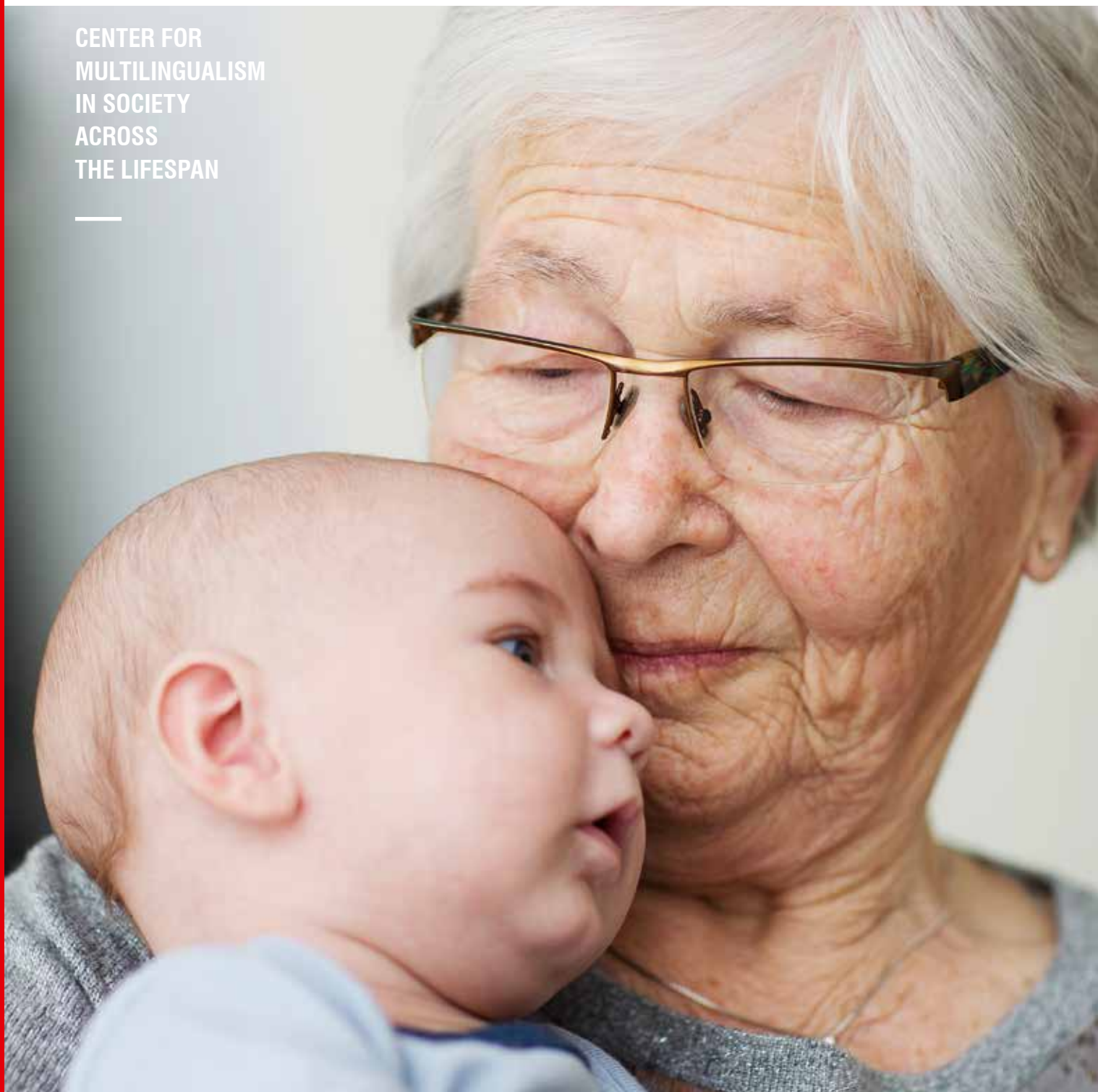




MULTILING ANNUAL REPORT 2014

CENTER FOR
MULTILINGUALISM
IN SOCIETY
ACROSS
THE LIFESPAN



UiO : **University of Oslo**



MultiLing

ff Norwegian
Centre of
Excellence

The Research Council of Norway



MultiLing

MultiLing investigates how we learn several languages, how we use them in different situations and how sociopolitical factors influence multilingualism – across the lifespan. MultiLing collaborates with researchers all over the world and across disciplines. Our goal is to contribute to a language policy that addresses the opportunities and challenges of our multilingual society.

COVER PHOTO
These photos of a great-grandmother speaking with her great-grandson illustrate MultiLing's lifespan perspective.

DESIGN:
Fete Tøyer
PHOTOS:
Nadia Frantsen
TRANSLATION:
Akasie språktjenester AS
PAPER:
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Elizabeth Lanza
Director of MultiLing

DIRECTOR'S INTRODUCTION

**2014 WAS AN EVENTFUL
YEAR FILLED WITH
ACTIVITIES, BOTH SCIENTIFIC
AND PUBLIC OUTREACH,
AT HOME AND ABROAD.**

2014 was a very busy year for MultiLing. New hirings and long-term visiting guest researchers expanded and reinforced the team; MultiLing's Graduate School was launched; cooperation at local, national and international levels was established and further extended; and research results were presented and published in various distinguished forums and outlets. All of these events and accomplishments have contributed to making the Center highly visible and recognized as an exciting venue for the study of multilingualism.

We held 56 guest lectures at MultiLing with many international speakers. MultiLing's researchers participated with 105 presentations in international and national conferences. We can boast of 54 academic publications. Moreover, new hirings brought in three new postdoctoral fellows and two new PhD fellows to the expanding and vibrant MultiLing team. We currently have 4 men and 29 women among our researchers.

In this introduction to MultiLing's annual report for 2014, I would like to highlight some of the events from the year, especially the annual meeting of the Scientific Advisory Board and the first site visit by representatives from the Research Council of Norway. In conclusion, I outline the challenges that await us in 2015.

MultiLing's innovativeness is captured in our goal to address the lifespan in the study of multilingualism and to bridge the gap between psycholinguistic and sociolinguistic approaches to multilingualism.

Some highlights in 2014

All of the activities in 2014 were motivated by MultiLing's goal to generate beyond state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan and to address the challenges and potential multilingualism involves for the individual in the family, in institutions and in society in general. MultiLing has an exciting research agenda with scientific activities organized along three mutually dependent and interrelated themes covering multilingual competence, multilingual practices and the management of multilingualism. MultiLing's innovativeness is captured in our goal to address the lifespan in the study of multilingualism and to bridge the gap between more psycholinguistically/cognitively oriented approaches to the study of multilingualism and more sociolinguistically oriented ones.

MultiLing – Quo Vadis?

We kicked off the year with a day-long seminar entitled *MultiLing – Quo Vadis?* This event allowed the expanding MultiLing team to become better acquainted with one another's current and planned projects through speed presentations, in addition to group discussions and brainstorming on future plans and visions for MultiLing. This was



a fruitful endeavor, and further installments of this sort are sure to come in the future.

The overarching Colloquia

MultiLing hosted many activities in 2014. MultiLing's scientific activities are organized along what we call "colloquia" – overarching foci for various types of activities, such as seminars, workshops, and guest lectures. Colloquium 1 focuses on bridging psycholinguistic and sociolinguistic approaches to the study of multilingualism. Colloquium 2 concentrates on maximizing the impact of quantitative and qualitative approaches to the study of multilingualism through research tools for analysis, while Colloquium 3 addresses social relevance in the

study of multilingualism across the lifespan. Although all three colloquia are vital for the Center's research, focus is placed on the various colloquia at different times. In 2014, Colloquia 1 and 2 were charted on our timeline of milestones. Bridging the gap and maximizing the impact of research tools were central aspects of the international workshop on *Assessing Assessment Tools* held in October at MultiLing. Researchers from six countries, who had been involved in the COST network on Language Impairment in a Multilingual Society, were invited to Oslo to discuss the further development of psycholinguistic and sociolinguistic assessment tools for research and clinical use along with researchers at MultiLing.

**MULTILING'S
ACTIVITIES ARE
ORGANIZED ALONG
"COLLOQUIA" –
OVERARCHING
FOCI FOR ACTIVITIES
SUCH AS SEMINARS,
WORKSHOPS, AND
GUEST LECTURES**

Colloquium 3 deals with addressing social relevance, and although not specified on our timeline for 2014, it is an important aspect of our enterprise, with many of our researchers contributing actively to the public agenda.

The Research Campaign

The most important public outreach event this year, and indeed a major one, was the Research Campaign in the schools *Take the temperature of language!* held in the fall of 2014 with this year's theme focused on the linguistic diversity in Norway. The campaign is an annual concerted effort organized by the Research Council of Norway and the Norwegian Centre for Science Education in collaboration with a research unit. While the annual events usually cater to the natural sciences, MultiLing managed to make the winning bid to turn the tide and have the campaign focus on language, thanks to the arduous efforts of MultiLing's Deputy Director Bente Ailin Svendsen. The Deputy Director is responsible for communication and promotion of the Center's research, and this event was successfully orchestrated by Svendsen along with Else Ryen and Kristin Vold Lexander. And what an exciting event it was! Children across the country were turned into language researchers documenting their knowledge and use of different languages and dialects, including slang words and favorite words. The report on the results from the Research Campaign has been submitted to the Research Council and the data will indeed be interesting for further analyses.

Launch of MultiLing's Graduate School
Researcher training was officially launched at MultiLing with the first

Winter School in Multilingualism, the theme for which was *Early Multilingualism in the Family*. The instructors were Scientific Advisory Board member Annick De Houwer (Germany) and collaborating partner Xiao-Lan Curdt-Christiansen (Singapore/now UK). In September, the Summer School in Multilingualism had the theme *Different Approaches to Multilingualism (Social, Cognitive, and Psychological)* with collaborating partner Gabriele Kasper (USA) and Lourdes Ortega (USA) as instructors. With internationally acclaimed scholars in their respective fields as instructors and highly motivated participants, the energy level at these courses truly contributed to their success. Present were PhD fellows not only from MultiLing but also from other Norwegian institutions; moreover, a few candidates also came from abroad. At the Summer School, participation from Ethiopia (the NORHED project) and South Africa was ensured, thanks to stipends provided by MultiLing. The truly international profile of the participants was very stimulating for the learning environment. Scientific Advisory Board member Loraine Obler taught the first part of a special research course aimed at both MA students and PhD candidates on *Communication and Brain in Multilingual Aging*. Part two of the course will be held in the spring of 2015.

Researcher mobility: Visitors and ambassadors

Researcher mobility is of great interest, especially for our fellows. In 2014, postdoctoral fellow James Costa was awarded a Leiv Eiriksson mobility grant by the Research Council of Norway to finance a three-month stay from January to April at California State University, Long

MultiLing's Graduate School was launched in 2014. With internationally acclaimed scholars as instructors and highly motivated participants, the energy level at these courses truly contributed to their success. Photo: John Hughes/UiO

THE MOST IMPORTANT PUBLIC OUTREACH EVENT THIS YEAR WAS THE RESEARCH CAMPAIGN IN THE SCHOOLS 'TAKE THE TEMPERATURE OF LANGUAGE!'



Beach, to work closely with Alexandra Jaffe, an expert in linguistic anthropology. Doctoral fellow Yeşim Sevinç was awarded a place at the Peder Sather Center for Advanced Study at the University of California, Berkeley for a six-month stay from October to April 2015. Moreover, in 2014, MultiLing welcomed international researchers to Oslo for short research stays. Notably, three young French researchers were able to come to MultiLing, thanks to the generosity of the mobility program support scheme of the Programme franco-norvégien in Paris.

Annual lectures

Our two annual lectures were a great success in 2014. MultiLing celebrated the United Nations' International Mother Language Day on February 21, and Deputy Director Bente Ailin Svendsen was invited to be a plenary speaker and to co-organize an event at the House of Literature in collaboration with, among others, the National Center for Multicultural Education (NAFO) and the Multilingual Library.

On September 26, the European Day of Languages, Monika Schmid (Essex University/ Groningen University) held the annual Einar Haugen lecture with the provocative title "When your language is your only passport". In her lecture, Schmid discussed the practice of Language Analysis for the Determination of Origin (LADO) as it is used across Europe to determine the veracity of asylum seekers' claims of origin, illustrating the problems and pitfalls. The lecture was well attended by an academic and public audience.

Conferences and hallmark events

MultiLing was otherwise instrumental in organizing other conferences and workshops, notably the 11th *International Conference on Romani Linguistics*. For this event, we were fortunate to have State Secretary Anders Bals of the Norwegian Ministry of Local Government and Modernisation to give the opening address.

In 2014 we continued many of our hallmark events that were initiated in 2013, including the Conf'apéro

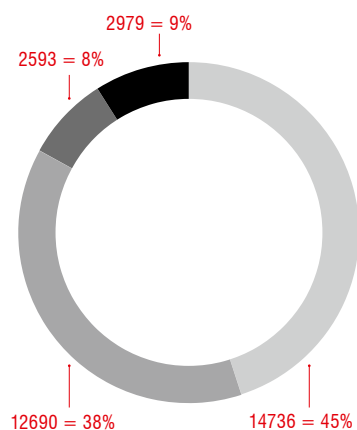


Pupils at Vassbønn Primary School were the first to try out the Research Campaign questionnaire, mapping out each other's language knowledge and habits. Photo: Thomas Keilman

IN 2015, WE WILL BE FORTUNATE ENOUGH TO HAVE OUR SCIENTIFIC ADVISORY BOARD TAKE PART IN THE RCN'S ANNUAL SITE VISIT TO DISCUSS THE UPCOMING MIDWAY EVALUATION OF THE CENTER

ACCOUNTS 2014 - REVENUES 2014 (IN NOK 1000)

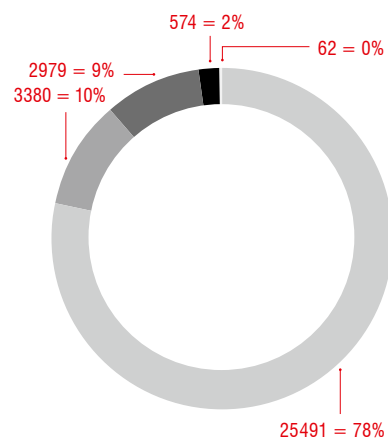
- Own financing, University of Oslo
- Research Council of Norway
- Public funding
- Own financing from public and international partners, not accounted for at MultiLing (In Kind)



SUM TOTAL = 32998 (IN NOK 1000)

ACCOUNTS 2014 - EXPENDITURES 2014 (IN NOK 1000)

- Payroll and indirect expenses
- Other operating expenses
- Expenses from partners, not accounted for at MultiLing (In Kind)
- Procurement of RD services
- Equipment



SUM TOTAL = 32486 (IN NOK 1000)

organized by MultiLing's postdoctoral fellows, Movie Night organized by MultiLing's doctoral fellows, and our regular Wednesday seminars with presentations by MultiLing's researchers and guest speakers.

As noted above, MultiLing's research is organized along three major themes that highlight multilingual competence in the individual, multilingual practices in interaction and the management of multilingualism. The theme leaders have a truly impressive array of research activities and events to highlight in their summaries in this annual report, encompassing work by the doctoral and postdoctoral fellows and the core group researchers, including publications and conference presentations, in addition to various scientific activities both at home and abroad.

Behind the scenes

Concentrated time for research and exemption from teaching responsibilities are important ingredients for writing. In the fall of 2014, Deputy Director Bente Ailin Svendsen took a well-deserved research sabbatical for three months, and during her absence Unn Røyne land double-hatted as Deputy Director and Theme Leader for Theme 3. We are grateful to her for taking on the extra responsibilities and tasks during this period.

And last but not least, MultiLing's busy agenda of activities would truly come to a standstill, were it not for the exceptional assistance of our administrative staff. With Head of Administration Mari C. R. Otnes at the helm, and with help from Higher Executive Officer Elisabeth Neuhaus, MultiLing manages to seamlessly set up and manage an array of events.

The administrative staff is truly the backbone of any center, and MultiLing's admins perform above and beyond the call of duty.

Annual meeting with the Scientific Advisory Board

MultiLing's annual meeting with the Scientific Advisory Board was held on May 16, scheduled that day so that our distinguished guests could enjoy the festivities related to Norway's Constitution Day on May 17. Furthermore, 2014 marked the 200th anniversary of the signing of the Constitution and provided an especially festive mood for the national holiday. Trying to gather the twelve members of the board at one meeting is a challenge, given their extremely busy schedules; however, we were pleased that eight of the members could find their way to Oslo for the meeting. Presentations by the Center Director, Deputy Director, Head of Administration, Theme leaders, and some project leaders provided a very comprehensive update on MultiLing's scientific activities, new hirings, researcher training, financial report, knowledge transfer initiatives, public outreach, and an evaluation of the best way to proceed in the coming year, including some of the challenges MultiLing will meet in light of our main goals. A highlight of the day was the PhD fellows' presentations of their projects to the Scientific Advisory Board. Plans were also consolidated for the 2015 meeting of the Scientific Advisory Board to be held in September in which the members will meet with representatives from the Research Council of Norway (RCN), who will discuss the midway evaluation of the Center. This meeting will be held in

conjunction with the annual Einar Haugen lecture.

Given the timing of the meeting, many of the board members stayed the next day for the festivities of the national holiday and anniversary celebration. I met up with them and escorted them to a special reception in the morning hosted by the Rector of the University of Oslo, which was held in one of the University's prestigious buildings on Oslo's main street – a prime location for catching a glimpse of the children's parade en route to the Royal Palace where the King and Queen waved from the balcony. The overwhelming crowd, many dressed in traditional *bunad* (the Norwegian national costume, varying according to the district), and the beautiful weather contributed to a unique experience.

First annual RCN site visit

MultiLing welcomed representatives from the Research Council of Norway to an intensive one-day site visit on June 3. From the RCN, Senior Advisers Liv Furuberg and Siri Lader Bruhn, and Senior Executive Officers Hilde Albech and Lillian Børresen were in attendance, while MultiLing was represented by the Director, Deputy Director, Head of Administration and Higher Executive Officer. The Department of Linguistics and Scandinavian Studies (ILN) was represented by the Department Chair and Head of Administration. The purpose of such site visits, which are initiated by the RCN, is to enhance the dialogue between the RCN and Norway's Centers of Excellence. Dr. Furuberg, coordinator of the RCN's Center of Excellence (CoE) scheme, emphasized the primary objectives of the CoE scheme,

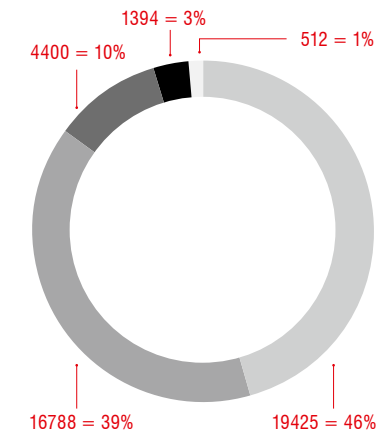
namely that improving the quality of Norwegian research also means that the research be made visible internationally. MultiLing set up the main agenda based on the points suggested by the Research Council, which included discussions about MultiLing's organization, scientific activities, recruitment, finances, reporting to the RCN, and finally the upcoming midway evaluation. A successful meeting between the RCN representatives and the doctoral and postdoctoral fellows was held at the end of the day. During this meeting, the fellows were given the opportunity to share their experiences as members of a Center of Excellence. The entire day was a very fruitful one for all parties involved.

Challenges for 2015

As MultiLing develops, we are presented with many exciting opportunities. MultiLing is committed to conducting research on multilingualism in society across the lifespan. Our innovativeness involves our goals: 1) to bridge the gap between more psycholinguistically/cognitively oriented approaches to the study of multilingualism and more sociolinguistic approaches; and 2) to address the lifespan perspective in the study of multilingualism. The researchers at MultiLing are diverse in their approach to the study of multilingualism and linguistic diversity. In order to attain our goals, we will strive to integrate projects at the Center that bridge the gap between the approaches and that address the lifespan perspective. Such an achievement will require striking the right balance between a broad range of research projects and in-depth exploration of one particular domain.

BUDGET 2015 - REVENUES 2015 (IN NOK 1000)

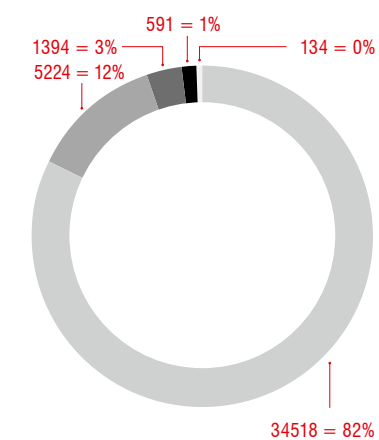
- Own financing, University of Oslo
- Research Council of Norway
- Public funding
- Own financing from public and international partners, not accounted for at MultiLing (In Kind)
- Transfer from 2014 (+/-)



SUM TOTAL = 42519 (IN NOK 1000)

BUDGET 2015 - EXPENDITURES 2015 (IN NOK 1000)

- Payroll and indirect expenses
- Other operating expenses
- Own financing from public and international partners, not accounted for at MultiLing (In Kind)
- Procurement of RD services
- Equipment



SUM TOTAL = 41861 (IN NOK 1000)

IMPROVING THE QUALITY OF NORWEGIAN RESEARCH ALSO MEANS THAT THE RESEARCH BE MADE VISIBLE INTERNATIONALLY

Moreover, as emphasized by the RCN, improving the quality of Norwegian research also means that the research be made visible internationally. Consequently, developing international collaboration in conjunction with our goals will continue in the coming periods, and this will include making our mark on the EU research map through attempts to obtain funding through relevant calls in Horizon 2020, the European Framework Programme for Research and Innovation, including ERC grants, Marie Skłodowska-Curie Actions, etc. We will continue to apply for external, earmarked research funding, both nationally and internationally. We will also continue to develop our ties with the international networks to which MultiLing has a commitment. At the national level, we will continue to develop and strengthen our interdisciplinary collaborations.

The MultiLing team of researchers has expanded since we started up in June 2013. From the very beginning, recruitment at MultiLing has been a high priority in order to ensure a critical mass. Researcher mobility among young scholars will be further encouraged and facilitated, particularly to the institutions of our collaborators. Providing researcher training at a high international level is a challenge and will continue to be a top priority. Our PhD courses have been advertised both nationally and internationally, including through the LINGUIST List. With internationally acclaimed researchers as instructors, the courses will continue to ensure high visibility for

MultiLing on the international scene in addition to providing excellent tuition.

2014 was marked by a feverishly high level of activity, including seminars, workshops, and guest lectures. Such activity is crucial for providing invigorating input and feedback to our ongoing research; however, writing up the results of our research will also require periods of concentration. It will, therefore, be important to ensure a balance between activity and focused time for writing in the coming period as we approach our midway evaluation.

MultiLing aims to generate scientific knowledge at the international forefront of research. In 2015 we aim to maintain a stimulating research environment – one that attracts international scholars and places MultiLing on the map of the international landscape of research on multilingualism.

