more slowly. In this case, the group members who did not speak Basque showed their need for a translation.

2.3.2. Responses to the Multilingualism Questionnaire workshop sessions

Overall, although all members have always taken an active part in the multilingual approach of the community, there have been cases in which members have followed their needs and preferences. In these cases, the moderators always supported the members and helped the communication and understanding of the group. It can be said that every time a member has expressed a need or preference, the moderators have always tried to fulfil it.

At this point, it is worth highlighting some of the precise recommendations, namely:

- Identify needs and form the groups in accordance with this need: Reflection on Basque as a minority language and on its need to be protected and supported, encouraging participants to use it.

- Provide participants with more linguistic resources such as pre-workshop training in this language diversity, short glossaries in the 4 languages with the basic terminology used in this project, or some vocabulary to help them socialise in the new languages.

- Encourage participants to use their entire linguistic repertoire and respect language choice.

Regarding the question whether participants were satisfied with their language preference in Ocean i3, it is extremely interesting to observe and reflect on the comments provided in the open questions. In general, the response is positive as the majority of participants are happy, feeling comfortable with the use of the preferred language, confirming an improvement in language skills by doing so. There were 33 written responses to the question of language preference, but only 6 have been selected as an example.

Are you satisfied with the use of your preferred language in Ocean i3? Explain your answer:

- The first member to respond said he was satisfied with his language preference in Ocean i3

  Poz pozik

  (Extremely happy)

- The second member stated that he was satisfied, particularly because he felt more comfortable speaking in Basque:

  Bai, erosoen sentitzen naizelako euskara erabiltzen dudanean

  (Yes, because I feel more at ease when I use Basque)

- The third member also claimed to be satisfied, because he felt more comfortable expressing himself in the languages he wanted

  Si, porque estoy más a gusto a la hora de expresarme

  (Yes, because I feel more comfortable when I express myself)

- The fourth member said he was satisfied because this multilingual approach helped him to improve and practise his language skills

  Sí, porque me ayuda a mejorar el uso de dicho idioma

  (Yes, because it helps me improve the use of such language)

- The fifth member was satisfied because there was always a translator willing to help when there were comprehension problems

  Oui, car traduction en français si il y a un problème de compréhension

  (Yes, because there is translation into French when there is a problem of comprehension)

- Finally, the sixth member claimed to be satisfied because in this way he could choose the language he preferred to express himself and did not risk failing to participate in the conversation because he did not know how to say something.

  Oui, car je la maitrise et je peux intervenir plus facilement sans craindre de ne savoir comment formuler ce que je souhaite

  (Yes, because I am proficient in that language, and I can participate more easily without risking not knowing how to formulate what I want).

As previously stated, there are different reasons why the participants showed comfort and happiness in using the language of their choice and allowing them to choose the one in which they felt more comfortable. At the same time, by doing so, they improved their language skills in a multilingual mode

In the following multiple sentences, participants were asked to indicate their level of agreement/disagreement with the different statements on a scale from 1 to 7, whereby 1 represents total disagreement and 7 represents absolute agreement. The following graph shows the participants' responses:
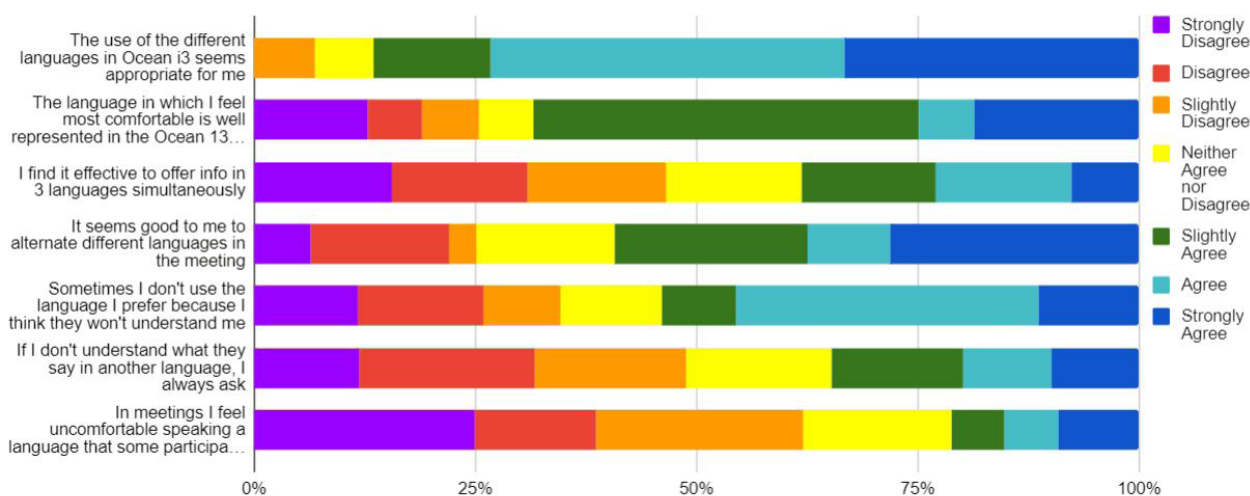
Figure 13: *Likert scale responses of the participants*

In conclusion, it could be said that the tolerance towards diversity is a sign of identity in this project, in which participants welcomed the different languages used as an opportunity to create language awareness as well as favour a flexible and open approach to communication.

Finally, participants were asked to briefly explain how the use and acceptance of several languages in this community contributes or fails to contribute to the creation of a multi-cultural identity within said community. Of the 22 responses analysed, most of them offered positive reactions to the group's multilingualism but without relating it directly to the creation of their own identity. They found it easier to express the passion for a specific matter in their own language: *Pasioa hobeto transmititzen da erosoa duzun hizkuntzan.* They also found the very word "multiculturalism" appealing, which they understood as a variety of languages, which eventually makes more open-minded citizens: *Beraz, hainbat hizkuntza erabiltzera bultzatzen gaitu, ikuspegi irekiagoa sortuz.* And stereotypes were dismantled: The use of different languages contributes towards tolerance, respect and the breaking down of stereotypes. Somehow, the group noticed the creation of a shared identity, which is characteristic of this very community: *"L'utilisation de plusieurs langues permet de rendre visible la diversité linguistique et culturelle, ce qui peut sans doute contribuer à la construction d'une identité multiculturelle"* which contributes to the feeling of belonging, pride in belonging: *Nire ustez, eleaniztasun efektiboak talde-gisa ezaugarri garrantzitsua ematen digu: babestu eta partaideok harro sentiarazteko modukoa iruditzen zait.*

Furthermore, they found the involvement of both universities fundamental for this language diversity: *Bi aldeko unibertsitateak inplikatuak egoteak, aniztasuna egotea ahalbidetzen du.*

In response to the question on what the organisation could do to improve the use of languages, the participants were willing to form mixed groups to ensure the knowledge of the different languages in each group, and hence make use of all the internal resources to facilitate general comprehension, making sure that everybody could communicate and understand at all times: *"Asegurarse de que todas las personas del grupo entiendan y puedan comunicar".* Moreover, as a suggestion for this fluidity in language comprehension, they commented on forming varied multilingual groups: *"Taldeetan hizkuntza desberdinak menperatzen dituen jendea sartzea".* In such a way, the group itself would be autonomous in language management, where resources for comprehension would be provided by the very participants.