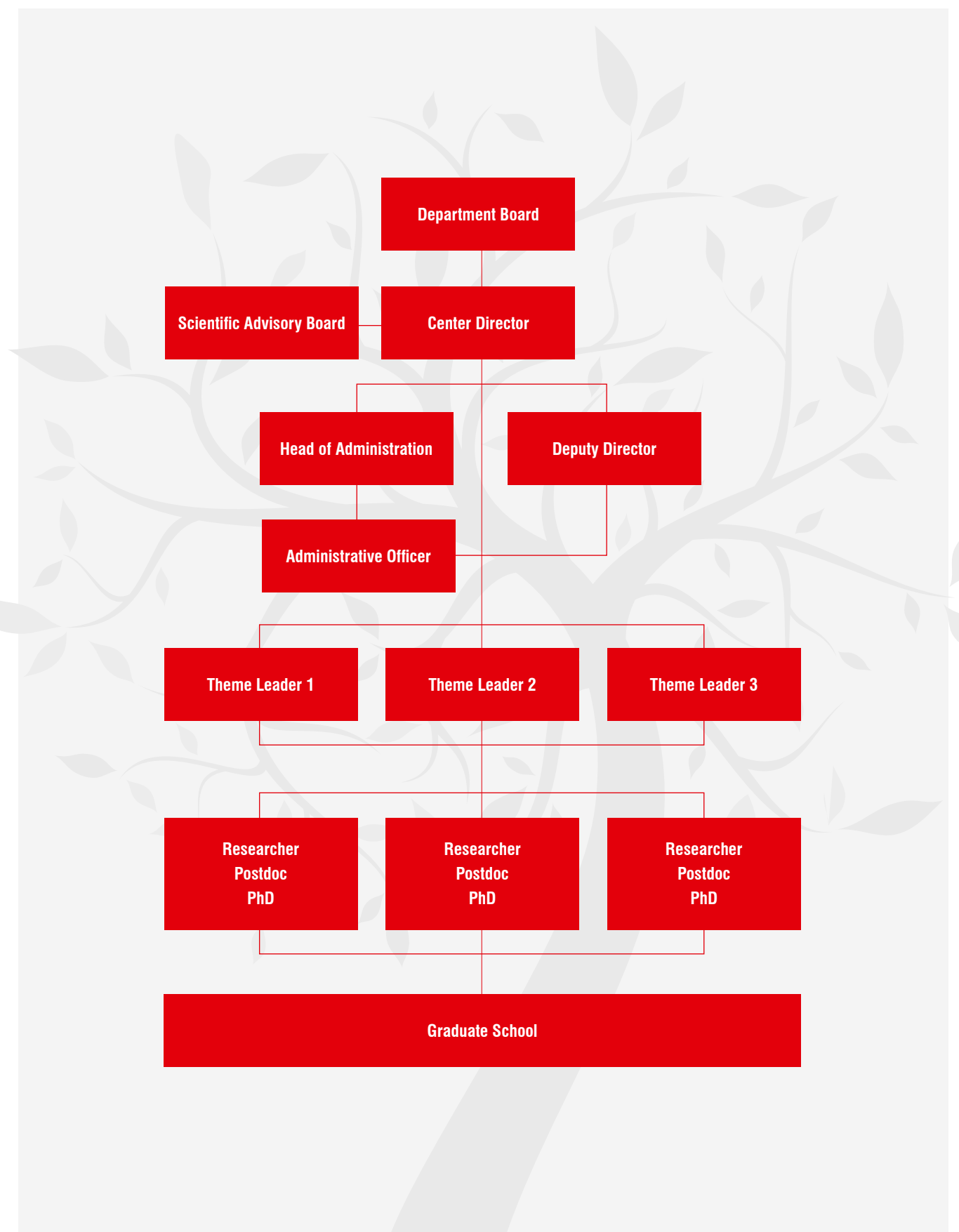
While our goals focus on scientific knowledge on the international scene, the challenge will still be to address societal relevance in Norway. We are committed to the goal of disseminating research-based knowledge on bilingualism and multilingualism and to being involved in the public debate.

2015 will be a crucial year for MultiLing as we approach our midway evaluation as a Center of Excellence and prepare our application for funding for another five years.

Elizabeth Lanza

Elizabeth Lanza
Director of MultiLing

ORGANIZATIONAL STRUCTURE OF MULTILING



SPECIAL HONORS AND CELEBRATIONS

Hanne Gram Simonsen Elected New President of the ICPLA 2014–2016

The International Clinical Phonetics and Linguistics Association (ICPLA) seeks to stimulate research in relation to speech and language disorders and to promote communication between researchers and practitioners in the field. Since its establishment in 1991, the ICPLA has organized biannual conferences all across the world. MultiLing's Hanne Gram Simonsen was elected as the new President for 2014–2016 at the 15th ICPLA conference in Stockholm.

Symposium in Honor of Else Ryen's 70th Birthday

MultiLing's Else Ryen has made a significant contribution to the field of Norwegian as a Second Language and teacher training, and this deserved to be celebrated. Colleagues from near and far came to honor Ryen with a seminar of presentations. Moreover, an exhibition was held in the foyer of the University library of textbooks in Norwegian as a second language from an historical perspective, with particular attention to Ryen's contribution to the field. In the evening, a festive dinner was held and colleagues from throughout her lifetime career held speeches. 70 is retirement age in Norway; however, Else Ryen continues to be active at MultiLing!

Symposium in Honor of Raj Mesthrie's 60th Birthday

A two-day symposium was held at the University of Cape Town on December 11–12 to celebrate the work of Raj Mesthrie, a member of MultiLing's Scientific Advisory Board, entitled *Sociolinguistics in South Africa – Past, Present, Future*. MultiLing's collaborating partner Ana Deumert (UCT) organized the scientific program with contributions from colleagues from South Africa and around the world. Scientific Advisory Board member Chris Stroud opened the closing panel in which the invited panelists, including Center Director Elizabeth Lanza, were asked to reflect on and discuss interdisciplinarity, the future of linguistics, and the study of language and humanity, language and social life.

“Douze points pour la Norvège for having established MultiLing! The largest research center for multilingualism in Europe zooms in on multilingualism across different lifespans and is both timely and innovative. It seems the age of monolingual language ideologies is coming to an end...”

PETER AUER

COLLABORATION WITH OTHER CENTERS FOR RESEARCH ON MULTILINGUALISM

MULTILING'S GOAL IS TO GENERATE SCIENTIFIC KNOWLEDGE AT THE INTERNATIONAL FOREFRONT OF RESEARCH IN THE FIELD OF MULTILINGUALISM

As our Center develops, we are engaging with more and more international actors through our scientific activities, and increasingly with other research centers and formalized networks whose work and goals are of particular relevance for MultiLing. Such engagements have noticeable synergy effects, such as the increasing collaboration with international scholars, the internationalization of researcher training through instruction and co-supervision by acclaimed international researchers in the field, the facilitation of researcher exchanges, and many more. In addition, such engagements contribute to the visibility of MultiLing in the international research arena.

MultiLing is an official affiliate of the Centre for Multilingualism and Diversities Research (CMDR), University of the Western Cape, South Africa, directed by Scientific Advisory Board member Chris Stroud. Center Director Elizabeth Lanza is a member of CMDR's External Advisory Board. She is also a member of the Advisory Board for the Centre for Literacy and Multilingualism (CeLM), University of Reading, UK, and of the External Advisory Board of the Center for Multilingual and Intercultural Communication at Stony Brook University, USA.

Two evolving international networks to which MultiLing is a signatory partner are the LingNet Europe Network and the Southern

Multilingualisms and Diversities Consortium. LingNet is coordinated by FRIAS (Freiburg Institute for Advanced Studies) at the Albert-Ludwigs-Universität-Freiburg, where Scientific Advisory Board member Peter Auer has his chair. The overall aim of the network is to enhance cooperation and academic exchange between the partner institutions, many of which include multilingualism in their research agenda. The Southern Multilingualisms and Diversities Consortium is a network led by Scientific Advisory Board member Chris Stroud and Professor Kathleen Heugh (Adelaide University, Australia). The network aims to address how discourses of multilingualism that have been circulating in Africa, Asia and Latin America for the past century or more have been appropriated into Northern debates in Europe and North America and then are returned, reconfigured, to Southern contexts. The network comprises various centers, including the Centre for Multilingualism and Diversities Research at the University of the Western Cape, with which MultiLing has a collaborative agreement. Moreover, the Centre of Excellence for the Dynamics of Language, funded by the Australian Research Council (ARC), is a member of the network. Scientific Advisory Board member Brendan Weekes is affiliated with the ARC Centre and we look forward to increased networking in the coming year.

ENGAGEMENTS WITH OTHER CENTERS AND NETWORKS HAVE NOTICEABLE SYNERGY EFFECTS



PEOPLE

THE MULTILING TEAM

LEADERSHIP

Elizabeth Lanza,
Professor, Center DirectorBente Ailin Svendsen,
Professor, Deputy DirectorMari C. R. Otnes,
Head of Administration

CORE GROUP

Anne Golden, Professor,
Theme Leader 1Jan Svennevig, Professor,
Theme Leader 2Unn Røynealand, Professor,
Theme Leader 3Janne Bondi Johannessen,
ProfessorPia Lane,
ResearcherMarianne Lind,
ResearcherInger Moen,
Professor EmeritaElse Ryen,
Associate ProfessorHanne Gram Simonsen,
ProfessorEmel Türker-van der
Heiden, Researcher

POSTDOCTORAL RESEARCH FELLOWS



James Costa



Alfonso Del Percio



Hana Gustafsson



Yulia Rodina



Guri Bordal Steien



Sarah Van Hoof

DOCTORAL RESEARCH FELLOWS



Nathan Albury



Hanna Solberg Andresen



Maimu Berezkina



Diana Maria Camps



Pernille Hansen



Elina Kangas



Kamilla Kraft



Verónica Pájaro



Yeşim Sevinç



Jakob Wiedner

AFFILIATED DOCTORAL RESEARCH FELLOWS



Ingri Jølbo



Monica Knoph

ADMINISTRATIVE STAFF

Elisabeth M. Neuhaus,
Higher Executive OfficerAlexandra Mihaltean,
Intern (January–May 2014)Jeanette Susann Martinsen,
Secretary

OTHER SCIENTIFIC STAFF

Kristin Vold Lexander,
ResearcherIngeborg S. B. Ribu,
Assistant Researcher

LONG-TERM GUEST RESEARCHERS

Gözde Mercan, Postdoctoral
Fellow (2014–2015)Quentin Williams,
Postdoctoral Fellow
(2013–2014)Shirin Zubair, Researcher
(2014–2015)



SCIENTIFIC ADVISORY BOARD

INTERNATIONAL SCHOLARS WHO ARE SPECIALISTS IN MULTILINGUALISM IN CHILDHOOD, ADOLESCENCE, ADULTHOOD AND AGING FORM MULTILING'S SCIENTIFIC ADVISORY BOARD (SAB).

Each member of the SAB is an internationally acclaimed scholar in his/her respective field of research in multilingualism. While each scholar has a specialization in a field more closely related to either psycholinguistics or sociolinguistics, a range of backgrounds is represented, also geographically. The core research team and the SAB contribute to a truly multi- and interdisciplinary Center. The SAB serves an advisory function.



1. Peter Auer is Professor of German and General Linguistics, Section of German Linguistics & Hermann Paul Centre for Linguistics, University of Freiburg, **Germany**.

2. Kees de Bot is Professor and Chair of Applied Linguistics at the University of Groningen, **The Netherlands**, and the University of Pannonia, **Hungary**.

3. Annick De Houwer is Professor of Language Acquisition and Multilingualism at the Linguistics Department of Erfurt University, **Germany**. She is the founder and director of the European Research Network on Bilingual Studies, ERBIS.

4. Marianne Gullberg is Professor of Psycholinguistics at the Centre for Languages and Literature at Lund University, **Sweden**, and Director of Lund University Humanities Lab, an autonomous research facility.

5. Li Wei is Professor of Applied Linguistics at University College London, UK, and Chair of the University Council of General & Applied Linguistics (UCGAL), **UK**.

6. Rajend Mesthrie is Professor of Linguistics in the School of African and Gender Studies, Anthropology & Linguistics at the University of Cape Town, **South Africa**. He holds a research chair in Migration, Language & Social Change.

7. Loraine Obler is Distinguished Professor, Programs in Speech-Language-Hearing Sciences and Linguistics, Neurolinguistics Laboratory, City University of New York, **USA**. She is also Co-PI on the NIH-funded Language in the Aging Brain Lab at the Boston University School of Medicine and the Harold Goodglass Aphasia Research Center.

8. Aneta Pavlenko is Professor of Applied Linguistics, Department of Teaching and Learning, College of Education, Temple University, Philadelphia, **USA**, and President of the American Association for Applied Linguistics.

9. Ben Rampton is Professor of Applied & Sociolinguistics and Director of the Centre for Language Discourse and Communication at King's College London, **UK**. He is Director of the King's ESRC Interdisciplinary Social Science Doctoral Training Centre.

10. Elana Shohamy is Professor of Language Education at the School of Education, Tel Aviv University, **Israel**.

11. Christopher Stroud is Senior Professor of Linguistics at the University of the Western Cape, **South Africa**, and Professor of Transnational Multilingualism at Stockholm University. In South Africa he is acting director for the newly formed Centre for Multilingualism and Diversities Research.

12. Brendan Weekes is Chair Professor in Communication Science and Director of the Communication Science Laboratory, Faculty of Education, University of **Hong Kong**.

“The multidimensionality of MultiLing’s work is an international source of inspiration, and our collaboration has already borne fruit in several publications.”

BEN RAMPTON

NEW RESEARCH FELLOWS

MULTILING AIMS TO TRAIN YOUNG SCHOLARS WORKING ON THE RESEARCH THEMES THAT FORM THE CORE OF THE CENTER'S ACTIVITIES. THESE RESEARCH FELLOWS BECAME PART OF THE MULTILING TEAM IN 2014.



POSTDOCTORAL RESEARCH FELLOW YULIA RODINA

RESEARCH PROJECT

Bilingual acquisition: Russian-Norwegian children in Norway

Yulia Rodina joined MultiLing in January 2014. She has a PhD in Linguistics, which she completed at the Center for Advanced Study in Theoretical Linguistics (CASTL, Center of Excellence), University of Tromsø, now UiT The Arctic University of Norway. After her defense, in 2008–2013 she was an active member of various research projects conducted at UiT. She has worked extensively in the areas of first and bilingual language acquisition of various grammatical constructions in Norwegian and Russian children, and has a strong background in conducting experimental and corpus studies.

In her current project *Bilingual acquisition: Russian and Norwegian children in Norway* she investigates the linguistic development of bilingual Russian-Norwegian children, focusing on three main areas: general communicative skills, syntax and morphology. In particular, Rodina is interested in how parental input patterns and other input factors affect bilingual children's linguistic development. The data for this project are being collected experimentally by using production and comprehension methods. The studies are conducted with both pre-school and school-aged children between the ages of four and 13.



DOCTORAL RESEARCH FELLOW HANNA SOLBERG ANDRESEN

RESEARCH PROJECT

The role of grammaticalized aspect in L1 on the acquisition of Norwegian. Marked end-point in goal-oriented motion events in bilingual adolescents and adults compared to native Norwegians

Hanna Solberg Andresen started as a PhD research fellow at MultiLing in August 2014. In her project she aims to examine in which ways the first language (L1) might influence learners' second language (L2) on a conceptual level in oral production (spoken Norwegian), linked to differences in aspectual distinctions in event realization in the L1 (Polish, German) and Norwegian L2. By utilizing an eye tracker, she will correlate the linguistic data with the location of eye focus. By examining adults as well as adolescents, the question of conceptual restructuring linked to age will also be explored.

Andresen holds an MA in Norwegian as a Second Language from the University of Oslo, and before starting on her PhD she worked for several years as a Norwegian teacher in a Norwegian secondary school, at the International Summer School of the University of Oslo as well as one year as a university lecturer at the University of Oslo. Her academic interests include second language acquisition, multilingualism, language complexity, language and thought, thinking for speaking and conceptual transfer.



POSTDOCTORAL RESEARCH FELLOW ALFONSO DEL PERCIO

RESEARCH PROJECT

Gateways to Europe: Language and the management of transnational migration at Europe's southern border

Alfonso Del Percio joined MultiLing in June 2014. His current research project *Gateways to Europe* seeks to investigate processes of transnational migration at the southern periphery of the European Union, specifically North African arrivals in Italy. This multi-sited ethnography investigates the role of language in the immigrants' social, political and economic integration process in Italy, as well as in other European host societies more generally. Particular attention is given to how language is mobilized by governmental institutions, corporate actors, and the immigrants themselves as a key site of possibility for people's life trajectories, for the production, circulation, and consumption of resources, and for the construction and maintenance of legitimacies, inequalities, and relations of domination.

After completing his doctoral training at the University of St. Gallen

(Institute for Media and Communications Management), Fribourg (Institute of Multilingualism) and Chicago (Department of Anthropology), Del Percio defended his PhD in Organizational Studies and Cultural Theory at the University of St. Gallen (Switzerland) in 2014. Between 2008 and 2014, he collaborated on several ethnographic projects at the University of Fribourg (Switzerland), e.g., investigating the political economy of Swiss multilingualism; researching the interrelations between language, economy and the state; and focusing on the link between language, education and social inequality.



POSTDOCTORAL RESEARCH FELLOW HANA GUSTAFSSON

RESEARCH PROJECT

Multilingual competence in international higher education: A usage-based perspective

Hana Gustafsson joined MultiLing in June 2014. Her work is grounded in usage-based, cognitive-constructionist approaches to language and language learning. In her PhD dissertation, defended in 2013 at the University of Groningen, she investigated the acquisition of phraseological chunks by Dutch learners of English from a dynamic usage-based perspective.

Gustafsson has a professional background in Applied Linguistics/ TESOL and has worked as a lecturer and teacher trainer in higher education institutions in the Czech Republic (her native country), The Netherlands, and most recently in Norway. She is interested in issues of language learning and language policy in international higher education, particularly with respect to bridging gaps between linguistic theory and educational practice. She has been involved in the development and implementation of theory-

informed content and language integrated training programs for EMI medical teachers (IBMG Groningen; GMCA 2012).

In her current project at MultiLing, Gustafsson investigates how multilingual competence is co-constructed within communities of international higher education and how this can be described in terms of linguistic structures. Usage-based approaches provide a suitable framework for this type of research because they see linguistic competence and linguistic structure as emergent from actual language use and grounded in social interaction.

The goal of Gustafsson's project is to contribute to the understanding of multilingual competence in terms of scientific knowledge as well as in terms of outreach value for stakeholders in international higher education.



DOCTORAL RESEARCH FELLOW NATHAN ALBURY

RESEARCH PROJECT

The folk linguistics of language policy: Indigenous language revitalization in Norway and New Zealand

Nathan Albury joined MultiLing in May 2014 and has research interests in language policy, especially indigenous language revitalization, Scandinavian language policies, the status of English in the globalization process, and language attitudes and ideologies. He is especially drawn to the folk linguistics research tradition as an approach to discovering what the public knows and believes about topics in linguistics and how it applies such knowledge and beliefs to solve real-life language issues.

His key contribution to date has been his Folk Linguistics of Language Policy research paradigm for language planning, published in the *International Journal of Language Studies* in July 2014, to discover the processes by which non-linguists talk about, create, and perform language policy. He is using this innovation as the basis of his PhD project to examine what youth in Norway and

New Zealand believe Sámi and Māori language revitalization actually entails, how it should happen, and what it should deliver to their societies. Albury holds an MA in Linguistics and a BA in Languages and Applied Linguistics from Australia. He has come to MultiLing after several years as a senior policy advisor in the New Zealand and Australian governments, especially in relation to immigration, refugee affairs, human trafficking and smuggling, and adult literacy and numeracy.

LETTERS FROM GUEST RESEARCHERS AT MULTILING

VISITING RESEARCHERS THROUGH VARIOUS EXCHANGE SCHEMES ARE A GREAT ASSET TO MULTILING. IN 2014 WE WERE FORTUNATE TO HAVE THREE LONG-TERM GUEST RESEARCHERS RESIDING AT MULTILING FOR A FULL YEAR, AS WELL AS TWO INVITED VISITING SCHOLARS, EACH SPENDING A MONTH AT THE CENTER.

I am a postdoctoral research fellow from Turkey, visiting MultiLing for a period of one year. My main area of research is experimental psycholinguistics. "How do people understand and produce language?" "How is linguistic knowledge represented in the user's mind?" These are the general questions that have motivated my research.

During my PhD studies at the Middle East Technical University, I investigated a psycholinguistic phenomenon called "structural priming" in order to understand the representation and processing of certain aspects of Turkish morpho-syntax in healthy adult language users. I employed behavioral experimentation methods such as written sentence completion tasks, as well as reading time measures and eye-tracking.

With my present postdoctoral project at MultiLing, I follow the same line of research, this time with multilingual individuals. In an era where multilingualism has become the norm rather than the exception, studies on language processing and representation cannot afford to not consider the influences of the mental co-presence of different languages in cognitive processes. Accordingly, my postdoctoral research project, funded by TÜBİTAK (the Scientific and Technological Research Council of Turkey, 2219 International Postdoctoral Research Scholarship Programme) investigates the mental representation of grammatical structures in bilinguals. This project entitled *Cross-linguistic structural priming of passives in Norwegian-Turkish and Norwegian-English bilinguals* specifically addresses the question of whether passive structures in the two languages are represented together or separately in the bilingual mind, and whether the structural similarity between the languages of bilinguals has a role to play in this.

MultiLing provides the ideal research environment for me to carry out this project. Since I arrived, I have had the opportunity to interact with and receive valuable feedback from colleagues working on various aspects of multilingual competence. The many seminars, workshops and lectures that I have attended here have broadened my horizons about the use-related aspects and the societal relevance of multilingualism. MultiLing also offers researchers with unique opportunities to meet internationally renowned scholars and to create new research collaborations.

I feel very privileged and proud to be a member of this top-level scientific Center and am completely confident that the remaining part of my stay here will be at least as satisfying as it has been so far.



LONG-TERM GUEST RESEARCHER GÖZDE MERCAN

TÜBİTAK Postdoctoral Fellow
2014–2015



LONG-TERM GUEST RESEARCHER QUENTIN WILLIAMS

Yggdrasil Postdoctoral Fellow
2013–2014

IF YOU'RE READING THIS, THEN YOU KNOW OF MULTILING

"I was an Yggdrasil postdoctoral fellow at MultiLing," I tell all my South African academic friends with much pride. I also tell them I enjoyed my time at MultiLing because colleagues and fellow post-graduate students provided a home for your ideas and the relevance of your work on multilingualism. I also had a very productive time at the Center, where I not only learned about my weaknesses but very rapidly about my strengths. For much of my time at the Center, I wrote down my work to share it, I thought through my ideas only to suppress them sometimes, and constantly wrestled over how my ideas may help my community. The space and resources offered at MultiLing helped me to stay focused, and because of that I managed to publish five papers and a book proposal (with the book forthcoming!). But it wasn't all hard work and no academic play. In between writing, and publishing, I had the opportunity to travel and share my research with colleagues at MultiLing, King's College London, Stockholm University, University of Oslo, and students from Stanford University.

When I look back at my journey as a postdoctoral fellow at MultiLing, I can only express my earnest gratitude. I entered the building of Henrik Wergelands hus, most of the time took the lift to the fourth floor, and stepped through the doors of MultiLing every day as a young and naïve visiting Yggdrasil post-doctoral fellow: But I left the building as a young sociolinguist with plans to change the plight of his community, or at least finish the next manuscript. And my time at MultiLing has been surreal: the day I left the Center was also the day I returned to the University of the Western Cape (UWC) as a permanent employee, at one of South Africa's oldest historically black universities. In my role as Lecturer, I am inspired to teach students and be committed to my research. I am also very energized to find ways to uplift the historically marginalized people in my community, to find ways to tell them that they are not second rate and that they do not have to apologize for who they are. I not only see myself as an academic but more importantly as a community activist who refuses to abdicate his responsibilities and to never lose sight of the past injustices inflicted by apartheid South Africa; someone who will speak up fearlessly for virtue and integrity, and against indignity, injustice, gender violence and discrimination.

At UWC, I am also a research fellow at the Centre for Multilingualism and Diversities Research (CMDR) and co-editor of the journal *Multilingual Margins: A Journal of Multilingualism from the Periphery* published by CMDR. CMDR is a collaborating partner of MultiLing. It is because of this collaboration between CMDR and MultiLing that I am currently completing a book manuscript on Multilingualism to be published by Bloomsbury Press in 2016 and will, in the same year, convene an invited special lecture series on the politics of "Multilingualism, Identity and Diversity in post-apartheid South Africa" at the Stanford University Campus in Mowbray, Cape Town.

For what MultiLing has given me in experience and friends, and possible third reviewers of my manuscripts, I am eternally grateful.

P.E.A.C.E
Quentin Williams aka Q

MULTILING PROVIDES ME SPACE – BOTH LITERAL AND METAPHORICAL

My PhD thesis entitled *Women's Literacies in a Rural Pakistani Community: An Ethnographic Study*, completed at Cardiff University, UK, looked at issues related to language, literacy and gender identities in a South Asian context from a cross-disciplinary perspective in that it combined insights from Gender Studies, Sociolinguistics and Poststructuralist Feminist Studies. Subsequently, I published several papers in refereed journals and book chapters. After my PhD, I have been steadily growing as an international academic and researcher whose work on gender, literacy and religious identity in multilingual Pakistan has been published by leading international publishers, including John Hopkins Press, Routledge, Brill and Sage, among others. One of my papers in *South Asia Research* (23.2) has been featured as one of Sage's most cited and frequently read online papers. This paper showcases how Pakistani women's multiple literacies in various languages (Urdu, English, Saraiki, Arabic) are intertwined with their complex religious and secular identities. It brings the silenced Muslim women's voices from the margins to the center.

My teaching and research experience is wide-ranging and diverse, as my research and teaching interests include but are not limited to New Literacy Studies, Gender, Sexism in Language, Postcolonial Literatures in English, Sociolinguistics (with a focus on Feminist Linguistics and Critical Discourse Analysis).

In addition to being a regular faculty member (Professor of English) at Baha-ud-Din Zakariya University in Pakistan, I have also taught and researched in international contexts including the USA and UK. Last year, I was based at the Free University of Berlin as a visiting researcher, where I conducted workshops/seminars with PhD and Master's students at the Berlin Graduate School Muslim Cultures & Societies. My last fellowship was at Kate Hamburger Kolleg, University of Duisburg-Essen in Germany as a senior research fellow.