2.4. Linguistic challenges

While the benefits of this multilingual approach in the Ocean i3 community are clear in terms of sustainable multilingualism, there still remain challenges to overcome in the Ocean i3 community.

Dealing with a multilingual community, many linguistic challenges have been faced in previous editions. The first linguistic challenge addressed was related to **ensuring communication and understanding** of all members in the community. During previous editions, the moderators and organisers of Ocean i3 made a commitment to ensure communication and understanding of all participants, while trying to put linguistic sustainability into practice where the use of all the languages of the community were embraced and supported during the project, which turned out to be complicated in some cases.

An example of this was the face-to-face meeting on January 31, 2020. The group analysed was made up of seven members, including a student from the University of the Basque Country UPV/EHU, three students from the University of Bordeaux UB, a trainee and two teaching staff members. Spanish was chosen as the main language in which to communicate. However, it was noted that during the course of the activity assigned to the group, the German member was excluded from the group dynamics. This was because at the beginning of the activity his interpreter translated what the other members of the group were saying, but towards the end of the activity the interpreter was more focused on taking part in the group conversation than translating into English. Furthermore, the interpreter always translated what the other members were saying without asking the German member his opinion. In this case, the German member not only had a negative attitude towards the Spanish, but was also unable to participate in the group's activity.

Another linguistic challenge was the **creation of multilingual groups,** where the languages present were diverse. In fact, it was not always possible to create such multilingual groups, as they were built according to the thematic interest of each participant, their home university and the project they were working on. As a result, in some cases fully monolingual groups were created, where multilingual approaches were not used.

An example of this is the on-line workshop on May 15 2020, with the theme Sport Scolaire Turquoise Ocean. The members who attended this meeting were students and teaching staff from the UB University and a student from the UPV/EHU. Consequently, French was used for all conversations, questions, presentations and PPTs. Additionally, the meeting chat was exclusively in French.

In the following figure, it is possible to see the group chat entirely in French and that the PowerPoint used was not multilingual.

Figure 14: *Sport Scolaire Turquoise Ocean PowerPoint - January 15, 2020*

Finally, another linguistic challenge was to **use and promote the use of Basque** (minority language of the community). It was noted that it was used in particular for greetings at the beginning and the end of the session, regardless of the languages in which the meeting took place. In addition, in informal pre-meetings, the minority language was used in order to create a flexible, friendly and familiar atmosphere and when the formal meeting began, the same individuals moved into a lingua franca or a majority language (Etxebarria, 2018). Furthermore, it was noted that Basque students often preferred to communicate or present a project in Basque. In most cases it was because the students of the Basque Country study in Basque and, consequently, they feel better prepared and less anxious presenting an academic project in this language. However, comparing the use of Basque with that of Spanish or French, it was noted that it was used less than other languages (both written and spoken). For this reason, it is essential to give increased importance, visibility and make greater use of Basque, as it is a minority language.

3. Language policy

3.1- Multilingual "Philosophy" of Ocean i3

Being able to communicate with others in a different language has social, political and economic benefits, both for the individual and for entire linguistic communities. This ability to share ideas, thoughts and knowledge helps build stronger, more prosperous societies. And as recent research suggests, multilingualism has cognitive benefits for individuals over their lifespan (Luk, Bialystok, Craik, & Grady, 2011).

Language use and language choice are issues taken into consideration when designing the Language Policy for this community. The ultimate goal is to build increased language awareness in the community, as well as to stimulate participants to provide opportunities to use all the languages that co-exist in this common ground of New Aquitaine-Basque Country. In other words, « renforcer les relations culturelles et linguistiques entre les régions» (in French: "strengthen the cultural and linguistic relations between the regions").

The Language Policy described herein aims to be one small step more

Figure 15: *Ocean i3 workshop held at Surfrider Europe headquaters, Biarritz, France, 2017*

towards defining and consolidating the Bordeaux-Euskampus community, more specifically Ocean i3's giving space to its linguistic diversity, and supporting the majority languages as well as the minority language, in this case, the Basque language.

3.1.1. Commitment as an organisation

Euskampus Fundazioa, a public Foundation set up by the UPV/EHU, Tecnalia and DIPC to manage the Campus of International Excellence of the UPV/EHU, amongst other projects, has faced an ever changing and enlarging multi-cultural, multilingual community since its beginnings in 2011. In 2017, it integrated the University of Bordeaux on the Board of Trustees of the Foundation. Prior to that, as a result of the **Framework Agreement signed between the UPV/EHU and the University of Bordeaux in 2014,** diverse projects in collaboration have seen the light in recent years.

As indicated in Clause 3 of the aforementioned Framework Agreement, several activities in the education and employment scenario are to be deployed (Point 5):

"The development of a specific area for the exchange of training and employment experiences that promote the use of the Basque language in the territories on both sides of the border, revitalizing the existing linguistic landscape".

The development of cross-border multicultural competency centres is not something new in Europe, where we can find different examples that have been

---

1. https://www.novatris.uha.fr/. NovaTris Cross-border Skills Centre (ANR-11-IDEFI-0005) is a department of the Université de Haute-Alsace (UHA), whose mission is innovation in the cross-border and education field by providing intercultural support and advice. The Centre was founded in March 2012 by Prof. Serge Neunlist and Florence Duchêne-Lacroix, and certified as an Excellence in Innovative Training Initiative (IDEFI) by the French National Research Agency (ANR) as part of the Investments for the Future Programme. Its current director is Vera Sauter, who works closely with Serge Neunlist.

going on for some time, such as NOVATRIS[1] in Mulhouse, whose mission is innovation in the cross-border and education field, by providing intercultural support and advice.

The aforementioned agreement suggests the development of activities in relation to this support and reinforcement of multiculturality and multilingualism, including activities in the research, innovation and transfer scenario (Point 16):

"The joint organisation of working days, sector meetings, workshops and congresses that back up the intercultural collaboration, and the multilingualism, as well as promoting the innovative culture, entrepreneurship and the production and divulgation of knowledge"

The team that manages the Euskampus project is a clear example of a group of multilingual employees who have to deal with a multicultural and multilingual environment every day, sometimes locally, sometimes internationally.

Furthermore, the goal of the incorporation of the Université de Bordeaux (UBDX) on the Board of Trustees of Euskampus Fundazioa was to create synergies among the actors in the territory. The focus of the Euskampus project lies on building and consolidating the cross-border competences of the community, as they are on both sides of the border, without foretting that the UPV/EHU is also part of a network of networks in which other European universities are also key partners.

The goal is to highlight and recognise cross-border competences as a valuable resource to support the institutions in helping citizens to develop their skills. We want to look ahead at a wider and more international concept of the European University and its scope, in this case, emphasising the linguistic dimension.

In this context, the leadership role that the UPV/EHU in collaboration with the University of Bordeaux wants to adopt and the role that these universities can play in this framework of constructing a future Europe is taken into consideration.

This is a multilingual community, in which the workers enjoy a rich linguistic repertoire, with French, English, Spanish and Basque languages intermingling on a daily basis. These workers have to interact by e-mail, phone, personally, via on-line platforms (e.g. Skype, Zoom, Google Meet, Teams, Blackboard Collaborate UPV/EHU own platform…), etc, in different languages, depending on the project and the participating group. In this community, the local language that can function as a bridging linguistic structure is Basque, a minority, pre-Indo-European language, used on both sides of the border between France and Spain. It is worth recalling that multilingual speakers of minority languages are often seen acting "as the glue between different cultures" (European Commission 2008; Gorter & Cenoz, 2012).

Multilingualism is undoubtedly an asset, and at the same time, a highly demanded skill in order to work in this team, or in other words, team members need to have the ability to speak in, preferably, at least 3 languages. This proves the fact that although English, as a lingua franca, holds a privileged position, the linguistic parameter of the university-business-research/technological environment is rich and diverse (Angouri, 2014).

Euskampus Fundazioa aims to pay special attention to the needs of its multilingual and multicultural community and to bear in mind the existing cultural differences in order to minimise gaps in misunderstanding and lack of good communication practices.

In the context of this collaboration, we thought convenient to refer to a kind of tentative language policy. However, we want to mention that such policies are usually directly or indirectly influenced by nation driven policy on a higher level and by attitudes to language use of the people involved (Angouri, 2014). In our case, the Euskampus project finds itself across two different states, Spain and France, in a nation-defined territory, the Basque Country, where some provinces are located in one country-state, Spain, and others in another country-state, France. Each of

those country-states have different language policies regarding the language diversity that exists inside its borders, and each language policy has a different impact on language use, language knowledge and language education.

Students, administration staff, academic staff and all individuals that are part of any collaborating entity (public or private), might be multilingual speakers (French, Spanish, Basque, English, other languages). It is worth mentioning that outside the domain of the two universities, there is a vast collaboration space that also works with Euskampus on a daily basis. These agents could be specified as follows: Public Administrations (local governments, regional governments, autonomous community government, state government and European Union), Research Centres, Education/Training institutions other than the universities themselves, as well as private companies, such as banks, etc.

The community under analysis is constrained to the sub-communities or institutions that are directly involved in Euskampus:

(1) University of the Basque Country UPV/EHU, (www.ehu.eus)

(2) Université de Bordeaux (UNBX), (www.u-bordeaux.fr)

(3) New Aquitaine (www.nouvelle-aquitaine.fr)

(4) Euroregion (https://www.euroregion-naen.eu/eu/)

The foundations for the treatment and multilingual diversity could be established, not only by creating language awareness in all that forms part of it, but also by safeguarding the rights of all those who come to live and work in it. The coming together of the four languages, French, Spanish, Basque and English, could be the main reason to reflect on the needs of this community and which strategies can be adopted in order to succeed.

Figure 16: *Ocean i3 workshop held at Surfrider Europe headquarters, Biarritz, France, 2017*

3.1.2. Translanguaging: a community that glides between languages rather than opting for a specific language each time

Another use of languages to consider is the practice of code-switching, that is to say, the mixing by bilinguals or multilinguals of two or more languages in discourse, often with no change of interlocutor or topic (Poplack, 2001). According to Ljosland (2011) the practice of code-switching can have three different purposes, and form a tri-part theoretical framework:

1) Code-switching theory

2) Theory of the economies of linguistic exchanges

3) Theory of imagined communities

We reflect on the practice of code-switching and will analyse what it implies. Is the purpose to make a change in role relationships? As if the participants were indicating they want to make a change in the role they adopt, moving for instance from a work-related conversation between employee and manager, to a social conversation between friends, without a physical re-location , which could be done to neutralise tension at boundaries.

The use of code switching can be understood with regulative functions, at times aiming at a social and affective effect, like reducing language anxiety or with an instructional function, or aiming at raising the meta-linguistic awareness of the group (Arocena, 2017). The multilingual speaker mixes languages anytime and anywhere naturally. Ignoring such a practice is ignoring the reality and not exploiting a potential tool in developing the meta-linguistic abilities of the student, or language user. This practice can boost or slow down communication.

In this multicultural community, looking at practices of translanguaging can also be of some help in order to favour communication, in other words:

"… the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (García, 2009).

The difference between these practices, code-switching and translanguaging, is a complex and long debate, in which intention and purpose, as well as spontaneity and delivery play a tricky role. Some explanation could be given to state that in the former, the practice is spontaneous and natural, usually carried out at great speed in conversations where the speaker reaches out from his linguistic repertoire and selects the most appropriate term for the message, aware of the fact that the interlocutor is also multilingual and will understand immediately; whereas in the latter, it could have a deliberate pedagogical purpose, usually in the hands of educators with multilingual students, enabling them to freely communicate in a flexible, tolerant manner in which they will demonstrate their knowledge not constricted by an L2, or L3 language which they may not master yet. We could contribute to soften the boundaries between languages and encourage participants to communicate freely in their whole linguistic repertoire. Besides, showing more content in the minority language could contribute to increasing the status of the language, and at the same time, enhancing the linguistic and meta-linguistic resources of the participants (Arocena & Cenoz & Gorter, 2017).

3.1.3. Multilingualism as an opportunity, part of our identity, rather than a problem to be solved

Identity is constructed through language and possibly language plays an important role in identity construction (Dewaele, 2007). The individual's ability to communicate in multiple languages has a direct effect on his/her sense of belonging to various ethnic and linguistic groups (Dewaele, 2007).

Helpful habits would include, amongst others, facing the multilingual environment as part of our identity in the cross-border arena of collaboration of the UPV/EHU and the University of Bordeaux, enhancing the language awareness in pursuit of social cohesion and flexible working dynamics where the four languages that co-exist are equally respected and used.