I am currently working on research projects that engage with issues of transcultural literacies and identities within the teaching of literature and language in contemporary Pakistan. I am working on several short papers as well as a book length project on Pakistani women's engagement with multiple literacies in multilingual rural and urban contexts in contemporary Pakistan and the ensuing identity-related issues. The current position at MultiLing provides me space – both literal and metaphorical – as well as time away from my normal teaching and administrative workload to concentrate on my work, free from such pressures. It is also proving useful in other ways, such as networking and making international research contacts with other international researchers and colleagues working in the field of Sociolinguistics and Multilingualism. The Wednesday seminars provide a forum for sharing research ideas in a setting which is friendly; then there are occasions for informal interactions with colleagues during the lunch break in the communal room as well as at the social events regularly organized by the Center.



LONG-TERM GUEST RESEARCHER SHIRIN ZUBAIR

MultiLing Guest Researcher
2014–2015

INVITED VISITING SCHOLARS



CECELIA CUTLER

May–June 2014

Associate Professor at the City University of New York, USA

I was utterly thrilled and honored to be asked to spend a month at MultiLing this past spring. The days and weeks I spent in my lovely, sun-filled office were a respite from my otherwise hectic teaching and advising schedule. Daily communal lunches provided the opportunity to rub shoulders with students, postdoctoral fellows, and faculty members and to hear about their important work. I was also able to have regular meetings with Unn Røynealand, my co-editor on a volume that is due to be published in late 2016 entitled *Multilingual Youth Language Practices in Computer-Mediated Communication* (Cambridge University Press). Working together at MultiLing every day gave us the chance to review previous work in this area, engage in some close reading of similar work, and begin writing the introductory chapter for the volume. We also created an online database for sharing

files, assembling a bibliography, and for storing and editing chapters. One of the main reasons for my visit was to hold a workshop with the chapter authors so that we could share our work with one another. Although the participation was not as great as we had hoped, the workshop was a very productive exercise in identifying common themes that will inform the introductory chapter. During my time at MultiLing I was also able to present some of my recent work and get constructive criticism from the attendees. My talk was about the emerging social meanings of Scottish accents in contemporary animated children's films. The chapter based on this presentation will appear in an edited volume entitled *English in Computer-Mediated Communication: Variation, Representation, and Change* for De Gruyter Mouton (edited by Lauren Squires).



TOMMASO MILANI

September 2014

Associate Professor at Witwatersrand University, South Africa

With an efficient administrative staff and an internationally renowned team of researchers, MultiLing is an extremely vibrant and stimulating research environment, one that seeks to bridge an historical gap between sociocultural and psycholinguistic approaches to multilingualism research. A genuine mutual intellectual respect between the researchers working at MultiLing is what struck me most during my research stay in September 2014. The academic discussions I had with staff members, postdoctoral fellows and doctoral candidates contributed to enriching and refining my intellectual project of understanding how affects circulate and manifest semiotically in a variety of spaces, in particular in the South African context.

Besides the invaluable comments and constructive critique offered by researchers at MultiLing, I bene-

fit from the large bibliographical resources at the university library, access to which allowed me to complete an article on gay weddings and emotional geographies of same-sex love (to appear in the journal *Critical Arts* in 2015). Moreover, during my stay, I had the opportunity to showcase my most recent work on the sexual life of linguistic landscapes in South Africa. In line with MultiLing's remit of bringing together socio- and psycholinguistic approaches to multilingualism, I also gave a lecture, together with my co-author Scott Burnett, in which we argued for the importance of understanding the relationship between emotions and language ideologies in multilingualism research.

One month proved to be a short time to appreciate the breadth of research at MultiLing; it was long enough, however, to spark a dialogue which I'm looking forward to continuing.

THEME REPORTS

MULTILING IS ORGANIZED AROUND THREE MUTUALLY DEPENDENT AND INTERRELATED THEMES

THE THREE THEMES

- Multilingual competence across the lifespan
- Multilingual choice and practices across the lifespan
- Management of multilingualism across the lifespan: Language policy and ideologies

These three themes complement one another in realizing the main goal of the Center, namely to generate beyond state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan and to address the challenges and potential multilingualism involves for the individual in the family, in institutions and in society in general. Most of the projects address at least two of the

themes, while some address all three. In recruiting candidates for new PhD and postdoctoral positions, priority has been given to projects that cross boundaries between the themes. In addition, the aim of the three colloquia is to explore opportunities for collaboration and cross-fertilization across the thematic boundaries.

MultiLing's researchers were very active in publishing and presenting papers at conferences in 2014, in addition to organizing several seminars, guest lectures and workshops. The following reports present a selection of projects, articles and conferences.

The complete list of publications and presentations may be found in the Appendix.

THEME 1 MULTILINGUAL COMPETENCE

THEME LEADER: ANNE GOLDEN

1

WE LEARN NEW LANGUAGES IN DIFFERENT WAYS. OUR KNOWLEDGE OF THE DIFFERENT LANGUAGES WE HAVE ACQUIRED CHANGES THROUGHOUT OUR LIVES. THEME 1 EXPLORES THE CHARACTERISTICS OF MULTILINGUAL COMPETENCE: HOW IT IS ACQUIRED AND CHANGES THROUGHOUT THE LIFESPAN.

Different aspects of multilingualism are studied in the projects related to this theme: how the knowledge and use of multiple languages in an individual affects that person's skills and awareness of these languages, and how a previously learned language affects the learning and use of languages learned later, or vice versa. Multilingual students' encounters with written language, both reading comprehension and writing skills, and their comprehension of spoken language in the classroom, are studied, as well as attitudes towards literacy and literacy skills outside school. Furthermore, the assessment of multilinguals' language competence is central, especially of children's language development, in order to examine the characteristics of this development and to reveal language disorders. Multilingual competence may change with aging,

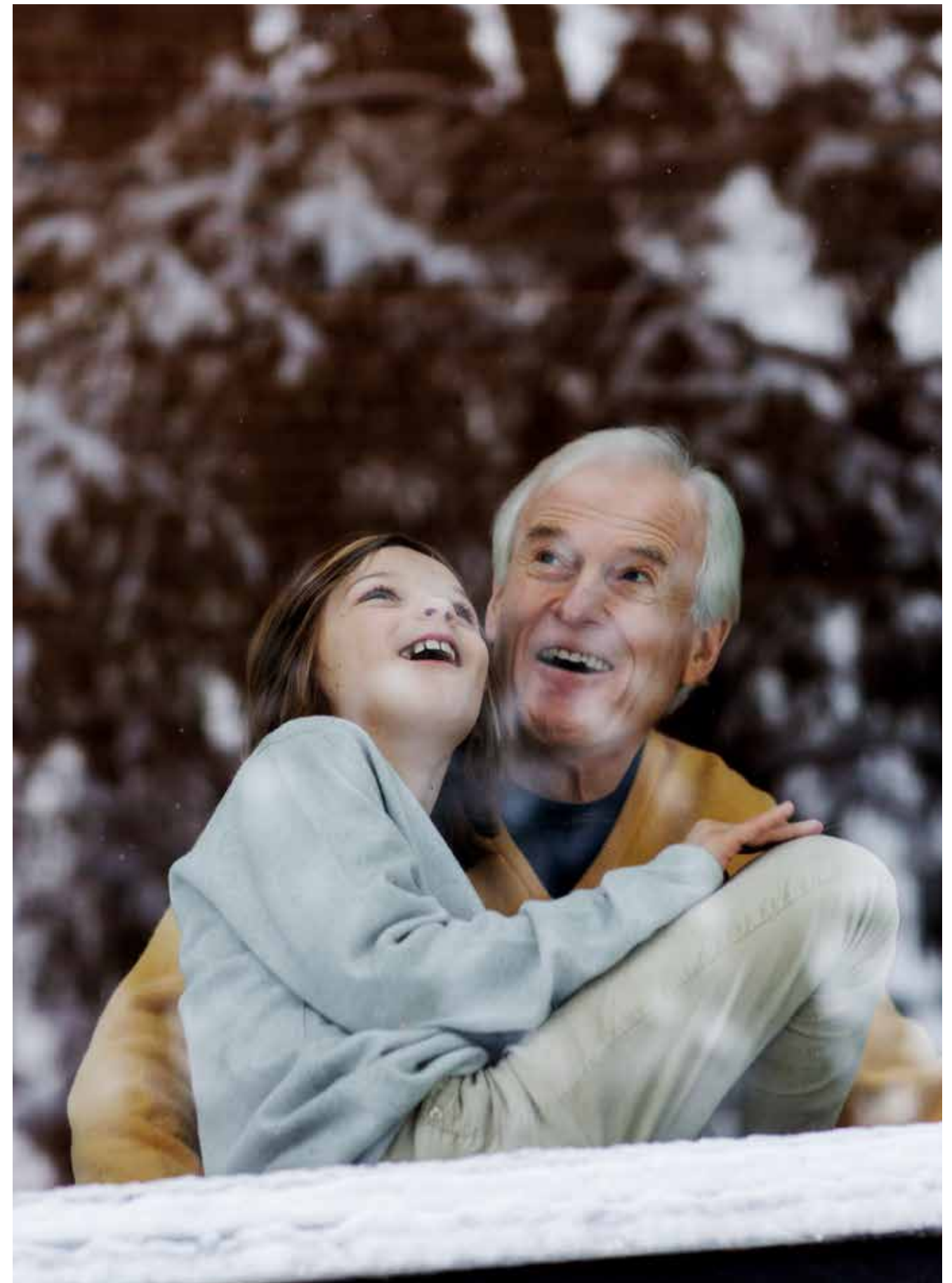
and how this process occurs, and the result of it, is investigated in both healthy bilinguals and people suffering from aphasia or dementia.

Theme 1 has expanded this year with a new PhD fellow (Hanna Andresen) and three new postdoctoral fellows (Yulia Rodina, Hana Gustafsson and long-term guest researcher Gözde Mercan). Their projects are presented in the previous section on New Research Fellows.

Projects

Language acquisition in childhood

Hanne Gram Simonsen and members of the research group in clinical linguistics and language acquisition advanced their research regarding young multilingual children's competence. In one project (with Pernille Hansen as part of her PhD project, MultiLing collaborating partner Ewa Haman and affiliate Magdalena



Luniewska from the University of Warsaw), the lexical comprehension and production of Polish-Norwegian preschoolers in Polish and Norwegian are compared to that of their monolingual peers. In another project (with Pernille Hansen and Emel Türker-van der Heiden) the Turkish and Norwegian versions of the parental report instrument CDI (*The MacArthur-Bates Communicative Development Inventories*) are used to assess the children's linguistic development in the two languages. The phonetic differences between English and Norwegian preschoolers in relation to their input are studied by Hanne Gram Simonsen, Inger Moen and affiliate Nina Gram Garmann (Oslo and Akershus University College of Applied Sciences), as well as researchers from Oxford and Cambridge Universities.

Multilingual education

At MultiLing there are several projects related to multilingual education. Else Ryen's project (in collaboration with Kirsten Palm, Oslo and Akershus University College of Applied Sciences) *Assessing Second Language Skills in Primary and Lower Secondary School* ended in 2014. This project focused on the use of an assessment tool developed by the Directorate of Education, with levels equivalent to those in the Common European Framework of Reference for Languages (CEFR). Teachers' understanding of second language acquisition and assessment practices was investigated by means of interviews, observations and questionnaires. Results show that informants believe that the assessment tool can contribute to more adapted and systematic second language training and better assessment of students' language skills. However, there are also challenges related to the use of this tool, partly due to insufficient knowledge among teachers as to how second languages are acquired and how to assess students' language skills.

Another project is PhD fellow Ingrid Dommersnes Jølbo's project on identity constructions in texts written by students with a Somali language background. These students attend

lower secondary school for young adults who have Norwegian as a second language and limited academic experience. Anne Golden's project on transition in education (with affiliate Lise Iversen Kulbrandstad, Hedmark University College) currently investigates students' transition from the fourth to fifth grade.

Multilingual adults

Research on multilingual adults has expanded with a new project by Emel Türker-van der Heiden and our postdoctoral visitor Gözde Mercan. They aim to investigate adult second language acquisition in Norwegian university students learning Turkish as a foreign language, with the focus on the development of various morpho-syntactic forms. Anne Golden's project investigates adult learners' text production, with Lars Anders Kulbrandstad (Hedmark University College) and Kari Tenfjord (University of Bergen). It focuses on identity constructions in texts written by learners of Norwegian with Spanish and Vietnamese language backgrounds.

Elderly multilinguals

One of the projects that studies multilinguals in the later stage of life – both in healthy individuals and persons with dementia – is *Multilingual Dementia* (see section on Cross-thematic projects). Furthermore, in a new project *Language Processing in Healthy Bilingual Aging*, Janne Bondi Johannessen has begun developing tests in Norwegian for syntax and pronouns, together with affiliate Ida Larsson (University of Oslo), Yulia Rodina and Emel Türker-van der Heiden.

Johannessen has continued her project on the *Norwegian Language in America*, initiated in 2010 as an expansion of a national research project on Scandinavian dialects. An important goal of the project is to locate, interview and record heritage speakers, defined as those who learned Norwegian at home in the family, and whose ancestors immigrated to America before 1920. The studies are related to different aspects of their language. Other members are collaborating partner

“I am impressed that MultiLing has opened up opportunities for young researchers to develop new research questions and projects in the diverse field of multilingualism. The potential for collaborations between established research groups around the world is also a key strength of the MultiLing agenda.”

BRENDAN WEEKES

Marit Westergaard (UiT), affiliates Ida Larsson (UiO) and Arnstein Hjelde (Østfold University College), and colleagues at NTNU in Trondheim. A volume of articles from the project was finalized during 2014 and will be published in 2015 by John Benjamins. The book is edited by Janne Bondi Johannessen and affiliate Joe Salmons and is entitled *Germanic Heritage Languages in North America: Acquisition, Attrition and Change*. Several of MultiLing's affiliates have contributed to the volume, in addition to Anne Golden and Elizabeth Lanza at MultiLing.

A new project, *Harvesting big text data for under-resourced languages* (HABIT), received funding from the Research Council of Norway and involves collaboration between Norway (the University of Oslo with Janne Bondi Johannessen and NTNU, Trondheim) and Masaryk University, Brno.

Language disorders and impairment

Hanne Gram Simonsen and Marianne Lind represent Norway on the management committee of the EU-financed COST Action IS1208 *Collaboration of Aphasia Trialists*. They also participated in one of the working groups, where one of the aims is to translate and adapt an existing aphasia test (*The Comprehensive Aphasia Test*) to a range of European languages in order to facilitate cross-linguistic and bilingual research on aphasia and aphasia therapy. Simonsen and Lind collaborate with clinicians at the National Competence Centre (Statped), Department of Speech and Language Disorders, on a Norwegian version of this test. In addition, Monica Knoph participates in another working group. Simonsen, Knoph and Lind represent MultiLing in *Afasiforum* [“The Aphasia Forum”], a national network of professionals led by Statped, Department of Speech and Language Disorders, and comprises researchers and clinicians with different backgrounds (speech and language therapy, linguistics, phonetics, medical professions) and from different institutions. In collaboration with participants from *The Aphasia Forum*, Simonsen and Lind are working on a Norwegian version

of *The Token Test* (a test of auditory comprehension for speakers with aphasia), whereas Knoph is involved in collaborative work on collecting norms for an existing aphasia screening test.

There are now projects in Theme 1 studying bilingual competence across the entire life span – in healthy and disabled individuals and groups, from young children to adults, in the families and in educational settings. There are a multitude of languages involved, but Norwegian, Turkish, Russian and Polish are the most frequent ones in our projects so far.

Output

The complete list of publications and presentations is in the Appendix – only some of the books, articles and presentations from the Theme 1 researchers are mentioned here.

The participants in the projects with multilingual young children were active at conferences and seminars in 2014. Results from the project studying lexical development in Polish-Norwegian Bilingual Children with Hanne Gram Simonsen and Pernille Hansen from MultiLing were presented at several conferences, including GURT (*Georgetown University Round Table*), ICPLA (*the International Clinical Phonetics and Linguistics Association*) and IASCL (*International Association of the Study of Child Language*). In October, MultiLing organized the Colloquium 1 workshop *Assessing Assessment Tools: Language Development in Bilingual Preschoolers*, which involved participation by researchers from Poland, Turkey, France, Germany and Sweden (in addition to locals at MultiLing: Yulia Rodina, Hanne Gram Simonsen, Anne Golden, Pernille Hansen, Emel Türker-van der Heiden, Elizabeth Lanza, affiliate Nina Gram Garmann and researchers from our partner Statped, Norway). This event was also linked to the newly finished EU-funded COST network, *Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment*. The goal of the COST network was to develop assessment tools to identify language impairments in bilingual children, as the tools developed for

monolingual children are insufficient. In the workshop, the participants reflected upon the tools developed in the network, how they could be used for research and clinical work, and how both psycholinguistic and sociolinguistic perspectives could be included.

The NorPhLex Network for phonological and lexical acquisition in mono- and bilingual children in the Nordic and Baltic states, which started in 2012, was highly relevant for several of the language acquisition projects at MultiLing. The final seminar was held in Tromsø in June. Fifty participants from Norway, Denmark, Sweden, the Faroe Islands, Estonia, Latvia and the UK were part of this network, and the leader was Hanne Gram Simonsen. Other participants from MultiLing were Pernille Hansen, Yulia Rodina, affiliate Nina Gram Garmann and MultiLing collaborating partner Marit Westergaard.

Yulia Rodina (in collaboration with Marit Westergaard) organized a symposium *Child language acquisition and bilingualism: Grammatical development in Russian and Norwegian*. The symposium was funded by the Norwegian University Center in St. Petersburg, Russia, where it took place in October. Rodina published an article from her project about the acquisition of grammatical gender in Russian-Norwegian speaking children in *Language Sciences*, and she presented her project at the *Boston University Conference on Language Development* as well as at the *13th International Congress for the Study of Child Language* where she organized a symposium “Grammatical gender in monolingual and bilingual acquisition: New approaches in new contexts”.

As for projects related to multilingual school children, there were a variety of activities. Ingrid Dommersnes Jølbo published her first article based on her PhD thesis on identity constructions in second language texts written by students with a Somali language background in *Nordand*, the Nordic journal for second language studies. Else Ryen (in collaboration with Kirsten Palm) published the results from their project on assessment tools used with second language learners in school in the

journal *Acta Didactica*. Else Ryen, Ingri Dommersnes Jølbo and Anne Golden presented their projects at the breakfast meeting arranged by *Kunnskap i skolen* (Knowledge in Schools – KiS), a cross-disciplinary strategic research program at the University of Oslo, and at the Norwegian as a Second Language conference NOA 2014 in Stavanger (Anne Golden with affiliate Lise I. Kulbrandstad). Golden was also one of the keynote speakers at this conference with the title “Andrespråksforskning i dag – og i morgen. Hva bidrar MultiLing med?” [“Second language research today – and tomorrow. What is MultiLing’s contribution?”]. In September a workshop was organized with the internationally acclaimed Canadian scholar, Jim Cummins, whose topic was the situation for migrant children in school and how their school results are presented in the media. Members from MultiLing (Anne Golden, Elizabeth Lanza, Else Ryen, Pia Lane, Emel Türker-van der Heiden, Alfonso Del Percio) and colleagues from Hedmark University College participated in the workshop.

Turkish from a multilingual perspective

MultiLing has several researchers who are working on Turkish from a multilingual perspective. In October, a mini-workshop was organized by Emel Türker-van der Heiden during the visit of Mehmet-Ali Akıncı, University of Rouen, France, with the goal to create an arena for exchanging ideas on Turkish-related questions. Akıncı presented the current studies on Turkish in France, and researchers from MultiLing presented their ongoing and/or planned projects (Pernille Hansen, Janne Bondi Johannessen, Gözde Mercan and Emel Türker-van der Heiden, Yeşim Sevinç). Emel Türker-van der Heiden and Yeşim Sevinç also presented a paper at the 17th International

Conference on Turkish Linguistics in Rouen, France in September.

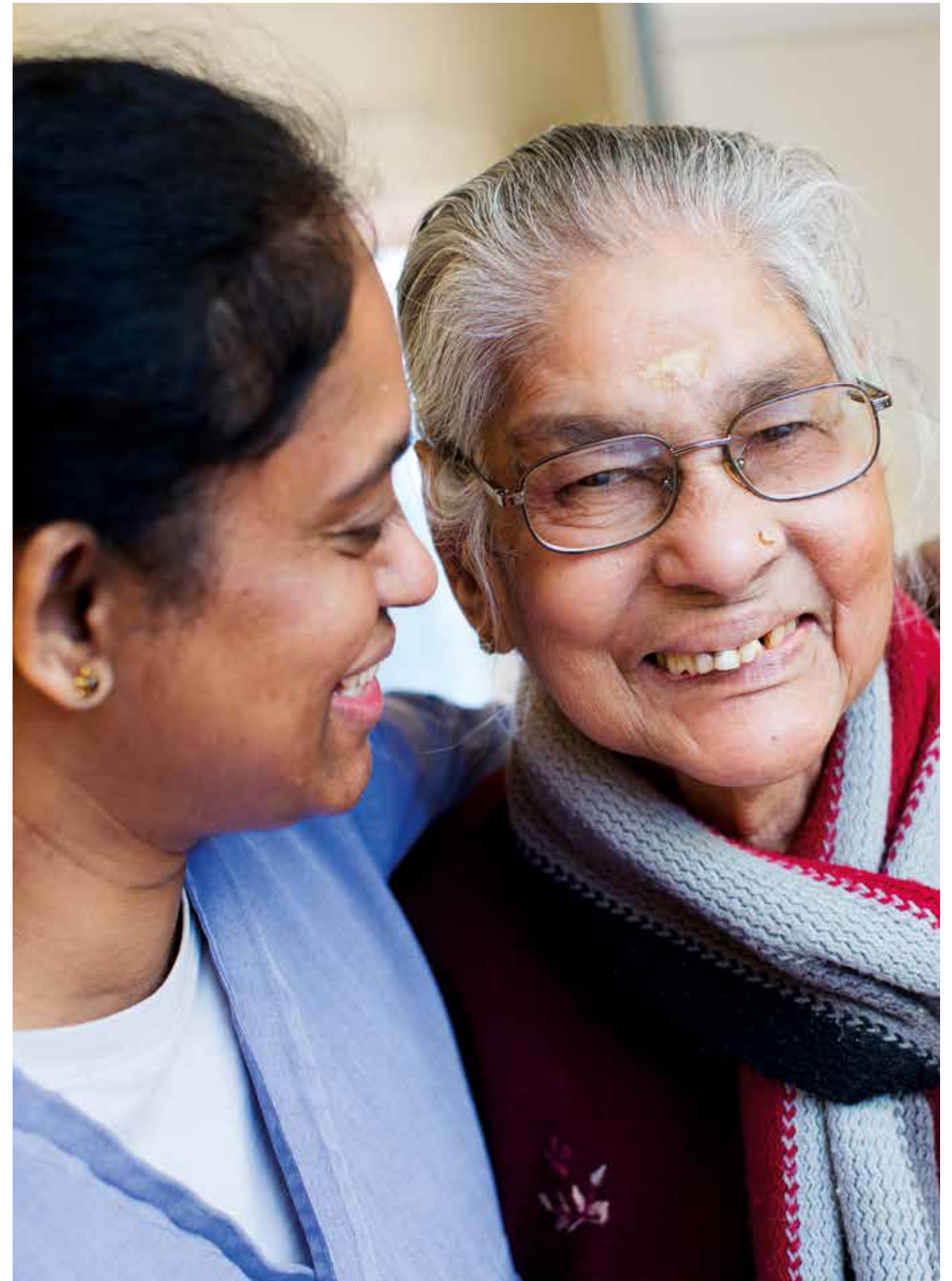
Regarding studies on multilingual families, Yeşim Sevinç published an article in the *Dutch Journal of Applied Linguistics* related to her PhD project where she investigates anxiety related to language knowledge across the Turkish immigrant community in the Netherlands. Sevinç also presented results from this study at two conferences, the ALA’s 12th International Conference, Language Awareness 2014 in July and the 17th International Conference on Turkish Linguistics in Rouen, France, in September.

Multilingual adults

The researchers with projects related to multilingual adults actively published and presented papers at conferences in 2014. The project on texts written in test settings led by Anne Golden (with affiliate Lars Anders Kulbrandstad and Kari Tenfjord) presented papers on their studies of transfer in Vietnamese and Spanish-speaking adult learners of Norwegian at two conferences: the 2014 conference of the American Association for Applied Linguistics in Portland, USA, and the Norwegian as a Second Language conference in Stavanger. Golden published an article (with Jon Horgen Friberg, FAFO) on Polish immigration in Norway and the texts written by Polish test-takers in the learner corpus ASK, in the Norwegian journal NOA [“Norwegian as a Second Language”] for which she was also one of the guest editors. Golden presented from her project (with MultiLing partner Rita Hvistendahl) their research from the project *Second Language Writing Research in the Scandinavian Countries* in a workshop she organized at MultiLing (with Elisabeth Selj) in May. Guri Bordal Steien published an article in the Nordic journal for second language research

MultiLing will investigate how dementia manifests itself linguistically in the aging multilingual population.