Language policies can have an important influence on language developments, in particular when a minority language is involved (Shohamy, 2006; Spolsky, 2009). The sense of belonging to this multicultural group implies a multi self-representation and acceptance of this diversity. The social identity comprises a variety of identities that allow each other to co-exist. This is the kind of Europe we want to construct, reassuring the individual to be true to his/her origins but open to the world and the interpretation of reality under different kaleidoscopes, under a different structuring of reality. There is no language contact without language conflict, (Nelde, 1997). How can we get the 4 languages to co-exist peacefully? This Language Policy would enable all participants to know beforehand how to behave and what languages to consider at play at all times.

The language policy at this moment of the debate seemed to arise as a possible solution for the future. In the long term, if the languages that have come to co-exist in this environment were institutionally recognised and defended by the entities that collaborate in the project, perhaps unnecessary debates and conflicts over language choice could be avoided.

A policy framework that guarantees the co-existence of languages would prevail over any debate or difference in interpretations of the legitimacy of the use of any language. However, it is important to note that a top-down approach is not always the most efficient solution, because potential negative attitudes towards such hypothetical language policy should not be underestimated. It is vital to count on enthusiastic proactive attitudes in order to achieve success.

Let us not forget that the language education policy has played a pivotal role in the success of linguistic normalisation in the Basque Country. Thanks to that policy, Basque is the main language of instruction for Basque L1 and Spanish L1 speakers today, and an increasing number of speakers of other languages are also being taught through the medium of Basque (Cenoz 2009; Gorter et al. 2014). The reality of success already achieved in education in the Basque Country cannot be ignored in the specific environment of our study.

However, at this point, concerning the legal rights of linguistic minorities in the European Union (Gorter & Cenoz, 2012), in 1957 the Treaty of Rome established by the European Economic Community (EEC), at that time, did not take into account the vast diversity of languages spoken across Europe because it did not consider linguistic minorities. It is the states that largely determine which level of rights is given to linguistic minorities. Some states have provisions in their constitutions that anchor basic legal rights of the minority languages on their territory. There are also states, such as France or Greece that nowadays admit the existence of minority groups on their territory, but are reluctant to provide any rights at all. The

Figure 17: *Ocean i3 workshop held at Donostia Aquarium, 2018*

possible plans of action to implement the Language Policy and the development of cross-border competences that help to create the language and **meta-cultural awareness** could possibly be done by the two universities themselves. This could be suggested to both universities in order to improve not only the linguistic abilities but also the socio-cultural competence of future students. In that way, they would be able to participate better in cross-border projects where they would have to be conscious of the multicultural and multilingual dimensions of their work. The policy aims to protect language diversity on the one hand and teach languages on the other. "The European Union has declared multilingualism an important goal for all member states. The policy aims at protecting language diversity on the one hand and teaching languages on the other. The European Framework of Reference regulates and demands multilingual language competence in Europe. Each European citizen should understand at least two languages other than the mother tongue". (Finkbeiner & White, 2017).

In reference to Basque, the aim is to give some breathing space to this minority language, contribute to that language awareness in the community and linguistic patrimony of the region, as well as to reinforce the presence of this language wherever possible and there is common linguistic territory.

A plan of action could lead to a better and more proficient multilingual community. Such a plan could comprise content and language integrated learning, internationalisation, student mobility, access to learning and research materials, staff mobility and career opportunities after graduation (Ljosland, 2011). If we want to improve the state of the art in linguistic proficiencies as well as the needs of the individuals involved, then a tentative language policy can be the result. Similarly, a tentative improvement in language education in the university degrees on offer may be a result. This is the ultimate goal to obtain a good and valid outcome for the linguistic foundations of the emerging cross-border university community.

3.1.4. Vision of our multilingual community

Regarding linguistic diversity[2] and the regulations to implement, we envision a community with **open standards** when coming to accept the four languages that co-exist, favouring the use of free choice, no matter what language was first used by the interlocutor. That is to say, no matter what language was first used, the interlocutor has the freedom to answer in whatever language he/she may feel more at ease. This flexible environment would be accepted in a classified category.

We envision a community that **highly recommends issuing** all official dissemination documents in at least 2 of the 3 local languages of the community (Basque, French and Spanish), always placing the Basque language in a predominant position to help visualise the minority language in need of protection and support.

We envision a community with **flexible standards** when it comes to interacting internationally with French or European partners, and the choice of English or French is to be taken and agreed by participants. We would provide resources to favour spontaneous interpretation or the practice of receptive multilingualism (where one speaker uses one language and the other understands but feels free to answer in another language).

---

2. This community is an example emulating Tecnalia's Linguistic Diversity Group.

3.2. A practical Guide for a Multilingual community

In order to preserve and promote a multilingual approach in this cross-border project, it is necessary to develop an appropriate practical guide that helps to maintain and foster linguistic diversity and at the same time promote the proper use of the four languages. This practical guide provides participants with a series of rules, materials and tools that help maintain a multilingual approach during the various moments of the community sessions.

3.2.1. Commitment and awareness raising

One of the purposes of this Language Policy is to raise awareness among members of the Ocean i3 community to use a multilingual approach. It seeks to promote linguistic diversity and the ideals of a multilingual environment in which languages are not seen as separate entities but as interconnected systems with multiple interactions (Cenoz & Gorter, 2011). It is of fundamental importance to introduce and explain from the very beginning the multilingual character of the Ocean i3 community to its members from the very beginning.

To do so, the following points need to be adopted:

1. Before starting a new edition of Ocean i3, a preliminary meeting will be held in which multilingualism will be introduced to new members of the community. This meeting will explain what multilingualism is, what ideals it follows, how Ocean i3 is involved, what practices are used in this community and what is expected from new participants.

2. A copy of the Ocean i3 Language Policy will be provided to each participant of the community, via e-mail, so that each member will be able to become familiar with the rules and practices of the community before starting the sessions. Moreover, the Language Policy will also be published on the Ocean i3 and Euskampus web pages, and hopefully also to be published on UPV/EHU's and Université de Bordeaux's webpages.

3. Before each session, the moderators will briefly introduce the multilingual reality of Ocean i3, to raise awareness among community members. In this presentation the ideals of this multilingual community will be communicated:

    a) Foster linguistic diversity;

    b) All local languages are welcome, as well as the minority language and the lingua franca;

    c) The use of the minority languages is particularly welcome, in order to protect and foster its use among the members of Ocean i3;

    d) Each member is free to use the language in which he/she feel most comfortable, and should not hesitate to switch between different languages and;

    e) Co-construct meaning together using all the linguistic resources of the participants.

This small presentation will be made either through PowerPoint with images, videos and results of the studies conducted or through flyers that will be distributed to the participants or simply with a small speech that the group moderator will give at the beginning of each meeting.

euskampus FUNDAZIOA   **dream**

3.2.2. Multilingual communnication from the organisation

Communicating with a multilingual community requires special attention and dedication when preparing and writing documents that will be shared with the members of this community. All official communications (e-mails, information on the web page, invitations, newsletters, etc.) or documents (slides, posters, flyers, sheets, group chats, PPTs, etc.) that are shared must respect the target audience. In this case a multilingual and multicultural community in which there are four main languages: Spanish, French, Basque (local languages) and English (considered a lingua franca for its global use).