Nordand on a study related to her postdoctoral project on trilingual Congolese immigrants in Norway. In this article, she analyzed word melodies in spontaneous Norwegian produced by Lingala and Swahili L1 speakers in Norway. Steien also published an article with Inge Skattum in French on French prosody in an edited book. Janne Bondi Johannessen (with, among others, affiliates Joe Salmons and Mike Putnam) arranged her fifth annual workshop on *Immigrant Languages in the Americas* at UCLA, USA, in October. In the workshop, Johannessen gave a presentation (with MultiLing’s affiliate Ida Larsson) on pronouns and gender in American Heritage Norwegian and Swedish. Due to her participation in this project, Janne Bondi Johannessen was appointed as “Affiliated Faculty outside Penn State” at the Center for Language Sciences at Penn State University in the US. Johannessen (in collaboration with Øystein Alexander Vangsnæs, Joel Priestley and Kristin Hagen) also published an article on the multilingual speech corpus of North-Germanic languages in an edited volume at John Benjamins.



THEME 2 MULTILINGUAL CHOICE AND PRACTICES

THEME LEADER: JAN SVENNEVIG

2

WE USE THE LANGUAGES WE KNOW IN DIFFERENT WAYS AT HOME, AT WORK, WHEN WE COMMUNICATE FACE TO FACE OR IN SOCIAL MEDIA, AND IN DIFFERENT PHASES OF LIFE. THEME 2 EXPLORES THE RELATIONSHIP BETWEEN LANGUAGE AND IDENTITY.

Important research questions in Theme 2 are how people learn and use two or more languages in different situations/settings and in different stages of life. The relationship between language and identity is important; for instance, how people present themselves and are perceived by others through their multilingual practices. Another central research topic is how persons with different linguistic competence and cultural backgrounds use conversational strategies aimed at ensuring comprehension and establishing positive social relations.

Projects

Many of the projects in Theme 2 deal with how multilingual speakers apply their linguistic repertoires in different arenas, especially the workplace, the health care sector, and the media.

Multilingual practices in the workplace

Studies of multilingual practices in the workplace are represented in several projects. One project is *English lingua franca interaction in business meetings in international companies*, led by Jan Svennevig. This study analyzes video recordings of authentic management meetings in international companies in order to understand the dynamics of lingua franca interaction and intercultural business communication. In addition, the workforce in Norway is becoming increasingly international, as many sectors are in need of migrant workers to meet the demand for service. Two sectors are especially relevant in this regard, namely the health care sector and the construction sector. The first is studied by Verónica Pájaro in her PhD project entitled *The negotiation of professional identities in*



job interviews: (Im)migrant job applicants in a Norwegian health care institution. The second is studied in another PhD project by Kamilla Kraft entitled *Languages and multilingualism in the transnational and transient workplace*.

The health care sector

The health care sector is also studied as an arena of health communication between caretakers and patients. Jan Svennevig is involved in a collaboration with researchers at Akershus University Hospital that is investigating the topic *Understanding and agreement in L2 doctor-patient interaction* within the framework of the project *Meeting migrants in health care: An in-depth study of experiences related to patient and provider diversity*, led by Pål Gulbrandsen. Another collaborative project is with the Multikul research group at Agder University on *Cultural encounters between Norwegian Marte Meo-therapists and caregivers at Haydom Lutheran Hospital in Tanzania* led by Kristine Hasund, which studies patterns of intercultural and cross-linguistic communication in professional guidance for caregivers.

Multilingualism in the media

The use of different languages in the media is also a central topic in Theme 2. Language practice and language ideologies in digital media are studied in the project *Multilingual youth practices in computer-mediated communication*, carried out by Unn Røynealand in collaboration with Cecelia Cutler of the City University New York. A co-edited volume from Cambridge University Press emanating from this project is in progress and will

be published in 2016. Furthermore, the status of minority languages in television is addressed by Sarah Van Hoof in her postdoctoral project *A sociolinguistic study of multilingualism in Flemish telecinematic discourse*.

Multilingual practices and identity

Linguistic practices among multilingual youth was the focus of much of Bente Ailin Svendsen's research in 2014. During 2014, she finalized a co-edited volume to be published in 2015: *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces* (Cambridge University Press) (with Jacqueline Nortier). The book brings together a team of leading scholars who explore and compare linguistic practices of young people in multilingual urban spaces.

Anne Golden and Elizabeth Lanza's project *Language, culture and identity in narratives of migration* investigates the ways in which identities are expressed, constructed, and negotiated in multilingual and culturally diverse settings through narratives of migrants, particularly medical doctors.

Finally, multilingual practices are studied in various minority groups in Norway and abroad. One such minority group is the Romani people in Norway, whose Romani language has not until now been given a systematic linguistic description. This is now being carried out by Jakob Wiedner in his PhD project *Norwegian Romani – A linguistic view on a minority language in the north of Europe*.

Output

Through her work on linguistic practices among multilingual youth, Bente Ailin Svendsen published an article on the Norwegian debate on contemporary urban speech style, often referred to as “Kebab Norwegian” (“Kebabnorskdebatten. En språkideologisk forhandling om sosial identitet.” [“The debate on Kebab Norwegian. A language ideological negotiation about social identity”]). Furthermore, she was the leader of the national research campaign for pupils in Norwegian schools, *Take the temperature of language!* (see Public Outreach). This has generated a large database of

information about language use from youth all over Norway, usable for future research on such things as the lexicon, speech style and language choice among multilingual Norwegians.

A collection of articles on the use of different spoken varieties of the Scandinavian languages was edited by Janne Bondi Johannessen and Kristin Hagen: *Språk i Norge og nabolanda. Ny forskning om talespråk*. [“Language in Norway and the neighboring countries. New research on spoken language,” Novus 2014]. Unn Røynealand and Brit Mæhlum published an article on sociolinguistic perspectives on the use of the Nordic Dialect Corpus (*Det norske dialektlandskapet: sosiolingvistiske perspektiv på bruk av Nordisk dialektkorpus* [“The Norwegian dialect landscape: Sociolinguistic perspectives on the use of the Nordic Dialect Corpus”]), and Jan Svennevig has a contribution on the pragmatic particle *nå*, which has been in decline the last 30–40 years (“Det er nå trivelig der innpå, da.” *Nå – en diskursmarkør i tilbakegang* [“Nå – a discourse marker in decline”]).

Multilingual practices in the workplace

Multilingual practices in the workplace were the topic of a range of articles and conference presentations in 2014. Jan Svennevig gave two presentations at the *International Conference on Conversation Analysis*, one on communication between doctors and minority patients (with Anne Marie Landmark Dalby) and one on lingua franca English meeting interaction (with Olga Djordjilovic). Both will appear in a special issue of the *Journal of Pragmatics*, edited by Melisa Stevanovic and Jan Svennevig. Verónica Pájaro also gave a presentation at the same conference on the treatment of job applicants' minority background in job interviews.

Kamilla Kraft published a study of multilingualism in an international university (*Sproglige ressurser, praksisser og profiler: RUC som international universitet*. [“Linguistic resources, practices and profiles: RUC as an international university”] with Petra Dariay-Hansen).

Theme 2 researchers were well

represented at the *Nordic Interdisciplinary Conference on Discourse and Interaction* (NorDisCo), University of Jyväskylä, Finland, on November 12–14. Elizabeth Lanza gave the closing keynote address entitled “Identity construction in narratives of a migrant experience”. Kamilla Kraft and Jan Svennevig presented papers on conversational practices in L2 interaction in multilingual workplaces.

Minority languages

Minority language was the topic of other conference presentations. Sarah Van Hoof presented her research on standardization and vernacularization in Flemish TV fiction at several conferences and workshops, among them the *Historical Sociolinguistics Network Conference*. And in June (12–13) Unn Røynealand and Cecelia Cutler arranged a workshop with some of the contributors to the forthcoming Cambridge University Press volume *Multilingual Youth Practices in Computer-Mediated Communication*.

In collaboration with Aarhus University, MultiLing organized the *11th International Conference on Romani Linguistics* at the University of Oslo on September 15–17 (see also Activities and Events). PhD fellow Jakob Wiedner was chair of the organizing committee and also presented a paper on historical perceptions of Norwegian Romani.

Finally, several presentations focused on multilingual practices used by immigrants in various settings. A paper entitled “Conceptualizations of language learning” from the project on migrant narratives was presented by Anne Golden and Elizabeth Lanza at a workshop on Nordic literacy at the *AILA World Congress 2014* in Brisbane, Australia, in August (in collaboration with researchers from Finland, Sweden and Denmark). A mini-seminar in Helsinki was held on the same topic in December. Elizabeth Lanza was invited to give a plenary lecture entitled “Urban multilingualism and family language policy” at the symposium *Urban multilingualism in the European Union: Bridging the gap between language policies and language practices* in Brussels in April.

“Most useful for myself and colleagues in South Africa are the many opportunities to network and engage with MultiLing personnel. I sense that MultiLing is consolidating its position as a research hub through, among other things, the active recruitment of high quality research staff and the launch of a number of flagship projects.”

CHRISTOPHER STROUD



THEME 3 MANAGEMENT OF MULTILINGUALISM: LANGUAGE POLICY AND IDEOLOGIES

THEME LEADER: UNN RØYNELAND

3

SOCIOPOLITICAL FACTORS HAVE AN IMPACT ON MULTILINGUALISM. SOCIAL ARENAS SUCH AS THE WORKPLACE, SCHOOL, FAMILY AND PUBLIC LIFE AFFECT THE LANGUAGE CHOICES WE MAKE EVERY DAY. THEME 3 EXPLORES HOW LANGUAGE POLICY AND IDEOLOGY INFLUENCE MULTILINGUAL PRACTICES THROUGHOUT THE LIFESPAN.

The degree of multilingualism is closely linked to how language is managed within the different social arenas in which an individual participates throughout his or her life. Our focus is on how social and political power relations influence multilingual acquisition and practice.

Central research questions relate to the impact that prevailing language policies and ideologies have on the social institutions responsible for managing multilingualism through their activity – such as the family, school, the workplace, different treatment institutions or national authorities – and how this in turn influences language choice and use. Hence, the research activities within this theme are closely

related to research conducted within the two other MultiLing themes: Multilingual competence across the lifespan, and Multilingual language choices and practices across the lifespan.

Projects

The researchers connected to Theme 3 investigate a number of different issues such as language and political economy and how language becomes instrumental in producing and legitimizing social differences; how ideologies affect linguistic practices in the family; language standardization and questions of deliberation, legitimization and participation; linguistic diversity and the possible dark sides of multilingualism; the global



spread of English and its impact on the use and development of national languages; attitudes towards dialect variation and accented speech.

Language ideology and political economy

The main research focus of our newly appointed postdoctoral fellow, Alfonso Del Percio, is language, ideology and political economy. Issues such as the economic capitalization of linguistic diversity and polyglot ideologies of the nation-state are central to his research. Among other things he challenges the assumption that the current investment in sociocultural diversity is new. With multilingual Switzerland as his case, he aims to understand what specific political projects multilingual ideologies mediate and serve to sustain, and which relations of difference they help erase.

Language revitalization and standardization

Our newly appointed PhD fellow, Nathan Albury, focuses on language policy and politics, especially the revitalization of endangered languages and folk linguistics. In his PhD project he proposes the folk linguistics of language policy as a research paradigm and then applies this to New Zealand and Norway as two case studies. Each case study identifies and compares what indigenous and non-indigenous respondents in New Zealand and Norway understand Māori and Sámi language revitalization to mean and what aspirations they hold for these languages.

Three of our fellows continue their study of the standardization of minority languages under the auspices of the externally financed project *STANDARDS: Standardizing Minority Languages*, led by Pia Lane. The aim of this project is to expand the focus from language policy and linguistic aspects of standardization to include analyses of how users relate to standardization processes. Postdoctoral fellow James Costa examines Scots and Gaelic in Scotland, PhD fellow Elina Kangas studies different views on standardizing Meänkieli, and PhD fellow Diana Maria Camps investigates the language standardization of Limburgish in the Netherlands. Principal investigator, Pia Lane, examines

participation and the role of users in standardizing Kven.

Standardization, as well as norms and normativity more generally, and questions of deliberation, legitimization and participation are central issues for a collaborative project with Unn Røyneland and Bjørn Ramberg at the CoE Centre for the Study of Mind in Nature. The goal is to examine the conditions of legitimacy of political processes and decisions determining language norms. Drawing on the standardization projects, a co-edited special issue of *Sociolinguistica* on the theory and practice of standardization was commissioned in 2014 and is in progress. It will be published in 2016 (edited by Pia Lane, Unn Røyneland and Sue Wright). The volume is a direct result of the workshop on *Language Planning – Theory and Practice in Dialogue* (see below on Output).

Attitudes towards dialect diversity

In collaboration with NRK, the National Norwegian Broadcasting Company, Unn Røyneland conducted a survey on attitudes towards dialect diversity and perceived understanding of dialects when used by journalists in Norwegian radio and television. The survey had approximately 2,000 respondents and included both journalists working in NRK and a representative sample of listeners/viewers. In yet another project entitled *Dialectal identities in late modern Norway*, Røyneland looks at language ideologies and attitudes towards dialect diversity and accented speech among pupils and teachers in Norway. Together with a research assistant, Kristin Myklestu, and MA student Ragni Vik Johnsen they are currently conducting extensive fieldwork, aiming to collect data from approximately 800 respondents.

Multilingualism in the public sphere

Another important field within Theme 3 is the study of how multilingualism becomes visible in the public sphere through signage, shop names and other texts, and how these either reflect, create or challenge prevailing linguistic ideologies. In her PhD project, *Physical and virtual linguistic landscapes*, Maimu

Berezkina provides an analysis of language policies in state communication in Estonia and Norway in both physical and virtual spaces. She analyzes to what extent state institutions invest in linguistic diversity and whether some linguistic groups are prioritized in their communication at the cost of others.

In collaboration with Hirut Woldemariam of Addis Ababa University, Ethiopia, Elizabeth Lanza is involved in a project on linguistic practices and language ideology in multilingual communities through the investigation of the linguistic landscapes in Ethiopia and the Ethiopian diaspora in the USA. In addition, Lanza and Røyneland have embarked on a joint project on multilingualism, historical monuments and commemorative spaces in the public sphere. They want to examine how linguistic landscapes are a nexus for several discourses, including multilingualism, multiculturalism and national identity.

Output

Theme 3 researchers were active in publishing and presenting papers at conferences in 2014. The complete list of publications and presentations may be found in the Appendix, but some articles and conferences of special relevance will be mentioned here. Theme 3 researchers also organized several seminars, guest lectures and workshops.

In March (6–7) Bente Ailin Svendsen and Unn Røyneland organized the annual *Sociolinguistic Network Conference (SONE)* (also Theme 2). In March and April, Røyneland organized two workshops on language attitude research with participants from Norway and Denmark. In June, Cecelia Cutler and Røyneland arranged a small workshop with some of the contributors to the Cambridge University Press volume on *Multilingual Youth Practices in Computer-Mediated Communication* (also Theme 2). In October Pia Lane and Røyneland arranged a workshop on *Language Planning – Theory and Practice in Dialogue*. This workshop sought to bring together scholars from different parts of Europe who have engaged in language planning

and standardization both practically and theoretically. The aim of the event was to assess various normative principles of language planning in relation to practical obstacles and constraints that often determine actual success or failure in standardizing projects. We were particularly interested in considerations pertaining to democratic legitimacy and the significance of participation. Various MultiLing fellows participated or presented papers at the workshop.

James Costa published several articles and book chapters this year and more are in press. He has one article entitled “Must we save the language? Children’s discourse on language and community in Provençal and Scottish language revitalization movements”. He has two co-written articles, one about what counts as a linguistic border and another about what language revitalization really is. In addition, Costa was invited to give several guest lectures and talks, and he presented papers at a number of seminars, workshops and conferences. He gave invited talks at California State University, Université Lyon 2 and UNAM, Mexico City. He also co-organized panels at the *Sociolinguistics Symposium 20*, Jyväskylä, Finland and at the *American Anthropological Association (AAA) Annual Meeting*. Costa spent three months at California State University, Long Beach at the beginning of 2014. The stay was made possible by a Leiv Eiriksson researcher mobility grant.

Alfonso Del Percio came to MultiLing this spring. He was very active in presenting at conferences and workshops, and he published a number of articles and book chapters. He co-wrote a chapter in an edited volume, entitled “Economic capitalization of linguistic diversity: Swiss multilingualism as a national profit?”. Del Percio was invited to discuss three articles for the *Journal of the Swiss Association for Applied Linguistics* 100th edition, which have been influential for the field of applied linguistics in Switzerland and beyond. He also co-wrote two chapters for the *Handbook of Interdisciplinary Discourse Research*. In December he co-organized a panel at the

“The MultiLing team members are engaged in first-rate research on the sociolinguistics of multilingualism in an increasingly complex world. Their specialized focus on languages across the lifespan, and their social and cognitive resonances are of international significance. Here is fine-grained academic enquiry coupled with highly engaged scholarship.”

RAJEND MESTHRIE

American Anthropological Association (AAA) Annual Meeting, entitled “Polyglot Ideologies of the Nation-State in the 19th Century”. Del Percio received the *Multilingual Matters* Graduate Student Award of the American Association for Applied Linguistics this year (best PhD student presentation for the strand linguistic ideologies).

Language policy and minority languages

Our newly appointed PhD fellow, Nathan Albury, also started at MultiLing this spring. Albury has already published three articles and given talks at workshops and conferences. He published one article in the *Journal of Globalization Studies* entitled “Fearing the known: English and the linguistic ramifications of globalizing Iceland,” another in *International Journal of Language Studies* entitled “Introducing the folk linguistics of language policy,” and thirdly in *Current Issues in Language Planning* entitled “Your language or ours? Inclusion and exclusion of non-indigenous majorities in Māori and Sámi language revitalization policy.” He was invited to give a talk in New Zealand on the topic of “The folk linguistics of Māori language revitalization”.

Maimu Berezkina published an article entitled “Place-names in Oslo, seen from an inhabitant perspective in three different ethnic groups.” She also presented conference papers and

talks at workshops including the 2nd *International Symposium on New Speakers in a Multilingual Europe* in Barcelona and *Linguistic Landscapes 6* at the University of the Western Cape. Pia Lane presented her research orally and in writing in various forums. She wrote about “Nexus Analysis” in the *Handbook of Pragmatics*, and about “Minority language standardization and the role of users” in *Language Policy*. She was invited to give the opening keynote lecture at the *Australian Linguistic Society Annual Conference* entitled “Catch me if you can: Minority language standardization, variation and codification.” She was also invited to give a guest lecture at Birkbeck College, University of London on the topic of “Minority language standardization: Users and non-users.” In addition, she gave several other lectures and organized a panel at the *Sociolinguistics Symposium 20* (with James Costa).

Making space for people

Elizabeth Lanza co-wrote several articles and book chapters, and she was invited to give a number of guest lectures and talks at workshops, as well as being invited to be the keynote speaker at several conferences. She co-wrote articles with Hirut Woldemariam in *Multilingual Margins* and the *International Journal of the Sociology of Language*. They also co-wrote a chapter entitled “English in Ethiopia: Making space for the

individual in language policy” in *Challenges for Language Education and Policy: Making Space for People*, a publication in honor of the work of Scientific Advisory Board member Elana Shohamy. Lanza presented papers at several conferences and was recently the keynote speaker at two. She was also asked to contribute to an invited workshop at the *Sociolinguistics Symposium 20* in Jyväskylä, and gave a paper entitled “Strangers in paradise? Disturbances in the discourses of the local and global in Norway” (with Unn Røyneland).

Unn Røyneland gave a number of conference papers, invited guest lectures and keynotes and co-wrote some book chapters as well. She has one co-written article (with Brit Mæhlum) entitled “The Norwegian dialect landscape”. She published another co-written chapter about the position of English at Norwegian universities in the volume *Parallel Language at Universities in the Nordic Countries*. She was invited to give lectures both nationally and internationally. She was invited to give a named lecture at the University of Southern Denmark, as well as the opening keynote lecture at the 10th *Nordic Dialectology Conference* in Finland. She also gave various invited talks in Madrid – at *Universidad Autónoma de Madrid* and at *Universidad Nacional de Educación a Distancia*.

An important field within Theme 3 is the study of how multilingualism becomes visible in the public sphere through signage, shop names and other texts, and how these either reflect, create or challenge prevailing linguistic ideologies.



CROSS-THEMATIC PROJECTS

SOME NEW PROJECTS CROSS THE BOUNDARIES BETWEEN THE RESEARCH THEMES, BRIDGING THE GAP BETWEEN PSYCHOLINGUISTIC AND SOCIOLINGUISTIC APPROACHES TO MULTILINGUALISM, AND ARE THUS PRESENTED SEPARATELY HERE.

Multilingual Dementia

One such project is *Multilingual Dementia – Competence, Practices, Policies*, which started up in 2014 with a pilot project. It aims to investigate how dementia manifests itself linguistically in the aging multilingual population, how communication is affected, and how patients, family and caregivers experience and relate to the life changes involved. The project thus includes both psycholinguistic and sociolinguistic perspectives, and the project team consists of researchers from several themes, especially from Theme 2 (Bente Ailin Svendsen (PI) and Jan Svennevig) and Theme 1 (Hanne Gram Simonsen and Marianne Lind). An assisting researcher (Ingeborg Ribu) was employed for a period of six months. The project is a collaboration with the Norwegian Centre for Minority Health Research (NAKMI) and the Center for Dementia Research (CEDER), Linköping University. In 2014, the project team reviewed relevant literature in the field and planned data collection, to be carried out in the beginning of 2015. The pilot project will conduct a comparable multi-case study of 12 older persons and their relatives: three monolinguals with dementia, three monolinguals without dementia, three multilinguals with dementia and three multilinguals without dementia. The researchers will conduct cognitive and linguistic tests, as well as interview patients and caregivers. They will also record natural conversations between patients and caregivers in their day-to-day activities.

Family Language Policy – MultiFam

Another cross-thematic project is *Family Language Policy in Multilingual Transcultural Families*, led by Elizabeth Lanza with the participation of Anne Golden and Bente Ailin Svendsen. In December the Research Council of Norway announced that the project would receive funding for three years (2015–2017) as part of the Research Council's Independent Projects (FRIPRO) scheme. There will be one postdoctoral fellow and one PhD position attached to the project. The goal of the project is to provide insight into how transcultural families manage their linguistic and cultural heritage in contemporary urban spaces. A case in point is the Filipino diaspora in Norway, studied by Svendsen. The project stems from the Norwegian contribution to a larger project in an application to a European funding scheme, developed by Elizabeth Lanza along with Scientific Advisory Board members Annick De Houwer and Li Wei. This cross-thematic perspective on multilingualism in the family is also

present in Emel Türker-van der Heiden's study of *Deafness and language choice in multilingual families*, which investigates the communication strategies used between family members and a deaf child. These projects will collaborate with ongoing work at MultiLing on language acquisition among multilingual children.

Linguistic Capacity Building

Finally, there is the project *Linguistic Capacity Building – Tools for the inclusive development of Ethiopia* led by Janne Bondi Johannesen. Other participants from MultiLing include Elizabeth Lanza, Unn Røynealand and Jan Svennevig. The main aim of the project is to increase the knowledge and capacity at Ethiopian universities to develop resources for disadvantaged languages (e.g. languages that lack resources such as orthographies, descriptions of grammar, dictionaries and hence, teaching material) and signed languages so these languages might be used in education and other democratic arenas in Ethiopia.

“Multilingualism and aging is a topic that is bound to become very important in many societies. Several researchers who are involved in MultiLing as members of staff or otherwise will develop this theme in the year to come. There will be a joint presentation on this topic at ISB10.”

KEES DE BOT

RESEARCHER TRAINING

MultiLing has a special commitment to researcher training for future scholars in the field. Indeed the launch of the first Winter School in March was a very important milestone. In addition to the two annual intensive courses – Winter School and Summer School – MultiLing launched a specialized two-part course on multilingualism and the brain, aimed at MA students and PhD candidates.

WINTER SCHOOL: EARLY MULTILINGUALISM IN THE FAMILY

MARCH 10–14

Lecturers: Annick De Houwer
and Xiao Lan Curdt-Christiansen.
Organizer: Elizabeth Lanza.

This course provided a micro-macro approach to the study of early multilingualism in the family. The instructors were internationally acclaimed scholars in the field of study: Scientific Advisory Board member Annick De Houwer (Erfurt University, Germany) and collaborating partner Xiao Lan Curdt-Christiansen (National Institute of Education, Nanyang Technological University, Singapore; now University of Reading, UK).

The course traced the typical language development of multilingual children in the pre-school years with an aim to offer a global perspective on the bilingual acquisition of two first languages. It focused not only on the linguistic structures that are acquired (phonological, lexical and morpho-syntactic) but also on how these children use their two languages in conversation. Moreover, a broader theoretical framework for studying early multilingualism in the family was presented – family language policy, which is concerned with how languages are transmitted across generations and under what conditions a

language is maintained or lost. Issues covered included parental ideologies, decision-making and discourse strategies concerning language and literacy development, as well as the broader social and cultural context in which the family is located.

The course also presented the participants with relevant tools to examine how aspects related to the study of early multilingualism in the family are embodied and used in theory, research, and methodological practices. On the last day of the course, a three-hour discussion forum led by both lecturers was held on the micro-macro approach to the study of early multilingualism, bridging the gap between more psycholinguistic/cognitive-oriented approaches to the study of early multilingualism with more sociolinguistically oriented approaches. The participants were expected to prepare for the discussion based on the lectures and the readings and to actively participate in it.

Participants in the course included MultiLing's PhD fellows as well as PhD candidates from other universities in Norway and the rest of Europe.

“The more I’ve become familiar with MultiLing, the more I’ve become impressed with the real bottom-up team building that’s been taking place there amongst scholars with different disciplinary backgrounds and research interests. This bodes well for a durable collaboration.”

ANNICK DE HOUWER

SEPTEMBER 8–12

Lecturers: Gabriele Kasper
and Lourdes Ortega.
Organizers: Anne Golden
and Jan Svennevig.

SUMMER SCHOOL: DIFFERENT APPROACHES TO MULTILINGUALISM (SOCIAL, COGNITIVE, AND PSYCHOLOGICAL)



Active student participation and lively discussion were key to the success of MultiLing's first Winter and Summer School. Photos: John Hughes/UIO

The lecturers were two internationally recognized second language researchers: Gabriele Kasper of the University of Hawaii at Manoa and Lourdes Ortega of Georgetown University.

The purpose of the researcher course was to familiarize the students with various methodological approaches in bilingual research and the opportunities for spanning the boundaries between social and cognitive approaches. Kasper's lectures focused on socio-interactional perspectives on second language learning, especially Conversation Analysis (CA). The students were given an introduction to central methodological principles and core concepts in CA, and how these may be used for analysis of institutional interaction, especially in educational contexts. Central topics were learning as a social practice in L2 speakers' activities inside and outside of classrooms and the development of interactional competencies over time.

Ortega concentrated on usage-based approaches (UB) for the study of cognitive-linguistic dimensions of multilingual development, especially

Emergentism, Constructionism, Complexity Theory, and Dynamic Systems Theory. She focused on metatheoretical tenets and prototypical research practices that ensue from the UBL view of language learning as a usage-driven phenomenon. The students were also introduced to methodological issues of study design, data collection, and analysis in UB SLA. Ortega is the editor of the journal *Language Learning* and she also held a session on article publishing in which she offered valuable advice about the writing process itself and about the expectations and requirements of various editors.

Fifteen doctoral students participated. In addition to the Center's own research fellows, there were participants from four European countries in addition to two PhD students from Africa (one from MultiLing's NORHED project in Ethiopia and one from our partner institution at the University of the Western Cape, South Africa). The students presented their own projects and discussed issues related to methodology and opportunities for interdisciplinarity.

MA/PHD COURSE COMMUNICATION AND BRAIN IN MULTILINGUAL AGING, PART I

OCTOBER 20–28

Lecturer: Loraine Obler
Organizer: Hanne Gram Simonsen

In the autumn of 2014, MultiLing launched a specialized two-part course on multilingualism and the brain, aimed at MA students and PhD candidates. The course was held over ten days in October 2014, and the final course session will take place in April 2015. Scientific Advisory Board member Loraine Obler taught the autumn session in its entirety and returns in 2015 to complete the course. Meanwhile, the students are busy writing their research papers, which will be presented and discussed in April.

The course focused on what is known about how language production and comprehension change in bilingual adults across the later end of the lifespan. Topics included a review of the brain changes associated with healthy aging, aphasia and dementia, and the language changes associated with healthy aging, as well as the interactions of cognition with language in aging. Furthermore, the course covered aphasia diagnosis

and treatment in older multilingual adults, and language and communication in multilingual patients with the dementias and progressive aphasias.

Very little research is conducted in Norway on the field of communication and brain in multilingual aging. Obler has vast expertise in these areas after years of experience in the field. Obler's research field will become ever more important for linguistic researchers in Norway in the future, as there is an increasingly older population that is multilingual, without Norwegian as a first language. To ensure that this group has a good quality of life in their old age, more knowledge is needed about what happens to their language ability as they age and perhaps develop dementia or suffer from a stroke.

The students on the course were mainly Norwegian, including participants from the national competence center in Norway. Moreover, two PhD candidates came from the Netherlands in order to participate.

“How fortunate I was to get to teach the first half of my course on Bilingualism and Aging at MultiLing this October. In addition to my lectures on the pertinent populations (healthy elderly, people with aphasia and dementia), we covered the putative bilingual advantage, and students presented on others' papers and the ones they'll prepare for the April half of the course. Great to have good MA and PhD students, plus colleagues, in attendance.”

LORAIN OBLER



Loraine Obler's course attracted students, senior researchers and practitioners.

Until now, very little research has been conducted in Norway on communication and brain in multilingual aging. Obler has vast expertise in these areas after years of experience in the field.

Photos: John Hughes/UIO

“Bringing together the best of both worlds, MultiLing facilitates interaction with top colleagues from all over the world and gives us a chance to mentor and support the new generation of top scholars.”

ANETA PAVLENKO

MASTER'S GRANTS FOR TWO EXCITING PROJECTS

TO RECRUIT EXCELLENT STUDENTS TO THE FIELD OF MULTILINGUALISM RESEARCH, MULTILING AWARDS TWO MASTER'S GRANTS OF NOK 15,000 EACH YEAR. APPLICATIONS ARE ASSESSED ON THE BASIS OF THE SCIENTIFIC QUALITY OF THE MASTER'S PROJECT, THE STUDENT'S ACADEMIC GRADES AND A RECOMMENDATION FROM THE STUDENT'S SUPERVISOR.

MultiLing's master's grants for 2014 were awarded to exciting MA projects being carried out by Ragni Vik Johnsen and Anne-Sofie Pollestad.

Ragni Vik Johnsen received a grant to work on her master's thesis entitled *Forståelse av norsk med utenlandsk aksent blant norskspråklige ungdommer* [“Understanding of Norwegian with a foreign accent among Norwegian-speaking youth”], which will be completed in the spring of 2015. She is an MA student in Scandinavian languages at the Department of Linguistics and Scandinavian Studies. Her supervisor is Unn Røynealand.

Anne-Sofie Pollestad is writing a master's thesis entitled *Undervisningsmaterieell i den grunnleggende lese- og skriveopplæringen (“alfabetisering”) for voksne innvandrere med liten eller ingen skolebakgrunn og skriftkyndighet* [“Teaching material for basic reading and writing instruction (‘literacy training’) for adult immigrants with little or no schooling or writing ability”]. She is an MA student in Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies, and her supervisors are Anne Golden and Else Ryen. She submitted her thesis in the autumn of 2014.

NEW EXTERNAL FUNDING

PROJECT: LANGUAGE INFRASTRUCTURE MADE ACCESSIBLE (LIA)

Financed by:
The Research Council of Norway
(NOK 27 million)

Participants at MultiLing:
Janne Bondi Johannessen
(project leader)

Partners:

- University of Oslo: Janne Bondi Johannessen (project coordinator), Kristin Hagen, Anders Nøklestad, Joel Priestley (Text Laboratory, ILN), Lilja Øvrelid (Dept. of Informatics)
- The National Library of Norway: Svein Arne Solbakk
- Norsk Ordbok 2014 (The Norwegian Dictionary Project): Tor Erik Jenstad, Åse Wetås
- University of Bergen (Partner): Gunnstein Akseberg, Gjert Kristoffersen, Helge Sandøy
- UiT The Arctic University of Norway: Merete Anderssen, Endre Mørck, Aud-Kirsti Pedersen, Trond Trosterud, Øystein Alexander Vangsnes, Marit Westergaard
- Norwegian University for Science and Technology, Trondheim (Partner): Magne Hallstein Johnsen, Kristin Melum Eide, Tor A. Åfarli
- Humboldt University, Berlin, Germany (Partner): Anke Lüdeling
- University of Wisconsin, Madison, USA (Partner): Joe Salmons
- Pennsylvania State University, State College, USA (Partner): Mike Putnam
- UNINETT Sigma representing NorStore (Collaborator): Jacko Koster
- Uppsala University, Sweden (Collaborator): Joakim Nivre
- University of Southern Denmark, Odense (Collaborator): Eckhard Bick
- University of Gothenburg, Sweden (Collaborator): Lars Borin

The goal of this project is to adapt inaccessible language data into accessible research infrastructure. This will mean a substantial increase in the amount of language infrastructure for the Norwegian and Sámi languages.

The project will develop an advanced scientific database with digitized sound files, systematized meta-information on informants, place, year, etc., as well as information on linguistic properties. They will all be available in a system (a corpus) with advanced search criteria and visualization options including maps and video viewing.

There are several types of linguistic contents: 1) Diachronic data: Sámi and Norwegian dialect archives at Norwegian universities are presently being digitized, and will be part of LIA. 2) Emigrant data: Fieldwork in the USA has resulted in Norwegian-language recordings from as far back as 1931 until today. 3) Sámi spoken language recordings. 4) Child language recordings.

Technological development: The corpus search system Glossa will be modularized and further developed for search and display solutions, and will be made more flexible. The linguistic data will be made available in corpora and other relevant ways.

Parser development: Syntactic spoken language parsers will be developed for the project. Spoken language is different from written language (because of repetitions, false starts, interruptions, etc.), so this tool is necessary as well as useful for future spoken language corpora.

In order for Norwegian industry and academia to be able to develop Norwegian and Sámi language

software for speech and language recognition and production, machine translation, dialogue systems, as well as correct dictionaries, grammars and text books, this kind of infrastructure is badly needed. Both technological and philological research and development depend on efficient available methodology.

LIA WILL DEVELOP A SCIENTIFIC LANGUAGE DATABASE WITH ADVANCED SEARCH CRITERIA, MAPS AND VIDEO VIEWING

EXTERNALLY FINANCED RESEARCH STAYS ABROAD

RESEARCHER MOBILITY IS OF GREAT INTEREST, ESPECIALLY FOR OUR FELLOWS. TWO OF OUR RESEARCH FELLOWS WERE AWARDED FUNDING FOR LONGER RESEARCH STAYS IN THE US IN 2014. WE ARE GRATEFUL TO THESE MULTILING AMBASSADORS FOR THEIR CONTRIBUTION TOWARDS PLACING THE CENTER ON THE MAP OF INTERNATIONAL RESEARCH ON MULTILINGUALISM.

James Costa: Leiv Eiriksson Mobility Program

The Leiv Eiriksson scholarship, for which I competed in 2014, allowed me to spend three months (February–April 2014) at California State University, Long Beach, in order to work in collaboration with Professor Alexandra Jaffe on my Shetland data. This collaboration resulted in the joint organization of a panel (entitled “Language, place and the disruption of personal and collective experience”) and a joint presentation at the 113th *American Anthropological Association (AAA) Annual Meeting* in Washington DC (December 2014). This opportunity afforded me the chance to work in a unique intellectual environment in the best possible conditions, while always benefiting from the support of MultiLing both while I was applying for the scholarship and during my stay. At least three publications will result from my stay at CSULB.

Yeşim Sevinç: Peder Sather Center for Advanced Study, UC Berkeley

With the support of Kontorpluss ved Berkeley [“Office at Berkeley”], granted by the Faculty of Humanities, UiO, I was awarded funding to spend six months (October 2014–April 2015) at the Psychology and Sociology Department, University of California, Berkeley.

During my ongoing stay, I have been involved in experiments conducted at both the UC Physiology Lab in Professor Robert W. Levenson’s research group, and the Social Cognition Lab (RASCL) with Professor Ozlem Ayduk. At RASCL, I completed the analysis of the physiological data that I previously collected for my PhD project. Meanwhile, I followed two courses: *Brain, Mind and Behavior*, and *Personality*.

At the Sociology Department, I have been engaged in Professor Irene Bloemraad’s Interdisciplinary Immigration Group, which organizes weekly workshops. There, I have presented a draft of one of my articles and received their useful feedback and revisions. I am delighted that I have this opportunity to be a part of this inspiring research environment and owe my sincere thanks to MultiLing for the continued support.



Bente Ailin Svendsen coaches a pupil at Vassbonn Primary School through the Research Campaign questionnaire.
Photo: Thomas Keilman

PUBLIC OUTREACH

ACTIVITIES
RESEARCH CAMPAIGN
MYTH-BUSTER TOUR

PUBLIC OUTREACH ACTIVITIES

THE MULTILING TEAM'S PRESENCE IN THE MEDIA THROUGHOUT 2014 WAS TRULY REMARKABLE, WITH MORE THAN 120 UNIQUE APPEARANCES IN VARIOUS NEWSPAPERS, MAGAZINES, TV AND RADIO IN NORWAY AND ABROAD. THE RESEARCH CAMPAIGN 'TAKE THE TEMPERATURE OF LANGUAGE!' GARNERED THE MOST PUBLICITY, PEAKING IN SEPTEMBER AND OCTOBER, WHEN NEW ARTICLES ABOUT IT WERE PUBLISHED ALMOST DAILY.

Media

The MultiLing members most prevalent in the media throughout 2014 were Bente Ailin Svendsen, followed by Janne Bondi Johannessen, Jan Svennevig and Unn Røynealand.

MultiLing's outreach activities are driven by the Center's goal and vision, namely to provide research-based knowledge of multilingualism to the general public, central policy makers and stakeholders and to enhance the capacity of society to address the opportunities and challenges of multilingualism through increased knowledge, promoting agency, and a better quality of life, no matter what linguistic and social background. One important strategy for achieving this goal is to strive for a continued raising of public awareness of the different dimensions of multilingualism.

MultiLing in the Media

According to our media monitoring for 2014, MultiLing was featured in 110 news articles in national and regional newspapers and magazines. The exceptionally high number was largely due to wide coverage of the research campaign *Take the temperature of language!*

In addition to this, MultiLing's researchers made numerous appearances on TV and radio, notably on the weekly national radio shows *Språkteigen* (a long-running radio show about language) and *Ekko* (a general popular science broadcast). In 2014, Pia Lane became a regular *Ekko* contributor, as the only linguist on their *Abels tårn* ["Tower of Abel"] panel of experts, who answer a wide array of questions from the public.

Continuous activity on, and improvement of, MultiLing's

website were prioritized throughout 2014, and this has already proved to be fruitful, with a 41% increase in the number of unique visitors to our website in 2014. Many of these visitors get there by way of updates from our Facebook page, or from websites of relevant research networks. MultiLing's English website ranks fourth in popularity among the Centers of Excellence at the University of Oslo, and our Norwegian website holds the number 1 ranking. The research campaign *Take the temperature of language!* continues to draw a lot of traffic to MultiLing's webpages.

Dissemination to the general public

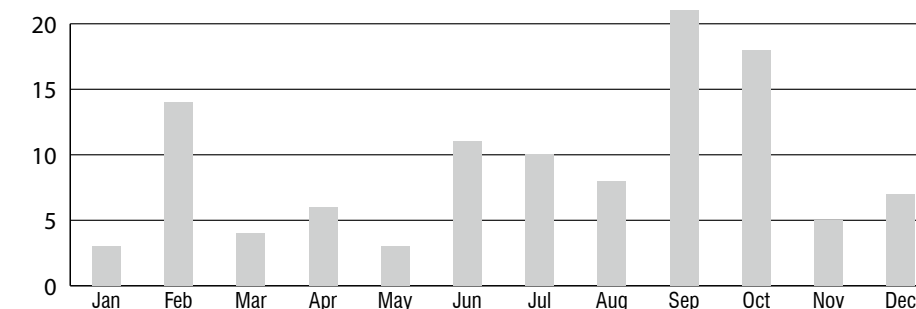
In 2014, many of MultiLing's researchers were active giving invited lectures at conferences and meetings aimed at the general public and to pedagogical personnel at all levels, policy makers and administrators. Else Ryen and Hanne Gram Simonsen were practically on tour throughout southeastern Norway, debunking myths about early bilingualism *inter alia* in presentations to child care administrators and nursery school personnel. Else Ryen also gave an invited lecture on the use of assessment tools to evaluate minority pupils' skills in Norwegian as a second language at a seminar for teachers in Oslo. Inger Moen and Hanne Gram Simonsen gave an invited talk about multilingualism and dementia at the conference *Demensdagene* ["Dementia Days"] in

Oslo in December for health care personnel at all levels, and Jan Svennevig was invited to give a presentation on comprehension strategies in L2 interaction at the annual conference for teachers of Norwegian as a second language in continuing education, organized by the Norwegian Agency for Lifelong Learning (VOX).

Unn Røynealand has been working actively vis-à-vis high school teachers and students in Oslo and Bergen by giving talks on language attitudes, dialect variation and multilingualism and by supervising students in upper secondary schools who plan to conduct a research project to be submitted to the so-called *Holberg Prize School Project*, established by the Norwegian Parliament in 2003. The Holberg Prize arranges an annual research competition in the schools in which the students are assisted by university scholars who visit the participating schools and present a brief introduction to scientific method and assist the students in developing their projects. Else Ryen was invited to talk about language learning across the curriculum at a conference for high school teachers in Trondheim, and Kamilla Kraft gave a lecture in Denmark to an integration and equality network of skilled and unskilled workers. Bente Ailin Svendsen was invited to be a plenary speaker and later a co-organizer of the *United Nations International Mother Language Day* on the 21st of February together with

MEDIA STATISTICS 2014

Number of hits per month in printed and web-based media in Norway. Source: Opoint.



Oslo Public Library, Books for Everyone, the National Center for Multicultural Education (NAFO) and the Multilingual Library. There she talked about the significance of one's mother language(s) or first language(s) in the family and in education. Following this event, she was invited to be a plenary speaker on the same topic at conferences aimed at mother language and bilingual teachers, nursery school personnel, and child care and school administrators.

For researchers working with minority languages, sharing research results with the communities we work with is essential because it is a way of giving back to those who generously share their experiences with us. In July, Pia Lane was invited to give a lecture at a large festival organized in her home village in northern Norway. Based on her research for her PhD thesis, she gave a lecture comparing language contact in her Kven-speaking home community and a Finnish-speaking community in Canada. Jakob Wiedner was invited to present his project on Norwegian Romani at an exhibition on the Travellers at the main public library in Oslo (Deichman). Yulia Rodina also gave several talks on raising children bilingually in Russian and Norwegian at the Center of Russian Language and Culture in Oslo.

Every year the Research Council of Norway (RCN) organizes the *National Science Week* in September. A key activity during the week is the *Research*

Square, a two-day event held in the largest Norwegian cities (September 19–20). In Oslo the event is held downtown on the university campus along the main boulevard, Karl Johans gate. A wide range of scholars from meteorologists to biologists present information and engage with students and the general public. The Research Campaign *Ta tempen på språket!* ["Take the temperature of language!"] was invited by the RCN to participate in the event, and Else Ryen and Bente Ailin Svendsen developed a set of interactive tools. This included a language quiz, a board game called *Where on earth?* in which participants placed flag checkers with language questions on a world map, posters with lists of the world's largest languages by first language speakers, the immigrant population in Norway and facts about the language situation in Norway. An ongoing opportunity for passersby was to "Ask a Language Professor!" in which Janne Bondi Johannessen and Arne Torp (University of Oslo) were available to answer questions for an entire day. We are grateful to all our national colleagues and students who helped us to carry out these activities in Oslo and in the other cities in Norway. And coincidentally, one of the visitors who took the language quiz in Oslo was none other than the Canadian educational researcher Jim Cummins, who happened to be passing by on his way to a meeting at MultiLing.

RESEARCH CAMPAIGN: TA TEMPEN PÅ SPRÅKET!

MANY OF MULTILING'S OUTREACH ACTIVITIES IN 2014, ESPECIALLY DURING THE FALL, WERE DEDICATED TO THE NATIONAL RESEARCH CAMPAIGN, IN WHICH WE INVITED ALL STUDENTS IN ALL GRADES IN NORWAY TO BE LANGUAGE RESEARCHERS.

TA TEMPEN PÅ SPRÅKET!

The campaign is held annually and organized by the Research Council of Norway (RCN) and the Center for Science Education at the University of Bergen, in collaboration with a research unit. In 2014 MultiLing was given responsibility for the campaign, called *Ta tempen på språket!* ["Take the temperature of language!"].

Ta tempen på språket! was initiated and led by Bente Ailin Svendsen and further developed with Else Ryen. Kristin Vold Lexander served as a researcher on the project and assisted in writing the formal report from the project.

The main goal of the campaign was to increase metalinguistic awareness of the linguistic diversity in Norwegian schools. Unlike many other countries, there are no large-scale census data on language competence and use in Norway, and research shows that students' competence in their heritage language is largely invisible and thus represents an unexploited resource in the classroom. In the campaign, the students examined *inter alia* which languages and dialects are represented in their class, at their school and at other schools around the country, and in what context the languages and dialects are used. Moreover, they reported on patterns of language use in their families. The data were registered electronically in a database.

The following news article presents some of the most interesting results from the Research Campaign. It was first written for, and published on, the RCN's web page in December 2014.

Children and adolescents can speak multiple languages

Norwegian children and adolescents have command of several languages, they are eager to learn more and have a positive attitude to using English, and they also have a number of favorite words linked to gaming and computers, according to preliminary results from this year's research campaign.

We know quite a lot about the nature of languages and dialects, but less about how various languages and dialects are being used in the home

environment. Currently, students from all over the country have explored their own use of language and collected popular words and phrases in the course of the annual school campaign, which this year had language as its topic.

"The children's reports have provided us with more knowledge and a better understanding of multilingualism in schools and of its importance in society," says Arvid Hallén, Director of the Research Council of Norway.

Taking the temperature of language

The research campaign *Ta tempen på språket!* is a collaboration between the Research Council of Norway, Norwegian Center for Science Education (University of Bergen), and a new research institution each year. This year, the MultiLing Center for Multilingualism in Society across the

THE MAIN GOAL OF THE CAMPAIGN WAS TO INCREASE METALINGUISTIC AWARENESS OF THE LINGUISTIC DIVERSITY IN THE NORWEGIAN SCHOOLS



Lifespan at the University of Oslo (a Center of Excellence in research) was academically responsible. Researchers at the Center received approximately 4,500 registrations from students all over the country in all grades.

"*Ta tempen på språket!* has shown that there is a vibrant linguistic diversity in Norway," says Bente Ailin Svendsen at MultiLing. She will summarize the results in a report that will be distributed to schools after Christmas. Data from this autumn's collective language effort will also be used in a project on language policies in multilingual families, and will be useful for the further mapping of what languages are being used in this country.

Learning languages is fun

Preliminary results indicate that children and adolescents in Norway have command of several languages, they are keen to learn more, and they have a positive attitude to using English.

Half of the students speak more than one language or dialect on a daily basis, and 70% of the students wish to learn more languages. They report that their key motivation to learn languages is that it is useful and fun.

"I'm impressed by all the languages these students know, and also by the fact that so many would like to learn other languages," says Svendsen. "Moreover, it has been overwhelming to experience their huge interest in languages and dialects."

Favorite words from channels of popular culture

In addition to languages in the traditional sense, students also refer to their command of "chat language," "computer language," gaming language" and "Norglish," as well as "gamer lingo" and "abbreviations" as dialects they use digitally. Among the adolescents' favorite words, we find many terms associated with computer games and chatting, as

Children across the country were turned into language researchers documenting their knowledge and use of different languages and dialects. Photo: Thomas Keilman

well as a number of international slang terms. The three most popular favorite terms are *yolo*, *swag* and *lol*. "*Lol*, *swag* and *yolo* are all abbreviations of English expressions and have most likely spread through channels of popular culture, such as social media and films," Svendsen says. She will continue comparing current slang terms with those from earlier times, and investigate whether the use of slang is different among girls and boys and in different regions of the country. The report will be available immediately after New Year.

"The data tell us nothing about the extent to which children and adolescents use the languages they know or how they mentally frame such knowledge of two or more languages," Svendsen says. "These are issues that we will pursue in our project on multilingual families."

The researchers at MultiLing have developed a questionnaire that is adapted to adults and contains questions similar to those in *Ta tempen på språket!*. The questionnaire is available on the website forskning.no. In this manner, the researchers can compare the answers provided by students during the research campaign to the results obtained from the group of adults.