To achieve this, the following points must be adopted:

1. **Ocean i3 Website:** To ensure that the community webpage reflects its multilingual character, it will be translated into the four languages of the community, to facilitate communication and understanding. The multilingual character of the website will continue to be maintained by translating the documents into the **four** community languages.

2. **Ocean i3 Blog:** As for blogs, authors will be able to choose in which language to write their text. However, at the beginning of each post there will be a short summary of the text translated

into the four community languages. If the author of the text does not know one of the languages, Ocean i3 translators will help with the translation of the text (translators will be selected before the start of each edition[3]). Furthermore, the author's email contact will be made available to all participants. In this way, if there are any doubts or questions, it will be possible to contact the author for further explanation.

3. **E-mails / Newsletters / Invitations:** All official emails, newsletters or communications with community members will be written in the four community languages, including English for those

Figure 18: *Graphic recording from snapshot of Euskampus Bordeaux Eguna, 2019 by by @muxotepolitbat @ miryamartola*

---

3. Read the paragraph "Identification of the linguistic repertoire" on pages 9 and 10 for more information.

community members who are not local (Erasmus students, foreign agents, etc.).

The order of communication languages will be as follows:
1) Basque,
2) French,
3) Spanish
4) English.

Basque will be the first language used to give it visibility and to protect and promote the use of Basque as a minority language.

4. **Documents:** All types of official documents that will be shared with the community must be written in the three local languages of Ocean i3 (see figure 19 as a example), in order to facilitate comprehension and contribute to language diversity awareness. In the document there will also be a short summary in English for those community members who do not understand the local languages. Moreover, it will be necessary to include Basque in documents that are shared, even when the group is made up of members who all speak the same language (e.g. a group in which all members speak French). In this way, visibility is given to Basque. Furthermore, for each activity that is assigned to the groups, posters or instructions will be provided in the community's three local languages. The title and the instructions will be written in the three languages.

5. **Group chats:** During on-line meetings, the group chat of the platform used for the meeting will be used to help understand the speech and to translate certain terms. When the speaker speaks in a specific language, a group member will be able to use the group chat to write a short summary or clarifications of what has been said in the other community languages. The person responsible for this will be chosen during the group's first meeting. Furthermore, each member will be free to use the language they want to write, ask questions or participate in the group chat.
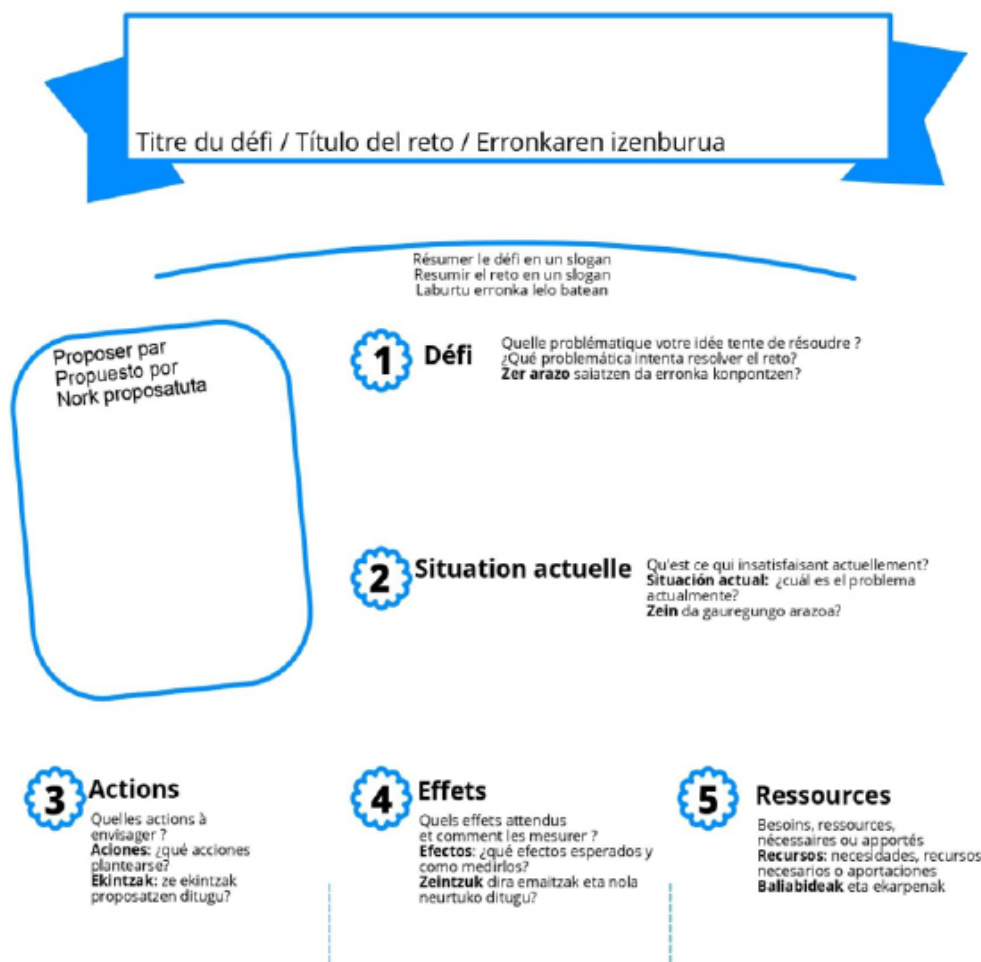
Figure 19: *Activity poster of the 2019/2020 edition of Ocean i3*

3.2.3. Multilingual output (Master's Thesis, Degree Thesis, etc. in different languages)

As already mentioned, Ocean i3 articulates research work, projects (Bachelor's thesis, Master's thesis) and student placements revolving around the mission of the community: the challenge of reducing plastic pollution on the Basque-Aquitaine cross-border coast. Through their projects, students help the community to advance and develop in this objective. For this reason, all students have to present their project to the community, share the developments, data and results. To do so, students must bear in mind the multilingual character of the target audience.

To achieve this, the following points should be adopted:

1. **Thesis / projects:** Although there is a need to promote linguistic diversity within Ocean i3, it is not an Ocean i3 choice to decide in which language (or languages) students should write their projects. This choice corresponds to the students themselves or to the curriculum of their studies.

2. **Oral presentations:** When students present their project to the rest of the community, they will show a PowerPoint whilst presenting and explaining the project orally.

- For the **oral presentation**, students will be free to use the language (or languages) in which they wish to present their project. It will also be possible to change the language during the oral presentation, a multilingual approach that will be promoted by all moderators.