Furthermore, the results will be used in the teaching of Norwegian linguistics in universities and university colleges. All those who would like to record languages and words can still do so at forskning.no.

Written for the Research Council of Norway by Marit Møllhausen

MYTH-BUSTERS ON TOUR

NEGATIVE MYTHS ABOUT MULTILINGUALISM PREVAIL IN MANY GROUPS OF SOCIETY. THIS ANOTHER IMPORTANT OUTREACH ACTIVITY HAS BEEN WHAT WE AT MULTILING REFER TO AS THE “MYTH-BUSTER TOUR”. THROUGHOUT 2014, ELSE RYEN AND HANNE GRAM SIMONSEN TOURED NORWAY, GIVING LECTURES ON MULTILINGUALISM FOR PRE-SCHOOL AUTHORITIES AND PRE-SCHOOL STAFF.

THE “MYTH-BUSTER TOUR” IN 2014

Title of lecture: Early multilingualism: Opportunities and challenges for pre-schools

Else Ryen and Hanne Gram Simonsen visited pre-schools and attended meetings of the teaching profession both in Oslo and around Norway throughout the past year:

- 5 March: Seminar for pre-school authorities, organized by the National Centre for Multicultural Education, NAFO
- 1 April: Conference organized by NAFO & MultiLing: Multilingualism in pre-schools
- 19 June: Multilingualism in pre-schools. Seminar with the Norwegian Directorate for Education and Training
- 1 November: *Østlandske Lærerstevne* (South-eastern Norway teachers' convention)
- 25 November: Conference for pre-school employees in Telemark
- 27 November: Seminar for pre-school employees in the Alna district of Oslo

Myths about language learning in children

Else Ryen and Hanne Gram Simonsen gave lectures for pre-school employees and authorities on early multilingualism, and many more presentations are scheduled for the New Year. They are also planning to write an article for *NOA – Norsk som andrespråk*, a scientific journal on Norwegian as a second language.

“How did this come about?”

“It came as a result of the debate that took place in the media, especially in *Aftenposten*, in autumn 2013 about how multilingualism was supposedly a problem for children’s language development in pre-school and school,” say Ryen and Simonsen.

“The debate revealed a lack of knowledge including among key politicians such as Jan Böhler of the Labour Party, who said that parents of multilingual children should start speaking Norwegian at home with their children to help them with their language development.”

Natural to begin myth-busting in pre-school

“We understood then that there were many myths about multilingualism that should be challenged – such as that it is difficult for children to learn more than one language, that children with language disorders should not be ‘exposed’ to several

languages, and that it’s a sign of language confusion if children combine languages.”

Since pre-school is often the first time that minority children encounter Norwegian, and the pre-schools are responsible for following up language development in all children, it was natural to begin myth-busting here and shed light on both older and more recent research in the field.

Unmet need for knowledge

“For those of us who work mostly at our desks, it’s been important to dialogue with practitioners in the field and also to listen to their experiences and solutions when they encounter children with a wide variety of mother languages. We have received many more enquiries about this than we can respond to – which shows that there is an unmet need for knowledge about this field,” say Ryen and Simonsen.

“In addition, through our contact with the pre-schools we have recruited more multilingual children for our research projects, so it’s been beneficial for us to be in close contact with the field of practice in this way as well,” they conclude.

*Written for MultiLing by
Ellen Evju Jahr*

ACTIVITIES AND EVENTS

ANNUAL LECTURES
CONFERENCES AT MULTILING

ANNUAL LECTURE: CELEBRATION OF INTERNATIONAL MOTHER LANGUAGE DAY

OUR FIRST ANNUAL CELEBRATION OF THE INTERNATIONAL MOTHER LANGUAGE DAY FOCUSED ON LANGUAGE HIERARCHIES. AMONG THE CONTRIBUTORS WERE DANISH POET YAHYA HASSAN AND MULTILING'S BENTE AILIN SVENDSEN.

INTERNATIONAL MOTHER LANGUAGE DAY

was first announced by UNESCO in 1999, and has been observed on 21 February each year since 2000 to celebrate and promote global linguistic and cultural diversity. People in many countries are still harassed or punished for speaking their own mother language. Many minority languages, such as Sámi, are endangered.

The date of the International Mother Language Day was chosen to commemorate the bloody protest in 1952 that took place in what is now Bangladesh in response to the Pakistani government's declaration of Urdu instead of Bengali as the national language. Several students who were demonstrating for the right to speak Bengali were shot and killed by police.

Organizers: Oslo Public Library, Books for Everyone, National Centre for Multicultural Education (NAFO), Norwegian PEN, the National Library of Norway, and MultiLing.

The following news article presents central questions on mother language and language hierarchies, and introduces the main presenter of the event at the House of Literature: the Danish poet Yahya Hassan, who drew a large audience, creating a buzz worthy of a pop star. The article was written for, and published on, MultiLing's website before the event.

No more language hierarchies!

Are some languages more valuable than others? How do various mother languages affect artistic expression? Is your mother language the one you know best? Can you have more than one mother language?

These are some of the questions to be discussed by researchers, actors, authors, librarians and musicians with a Norwegian, Danish, Swedish, Palestinian, Indian, Argentine or Sámi background at a conference on the United Nations International Mother Language Day on 21 February 2014 at the House of Literature in Oslo.

"Use Urdu and Arabic!"

The topic of language hierarchies has interested language researcher

Bente Ailin Svendsen for many years. She will be addressing "The Mother Language and Other Languages – The Value of the Mother Language at Home and in School".

We often hear that it is important to be able to speak other languages. But some languages have a higher status than others, she says:

"Schools favour the traditional foreign languages such as French, Spanish and German over languages that the pupils in class have been exposed to in their home environment, such as Arabic or Urdu."

"Many pupils who are considered to have a minority language background have mastered Norwegian better than their parents' language. It's not automatic that you develop a varied vocabulary so you can discuss complex topics when you only learn a language at home."

"You are good in certain areas, but you might not learn to read and write the language, and you might not speak the language well enough to discuss topics such as politics. To acquire language skills like these, you need classroom instruction. This is an aspect that is often forgotten."

"We need to use the pupils' linguistic expertise in the classroom



rather than allowing it to lie there as an unused resource," she states emphatically.

Yahya Hassan with bodyguards from Denmark

In Denmark, 18-year-old Hassan is a sensation. Never before in Danish history has a poetry collection – "one of the most uncompromising statements in Danish literature," according to the Danish newspaper *Jyllands-Posten* – sold so many copies. The interview with Hassan in *Politiken* is the most read article in the history of the online newspaper. In the interview, which also created many enemies for him, he criticized his parents' generation and the double standard among Muslims.

"I write autobiographical poems from the lower class about a history of parental failure," he explains.

He is coming to Oslo accompanied by two bodyguards from Denmark. The Norwegian Police Security Service will be at the conference venue as well.

"He is controversial, but that is not why we invited him," states Eva Rekve, the project coordinator for International Mother Language Day.

"We are curious about how having

a different mother language impacts his artistic expression. In one of his poems he says that he cannot speak Danish at home and he cannot speak Arabic at school. We were curious about how this linguistic division affects his identity," she explains.

Furthermore, she says, she wants to have a diverse panel with speakers who live in countries other than Norway. In addition to Yahya Hassan from Denmark, Larry Lempert from Sweden will participate. He is the head of the Stockholm Public Library.

Sweden has come a little farther than Norway. The library has larger collections in more languages. Rekve says it will be interesting to learn how they promote multilingualism.

The Oslo Public Library took the initiative to organize the conference. International Mother Language Day 2014 is a cooperative effort between the Oslo Public Library, Books for Everyone, the Center for Multilingualism in Society Across the Lifespan, and the National Centre for Multicultural Education. The project has received support from the National Library of Norway.

Written for MultiLing by Lorenz Khazaleh (abbr.)

Yahya Hassan was invited to speak about how having a different mother language impacts his artistic expression.
Photo: Morten Holtum 2013, Gyldendal.dk

"MultiLing is a unique unit with interdisciplinary expertise on many of the rich and varied aspects of multilingualism. It is very exciting to be part of this trail-blazing enterprise. I look forward to collaborating with the team on content and also to exchange through Lund University Humanities Lab."

MARIANNE GULLBERG



The Einar Haugen Lecture Series

The first Einar Haugen Lecture was held in 2013 by Li Wei: "Cultural Encounters in transnational multilingual families". The event is held on September 26, coinciding with the European Day of Languages.

ANNUAL LECTURE: THE EINAR HAUGEN LECTURE

ONE OF MULTILING'S MOST PROMINENT ANNUAL EVENTS IS THE EINAR HAUGEN LECTURE, WHICH CELEBRATES LINGUISTIC DIVERSITY. THE SECOND EINAR HAUGEN LECTURE WAS HELD BY MONIKA SCHMID, ON THE TOPIC OF LANGUAGE TESTING OF ASYLUM SEEKERS.

The following news article presents the scholar who gave the second Einar Haugen Lecture, Monika Schmid, and her truly fascinating talk, entitled "When your language is your only passport: Language as an indicator of origin for asylum seekers." It was written for, and published on, MultiLing's website after the event.

Language Cannot Determine Origin

Monika Schmid, Professor of Linguistics, is critical of European authorities' use of language analyses to determine the place of origin of asylum seekers. She claims that it is impossible to determine a person's origin by analyzing his or her language.

"The practice of using language tests to determine a person's place of origin is fraught with a number of linguistic, practical and legal pitfalls," Professor Monika Schmid claimed in her lecture during the Einar Haugen Lecture Series, which was arranged by MultiLing, the Center for Multilingualism in Society across the

Lifespan at the University of Oslo. Monika Schmid is a professor at the University of Essex as well as the University of Groningen. The title of the lecture she gave on the European Day of Languages, September 26, was "When your language is your only passport: Language as an indicator of origin for asylum seekers."

A number of European countries use LADO tests, Language Analysis for the Determination of Origin, as a key element on which to base decisions related to the processing of asylum applications.

The tests are used when the identity and place of origin of an asylum seeker are called into question in the absence of other identification such as a passport or a birth certificate. As a rule, a LADO test is undertaken as an interview with the asylum seeker by a representative of the immigration authorities, often with the aid of an interpreter. In cases when the interviewer cannot speak the applicant's mother language, the interview is conducted in another language. According to Monika Schmid, interviews also frequently take place over the phone.

PEOPLE WHO LEAVE THEIR COUNTRY OF ORIGIN AFTER THE ONSET OF PUBERTY CANNOT CONCLUSIVELY PROVE THEIR ORIGIN BY WAY OF THEIR LANGUAGE

Einar Haugen

The renowned scholar Einar Haugen (1906–1994) was born into a Norwegian family in the United States and grew up bilingual and bicultural. His fascination with language led him to pursue doctoral studies in linguistics and a career in language and linguistics that extended across many decades. He served on the faculty of the University of Wisconsin – Madison in the United States and, until his retirement, as a professor of Scandinavian and Linguistics at Harvard University. Haugen's many influential works contributed to the then emerging field of sociolinguistics for which he is credited with having had an important impact, particularly in the domain of language policy. His pioneering work *The Norwegian Language in America: A Study in Bilingual Behavior* (1953) is a landmark study in the field of bilingualism. Einar Haugen was a prolific writer who continued producing influential work long into his retired life. In 1987 he published *Blessings of Babel: Bilingualism and Language Planning. Problems and Pleasures*, in which he also drew on his own experience as one exposed to two languages – and two dialects of each from childhood.

A Sample of Words and Sentences

The asylum applicant is asked questions about the country's currency, national holidays, food and customs. The interview is recorded and subsequently analyzed by a language expert or linguist. The language analysis is based on three to five words to test pronunciation, a few test words to confirm the person's geographical origin and some phrases to review the person's use of grammar. In total, a report amounts to two or three pages. According to Monika Schmid, the language analyst often permits him or herself to volunteer some personal assessments of the applicant's credibility. The language analyst's identity is secret, as is his or her academic background.

"People who leave their country of origin after the onset of puberty cannot conclusively prove their origin by way of their language. After a period abroad, their language changes. Even though children may live with their parents who speak their mother language, they may not acquire their parents' language. Children who emigrate alone nearly invariably lose their first mother language," she explains.

Best for Party Games?

When these tests were initially introduced in the UK in 2003, they were met with severe criticism, and many strongly doubted their validity. Among others, the House of Lords is reported to have been highly critical, stating that the tests had more in common with party games

than with forensic science. The British refugee service stated that they would be gravely concerned if the authorities were to use these tests as a key element on which to base decision-making in asylum matters. This notwithstanding, the tests have been introduced in a large number of countries.

One of the fundamental assumptions underlying the use of these tests is that if a person has spent the first part of his or her life in a specific area, that person can be expected to speak at least one of the language varieties that are common in that area.

In her lecture, Monika Schmid referred to research in support of the claim that this is not always the case.

The majority of asylum seekers who come to Europe today hail from countries such as Eritrea, Somalia, Sudan and Afghanistan, countries that have a wide variety of languages and dialects. Each applicant will most often speak several of these varieties, either because he or she comes from a multilingual area or because he or she has moved between various language areas.

Trauma can Erase the Mother Language

Research undertaken by Monika Schmid as well as others shows, for example, that a person's attitude towards his or her own mother language has a significant influence on the ability to preserve the language over time if he or she no longer lives in the home country. For example, during the work on her PhD thesis she saw that German Jews who left



Monika Schmid's provocative lecture was attended by representatives from Norwegian immigration and integration authorities, and asylum seeker and refugee NGOs. Photos: Terje Heiestad/UiO

Germany and moved to English-speaking countries when Hitler first came to power tended to preserve their mother language to a greater degree than Jews who emigrated after the "Night of Broken Glass" when the Nazi persecution of the Jews intensified. Traumatic experiences in the home country may have influenced their relationship to the mother language. Schmid also referred to research showing that adults who had been adopted by families in France from Korea at the age of three to nine years had no trace of their former mother language, despite having been adopted when they were relatively older. In adulthood, the adopted children were unable to recognize even the simplest words in Korean. There are also numerous examples of people who have completely forgotten their mother language after some years in another country because of shock or trauma.

Schmid is also concerned that the setting in which the LADO interviews are conducted is unsuitable for determining a person's mother language or dialect.

"For some, this is the first time they speak on the telephone. The encounter with a public official in a formal setting in an office will also have an effect on a person's way of speaking. It is completely normal to try to adapt one's language to the interlocutor. In particular, it will be normal to attempt to shed one's more "rural" language or dialect in an encounter with people in authority," she explains.

A Language Test is Not Enough

Thousands of such tests are nevertheless undertaken each year. The results from the tests often have a decisive influence on whether an application is granted. Monika Schmid states that there are numerous examples of young asylum seekers who have had their applications rejected on the basis of very scanty evidence, and often on the basis of the language test alone. These young people have been on the run from their home countries for many years, often without their parents, and have lost their mother language and thus the opportunity to prove from what place they initially fled.

Ever since the first tests were introduced, language experts and linguists have attempted to demonstrate their failings. There is no available research providing evidence that such a test can in fact identify a person's place of origin.

"In some cases, language analyses may be useful as a supplement to other types of assessments that are done with regard to a person's identity. However, they should never be used in isolation. Experience from the LADO tests demonstrates the necessity of undertaking research on their use. We need to find out more about the purposes for which these tests are suitable and how they can be improved," Monika Schmid concludes.

Written for MultiLing by
Hanne Borgen Vassnes

CONFERENCES AT MULTILING

MULTILING'S RESEARCHERS GAVE 105 PAPERS AT NATIONAL AND INTERNATIONAL CONFERENCES IN 2014. MULTILING WAS OTHERWISE INSTRUMENTAL IN ORGANIZING TWO CONFERENCES AND SEVERAL WORKSHOPS.

SONE Conference **Voksenåsen, Oslo, March 6–7**

The annual Norwegian Sociolinguistic Network Conference (SONE) was organized by Unn Røynealand and Bente Ailin Svendsen. The conference was a joint SONE and MultiLing event. The key theme of this year's conference was *language attitudes*. Invited keynote speakers were Peter Garrett from Cardiff University and Marie Maegaard from Copenhagen University. They addressed the main theme of the conference from different angles.

In his presentation *Changing attitudes to language – evidence and processes* Peter Garrett discussed recent findings that suggest possible changes in attitudes towards language, and the processes that might be at work in generating these attitudinal changes, including the modern media.

In her talk *Why experiments? On experimental studies of linguistic variation, social meaning, and attitudes*, Marie Maegaard problematized the use of experimental methods in language attitude research. She discussed some of the advantages and disadvantages of experimental approaches to the study of language attitudes (and related concepts), primarily illustrated by different types of experiments carried out as part of the LANCHART project.

The conference had a total of 45 participants and 21 speakers. The participants came from many different universities and university

colleges in Norway and included master's students, PhD students and staff. The papers included topics on methodological considerations pertaining to language attitudes in general, and a variety of techniques in particular, such as matched guise tests of language and identification and large-scales studies of language attitudes. Other central topics were standardization, multilingualism at the work place, in the media, linguistic landscape, bidialectalism, dialect variation and language contact.

Bente Ailin Svendsen is on the board for the SONE network, and the SONE conference will be organized by MultiLing in the future.

11th International Conference on Romani Linguistics **House of Literature, Oslo, September 15–17**

The 11th International Conference on Romani Linguistics (ICRL) was hosted by MultiLing and organized by Jakob Wiedner and Bente Ailin Svendsen in the frame of the Norwegian Romani Project aiming at documenting the language of the Romanifolk community in Norway. Peter Bakker at Aarhus University co-organized the event. Around 40 participants, both linguists interested in Romani from universities all around Europe as well as members of the Romanifolk community discussed various aspects of the Romani language and its many dialects.

Through 15 interesting presentations, new findings regarding Romani

The *International Conference on Romani Linguistics* (ICRL) is the only regular international conference on Romani linguistics and the principal forum for discussion and presentation of the latest research into the structure, history and social functions of the Romani language. The ICRL is biennial and was first held in Hamburg in 1993.

Scientific committee:
Peter Bakker, Aarhus University, Denmark.
Yaron Matras, University of Manchester, UK.
Rolf Theil, University of Oslo, Norway.
Jakob Wiedner, University of Oslo, Norway

Organizers:
Jakob Wiedner and Peter Bakker

Conference Secretary:
Jeanette Susann Martinsen

Co-funding by:
The RCN's Cultural Conditions Underlying Social Change program (SAMKUL).
The Unifor Funds and Endowments.



Conference participants at the 11ICRL on their way to the reception at Oslo City Hall. Photo: John Hughes/UiO

dialectology, grammar, language contact-related phenomena, sociolinguistics, language attitudes and also linguistic corpora for the documentation of Romani, the conference participants shared knowledge on what is happening in the field of Romani linguistics and made contacts with other researchers interested in the same field and discussed cross-disciplinary issues as well as new ideas for future cooperation.

The conference was officially opened by State Secretary Anders Bals from the Ministry of Local Government and Modernisation. For a good climate of high-level scholarly discussion, the conference participants were invited to an official reception at Oslo City Hall and a conference dinner at Festningen Restaurant, located at Akerhus Fortress overlooking the harbor.

“My association with MultiLing provides me with an excellent opportunity to extend our existing collaborations in a number of areas, including, for example, our work on family language policy. Liz Lanza and I organized a thematic colloquium with Bente Ailin Svendsen, Annick De Houwer and others at the 2014 AAAL conference in Portland, Oregon, USA.”

LI WEI

**STATE SECRETARY ANDERS BALS OF THE NORWEGIAN
MINISTRY OF LOCAL GOVERNMENT AND MODERNISATION
GAVE THIS SPEECH AT THE OPENING OF THE 11TH
INTERNATIONAL CONFERENCE ON ROMANI LINGUISTICS
(ICRL) ON SEPTEMBER 15, 2014, AT THE HOUSE OF
LITERATURE IN OSLO.**

Dear participants!

It is a great pleasure for me to attend this conference here in Oslo. I am State Secretary for the Minister of Local Government and Modernization, and I am responsible for Sámi and minority affairs. As a Sámi myself, I have experienced what it can mean to have a minority language as my mother tongue.

The Norwegian Roma and Romani people/Taters, as well as Kvens/Norwegian Finns, Jews and Forest Finns, are recognized as national minorities in Norway. And Norway has ratified the Council of Europe's Framework Convention on National Minorities and the European Charter for Regional and Minority languages. Romani, the language of the Romani people/Taters, and Romanes, the language of the Norwegian Roma, are considered two different languages in Norway. Both these languages are recognized as minority languages in Norway.

As this conference will show us, the Romani language is spoken in most European countries. The speakers at this conference are from a wide range of countries – and you all have different experiences. Your studies and research are based on the differences – and the fellowship

– of the Roma in Europe. Language is the most important tool of communication among us. We all learn to understand and interpret the world around us through our mother tongue. Our mother tongue is vital for our conception of ourselves and our identity, and it is crucial to express our thoughts and feelings.

It therefore worries me that minority languages around the world are seriously endangered. UNESCO has estimated that half of the world's 6,000 languages will disappear, if no action is taken. Although the Romani language is the mother tongue of millions of people in Europe, it is also seriously endangered. The languages that belong to minorities without a nation state are especially endangered.

For a language to survive it has to be used. The best way to ensure a language is to pass it on to the next generation. Parents pass on their language to their children, and kindergarten and school are important language domains.

There are examples of success in the revitalization of minority languages: We know that the number of people speaking Cymraeg in Wales has increased. Experiences from



"For a language to survive it has to be used," said Anders Bals in his opening address. Photo: John Hughes/UiO

Wales show us that it is possible to reverse the language shift process. However this requires good planning – based on knowledge of the language itself and the social situation of the speakers.

The work you do to create new knowledge and insight in the Romani language is therefore of great value for future work on the Romani language. Negative attitudes among the majority – towards the minority language play an important role in language shift processes. It is therefore important to raise awareness and knowledge of the value of the language among both the majority and minority. Knowledge of the sociolinguistic situation of the minority language – and attitudes towards the language – is vital for our planning processes to secure minority languages.

For many of us dialect is closely connected to identity. Many speakers of minority languages fear that their dialect might disappear through the standardization process of the language. Research in dialects, both differences in words and grammar, can be vital to ensure that differences in the spoken dialects are taken into consideration in standardization processes. Dialectology also ensures

knowledge of regional dialects for the coming generations. Systematized knowledge of grammar and language corpora is essential for the development of grammars and dictionaries.

In our modern society media also plays a vital role for spreading knowledge and attitudes. The use of minority languages in media can play an important part in the efforts to revitalize a language. Use of minority language in political debates, and public services, enhances the status of the language. The need to develop terminology can therefore be crucial. Systematized knowledge of the language is an important basis for terminology development.

I am certain that the knowledge you will share during these days, will bring the understanding of the Romani language further. I am also sure that the discussions you will have – and contacts you will make – at this conference will be an inspiration for your further research in the Romani language and its dialects.

I wish you good luck with the conference. Thank you for your attention.

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**AS A SÁMI
MYSELF, I HAVE
EXPERIENCED
WHAT IT CAN
MEAN TO HAVE
A MINORITY
LANGUAGE AS MY
MOTHER TONGUE**

REGULAR INTERNAL EVENTS

A COMPLETE LIST OF OUR REGULAR INTERNAL EVENTS CAN BE FOUND IN APPENDIX 2.

Wednesday Seminars

Wednesday afternoon at 2:15–4:00 pm is a dedicated time slot MultiLing reserves exclusively for seminars, scheduled every two to four weeks. 14 Wednesday Seminars were held in 2014.

Originally, the Wednesday Seminar was a closed event, primarily intended for the members of MultiLing to familiarize themselves with the MultiLing team's projects and to discuss possibilities for cooperation and knowledge sharing – an informal seminar with substantial time allocated to discussion. In 2014, however, we started receiving requests from other researchers who asked for the opportunity to present their research at MultiLing. Furthermore, we invited guests whose guest lectures we scheduled in the Wednesday slot, as it is a time that suits everyone at MultiLing. In 2014 the Wednesday Seminars became open events and continue to be an important forum for presenting various dimensions of research on multilingualism.

Conf'apéro

A monthly seminar organized by Guri Bordal and James Costa, postdoctoral fellows at MultiLing. There were ten Conf'apéros in 2014.

After a successful first year, the Conf'apéros continued on a monthly basis throughout 2014. The aims of this event are to bring together advanced scientific activity and convivial discussions among participants. The Conf'apéros combine a scientific presentation with an aperitif that prolongs the debates. Each Conf'apéro consists of one main presentation either by members of MultiLing or an external guest, and presenters are expected not only to expand on examples of their work, but also to focus on particularly problematic aspects of their research, theoretical, practical or methodological issues. This in turn is meant to be relevant to the research of all participants. Themes in 2014 have included discussions of a number of methodological or theoretical issues such as the notions of the “native speaker” (by Valelia Muni Toke, IRD, Paris), “identity” (Thomas Hylland Eriksen, UiO), and “context and interaction” (Verónica Pájaro, MultiLing). In 2014, five presentations were given by guests from European and North American universities, three by MultiLing members and four by researchers from other departments at the University of Oslo.

The sessions were well attended both by PhD and postdoctoral fellows as well as by core group members of MultiLing (approximately 15–20 people each time).

Multilingual Movie Nights

An event organized by Verónica Pájaro and Elina Kangas, PhD fellows at MultiLing. There were five movie nights in 2014.

The idea for MultiLing's Movie Night came about when Elizabeth Lanza found her old VHS copy of John Gumperz's classic *Crosstalk* (1979) during the move to our new offices in 2013. *Crosstalk* was a documentary produced by the BBC in the late 1970s that focuses on Gumperz's work on intercultural communication in British job interviews. We managed to make a DVD copy of the film and arranged an impromptu screening of the film, with several fellows and researchers interested in watching this old classic.

Movie Night is a social and research-oriented event that takes place three to four times each semester at MultiLing. A member from MultiLing selects and introduces a film (documentary or feature film) that thematizes or problematizes a research-relevant topic on multilingualism from a theoretical, methodological or ethnographic perspective. The researcher is also in charge of leading the discussion after the movie. The organizers provide popcorn and pizza for the participants during and after the film.

APPENDICES

1. INSTITUTIONAL PARTNERS, COLLABORATORS AND AFFILIATES
2. EVENTS AT MULTILING
3. OTHER GUESTS IN 2014
4. TALKS OUTSIDE MULTILING
5. SCIENTIFIC PUBLICATIONS

APPENDIX 1

INSTITUTIONAL PARTNERS, COLLABORATORS AND AFFILIATES

INSTITUTIONAL PARTNERS

MultiLing has seven institutional partners, with whom we have formal collaboration agreements. These partners provided letters of support for MultiLing's application for the status as a Center of Excellence, and thus contributed greatly to the success of the application.

MULTILING'S INSTITUTIONAL PARTNERS

- Lund University, Sweden
- Nanyang Technological University, Division of Linguistics and Multilingual Studies, Singapore
- Språkrådet (Language Council of Norway), Norway
- Statped (National service for special needs education), Norway
- The University of Tromsø - The Arctic University of Norway
- University of Copenhagen, Denmark
- University of the Western Cape, South Africa

COLLABORATORS

Each one of these scholars provided letters of support for MultiLing's application for the status of Center of Excellence and their intention to collaborate with MultiLing.

Niclas Abrahamsson and Emanuel

Bylund
Centre for Research on Bilingualism,
Stockholm University, Sweden

Jannis Androusoyopoulos

Hamburg University, Germany

Tove Bull and Anna-Riitta Lindgren

University of Tromsø - The Arctic
University of Norway.

Jakob Cromdal

Educational Practice, Department of
Social and Welfare Studies, University
of Linköping, Sweden

Xiao Lan Curdt-Christiansen

National Institute of Education/
Nanyang Technological University,
Singapore

Ana Deumert

School of African and Gender
Studies, Anthropology and Linguistics,
University of Cape Town, South Africa

Susan Gal

University of Chicago, USA

Ewa Haman

University of Warsaw, Poland

Monica Heller

University of Toronto, OISE, Ontario
Institute for Studies in Education,
Canada

Christine Hélot

University of Strasbourg, France

Rita Hvistendahl

Center of Excellence in Education,
University of Oslo - The Arctic
University of Norway, Coordinator
for Multilingualism, Norway

Scott Jarvis

Ohio University, USA

Jürgen Jaspers

University of Antwerp/Université
Libre de Bruxelles, Belgium

Gabriele Kasper

University of Hawaii at Manoa, USA

Tommaso Milani

Linguistics Department,
Witwatersrand University,
Johannesburg, South Africa

Lorenza Mondada

University of Basel, Switzerland

Kamil Øzker

Department of Education Research,
University of Oslo, Norway

Sari Pietikäinen

Jyväskylä University, Finland

Suzanne Quay

International Christian University,
Tokyo, Japan

Pia Quist

Copenhagen University, Denmark

Monika Schmid

University of Groningen, The Nether-
lands and University of Essex, UK

Seyhun Topbaş

Anadolu University, Eskisehir, Turkey

Cécile Vigouroux

Simon Fraser University, Vancouver,
Canada

Hirut Woldemariam

Addis Ababa University, Ethiopia

THE MULTILING AFFILIATE PROGRAM

AFFILIATES FROM 2013

- Nina Gram Garmann, Oslo and Akershus University College of Applied Sciences, Norway
- Arnstein Hjelde, Østfold University College, Norway
- Martha Sif Karrebæk, Copenhagen University, Denmark
- Ulla Lundqvist, Copenhagen University, Denmark
- Anne Birgitta Nilsen, Oslo and Akershus University College of Applied Sciences, Norway

NEW AFFILIATES FROM 2014

- Michael Putnam, Pennsylvania State University, USA
- Joseph Salmons, University of Wisconsin, Madison, USA
- Anne-Valérie Sickinghe, University of Oslo, Norway
- Magdalena Łuniewska, University of Warsaw, Poland
- Eugenia Kelbert, Yale University, USA
- Lise Iversen Kulbrandstad, Hamar University College, Norway
- Ida Larsson, University of Oslo, Norway
- Helle Pia Laursen, Aarhus University, Denmark
- Marta Janik, Adam Mickiewicz University in Poznań, Poland

Affiliates

The status as a MultiLing affiliate is meant for PhD fellows, postdoctoral fellows and scholars who are carrying out research on multilingualism

The MultiLing Affiliate Program aims to highlight work done outside of MultiLing that contributes to any of the three main research themes identified by the Center, and that also presents MultiLing as part of an active and stimulating research community. By supporting researchers whose work contributes to the research goals at the Center, we hope to encourage research collaboration on a local, regional and international level. We anticipate the list to grow in the years to come.

The status as a MultiLing affiliate is meant for PhD and postdoctoral fellows at the University of Oslo who are carrying out research related to one of MultiLing's projects, for former MultiLing fellows, as well as for MultiLing guests and active research collaborators. This status allows researchers to present themselves as affiliated with a Center of Excellence, and also carry out their research in the context of this Center. Furthermore, affiliates are encouraged to participate in research activities at MultiLing.

APPENDIX 2

EVENTS AT MULTILING

Workshops at MultiLing

Language Planning – Theory and Practice in Dialogue

October 13–14 2014

Respecting diversity – the case of the langues d’oc, **Sue Wright**, University of Portsmouth, UK.

Democratic legitimacy and participation, **Øyvind Østerud**, University of Oslo, Norway.

Planning Dutch in the Netherlands and Flanders: destandardisation, regional languages, multilingualism. **Roeland van Hout**, Radboud University Nijmegen, the Netherlands.

Standardization of Basque: from grammar (1968) to pronunciation (1998). **Miren Lourdes Onederra Olaizola**, University of the Basque Country, Spain.

Towards the ethnography of language policy in the Spanish-speaking world, **Carla Amorós Negre**, University of Salamanca, Spain.

Multilingualism and the development of sign language in Hungary, **Csilla Bartha**, Eötvös Loránd University, Hungary.

A language without borders? North Saami and minority language planning in Norway and Finland, **Lene Antonsen** and **Jussi Ylikoski**, UiT, The Arctic University of Norway, Norway.

Standardising Kven: Participation and the role of users, **Pia Lane**, MultiLing, University of Oslo, Norway.

Planning for the non standard in Shetland: issues and challenges? **James Costa**, MultiLing, University of Oslo, Norway.

Legitimacy, ownership and user participation in language standards and Standard Irish, **Tadhg Ó hFhearnáin**, University of Limerick, Ireland.

Revision of the Nynorsk standard: deliberation, decision, legitimization, **Bjørn Ramberg**, CSMN and **Unn Røynealand**, MultiLing, University of Oslo, Norway.

Assessing Assessment Tools: Language Development in Bilingual Preschoolers’

October 16–17

The Multilingual Assessment Instrument for Narratives (MAIN), **Ute Bohnacker**, Uppsala University, Sweden.

Using the CDI with young bilingual children: some critical remarks and suggestions, **Annick De Houwer**, University of Erfurt, Germany.

Cross-linguistic Lexical Tasks (CLTs): challenges of tool design and use in diverse multilingual contexts, **Ewa Haman**, University of Warsaw, Poland.

Developing assessment tools for the identification of language impairments in monolingual and multilingual children speaking Turkish, **Seyhun Topbaş**, Anadolu University, Turkey.

The COST Action IS0804 Parental Questionnaire (PABIQ): A Complementary Assessment Tool for Identification of SLI in Bilingual Children, **Laurie Tuller**, François

Rabelais University, Tours. The use of CLT and PABIQ in assessment of Polish-Norwegian bilingual children, **Pernille Hansen** and **Hanne Gram Simonsen**, MultiLing, University of Oslo, Norway.

Multilingual assessment of macro- and microstructure in narratives: Evidence from Norwegian-Russian preschool children, **Yulia Rodina**, MultiLing, University of Oslo, Norway.

Transforming CDI checklists into a picture based language screening tool for preschool minority children – experience from the pilot study, **Anne-Cathrine Thurmman-Moe**, Statped/National service for special needs education, Oslo, Norway.

Discussant: **Elizabeth Lanza**, MultiLing, University of Oslo, Norway.

Studies on Turkish at MultiLing

October 30

Current Studies on French-Turkish Bilingualism in France, **Mehmet-Ali Aknci**, University of Rouen, France.

Lexical and grammatical development in Turkish and Norwegian among Turkish-Norwegian 3-year-olds, **Pernille Hansen**, **Hanne Gram Simonsen** and **Emel Türker-van der Heiden**, MultiLing.

Cross-Linguistic structural priming of passives in (adult) Turkish-Norwegian bilinguals, **Gözde Mercan**, MultiLing.

Language knowledge and linguistic anxiety among across three generations of the Turkish immigrant community in the Netherlands: The Effects of Language Shift, **Yeşim Sevinç**, MultiLing.

Testing sentence processing and grammatical gender agreement in healthy bilinguals, **Janne Bondi Johannessen**, MultiLing.

Morphosyntactic development of L2 Turkish among adult learners, **Emel Türker-van der Heiden** and **Gözde Mercan**, MultiLing.

Workshops co-organized by MultiLing

Symposium Child language acquisition and bilingualism: Grammatical development in Russian and Norwegian

October 6–7, the Norwegian University Center in St. Petersburg

Co-organized by Yulia Rodina and MultiLing collaborator Marit Westergaard (CASTL, UiT) with the Norwegian University Center of St. Petersburg. Funded by the Norwegian University Center in St. Petersburg.

5th Annual Workshop on Immigrant Languages in the Americas

October 17-19, UCLA, USA

The 5th Annual Workshop on Immigrant Languages in the Americas took place at UCLA October 17–19, 2014. Co-organized by Janne Bondi Johannessen. The workshop was co-sponsored by the National Heritage Language Resource Center.

Guest lectures

Word order and verb inflection in agrammatic aphasia, **Roelien Bastiaanse**, University of Groningen, the Netherlands. January 14.

Laughables as an interactional resource for the establishment of shared knowledge and co-membership, **Louise Tranekjær**, Roskilde University, Denmark. February 12.

France’s Linguistic Landscape 2007–14: Trends in methodologies, **Robert Blackwood**, University of Liverpool, UK. February 28.

Multilingual universities: students’ perspectives in three bilingual contexts, **Peter Garrett**, Cardiff University, UK. March 5.

Language, identity and social categorization, **Pedro Álvarez**, University of Salamanca, Spain. March 14.

Hvordan er klasserom flerspråklige? [How are classrooms multilingual?], **Hilde Solild**, UiT The Arctic University of Norway. April 24.

Multilingualism as Work: Resource and source of exploitation, **Alexandre Duchêne**, University of Fribourg, Switzerland. April 25.

Issues in Bilingual Aging, **Lorraine Obler**, City University of New York (CUNY), USA. May 15

Lost in translation? A Spatial Approach to Micro and Macro Scale Multilingualism in a Religious Setting, **Cécile Vigouroux**, Simon Fraser University, Canada & Collège de Lyon, France. May 23.

When the language of instruction is NOT English (and when it is): Policy narratives and language of instruction in a Danish university, **Kimberly Chopin**, Copenhagen University, Denmark. May 23.

English as a lingua franca in higher education, **Janus Mortensen**, Roskilde University, Denmark. June 6.

“Ets jast ma boooooo000000000”: the emerging social meanings of Scottish accents in contemporary animated children’s films, **Cecelia Cutler**, City University of New York, USA. June 10.

Linguistic Diversity and School Achievement: A Critique of PISA, **Jim Cummins**, University of Toronto, Canada. September 19.

Whither Linguistic Landscape? Sexed signs – Queering the scenery, **Tommaso Milani**, University of Witwatersrand, South Africa. September 22.

Language Use on the Internet in Ethiopia: Evidence from TemariNet and Facebook, **Binyam Sisay Mendisu**, Addis Ababa University, Ethiopia. October 1.

Interrogative and Demonstrative Verbs in Wolaitta (Omotic): linking reference and indexing, **Azeb Amha**, Leiden University, the Netherlands. October 1.

Linguistic Ethnography: using three research settings to raise issues about accountability and interpretation, **Celia Roberts**, King’s College London, UK. October 7.

Hidden in plain sight: micro-analysis, institutions and inequality, **Celia Roberts**, King’s College London, UK. October 7.

Acquisition of Turkish from a cross-linguistic and multilingual perspective, **Seyhun Topbaş**, Anadolu University, Turkey. October 17.

Biliteracy development of French-Turkish bilingual children and teenagers in France, **Mehmet-Ali Aknci**, Université de Rouen – IRED, France. October 31.

Changing city, changing accents — identity, power and conflict in Marseille, **Médéric Gasquet-Cyrus**, Aix-Marseille University/LPL, France. November 6.

Wednesday Seminars

Attrition in nominal agreement in North America Scandinavian - research resources and preliminary results, **Janne Bondi Johannessen**, MultiLing, University of Oslo. January 29.

Young language minority children’s language learning and text-comprehension, **Vibeke Grøver** and **Veslemøy Rydland**, Department of Educational Research, University of Oslo. February 12.

The validity of Mac Arthur-Bates CDI III – a comparison between monolingual and bilingual 3-year-olds, **Julie Arntzen Sunde**, **Nina Helen Erikstad** and **Kjerstin Andersen**, University of Bergen. March 12.

Linguistic biographies of 12 Congolese immigrants in Norway, **Guri Bordal Steien**, MultiLing, University of Oslo. April 2.

Linguistic citizenship: An approach to multilingualism and linguistic landscapes, **Quentin Williams**, MultiLing, Norway/UWC, South Africa. April 23.

Multilingualism in Trondheim public schools: Raising teacher awareness in the English as a Foreign Language classroom, **Eivind Nessa Torgersen**, Sør-Trøndelag University College, Norway. May 14.

Norwegian Words: A lexical database for researchers and clinicians, **Pernille Hansen**, **Hanne Gram Simonsen**, MultiLing, University of Oslo. June 4.

A study of Norwegian-Russian children’s narratives, **Yulia Rodina**, MultiLing, University of Oslo. June 11.

Identity and visibility of the Ethiopian Israeli community in Israel in the framework of the linguistic landscape, **Deborah Dubiner**, University of Haifa, Israel. September 3.

Affective multilingualism, **Tommaso Milani**, Witwatersrand University, South Africa, and **Scott Burnett**, Love-LIFE, South Africa. September 24.

Catch me if you can — Minority language standardization, variation and codification, **Pia Lane**, MultiLing, University of Oslo. October 22.

Effects of bidialectal literacy in Norway: Cognition or culture? **Øystein Vangnes**, UiT The Arctic University of Norway. November 5.

Making differences — Language and the bureaucratic regulation of transnational migration at the borders of the European Union, **Alfonso Del Percio**, MultiLing, University of Oslo. November 19.

Interaction in multilingual workplaces, **Jan Svennevig** and **Kamilla Kraft**, MultiLing, University of Oslo. December 10.

Conf’apéro

Standardizing Nynorsk Unn RøyneStandardizing Nynorsk, **Unn Røynealand**, MultiLing, University of Oslo. January 23.

Context and Interaction, **Verónica Pájaro**, MultiLing, University of Oslo. February 20.

“Cognitive” as a concept in linguistic theory, **Guro Fløgstad**, Department of Linguistics and Scandinavian Studies, University of Oslo. March 20.

Critique of Multilingualism and Multilingualism as Critique, **Alexandre Duchêne**, University of Fribourg, Switzerland. April 24.

Deconstructing the Correlation between Migration, Language Competence, and Integration, **Cécile Vigouroux**, Simon Fraser University, Canada. May 22.

The preservation of endangered languages, **Ivo Spira**, Department of Culture Studies and Oriental Languages, University of Oslo. June 12.

Identity: A zombie concept? **Thomas Hylland Eriksen**, Department of Social Anthropology, University of Oslo. September 11.

Roles, **Jan Svennevig**, MultiLing, University of Oslo. October 9.

The futility of studying performance, **Jan Terje Faarlund**, Centre for the Study of Mind in Nature, University of Oslo. November 4.

The fetish and the idol: Native speaker imaginaries in language sciences, **Valelia Muni Toke**, Institut de Recherche pour le Développement (IRD), France. December 11.

Multilingual Movie Nights

Crosstalk, 1979, John Gumperz, UK. A documentary made by the BBC in the late 1970s that focuses on Gumperz’s work on intercultural communication in British job interviews. January 16.

Finnish Blood, Swedish Heart (Laulu koti-ikävästä/Ingen riktig finne), 2012, Mika Ronkainen, Finland /Sweden. A son and a father go on a road trip that turns into a musical journey into the emotional memory and the history of Finnish immigration in Sweden; of shame, guilt, crime, alcoholism, and family secrets. February 9.

Skin, 2008, Anthony Fabian, South Africa. Based on the true story of a black girl who was born to two white Afrikaner parents in South Africa during the apartheid era. May 8.

Nowhere home (De Andre), 2012, Margareth Olin, Norway. The film shows the experiences of four young asylum seekers who arrived to Norway as unaccompanied minors. May 27.

Kitchen stories (Salmer fra kjøkenet), 2003, Bent Hamer, Norway. In the 1950s, a team of Swedish researchers plans to revolutionize the home kitchen. After observing the modern housewife, they set their sights on typical bachelors. Scientist Folke is sent to a rural Norwegian town, where he tracks the kitchen behavior of an odd single man named Isak. October 30.

APPENDIX 3

OTHER GUESTS IN 2014

Thanks to the generosity of the mobility program support scheme of the Programme franco-norvégien in Paris, three young French researchers were able to come to MultiLing in 2014.

GUEST RESEARCHERS SPONSORED BY PFN AND MULTILING

1. Sarah Harchaoui, Paris-Sorbonne University, France
2. Mehmet-Ali Akinci, Rouen University, France
3. Médéric Gasquet-Cyrus, Le Laboratoire Parole et Langage (LPL), Aix-Marseille University, France

In addition to our many guest lecturers and workshop participants, we were fortunate to have plenty of visitors in connection with ongoing and future projects and collaborations.

OTHER GUESTS

1. Helle Pia Laursen, Aarhus University, Denmark
2. Camille van den Avenne, École normale supérieure de Lyon, France
3. Sijje Ragnhildstveit, University of Bergen, Norway
4. Marit Westergaard, UiT The Arctic University of Norway
5. Nicolai Pharaos, Copenhagen University, Denmark
6. Riikka Nissi, University of Jyväskylä, Finland
7. Kari Tenfjord, University of Bergen, Norway
8. Lyn Carter, University of Otago, New Zealand
9. Ann Wand, University of Oxford, United Kingdom
10. Calvin Ho, University of California Los Angeles, United States
11. Elinor Payne, University of Oxford, United Kingdom
12. Brechtje Post, University of Cambridge, United Kingdom
13. Mathilde Salles, University of Caen Lower Normandy, France
14. Véronique Lenepveu, University of Caen Lower Normandy, France
15. Gaëlle Cadot, University of Caen Lower Normandy, France
16. Hanna S. Thorleifsdottir, University of Caen Lower Normandy, France
17. Daria Toussaint, University of Caen Lower Normandy, France
18. Gabriel Denis, Embassy of France to Norway
19. Pierre Sineux, University of Caen Lower Normandy, France
20. Else Myrvang, Lycée International Saint-Germain-en-Laye, France
21. Anne Helene Carrara, Lycée International Saint-Germain-en-Laye, France

APPENDIX 4

TALKS OUTSIDE MULTILING, 2014

Conference and workshop presentations

Nathan Albury

The folk linguistics of Maori language revitalization, Te Tumu School of Maori, Pacific and Indigenous Studies research seminar, University of Otago, New Zealand. November 2014.

Your language or ours? Inclusion and exclusion of majority language speakers from indigenous language revitalization, *Language and Society Conference*, Linguistic Society of New Zealand, New Zealand. December 2014

Maimu Berezkina

Physical and virtual linguistic landscapes in multilingual Norway, *Linguistic Landscapes 6*, University of the Western Cape, South Africa. April 2014.

Language policies of state institutions in communication with new speakers in virtual spaces, *2nd International Symposium on New Speakers in a Multilingual Europe*, Universitat Oberta de Catalunya, Spain. November 2014.

Diana Maria Camps

The discursive construction of users in the language standardization of Limburgish, *American Association for Applied Linguistics (AAAL) Annual Meeting*, Portland State University, USA. March 2014

Polynomic Limburg: Standardization and the production of social distinction, *Sociolinguistics Symposium 20*, University of Jyväskylä, Finland. June 2014.

James Costa

Se necesita un estándar lingüístico? La problemática del escocés en Escocia [Is a linguistic standard necessary? The question of Scots in Scotland], invited paper, *Encuentro*

Académico de Educación y Normalización de Lenguas Indígenas, Universidad Nacional Autónoma Metropolitana, Mexico. April 2014.

The Shetland standardisation debate: Nornomania, Nornophobia and the Shetland dialect, invited paper, Linguistic Anthropology workshop, California State University, Long Beach, USA. April 2014.

Standardisation linguistique et langues minoritaires et indigènes [Language standardisation and indigenous and minority languages], invited paper, *LED-TRD (Langues en danger – terrain, revitalisation, documentation) workshop*, Université Lyon 2, France. April 2014.

The myth of the non-standardised language: Shetland Scots as a case in point, *Sociolinguistics Symposium 20*, University of Jyväskylä, Finland. June 2014.

Linguistic markets, orthographic dilemmas and the non-standardisation of Shetland Scots, *Fourth Cambridge Conference on Endangered Languages*, University of Cambridge, UK. July 2014.

Scottish myths and the nature of the linguistic market in Scotland, *If Scotland Conference*, University of Stirling, UK. August 2014.

Newspeakerness under conditions of crisis: Newspeakers in the workplace in Ireland and Shetland, *2nd International Symposium on New Speakers in Multilingual Europe*, Universitat Oberta de Catalunya, Spain. November 2014.

With Alexandra Jaffe: Scaling place in a placeless space: Discussing Corsican and Shetlandic online, *American Anthropological Association (AAA) Annual Meeting*, Washington DC, USA. December 2014.

Alfonso Del Percio

Capitalizing on linguistic diversity, *American Association for Applied Linguistics (AAAL) Annual Meeting*, Portland State University, USA. March 2014.

Capitalizing on immigrants' language skills in Switzerland's nation-branding practices. A capital for whom? *3rd LINEE + International Conference: Linguistic and Cultural Diversity in Space and Time*, University of Dubrovnik, Croatia. April 2014.

On unequal multilingualisms, uneven mobilities, and different desires in late capitalistic Switzerland, *Sociolinguistics Symposium 20*, University of Jyväskylä, Finland. June 2014.

Making Differences – Language and the bureaucratic regulation of transnational migration, Institute of Multilingualism, Fribourg University, Switzerland. December 2014.

Diverging ideologies of multilingualism in 19th century Switzerland, *American Anthropological Association (AAA) Annual Meeting*, Washington DC, USA. December 2014.

Polyglot Ideologies of the Nation-State in the 19th Century, *American Anthropological Association (AAA) Annual Meeting*, Washington DC, USA. December 2014.

Anne Golden

Identity Construction in Test Texts – Does it Matter? *American Association for Applied Linguistics (AAAL) Annual Meeting*, Portland State University, USA. March 2014.

Conceptualizations of language learning, invited paper, *ALA World Congress (International Association of Applied Linguistics)*, University of Queensland, Brisbane. August 2014.

Andrespråksforskning i dag – og i morgen. Hva bidrar MultiLing med? [Second language acquisition today – and tomorrow. What is MultiLing's contribution?], keynote, *NOA – Den sjette nasjonale forskerkonferansen om norsk som andrespråk*, University of Stavanger, Norway. November 2014.