- As for visual support, it is advised to prepare a **slides presentation** that includes another language from the one used for the oral presentation. If the student wishes, he/she may include three languages or all the languages of the community. For those who only know one of the community languages, help may be provided by the Ocean i3 translators / interpreters appointed during the first meeting of the new edition[4].

---

4. Read the paragraph "Identifying the linguistic repertoire" for more information.

euskampus

dream

3.2.4. Multilingual dynamics in workshops

Rules for multilingual interaction

This Language Policy is focused on the Ocean i3 multilingual community, where students, professionals and teaching staff have a particularly rich linguistic repertoire. In fact, all the community languages are used on a daily basis. For this reason, it is necessary to establish linguistic recommendations that promote commitment and respect towards all community languages. In all interactions with the Ocean i3 community, the members will have to try to:

- Speak at an appropriate pace so that other members understand more easily
- When possible, include multiple languages in the supporting material for contributions
- Indicate if they don't understand the speaker so he / she can repeat, paraphrase, translate, slow down, etc.
- Sit next to someone who speaks different languages, in order to best combine linguistic resources
- Use simultaneous-spontaneous translation in order to help each other out
- Switch languages whenever the need to do so is felt
- Not hesitate to use Basque even when there is no-one in the group who speaks or understands it
- Encourage fellow group members to use a multilingual approach (always respecting their linguistic choice)
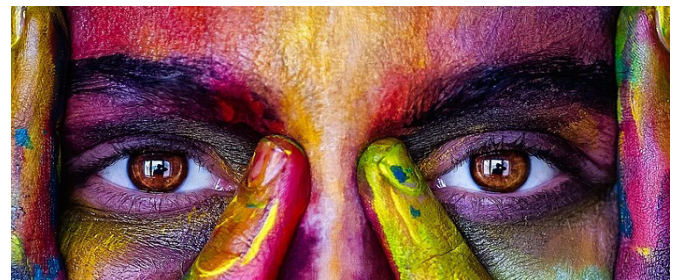- Respect everyone's language choice at all times.

Figure 20: *Picture ilustrating post from Ef's blog by Itxaso Etxebarria*

Identifying the linguistic repertoire

The identification of the linguistic repertoire of the participants is of fundamental importance for the organisation of the multilingual practices that will be used during the course of the edition. Therefore, it is important to identify the linguistic repertoire of each member before the start of the meetings.

To do so, the following points must be adopted:

1. **Online questionnaire to identify the linguistic repertoire of each participant:** Once the names of all the new members of the new edition of Ocean i3 have been obtained, a Google Form Questionnaire will be sent prior to the beginning of the workshops, so that each member can answer questions regarding their linguistic repertoire.

- What is your mother tongue?
- What other languages do you speak?
- Evaluate your skills in all your languages on a scale from 1 to 5)
- Is there any language you understand although you are not able to speak it?
- What language would you prefer to use in Ocean i3 meetings?
- Would you like to be a translator for your group? If so, in which languages?
- Would you like to translate in your group's chat? If so, in which languages?

In this way it will be possible to obtain information on the linguistic repertoire of each participant before the start of the meetings.

The answers obtained from the participants will be written into a register (previously created) where all the linguistic data of all the members of the community will be included. In this way it will be easy to have quick access to the linguistic repertoire of all members for the organisation of multilingual practices that will be used during the course of the edition.

This practice will be used whenever new members join the community, and subsequently their data will be added to the register.

Furthermore, the linguistic data of those members who leave the community will be deleted. The register with the linguistic repertoire of the members must always be updated.

Finally, a register will be created with the names of the volunteer translators and interpreters of each edition. Members who will be selected as translators will be informed before the start of each edition. Should there be no volunteers to translate, the organisers of Ocean i3 will carry out this role.

2. **Presentation badge:** During the welcome part of the first meeting of each edition, the organisers of the meeting will welcome the participants by asking them to fill out a presentation badge, specifying which languages they understand and speak. These badges will be worn throughout the session, and will be useful for immediately identifying which language to speak in, to know if the interlocutor understands a language but is unable to speak it, to check if the interlocutor speaks common languages and whether an interpreter is needed. In fact, the interpreters who will take part in the meeting will have a sticker attached to their presentation badge, so that it will be easier to identify them among the members of the group. Furthermore, it will be necessary to fill in other fields, such as: *name, specify your role in the Ocean i3 community.., my interest in Ocean i3 is ..., the slogan of the day and what is expected from the day.* With all this information, the members will be able to understand from the beginning what role the interlocutors have and in which language to speak to them.

Furthermore, the presentation badge will be written in all the community languages, so that every member of the community will be able to understand.

The following image shows the presentation badge used during the 2019/2020 edition of Ocean i3:

Figure 21: Ocean i3 presentation badge

Establishing multilingual groups

On the basis of the linguistic repertoire of each participant, different working groups will be created in terms of language competence so they can support each other in multilingual communication, learn from each other and create authentic linguistically diverse environments.

The following rules will be used for the creation of multilingual groups:

1. **Groups during activities in which the whole community participates:** The organisers of Ocean i3 will try to create different groups in which there must be at least one French speaker, one Spanish speaker, one Basque speaker and one English speaker (if possible, as there is only a minority of English speakers in the community). In addition, within the group there will be a French / Spanish interpreter (if a member of the group is bilingual, this is not necessary).

2. **Groups working on specific community challenges:** In this case it will be more complicated to use the group formation rules listed above. This is because each group will be built according to the thematic interest of each participant, according to his/her university of origin and according to the project he/she is working on. Consequently, the possibility exists that a group may be totally monolingual. However, multilingual dynamics will be incorporated during the sessions of this group and groups will try to be multilingual if the interests permit so.

---

5. Erratum: some of the words may contain grammatical errors

Encouraging multilingual practices in the workshops

Taking into consideration the multilingual and multicultural community of Ocean i3, the research and studies that have already been carried out in relation to this sector and on this community, several ways to encourage multilingual practices are indicated below:

1. **Multilingual templates for presentations** Each group / participant will be provided with templates for presentations in languages other than those known by the speaker.

    Link: *https://docs.google.com/presentation/ d/e/2PACX-1vTirLltNE-ULUPVgMPTBp8vbnU5opDM- Pm8eYLU_DdFpslXgtKWbyqUhtMwS5Xi9uJKYsujoq- M6erZyL/pub?start=false&loop=true&delayms=30000*

2. **Multilingual advice + glossary for personal introductions:** Suggested mutilingual glossary for personal presentations

    Link: *https://docs.google.com/document/d/ 1c4q-JMpwpM2OvN27qaonECTg2u00Zb1G9JIT_ qGKSRw/edit?usp=sharing*

3. **Multilingual glossary with sentences related to the theme of the reduction of plastic pollution:** Each group / participant will be provided with templates to discuss the topic of reducing plastic pollution.

    Link: *https://docs.google.com/document/d/1PpzXJ- qGhzsUM-qxkYfdoVgU7PanLQY5l9h9ry7Bvjik/edit*

4. **Receptive multilingualism:** The term *receptive multilingualism* refers to a means of interaction in which speakers with different linguistic backgrounds use their linguistic knowledge to understand the language of their interlocutor.

    Understanding a language, even though a member is unable to speak it, will provide more opportunities to use several different languages and to promote linguistic diversity within groups. In fact, the linguistic repertoire of the participants will not be restricted to the languages they speak. Participants of the Ocean i3 community will address receptive multilingualism, receiving input in one language and carrying out a task in another language. In this way, the opportunities to make full use of one's linguistic potential are multiplied.

4. **Translanguaging**. To encourage multilingual practices during the workshops of this community, it will be necessary to focus on the practice of translanguaging. Considering that this is a typical feature used by those who are bilinguals, the participants will be allowed to glide between languages in order to best express themselves.

    The majority of the translanguaging cases recorded in previous editions were from Spanish to Basque or vice-versa. It was noted that the use of Basque increased within the sessions thanks to these translanguaging cases.

    However, non-Basque speakers will also be encouraged to glide between languages in order to best express themselves, for instance, from French to English and vice versa, or from French to Spanish and vice versa.

5. **Help cards:** To promote linguistic diversity and try to facilitate the participation of all members of the community, the organisers of the face-to-face
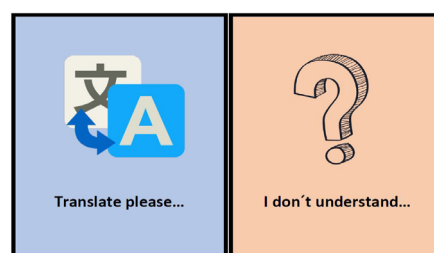
Figure 22: *Ocean i3 Help Card - 1*

meeting will have to provide prepared cards to the members of the various groups, which can be used in times of difficulty. Each card will have its purpose and a slogan suitable for every linguistic need.
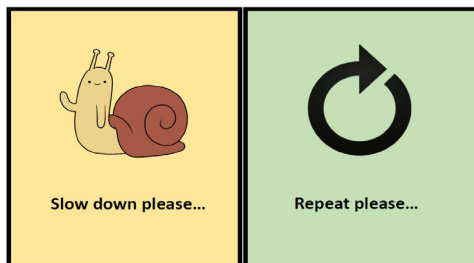

Figure 23: *Ocean i3 Help Card - 2*

For example*: Repeat please, slow down a little, help from the interpreter.*

Each member of the group simply has to take a card and raise it. In this way, the person who is speaking is not interrupted, but the need is made clear to all members of the group.

- **Use of translators/ interpreters among participants:** The Ocean i3 community collaborates with FOS students[6] *(Français sur Objectifs Spécifiques)*. FOS students will take part in Ocean i3 sessions, translating.

In each group that will be created during the Ocean i3 session, a student from FOS will be assigned. FOS students will translate from French to Spanish and vice versa. Thanks to their presence, communication and understanding between the different types of groups will be more fluent and there will be fewer difficulties.

In case there are more FOS students than the number of groups, the translators who speak Basque will be assigned to those groups where it will be necessary to have a translator who translates from Basque into French and vice-versa.

In addition, the organisers of Ocean i3 who speak Basque will help with the translation from Basque to Spanish and vice versa.

7. **Multilingual on-line meetings:** Virtual meetings will provide various methods to help linguistic diversity:

- During each on-line workshop there will always be a translator / interpreter to translate from one language to another for those members who do not understand all the languages present. During the first meeting of the group, it will be decided who will be the volunteer (or volunteers) to translate for the other members of the group volunteer (or volunteers) to translate for the other members of the group.

- The meeting moderator will always check that all members are understanding and will always ask if anyone has any questions or doubts caused by the different languages.

- During the on-line sessions there will be the possibility of having a simultaneous translation provided by FOS students.

To access the simultaneous translation, it will be necessary to use an online platorm that allows for simultaneous channels such us Zoom. Those users who wish to incorporate interpreters in their meetings, will have the possibility to enable language interpretation. This allows the host to designate participants as interpreters on the web portal or during a Zoom session.

---

6. Français sur Objectifs Spécifiques - Students of French Philology of the Faculty of Translation and Interpretation of Vitoria / Gasteiz (UPV / EHU) supervised by Frederik Verbeke (Professor at the University of the Basque Country (UPV/EHU), Vice Dean for Academic Affairs at the Faculty of Arts and Coordinator of French Undergraduate Degree).

When the meeting or webinar starts, the host can start the interpreting function, which allows interpreters to access their own audio channels. Attendees can select an audio channel to hear their language. Attendees will listen to the translated audio, being able to choose if they want to hear the original audio at a lower volume.

To activate this service in the case of Zoom platform, follow the instructions described in the link below:
https://support.zoom.us/hc/en-us/articles/360034919791-Language-interpretation-in-meetings-and-webinars

If there are no FOS students available for simultaneous translation, it will be possible to use:

1. **Google translate in real time:** this application enables conversations with an interlocutor who does not speak your language to be translated by the Google Assistant. However, this application does not translate from Basque or into Basque.

To activate this service, follow the instructions described in the link below:
https://support.google.com/googlenest/answer/9234753?hl=en

2. **Microsoft translator in real time:** this application enables you to speak or type in your own language to communicate with other participants in the conversation. Other participants will see your messages in their own language.

To activate this service, follow the instructions described in the link below:
https://translator.microsoft.com/

8. **Provide options for language learning:**
   In upcoming edition editions, Ocean i3 will offer basic courses in French, Spanish and Basque.

   • Community members who are interested in learning French will have the possibility to attend on-line French lessons twice a week with FOS students (Français sur Objectifs Spécifiques) - Students of French Philology of the Faculty of Translation and Interpretation of Vitoria - Gasteiz (UPV/EHU). In addition, FOS students will prepare materials for self-study of French and provide them to all students who need them. These materials will be prepared according to the needs and difficulties of members who do not speak French.

   • Community members who are interested in learning Spanish will have the possibility to attend on-line Spanish lessons provided by Ocean i3 once a week. The organisers of Ocean i3 will ask whether anyone would like to participate in these lessons in the first workshop. Lessons will start after the first workshop.

   • Furthermore, Ocean i3 will provide one on-line Basque lesson each week, which will teach how to socialise in Basque and the basic phrases to introduce yourself. The organisers of Ocean i3 will ask whether anyone would like to participate in these lessons in the first workshop. Lessons will start after the first workshop.