Hvorfor blir tekster skrevet av vietnamesere vurdert lavere enn tekster skrevet av spansktalende kandidater? [Why do texts written by Vietnamese get a lower evaluation than texts written by Spanish-speaking candidates?], *NOA – Den sjette nasjonale forskerkonferansen om norsk som andrespråk*, University of Stavanger, Norway. November 2014.

Internasjonal forskning om barn og unges ordforråd og litterasitetspraktiser på andrespråket – En kunnskapsstatus [International research on children's and adolescents' vocabulary and literacy practices in a second language – A status report], *NOA – Den sjette nasjonale forskerkonferansen om norsk som andrespråk*, University of Stavanger, Norway. November 2014.

Pernille Hansen

With Hanne Gram Simonsen, Nina Gram Garmann: The effects of word class, imageability, phonological neighborhood density and frequency on the early acquisition of Norwegian content words, *GURT – Georgetown University Roundtable on Languages and Linguistics*, Georgetown University, USA. March 2014.

Janne Bondi Johannessen

Språkendring og innvandring – hva kan lånordene fortelle? [Language change and immigration – what can loanwords tell?], plenary, Freedom and migration in a Norwegian-American context, *Norwegian-American Historical Association (NAHA)*, Norway. June 2014.

Studying the Norwegian Language in America: Fieldwork in the past and present, plenary, Freedom and migration in a Norwegian-American context, *Norwegian-American Historical Association (NAHA)*, Norway. June 2014.

With Øystein Vangsnes, Bjørn Lundquist, Ida Larsson, Kristine Bentzen, Piotr Garbacz, Marit Julien, Stig Rognes, Christine Bjerkan Østbø, Anders Næklestad: Nye isoglosser illustrert i det nye nettstedet for nordisk språk: NALS – Nordic Atlas of Language Structures (Online). [New isoglosses illustrated in the new website for Nordic languages: NALS – Nordic Atlas of Language Structures (Online)], plenary, *Tionde nordiska dialektologkonferansen*, Åland, University of Helsinki, Finland. August 2014.

With Øystein Vangsnes: Nordisk forskningsinfrastruktur for dialektforskning: Nordisk dialektkorpus og Nordisk syntaksdatabase [Nordic research infrastructure for dialect research: Nordic Dialect Corpus and Nordic Syntax Database], *Tionde nordiska dialektologkonferansen*, Åland, University of Helsinki, Finland.

With Ida Larsson: Pronouns and gender in American heritage Norwegian and Swedish, plenary, *Fifth annual workshop on immigrant languages in the Americas*, UCLA, USA. October 2014.

Ingri Jølbø

Veien videre i andrespråksforskningen: komplekse identitetsperspektiver i andrespråkskriving [The way forward in second language research: Complex identity perspectives in second language writing], *NOA – Den sjette nasjonale forskerkonferansen om norsk som andrespråk*, University of Stavanger, Norway. November 2014.

Monica Knoph

Intervention and cross-language transfer in multilingual aphasia: Examples from a case study, invited keynote, *Hadassah College Jerusalem Conference on Multilingual and Multicultural Aspects of Communication Disorders 2014*, Hadassah Academic College, Israel. July 2014.

Kamilla Kraft

With Dorte Lønsmann: Naturalness, power and respect – an analysis of managers' language ideologies in a Danish context, *English in Business and Commerce: Interactions and Policies*, Charles University, Czech Republic. March 2014.

Accommodation practices of new speakers in a Norwegian workplace, *2nd International Symposium on New Speakers in a Multilingual Europe*, Universitat Oberta de Catalunya, Spain. November 2014.

Construction and interaction – creating interactional competence with limited linguistic resources, *NorDisCo – Nordic interdisciplinary discourse conference*, University of Jyväskylä, Finland. November 2014.

Pia Lane

With **Elizabeth Lanza**: Response to "Globalization in the margins", invited talk, *Globalization in the Margins Consortium Meeting*, Copenhagen University, Denmark. January 2014.

Minority Language Standardisation: Users and non-users, invited talk, Birkbeck College, University of London, UK. May 2014.

Frozen in time? Social actors and minority language standardisation, *Sociolinguistics Symposium 20*, University of Jyväskylä, Finland. June 2014.

Elizabeth Lanza

It takes two to tango: Bridging the classical gap between psycholinguistic and sociolinguistic research in multilingualism, invited keynote, *Negotiating Methodological Challenges in Linguistic Research*, University of Fribourg, Switzerland. February 2014.

Multilingual encounters in trans-cultural families: An introduction, language policy, invited plenary, *American Association for Applied Linguistics (AAAL) Annual Meeting*, Portland State University, USA. March 2014.

Urban multilingualism and family language policy, invited plenary, *Urban Multilingualism in the European Union: Bridging the Gap between Language Policies and Language Practices*, Royal Flemish Academy of Belgium for Science and the Arts, Belgium. April 2014.

With Hirut Woldemariam: Imagined communities? A comparative analysis of the linguistic landscapes of Addis Ababa and "Little Ethiopia" in Washington DC, *Linguistic Landscapes 6*, University of the Western Cape, South Africa. April 2014.

With **Unn Røyneland**: Strangers in paradise? Disturbances in the discourses of the local and global in Norway, invited talk, *Sociolinguistics Symposium 20*, University of Jyväskylä, Finland. June 2014.

Flerspråkighet – muligheter og utfordringer for individ og samfunn [Multilingualism – potential and challenges for the individual and society], invited keynote, Summer Meeting of the Academy, The Norwegian Academy of Science and Letters, Norway. June 2014.

With Hirut Woldemariam: Multilingualism and diversity in Ethiopia, invited talk, *AILA World Congress (International Association of*

Applied Linguistics), University of Queensland, Brisbane. August 2014.

With Hirut Woldemariam: Diversity in political and ethnolinguistic identities in the Ethiopian diaspora in Washington DC, invited plenary, *Diversities, Affinities and Diaspora*, University of Adelaide, Australia. August 2014.

Identity construction in a migration context, invited keynote, *NorDisCo – Nordic Interdisciplinary Discourse Conference*, University of Jyväskylä, Finland. November 2014.

A social turn in child multilingual acquisition studies? The role of input, invited keynote, *Variation in Language Acquisition 2*, University of Grenoble, France. December 2014.

Marianne Lind

With **Hanne Gram Simonsen**, **Pernille Hansen**, Elisabeth Holm: Norwegian words: A lexical database for researchers and clinicians, *ICPLA (International Clinical Phonetics and Linguistics Association) Conference*, Stockholm University, Sweden. June 2014.

Verónica Pájaro

Samkonstruksjonen av profesjonelle identiteter i jobbintervjuer: turnusleger med minoritetsbakgrunn i ett norsk helseforetak [Co-construction of professional identities in job interviews: Interns with a minority background in a Norwegian health enterprise], invited, *Fredagsforelæsninger*, Roskilde University, Denmark. March 2014.

Epistemic status and the interactional construction of applicants' background in job interviews, *ICCA (4th International Conference on Conversation Analysis)*, UCLA, USA. June 2014.

Yulia Rodina

With Marit Westergaard: Grammatical gender in bilingual and monolingual acquisition: Norwegian

and Russian, invited lecture, ZAS – Zentrum für Allgemeine Sprachwissenschaft, Germany. January 2014.

With Marit Westergaard: Grammatical gender in a Norwegian dialect: Language acquisition and language change, *Workshop on the North Germanic Noun Phrase*, CASTL (Center for Advanced Studies in Theoretical Linguistics), UiT The Arctic University of Norway, Norway. May 2014.

With Roksolana Mykhaylyak, Natalia Mitrofanova, and Marit Westergaard: The Linguistic Proximity Model: The case of Verb-Second revisited, *Boston University Conference on Language Development (BUCLD)*, Boston University, USA. November 2014.

With Marit Westergaard: Assessing exposure effects in gender assignment by Norwegian-Russian bilingual children, NorPhLex seminar, University of Oslo, Norway. June 2014.

With Marit Westergaard: Lexical acquisition and morphosyntax: Grammatical gender in Norwegian, NorPhLex seminar, University of Oslo, Norway. June 2014.

With Marit Westergaard: The gender system of the Tromsø dialect of Norwegian: Language acquisition and language change, *13th International Congress for the Study of Child Language*, University of Amsterdam, Netherlands. July 2014.

With Marit Westergaard: Transparency and the amount of input in bilingual acquisition: The case of gender assignment in Russian and Norwegian, *13th International Congress for the Study of Child Language*, University of Amsterdam, Netherlands. July 2014.

With Marit Westergaard: Input effects in gender assignment of bilingual Norwegian-Russian children, *Workshop on Language Acquisition and Multilingualism*, Norwegian University Center in St. Petersburg, Russia. October 2014.

With Marit Westergaard: The acquisition of grammatical gender in

Norwegian-Russian bilinguals: The effect of transparency and amount of input, *The Language Learning Fest*, Norwegian University of Science and Technology, Norway. November 2014.

With Roksolana Mykhaylyak, Natalia Mitrofanova, and Marit Westergaard: The Linguistic Proximity Model: The case of Verb-Second revisited, *Boston University Conference on Language Development (BUCLD)*, Boston University, USA. November 2014.

With Marit Westergaard: Gender agreement in bilingual and monolingual speakers of Norwegian and Russian, invited talk, Lund University, Sweden. December 2014.

Eise Ryen

Vurdering av flerspråklige barns kompetanse: verktøy og tiltak [Assessment of multilingual children's competence: Tools and measures], invited talk, University of Oslo, Norway. February 2014.

With **Bente Ailin Svendsen**: Ta tempen på språket! Forskningskampanjen 2014 [Take the temperature of language! The Research Campaign 2014], *NOA – Den sjette nasjonale forskerkonferansen om norsk som andrespråk*, University of Stavanger, Norway. November 2014.

With Kirsten Palm: Kartlegging av andrespråkskompetanse – utfordringer for skolen [Mapping of language competence – challenges for schools], invited talk, *Konferansen Det flerspråklige og flerkulturelle nord – i skole og barnehage*, UiT The Arctic University of Norway, Norway. November 2014.

Unn Røyneland

With Kristin Myklestu: Hva skal til for å høres – og se – ut som du hører til? En verbal-visuell masketest [What is needed to be heard – and

seen – like you belong? A verbal-visual masked guise test], *SONE Conference*, University of Oslo, Norway. March 2014.

Hip-hop youth and the (re)negotiation of language and identity, invited talk, *Normas, lenguajes y prácticas culturales. Un enfoque interdisciplinar*, Universidad Nacional de Educacion a Distancia, Spain. April 2014.

Multilingual youth practices, invited talk, Universidad Autónoma de Madrid, Spain. April 2014.

Jóvenes Hip Hop y la (re)negociación del lenguaje y la identidad en Noruega [Hip-hop youth and the (re) negotiation of language and identity in Norway], invited, student seminar *Antropología lingüística: Simbolismo, cognición y estructura social*, Universidad Autónoma de Madrid, Spain. May 2014.

Hva skal til for å høres ut som du hører til? Forestillinger om dialektale identiteter i det senmoderne Norge [What should you sound like to sound like you belong? Notions of dialectal identities in late modern Norway], keynote, *Tionde nordiska dialektologkonferansen*, Åland, University of Helsinki, Finland. August 2014.

Språkmakt, språkstatus, språkideologi og språkhaldninger [Language power, language status, language ideology and language attitudes], invited talk, Oslo and Akershus University Colleges of Applied Sciences, Norway. September 2014.

"Hvor faen er jeg fra?": Språk- og identitetsforhandlinger blant norske rappere ["Where the fuck am I from?": Language and identity negotiations among Norwegian rappers], invited keynote, *Brønsted Lecture*, University of Southern Denmark, Denmark. November 2014.

Yesim Sevinç

Heritage language anxiety and physiological response, Quantifying Physiological Data, Workshop, Netherlands institute for health services research (Nivel), Netherlands. June 2014.

"Dutch to me? It's simply a criminal, the murderer of my Turkish." The effects of language shift., *12th International Conference of the Association for Language Awareness (ALA)*, Hedmark University College, Hamar, Norway. July 2014.

HOME: Is it where I come from or where I make my living? *17th International Conference on Turkish Linguistics*, University of Rouen, France. September 2014.

With **Emel Türker-van der Heiden**: Lexical and structural characteristics of Turkish spoken in the Netherlands and in Norway, *17th International Conference on Turkish Linguistics*, University of Rouen, France. September 2014.

Hanne Gram Simonsen

With **Pernille Hansen**, Magdalena Łuniewska, Kirsten Meyer Bjerkan, Elisabeth Holm, **Ingeborg Ribu**, Stefan Markiewicz, Katarzyna Chyl, Ewa Haman: Cross-Linguistic Lexical Tasks (CLT) in bilingual Polish-Norwegian children, monolingual peers and children with SLI, *GURT – Georgetown University Roundtable on Languages and Linguistics*, USA. March 2014.

with **Pernille Hansen**, Magdalena Łuniewska, Elisabeth Holm, **Ingeborg Ribu**, Stefan Markiewicz, Katarzyna Chyl, and Ewa Haman: The cross-linguistic lexical tasks in bilingual Polish-Norwegian children: Effects of psycholinguistic properties and language use in the families, *13th International Congress for the Study of Child Language*, University of Amsterdam, Netherlands. July 2014.

Guri Bordal Steien

The Obligatory Contour Principle in African and European varieties of French, *INTERSPEECH 2014*, Singapore. September 2014.

Prosodic aspects of French spoken by multilingual Congolese speakers residing in Norway, invited paper, *French Prosody in Contact*, Université catholique de Louvain, Belgium. October 2014.

Les tons dans des variétés africaines du français [Tones in African varieties of French], invited paper, *Journées FLORAL (Français Langue ORALE et Linguistique)*, Cité Internationale Universitaire de Paris, France. November 2014.

Andrespråktoner gjennom førstespråkprosodi: En studie av ordmelodier i norsk spontan tale produsert av lingala og swahili S1-talere [Second language tones through first language prosody: A study of word melodies in Norwegian spontaneous speech produced by Lingala and Swahili L1 speakers], *NOA – Den sjette nasjonale forskerkonferansen om norsk som andrespråk*, University of Stavanger, Norway. November 2014.

Prosodie et contact de langues [Prosody and language contact], invited talk, Université de Toulouse-le Mirail, France. December 2014.

Bente Ailin Svendsen

Where have all the languages gone, long time passing? Family language policy across time in a Filipino Diaspora, *American Association for Applied Linguistics (AAAL) Annual Meeting*, Portland State University, USA. March 2014.

Kebabnorskdebatten – en språkideologisk forhandling om sosial identitet, invited keynote, *Ungdomskultur og ungdomskonflikt*, NOVA Norwegian Social Research, Norway. March 2014.

Social identities and values in the debate on «Kebab-Norwegian»: An ideological battlefield, *Valuing multilingualism*, University of Manchester, UK. May 2014.

Jan Svennevig

Presenting complex information in installments in L2 interaction, *OCHER workshop on health communication*, University of Oslo, Norway. January 2014.

Å regulere atferd i offentlige rom – direktiver i lingvistiske landskap [Regulating behavior in public spaces – directives in linguistic landscapes], *SONE Conference*, University of Oslo, Norway. March 2014.

"Hello" as a repair initiator indexing acceptability problems, *ICCA (4th International Conference on Conversation Analysis)*, UCLA, USA. June 2014.

With Olga Djordjilovic: Accounting for requests in meeting interaction, *ICCA (4th International Conference on Conversation Analysis)*, UCLA, USA. June 2014.

With Anne Marie Landmark: Negotiating treatment preferences: Physician's formulations of patients' stance, *ICCA (4th International Conference on Conversation Analysis)*, UCLA, USA. June 2014.

Information chunking in second language interaction, *NorDisCo – Nordic interdisciplinary discourse conference*, University of Jyväskylä, Finland. November 2014.

Sarah Van Hooft

(De)standardization in Flemish Belgium: Evidence from late 1970s TV fiction, *Historical Sociolinguistics Network Conference*, University of Sheffield, UK. February 2014.

Standardisation and vernacularisation in Flemish Belgium: Perpetuating and reworking the standard language

ideology in late 1970s TV fiction, *SONE Conference*, University of Oslo, Norway. March 2014.

Negotiating linguistic standardization in Flemish TV fiction around 1980: Laying the grounds for a new linguistic normality, invited talk, *SLICE Round Table on Language*, Style and Broadcast Media, Copenhagen University, Denmark. June 2014.

The mediated performance of standard and nonstandard speech styles: Variable indexicalities in late 1970s and early 1980s Flemish TV fiction, *Taal & Tongval conference on Destandardisation in Europe: Qualitative and quantitative approaches*, Ghent University, Belgium. November 2014.

Posters**Pernille Hansen**

with **Hanne Gram Simonsen**, Kirsten Meyer Bjerkan, Katarzyna Chyl, Elisabeth Holm, **Ingeborg Ribu**, Magdalena Łuniewska, Ewa Haman: Lexical assessment in bilingual Polish-Norwegian children, monolingual peers and children with SLI, *ICPLA (International Clinical Phonetics and Linguistics Association) Conference*, Stockholm University, Sweden. June 2014.

Janne Bondi Johannessen

With Per Erik Solberg, Arne Skjærholt, Lijja Øvrelid, Kristin Hagen: The Norwegian Dependency Treebank. *Ninth International Conference on Language Resources and Evaluation (LREC 14)*, European Language Resources Association and University of Iceland, Iceland. May 2014.

Monica Knoph

With Peggy S. Conner (first author), Mira Goral, Inge Anema, Carmen Mustelier, Katy Borodkin, Marina Belkina, Yair Haendler, Elizabeth Paluska, Yana Pugach: Code-switching in multilingual aphasia, *Academy of Aphasia*, USA. May 2014.

With Mira Goral (first author), Peggy S. Conner, Inge Anema, Marina Belkina, Katy Borodkin, Yair Haendler, Carmen Mustelier, Elizabeth Paluska, Yana Pugach: Cross-language influences in multilingual aphasia, *Science of Aphasia*, Italy. September 2014.

With **Marianne Lind**, **Hanne Gram Simonsen**: The impact of Semantic Feature Analysis on verb production in a multilingual speaker with aphasia, *Science of Aphasia*, Italy. September 2014.

Marianne Lind

With Eli Anne Eiesland (first author): Interpretation of novel noun compounds by aphasic and non-aphasic speakers, *ICPLA (International Clinical Phonetics and Linguistics Association) Conference*, Stockholm University, Sweden. June 2014.

Ingeborg Ribu

The effects of imageability and phonological neighborhood density in speech processing: Evidence from speakers with and without aphasia, *ICPLA (International Clinical Phonetics and Linguistics Association) Conference*, Stockholm University, Sweden. June 2014.

Hanne Gram Simonsen

With Øydis Hide (first author) and Tine Kaasa: Clinical use of Electropalatography (EPG) in a Norwegian child born with Cleft Lip and Palate (CLP), *ICPLA (International Clinical Phonetics and Linguistics Association) Conference*, Stockholm University, Sweden. June 2014.

Popular Science Talks**Janne Bondi Johannessen**

On the status of the Østfold dialect in media and society, panel discussion on the Østfold dialect, Litteraturhuset, Fredrikstad, Norway. March 2014.

Pia Lane

Språkkontakt i Bugøynes og Lappe, Canada [Language contact in Bugøynes and Lappe, Canada], *Bugøynesfestivalen*, Norway. July 2014.

Yulia Rodina

Билингвизм и овладение русским языком в Норвегии [Bilingualism and the acquisition of Russian in Norway], Russian school in Oslo, Norway. March 2014.

Билингвизм: Один мозг + два языка = много преимуществ! [Bilingualism: One brain + two languages = many advantages!], Center for Russian Language and Culture, Norway. March 2014.

Else Ryen

With **Hanne Gram Simonsen**: Tidlig flerspråkighet: muligheter og utfordringer for barnehagene [Early multilingualism: Opportunities and challenges for preschools]. June – November 2014 (see «Public Outreach» chapter for details).

With **Hanne Gram Simonsen**: Flerspråkighet i barnehagen [Multilingualism in preschools], invited lecture, The Norwegian Directorate for Education and Training, Norway. June 2014.

Språklæring i fagene, Tiller Upper Secondary School, Norway. April 2014.

Hanne Gram Simonsen

With **Inger Moen**: Flerspråkighet og demens [Multilingualism and dementia], *Demensdagene*, Norwegian National Advisory Unit on Ageing and Health, Norway. December 2014.

Bente Ailin Svendsen

Morsmål og andre mål – Morsmålets verdi i hjem og skole [Mother languages and other languages – The value of the mother language at home and in schools], invited talk, *Mother Language Day*, Litteraturhuset, Oslo, Norway. February 2014. Morsmål og andre mål – Morsmålets verdi i barnehage, hjem og skole [Mother languages and other languages – The value of the mother language in preschools, at home and in schools], invited talk, *Morsmålskonferansen 2014*, NAFO National Centre for Multicultural Education, Norway. November 2014.

Jan Svennevig

Å sikre forståelse i samtaler med andrespråksbrukere [Ensuring comprehension in conversation with second language users], *Norsk-konferansen*, VOX National center for continued education, Norway. May 2014.

Other talks**Anne Golden**

Kognitiv lingvistik og morsmålstransfer [Cognitive linguistics and mother tongue transfer], meeting with teachers at Oslo Continued Education Centre Rosenhof, Norway. May 2014.

Janne Bondi Johannessen

Presentation of the Text Laboratory, invited talk, official presentation for the Horats database, Department of Philosophy, Classics, History of Art and Ideas, University of Oslo, Norway. April 2014.

Kamilla Kraft

Sprog og kommunikation blandt uflaglærte og faglærte medarbejdere på transnationale arbejdspladser i Norge [Language and communication among skilled and unskilled workers in transnational workplaces in Norway], invited talk, network meeting about integration in multilingual workplaces, 3Fs integrations- og ligestillingsnetværk, Denmark. April 2014.

Pia Lane

Fem myter om tospråkighet – lingvistisk mytekning [Five myths about bilingualism – linguistic myth-busting], invited talk, Open Day 2014, University of Oslo, Norway. March 2014.

"What's in it for me?" Prosjektsøknaden som virkemiddel til styrking av egen forskning, forskningsprofil og –nettverk [The project application as a means of strengthening your research, research profile and network], seminar, Norway. March 2014.

Yulia Rodina

Verdien av flerspråkighet og familiens rolle i barnas flerspråklige kompetanse [The value of multilingualism and the role of the family in children's multilingual competence], seminar organized by KUN Center for gender equality, Norway. May 2014.

Else Ryen

With Tone Greve Gedde: Godt nok norsk? – språkkrav for sykepleierstudententer [Good enough Norwegian? – language requirements for student nurses], talk for the Norwegian Nurses Organisation, Norway. March 2014.

Kartlegging av elevers grunnleggende ferdigheter [Mapping pupils' basic skills], Oslo Municipality Education, Norway. May 2014.

Ta tempen på språket! [Take the temperature of language!], University of Oslo, Norway. December 2014.

Unn Røynealand

Norsk nok, regionalt nok, lokalt nok? Haldningar til dialektvariasjon, dialektendring, språkblanding og nye blandingskodar [Norwegian enough, regional enough, local enough? Attitudes to dialect variation, dialect change, mixing languages and new code-switching], Parents' Council Working Committee Norwegian course, Norway. February 2014.

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APPENDIX 5

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Appendix A**Appendix B****Appendix C****Appendix D****Appendix E****Appendix F****Appendix G****Appendix H****Appendix I****Appendix J****Appendix K****Appendix L****Appendix M****Appendix N****Appendix O****Appendix P****Appendix Q****Appendix R****Appendix S****Appendix T****Appendix U****Appendix V****Appendix W****Appendix X****Appendix Y****Appendix Z****Appendix AA****Appendix AB****Appendix AC****Appendix AD****Appendix AE****Appendix AF****Appendix AG****Appendix AH****Appendix AI****Appendix AJ****Appendix AK****Appendix AL****Appendix AM****Appendix AN****Appendix AO****Appendix AP****Appendix AQ****Appendix AR****Appendix AS****Appendix AT****Appendix AU****Appendix AV****Appendix AW****Appendix AX****Appendix AY****Appendix AZ****Del Percio, Alfonso**

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“Norway faces all issues under the theme of multilingualism. MultiLing, under the directorship of Elizabeth Lanza, conducts top and innovative research in all these areas addressing important issues for learners and users spanning over a life time. I am proud and honored to be part of the advisory board with top world scholars contributing to assessment, language policies and linguistic landscapes.”

ELANA SHOHAMY

Visiting address:
Henrik Wergelands hus
Niels Henrik Abels
vei 36
0313 OSLO Norway
Mail address:
P.O. Box 1102 Blindern
0317 OSLO
Norway

Phone:
22 84 42 37
22 85 68 83
E-mail:
[contact-multiling@
iln.uio.no](mailto:contact-multiling@iln.uio.no)
Web:
[www.hf.uio.no/
multiling/english/](http://www.hf.uio.no/multiling/english/)