9. **Provide tools for multilingual communication:**
   During each session the moderators will provide members with links to dictionaries and web pages. We propose:

Figure 24: *Ficoba, Irun 2019. Students, profesors, social agents and Euskampus team meet at Ocean i3 workshop*

Link to Basque dictionary:
https://www.euskadi.eus/traductor/

Euskadi.eus
Basque Dictionary

Link to Spanish dictionary:
https://www.deepl.com/translator or
https://context.reverso.net/traduccion/

Link to French dictionary:
https://www.deepl.com/translator or
https://context.reverso.net/traduccion/

Link to English dictionary:
https://www.deepl.com/translator or
https://context.reverso.net/traduccion/

Deepl
Dictionary (ES, FR, EN...)

Reverso Context
Dictionary (ES, FR, EN...)

In addition to the aforementioned dictionaries use of Google Translate is recommended.

In order to access the aforementioned links and tables, it is necessary to scan the QR code that the organisers will provide to the participants. In this way the links and tables will be automatically downloaded to each participant's mobile phone.

10. **Linguistic landscape**: Particular attention will be given to the Linguistic Landscape during the Ocean i3 meetings. The term, linguistic landscape, refers to the visibility and salience of languages on public and commercial signs in a given territory or region. During face-to-face meetings, posters, flyers and documents will be in the four community languages in the room used for the session. During on-line meetings, posters, images, slides and videos will be in the four community languages.

4. Conclusion

This Language Policy was created and designed specifically for the Ocean i3 community. Ocean i3 is an interdisciplinary project in which staff, students and teaching staff from the University of the Basque Country (UPV/EHU) and the University of Bordeaux (UB) work together on the challenge of the ocean's plastic pollution, aiming to contribute to the reduction of pollution on the Basque-Aquitaine coast.

This work group brings a diverse repertoire of languages into play, including the majority languages, Spanish and French, the minority language, Basque, and the international language, English. The community seeks to create a multilingual work group in a context in which the use of a Lingua Franca policy could form a threat towards linguistic diversity. So, in order to preserve and promote linguistic diversity in this cross-border project, it is necessary to develop an appropriate Language Policy that helps maintain linguistic diversity and, at the same time, appropriately foster the use of the four languages (including Basque, the minority language).

This Language Policy provides Ocean i3 members with a set of multilingual recommendations, techniques, dynamics and practices to use during the course of the Ocean i3 edition. Each linguistic decision suggested in this Language Policy is the result of prior analysis and study by the Ocean i3 community, and has been piloted within the community. After implementing the Language Policy, its effects on the Ocean i3 community will be observed. Following careful analysis it will be assessed whether it is necessary to change some of the suggested dynamics, add new practices or discard others (due to negative feedback from the community).

Finally, after observing the effects of the Language Policy and its impact on the multilingual dynamics of Ocean i3, it will be evaluated whether a language policy should be created for the whole of the cross-borders Euskampus Bordeaux Campus.

5. References

Angouri, J. (2014). Multilingualism in the workplace: Language practices in multilingual contexts.*Multi lingua*, 1-9.

Arocena, E & Santos, A. (2017-18). Language and education, Classnotes. European Master in Multilin gualism and Education, EMME, University of the Basque Country, UPV/EHU.

Arocena & Cenoz & Gorter, 2017. Multilingual education: Teachers' beliefs and language use in the classroom.

Cenoz, J., & Gorter, D. (2012). Legal Rights of Linguistic Minorities in the European Union. *The Oxford Handbook of Language and Law, 2*61-271.

Cenoz, J., & Gorter, D. (2014). Focus on Multilingualism as an Approach in Educational Contexts. *Hete roglossia as Practice and Pedagogy*, 239-254.

Cenoz 2009. T*owards multilingual education:* Basque educational research from an international pers pective. Bristol: Multilingual Matters.

Gorter et al. 2014. Multilingualism and European Minority Languages: The Case of Basque. [Minority Languages and Multilingual Education](#) (pp.201-220)

Cenoz, J., & Gorter, D. (2017). Minority languages and sustainable translanguaging: threat or opportu nity? *Journal of Multilingual and Multicultural Development,* 901-912.

Dewaele, J.M. (2007). Becoming bi- or multilingual later in life. Handbook of Multilingualism and Multi lingual Communication. Berlin: Mouton De Gruyter, pp. 89-118.

Etxebarria, I. (2018). *Multilingual and multicultural university-work environment: focus on New Aquitaine and the Basque Country.* From [https://euskampus.eus/es/blog/multilingual-and-multicultu ral-university-work-environment-focus-on-new-aquitaine-and-the-basque-country](https://euskampus.eus/es/blog/multilingual-and-multicultural-university-work-environment-focus-on-new-aquitaine-and-the-basque-country)

European Commission (2008). Multilingualism: an asset for Europe and a shared commitment. [https:// ec.europa.eu/transparency/regdoc/rep/1/2008/EN/1-2008-566-EN-F1-1.Pdf](https://ec.europa.eu/transparency/regdoc/rep/1/2008/EN/1-2008-566-EN-F1-1.Pdf)

Finkbeiner & White, (2017). *Language awareness and multilingualism: a historical overview. Language Awareness and Multilingualism,* pp.3-17. https://link.springer.com/referenceworkentry/10.1007%2F978-3-319-02240-6_1

Gabbricci, G. (2020) *Multilingual communication in a cross-border university project: the case of the Ocean i3 community*

García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective.* Wiley-Blackwell Malden MA.

Gunnarsson, B.-L. (2013). Multilingualism in the Workplace. *Annual Review of Applied Linguistic,* 162–189.

Ljosland, R. (2011). English as an Academic Lingua Franca: Language policies and multilingual practices in a Norwegian university. Journal of Pragmatics. 43, 4, 991-1004. doi: 1016/j.pragma.2010.08.007

Luk, Bialystok, Craik, & Grady, 2011. Lifelong bilingualism maintains white matter integrity in older adults.

Moseley, C. (Ed.) 2010. Unesco Interactive Atlas of the World's Languages in Danger. At: www.unesco.org/culture/ich/index.php?pg=00206 (accessed 03 August 2012)

Nelde, P.J. (1997) "Language conflict". In F. Coulmas (ed.) *The Handbook of Sociolinguistics.* Oxford: Blackwell.

Poplack, 2001. Code-switching (Linguistic). In Smelser, Niel & Baltes, Paul (eds.), International Encyclopedia of the Social and Behavioral Sciences (pp. 2062-2065). Elsevier Sciences Ltd.

Shohamy, 2006. Language Policy: Hidden Agendas and new approaches. New York: Routledge

Spolsky, 2009. *Language Management.* Cambridge: Cambridge University Press.

Wilson, R., & Dewaele, J. (2010). The use of web questionnaires in second language acquisition and bilingualism research. *Second* Language Research, 26 (1), 103-123.